



ST CHARBEL'S COLLEGE ANNUAL REPORT



2019

CONTENTS

Message from the Principal.....	3
Message from the Board	4
Message from Parents & Friends Association	5
College Context.....	6
Educational Direction.....	7
Religious Education and Mission	8
Wellbeing Report.....	9
SRC Report.....	11
Student Profile - Gender and Religion	12
Data Analysis - HSC and Naplan	13
National Benchmarks.....	15
Attendance Policy Summary	16
How We Manage Non-Attendance	17
VET & TVET.....	19
Retention Year 10 (2017) to Year 12 (2019).....	19
Staff Profile.....	20
Professional Learning and Priority	21
Policies.....	23
Financial.....	25
Community Survey	26

MESSAGE FROM THE PRINCIPAL

St Charbel's College is striving to continually reflect on its Motto "To Him Be Glory" in each and every action and gesture, 2019 is considered as a successful year of many to come. The success' journey carries with it the dedication and enthusiasm of both teachers and students. Our students are privileged and proud to belong to our College. Our Teachers are caring about their little flowers who are growing and flourishing day after day. In 2019 the College has seen progress in the NAPLAN and HSC results and all of this is for the glory of God.

St Charbel's College looks at each student as a whole person. For this reason, it offers education through nurturing and providing for the student's spiritual, academic, social and emotional needs. The primary purpose of St Charbel's College is to support the members of the parish community in providing religious education in light of the teaching of the Catholic Church with a Maronite flavour. What differs St Charbel's College from other school's is its faithfulness to the Lebanese Tradition and Language. St Charbel's College is faithful to the community of monks who came to serve their people and to hold them to their tradition, reminding them of their roots and values. St Charbel's College keeps in mind all these things and tends forward to cover the need of the education of its students in the 21st Century.

In light of all of this and in consultation with the College Board, St Charbel's College has made the decision to develop and provide the best quality of learning to its students in working on a Master Plan for thirty years ahead. This plan considers the quick development of the learning environment.



St Charbel's College is aware of the utmost need to develop in each child a strong character, a well-rounded attitude as well as strong values to face a challenging world. For this reason, we have a strong pastoral program which focuses on developing traits such as adaptability, persistence, resilience, integrity, justice, empathy and ethics.

Without the mutual commitment of students, teachers and parents, very little can be achieved. Where this commitment is found, the results are evident in spiritual, academic, sporting and cultural achievements. Therefore, I thank parents, teachers, and students, who have chosen to pursue the common good of the College. Yours are the efforts of which dedication is the hallmark, and excellence is the reward. A special thanks in particular to our Executive Team, College Board and our Parents & Friends Committee for their ongoing support to the College. I hope and pray that St Charbel our Patron Saint will continue to bless and guide our College community.

Fr Maroun Youssef OLM
Principal

MESSAGE FROM THE BOARD



As a Monk of the Lebanese Maronite Order, and newly arrived to serve here in Australia, it is a privilege and honour to be a member of the St Charbel's College Board and to Chair the Board that is made up of people who are passionate and qualified to help St Charbel's College continue to be an exceptional educational institute.

The ethos of St Charbel's College was set by the Monks of the Lebanese Maronite Order who in 1972, established a Monastery and Church here in Punchbowl, with the aim to serve the Maronites and all people, and assist them to preserve their faith and values. Now some forty years later, the humble mission of these pioneer Monks has grown, and the children and grandchildren of our parishioners are being educated at a school that can teach them the faith and values of their heritage.

The Monks of the Lebanese Maronite Order continue this commitment, and are working collaboratively with the College Board, College Principal, Fr Maroun Youssef, and the Executive and Leadership team to ensure the best educational environment for the students.

As a new member of the Board, I have come quickly to realise that many things would not be possible without the financial support of the Federal and State Governments. The College Board wishes to acknowledge this support, as well as the advice and assistance provided by many in our community who willingly offer their services to the College for its betterment.

To my fellow Board members, I thank you for your commitment, dedication and tireless contribution to the governance and stewardship of the College. To our Principal Fr Maroun Youssef, the Executive and Leadership team, all the staff at St Charbel's College, the Parents and Friends Association, and all the parents of our students, the Board thanks you for your outstanding contribution to the mission of St Charbel's College, To Him Be Glory.

All things are through God, He is the source of all things, He holds them together, and sustains everything that is. He is active and present in the work of keeping the universe running. All things that exist continue through Him.

It is a pleasure to serve this outstanding institution, and it is my pleasure to present the 2019 Annual Report.

Fr Charbel Abboud OLM
Chairperson

MESSAGE FROM PARENTS & FRIENDS ASSOCIATION

The aim of the St Charbel's Parents and Friends Committee is to strengthen the partnership between family, school, parish and the wider community for the benefit of our children's overall development and learning. As an active member of this committee since 2011, I can testify to the dedicated committee members, past and present, who have worked tirelessly, giving up their own time, for the betterment of the college and its students.

Both the College and the Committee have evolved over the nine years since the time I joined and evermore so recently through the St Charbel's College Strategic Improvement Plan. The P&F Committee is committed to supporting the Strategic Improvement Plan both in consultation to, and the contribution of educational equipment and resources as articulated in the Plan.

This year's fundraising activities were modest yet executed with the utmost enthusiasm; Mother's & Father's Day breakfast, gift stalls, and Pizza Day. The committee contributed to the Year 6 and Year 12 graduation ceremonies both in volunteering time and financial means. These are initiatives which the committee will remain committed to for years to come should the need remain.

Christmas signifies the birth of our Lord, Jesus Christ; Gods greatest gift to humanity. In line with the values of our faith, and as an opportunity for us to give to those in need and those who are suffering, the 2019 P&F Committee arranged a Christmas Gift Donation to the Emergency and Paediatric Wards of Bankstown-Lidcombe Hospital. It was a truly humbling experience and we were pleased to put a smile on the faces of the children who were in these wards. We couldn't have ended the year in better spirits.

I wish to give recognition to and thank all the parents who contributed to the P&F Committee fundraisers. Your generosity is valued, and your support is esteemed. The Committee welcomes



your feedback and involvement as you are the pillar of everything we do.

I would like to thank all the committee members and volunteers of 2019 and acknowledge their ongoing support to the broader school community. As always, I am overwhelmed by their commitment, passion and endless efforts. Similarly, I would like to thank Ms Vania Bejjani and the College Executive committee for their continued devotion to the college.

Finally and On behalf of the 2019 Parents and Friends Committee, I would like to acknowledge and thank Father Maroun Youssef, our College Principal. Your support and friendship have not gone unnoticed. As a committee, we've seen firsthand your dedication to not only the college, but the broader St Charbel's Parish community. May God bless you and give you the strength to continue to lead our college in His direction. We look forward to working with you in the years ahead.

Ms Gisele Doumet

President

P & F Committee

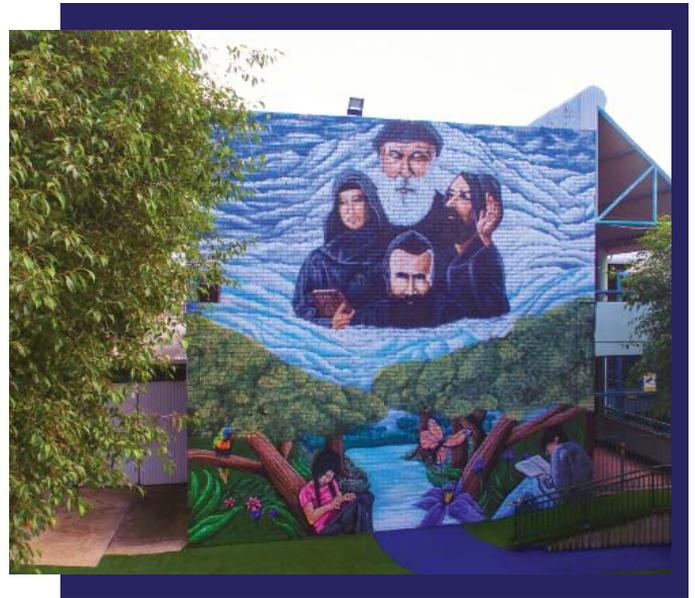
COLLEGE CONTEXT

The Maronite Order arrived in Australia in 1972 and a mere six months later, the first chapel and altar dedicated to St Charbel was blessed. In the following year, a church and a new monastery were completed.

The Lebanese Maronite Order in Australia strives to continue its mission, which is to place itself at the service of the Maronite community, both in terms of the faith education and the academic education of the new generation. This mission was to be realised through the founding of a school, which would sustain, develop, and enhance the Maronite Faith of their future generations, while enriching the lives of their children through their schooling.

The first house bought by the monks was used to teach children the Arabic language, and to prepare them for their First Holy Communion. The monks then began to buy several houses in order to commence the construction of a fully operational primary and secondary school. The Primary School was completed at the end of 1983, and opened to students on 1st February 1984 and the Secondary School, comprising Years 7 to 10, was completed in 1991. In 1994, facilities to accommodate Years 11 and 12 were constructed.

An important development in the life of the school was the construction of the College Library. The Library was officially opened on 15th October 1999. This completed the third stage of development on the school campus, and provided both the Primary and Secondary



Schools with an increased access to a range of books, audio-visual resources, and computer technology.

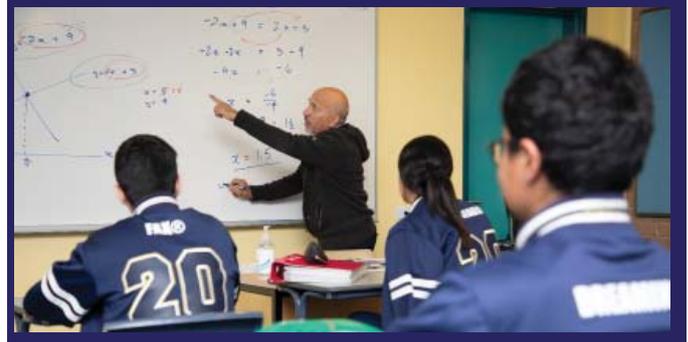
Today St Charbel's College has a student population in excess of 1000 students - the majority of whom are Australian-Lebanese Maronites, with plans for future expansion.

EDUCATIONAL DIRECTION

At St Charbel's College our educational direction continues to be guided and informed by research-based educational practices. Our aim is to maintain an educational direction that develops within our students the sense that students are Maronite Catholic at their core, they develop a love for learning and have a passion to contribute as active and productive citizens of Australia.

In 2019, our educational direction built on our work from 2018. We further developed a focus on the use of the explicit teaching model to improve student outcomes and achievement. In particular, the College focussed on teacher use of formative assessment strategies during instruction to assess student learning. These formative strategies aide our teachers to elicit feedback from students and adjust ongoing teaching and learning so that a student can achieve intended instructional outcomes. In 2020, we aim to nurture student academic successes through embedding a positive behaviour framework. We will focus on implementing a whole school approach to positive education and learning about how we can best provide innovative learning experiences to enhance learning, promote student engagement and foster student growth. Based on the principles of positive psychology, our aim is to build systems that enhance structured learning environments, encourage pro-social behaviour and support teaching, learning and leading.

It is our ongoing commitment to improved student outcomes using the aforementioned strategies that have seen continued improvements in our HSC performance. Since we began setting annual educational goals, the College has experienced an improvement in our HSC performance, but more importantly, more consistent HSC outcomes. For the first time in the College's history, we have, for three consecutive



years ranked in the top 150 schools in NSW. For the last two years, we have been the best performing Catholic school in our area.

The College will always strive to educate our students in a manner that is complementary to its Lebanese-Australian Maronite identity so that they can be the best they can be.

We are blessed to have the opportunity to work in a wonderful community that seeks to strive for the holistic development of all by giving glory to God in everything we do.

Mrs Vania Bejjani
Assistant Principal

RELIGIOUS EDUCATION AND MISSION

Our goal for the 2019 academic year was centred on applying knowledge and understanding of identity in the Maronite Catholic tradition. With this in mind, the RE team collaboratively implemented a number of initiatives that assisted in unpacking this deeper understanding and experience. For Years K-6, a Values Program was integrated into the curriculum. The program was designed for students to not only gain a deeper understanding of the language of Maronite Catholic Identity Framework, but also applying the understanding to real life situations. Ascertaining parent familiarity with our Mission through a survey, was essential to further development of resources and experiences.

Also in 2019, staff professional development in Maronite Identity went to a whole new level. Seven staff members were very privileged to visit and tour Lebanon with the Maronite Academy. A two week experience meeting with prominent Lebanese figures and immersion experiences in the religious and cultural dimension of Lebanon was a very tangible way of living our annual goal. This inaugural staff experience aptly complemented our work with the Maronite Catholic Identity Framework where staff shared their experiences with students, parents and teachers. This trip set the tone for intended future staff and student immersions.

Mrs Joanne Mansour

*Director of Religious Education and Mission
(K-12)*



WELLBEING REPORT

Humility in action

This was the key theme for our College community in 2019.

Staff, parents and students were encouraged to live the virtue of our Patron Saint Charbel, *humility* to all people they encountered and all activities they participated in – simply as a reminder to live out the College motto *To Him Be Glory*. This created a sense of service, appreciation, stewardship and perseverance in our daily lives.

Humility in action opportunities throughout the year included:

- Year 7 were eager learners who established positive relationships and time management skills in Pastoral Care, which helped them develop confidence, resilience and responsibility.
- Year 8 promoting the *Recycle for Sight program* by collecting used glasses that were donated to people less fortunate in the Aboriginal communities, Fiji and The Philippines.
- Year 9 focused on forming positive relationships and becoming responsible young

men and women. This was clearly displayed with a team effort in the Project Compassion campaign for Caritas and in participating in Brainstorm Drama Productions.

- Year 10 focus was attention on identifying their strengths to help decide on future careers pathways and subject selection for senior studies. They also lead and promoted the annual K-12 “Beat the Cold War initiative” (winter appeal).
- Year 11 challenged themselves as a student and person, through the support of the Pastoral Care Team, including the Wellbeing Coordinators. The teacher mentor program encouraged students to seek the support they require academically, spiritually and emotionally. The hot chocolate drive was a highlight on the cold winter mornings.
- Year 12 displayed diligence and resilience in their studies through the motto “*Persevere and Grow*” in setting goals and showing motivation.

They also promoted the recycling initiative and collected thousands of bottles and cans to support various special causes.





Further experiences of **Humility in action** that encouraged the community to be ‘Christ-centered’ include:

- The Holy Rosary: Joyful Mysteries prayed every Monday in the Chapel. Special intentions were offered every week, including prayers for our peers, families, wider college community, and those sick in our community.
- Powerful student lunch time talks presented by Sydney Catholic Schools to develop virtue and faith.
- Monday assemblies celebrated:
 - key examples of humility within our community
 - achievements of students on an academic, social justice and sporting level.
 - messages of growth were presented to students to aim towards each week.
- Every term, the Peers’ Awards were presented in year groups, whereby students voted for their peers who were positive role models who demonstrated perseverance in their studies.

- Every term, students wrote *thank you* letters as a sign of appreciation to their teachers who had guided them as a learner.
- Supporting staff and students through participated in *RUOK?* Day.
- Regular opportunities to restore relationships through activities linked to forgiving others and seeking forgiveness.
- Students from 7-11, current and former staff, as well former students participated in a 24 hour soccer marathon *Kicking Goals for Sick Kids* to help raise funds for Westmead Children’s Hospital.
- Students and staff volunteering to visit residents in Nursing Homes.
- Parents and staff donated blood to Red Cross to help save lives.
- An inspiring talk filled with practical tips of hope by Chris Lee (for to help students create stronger emotional and spiritual empowerment during difficult times.
- Year 10 students volunteered for the Missionaries of Charity Soup Kitchen and Our Big Kitchen.
- Year 12 students participated in the Maronites on Mission food run – *“thank you for this blessed opportunity, I can’t wait to do it again! It helped me appreciate what I have.”*

This year was a year of striving towards living the Scripture passage “Humble yourselves before the Lord and He will lift you up” (James 4:10), where a sense of responsibility and growth allowed our community to shine the light of Christ’s presence.

Mr Charlie Shalala

Director of Pastoral Care (7-12)

SRC REPORT



It was a mere 12 months ago that we were blessed with the honour of leading our school community. Our College theme for the year was Humility in Action and that was precisely our experience in serving our community.

Our mission was to consolidate on our predecessors' groundwork and further strive towards intellectual, social, physical, emotional and spiritual growth for our peers.

As we reflect upon our achievements, we have learnt that St Charbel's College is not only a place for academic education, it is a training ground for life. Being part of the SRC Team taught us the importance of living our SRC motto of serving Christ through serving others. Through it we encouraged every student to strive for success through being others-centred, positive and hard-working.

With the support of the dedicated staff and our SRC Team, we accomplished many significant achievements which include, but are not limited to:

- The great honour of contributing to formal College events as MCs and events, e.g. the Awards Ceremony, Arts and Music Expo and SRC assembly.
- Sharing our wisdom and our College virtue of perseverance with younger peers through offering study tips, supporting subject selection and responding to challenging times.

- Living our College virtue of stewardship through supporting the recycling committee and leading students in Clean Up St Charbel's Day.
- Assisting in weekly Sports announcements and initiating lunch time activities for junior students.
- Celebrating College achievements and providing uplifting and practical weekly messages for Monday assembly, all infused with our College virtue of appreciation.
- Living our College virtue of service by volunteering for and promoting Maronites on Mission mobile soup kitchen.
- Welcoming our new peers to Year 7 Orientation Day – we helped create and present Christmas cards, prepared lunch and participated in a meet and greet with students and parents.

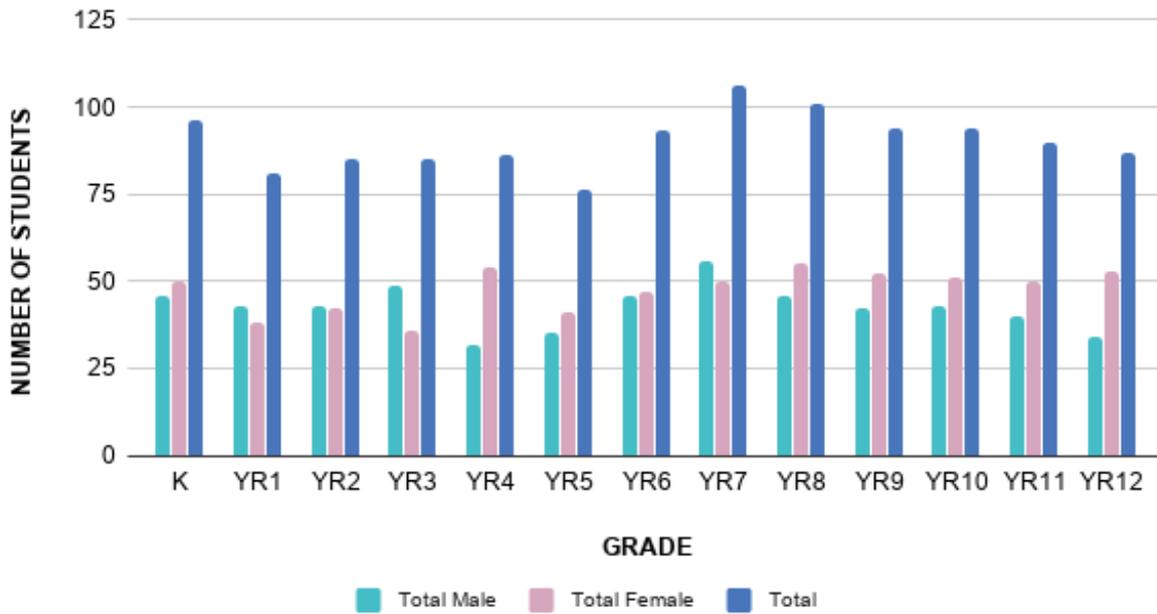
This experience as Captains in 2019 truly echoed our College motto of To Him be Glory, as we responded to the call to do small things with great love. We will forever cherish our experience in serving St Charbel's College and we are grateful for being able to grow in virtue as life-long learners. The majority of 2019 graduates have been here since Kindergarten and we proudly profess that St Charbel's College is a family and will always be our home.

We are thrilled about the bright future of St Charbel's College where the central focus is serving Christ through serving others. It has been a pleasure and privilege to contribute to the College's success.

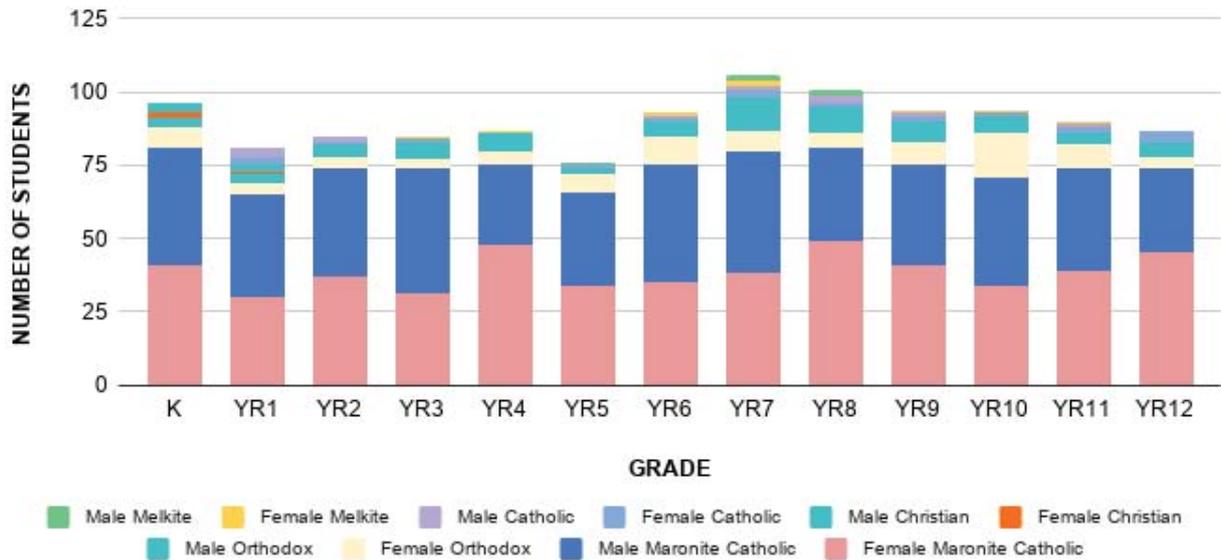
Tony Saidi and Jennifer Harb
Graduating class of 2019

STUDENT PROFILE - GENDER AND RELIGION

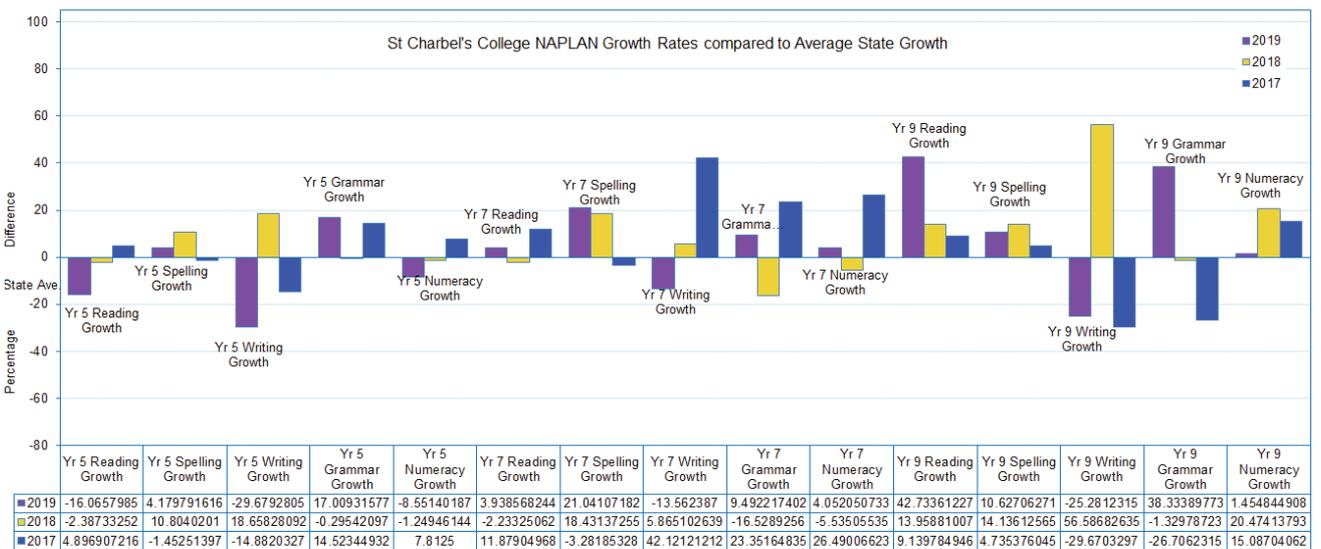
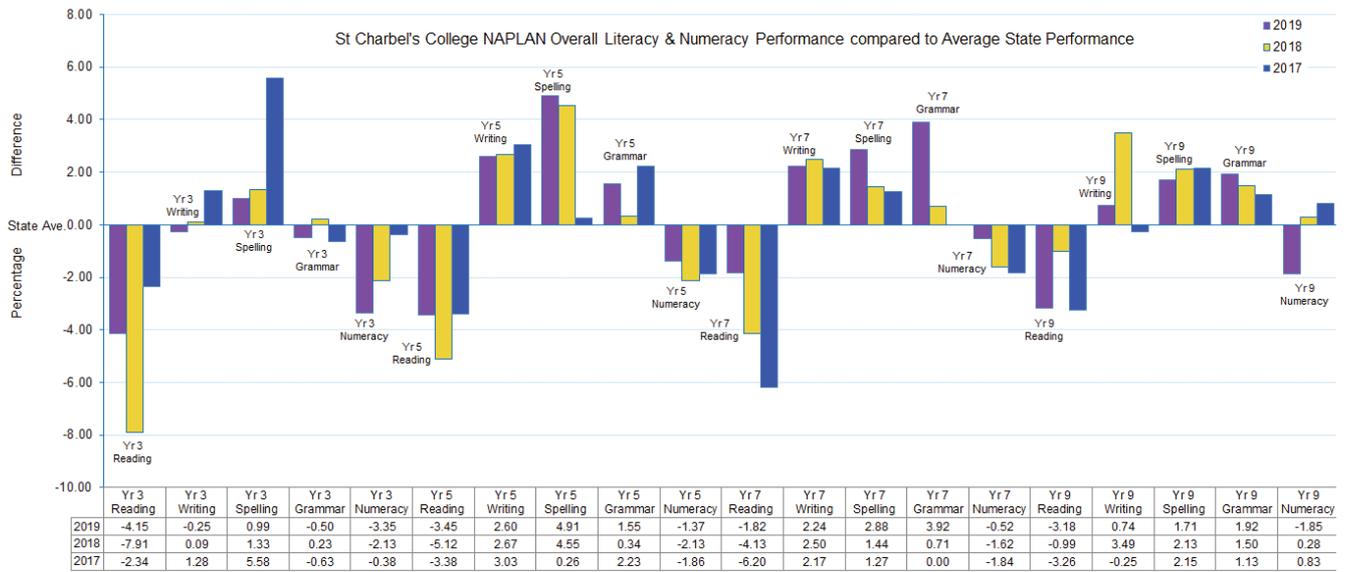
STUDENT PROFILE - GENDER



STUDENT PROFILE - RELIGION

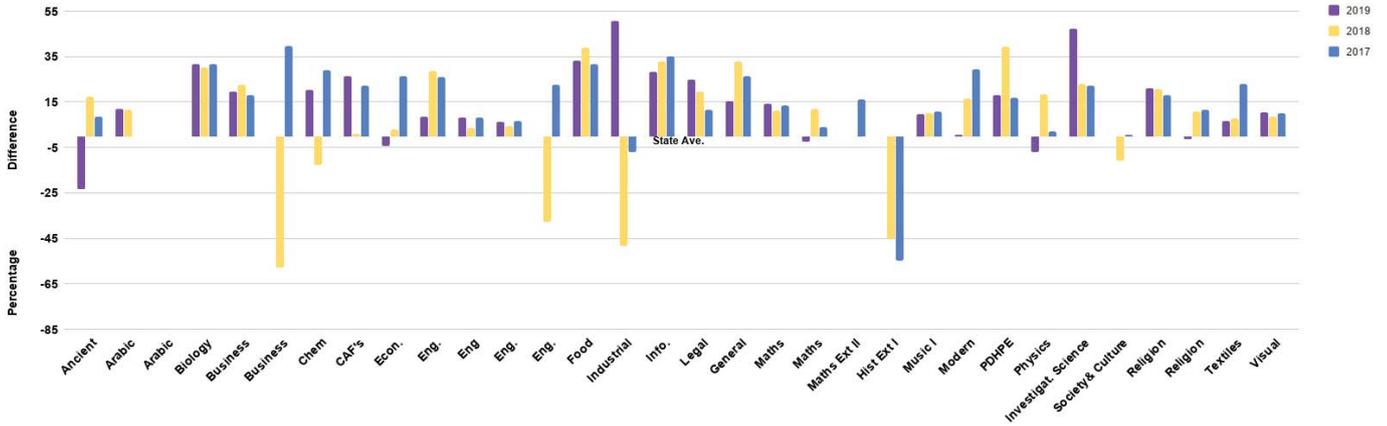


DATA ANALYSIS - HSC AND NAPLAN



DATA ANALYSIS - HSC AND NAPLAN

St Charbel's College 2019 HSC compared to State Averages



NATIONAL BENCHMARKS

The Commonwealth Government sets minimum desirable standards for reading, writing and numeracy at particular ages. These are referred to as national benchmarks. Our school's student performance in the NAPLAN Tests for Year 3, Year 5, Year 7 and Year 9 is compared to these benchmarks/National Minimum Standards. The percentages of our students achieving at or above these benchmarks are reported below

Percentage of Year 3 Students in Our School at or Above the National Minimum Standard/Achieving National Benchmarks in 2019 and 2018

	2018 Percentages		2019 Percentages	
	School	National	School	National
Reading	96.3	96.2	96.4	96.3
Writing	100	97.2	98.8	96.9
Spelling	96.3	95.6	95.2	93.3
Grammar & Punctuation	96.3	95.8	98.8	95.1
Numeracy	98.8	97.9	98.8	95.7

In 2019 Year 3 students achieved results that are in line with the National Average in Reading, Spelling, Numeracy, Writing and Grammar and Punctuation.

Percentage of Year 7 Students in Our School at or Above the National Minimum Standard/Achieving National Benchmarks in 2019 and 2018

	2018 Percentages		2019 Percentages	
	School	National	School	National
Reading	97.1	95.4	96.1	94.7
Writing	100	93.7	96.1	89.8
Spelling	100	94.3	99	93.3
Grammar & Punctuation	96.1	94.1	95.1	92.6
Numeracy	98.1	97.8	99	94.7

In 2019 Year 7 students achieved results above the National Average in Numeracy, Writing and Spelling and in line with the National Averages in Reading and Grammar.

Percentage of Year 5 Students in Our School at or Above the National Minimum Standard/Achieving National Benchmarks in 2019 and 2018

	2018 Percentages		2019 Percentages	
	School	National	School	National
Reading	100	99.3	97.3	94.9
Writing	100	98.9	100	93.1
Spelling	100	99.6	97.3	94.1
Grammar & Punctuation	100	99.5	97.3	92.6
Numeracy	100	99.9	98.6	95.6

In 2019 Year 5 students achieved results above the National Average in Writing and Grammar and Punctuation and in line with the National Averages in Reading, Spelling, and Numeracy.

Percentage of Year 9 Students in Our School at or Above the National Minimum Standard/Achieving National Benchmarks in 2019 and 2018

	2018 Percentages		2019 Percentages	
	School	National	School	National
Reading	95.9	94.8	97.8	92
Writing	100	97.7	92.4	82.9
Spelling	97.9	92.1	98.9	92.3
Grammar & Punctuation	96.8	93.5	95.7	89.8
Numeracy	98.9	97.5	100	96.3

In 2019 Year 9 students achieved results above National Average in Spelling, Reading, Writing, Grammar and Numeracy.

ATTENDANCE POLICY SUMMARY

In accordance with Section 24 of the Education Act (1990), the Principal maintains in a form approved by the Minister an Attendance Register and a Register of Admission (Enrolment). This document complies with current legal requirements as required by Section 3.8 of the NESA Registered and Accredited Individual Non-government Schools (NSW) Manual). The registers are located in the College Administration Office and on the Student Management System (SMS) (Sentral), and are available for inspection during school hours by authorised persons.

The register of enrolment and the register of daily attendance is maintained in electronic form on the College's Student Management System. The College has responsibility to ensure that all attendance records are current, accurate and accessible. Where the parents of a student of compulsory school age seeks an exemption from attendance at school or an exemption from enrolment, the principal will process the parent's application in accordance with the guidelines from NSW Department of Education.

The Register of Enrolments includes the following information for each student:

- Name, age and address
- The name and contact telephone number of parent(s) or guardian(s)
- Date of enrolment and, where appropriate, the date of leaving the school and student's destination
- For students older than six (6) years, previous school or pre-enrolment situation.

It is the joint responsibility of the Administration Manager, Enrolment Officer and the Head of Technologies to ensure that the Student Management System is kept up to date with all of the above details for every child.

The register of daily attendance includes the following information for each student:

- Daily attendance which is recorded on the Student Management System by noting daily absences and partial absences
- Whole day absences
- Reason for absences and partial absences
- Documentation to substantiate reason for absence. This is kept in the class Attendance Folder in the plastic wallet for each named child.

It is the responsibility of the class (Primary) and Homeroom teacher (Secondary) to ensure that attendance is recorded on the Student Management System prior to 8:45am each morning. It is the responsibility of the Office Administration Staff to record on the Student Management System the students who arrive after 8:30am and who leave before 3:10pm.

Ms Paola Illuzzi
Director of Staff Services

HOW WE MANAGE NON-ATTENDANCE

Under requirements for registration, schools are required to have strategies that may be implemented in attempting to restore a student's attendance in accordance with the school's policy and procedures.

STUDENT MANAGEMENT SYSTEM (Sentral)

Sentral is the single source of truth for recording and managing attendance. Teachers are trained to record daily absences and to monitor attendance of students in their homeroom through the visual heat map that is created. This map can highlight prolonged or fractional absences across a Term. Any concerns of absence identified are followed up with a phone call home and a conversation with the student. All follow up is recorded on Sentral.

PARTNERSHIP WITH PARENTS

Parents are reminded of their legal responsibilities at the start of each year and periodically through newsletters. They are advised of the link between good attendance and academic success.

Parents are advised to keep travel to school holidays and to avoid all absences –whole day and partial. Parents must provide reasons for absence promptly and as soon as the child returns to school or before. All absences must be accounted for. If prompted to complete a reason for absence form parents must return it to the class/homeroom teacher the following day.

Should chronic absence become a concern, meetings may be scheduled with the Year Coordinator and/or Director of Pastoral Care to discuss concerns and create an action plan.

THE HOMEROOM/CLASS TEACHER MARKS THE ROLL

The Homeroom/Class teacher monitors attendance each morning prior to 8.45am. The teacher marks the roll noting students absence if they are not present. The class and homeroom teacher are prompted by the Student Management System if the roll is not marked by 9.00am.

CONTACT HOME BY THE THIRD DAY OF ABSENCE

The homeroom/class teacher will call home by the third day of absence to establish the reason for absence and ascertain the students' welfare.

ALL ABSENCES ARE ACCOUNTED FOR

Homeroom/class teachers take responsibility for following up and establishing reasons for absence. The parent is expected to provide a reason for absence upon the child's return to school. The child is reminded daily by the homeroom teacher to provide a note of explanation.

CARE FOR STUDENT WELLBEING

If a student has a sustained or fractional absence that is worrying, then the class/homeroom teacher will alert the Year or Stage Coordinator. They will also talk to the student to establish any concerns that the student might have. The Coordinator may call for a meeting with parents.

HOW WE MANAGE NON-ATTENDANCE

LETTERS of CONCERN

Letters of concern are used at various stages of the process to minimise absences.

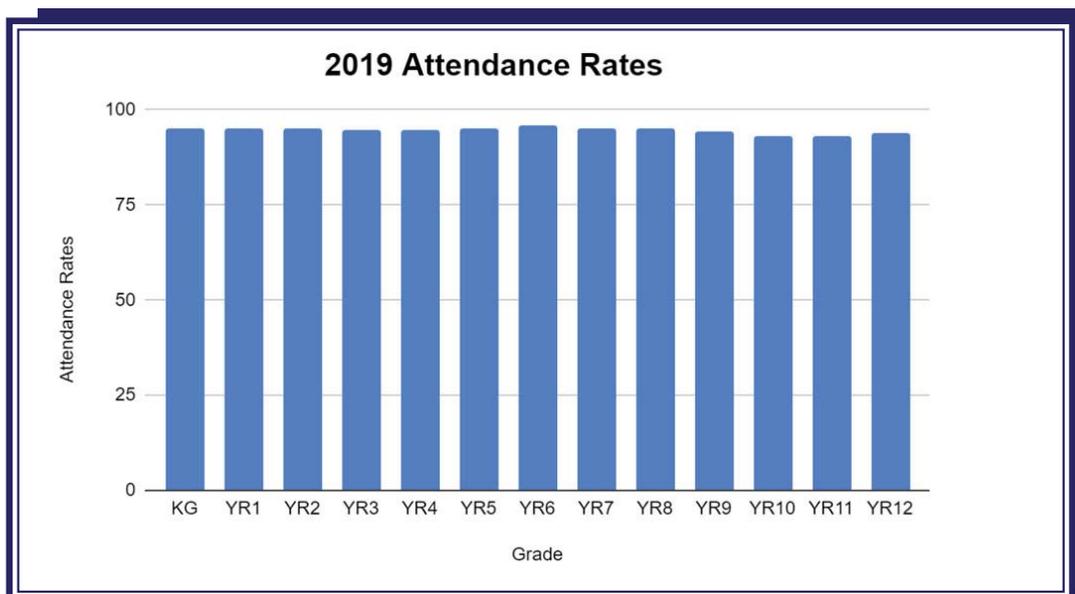
1. A first letter of concern is created by the Year Coordinator and given to the parent which states the concerning pattern of days absent.
2. A second letter of concern is sent when there is still a concern in the number of days absent.
3. A third letter of concern is given where little improvement is made in the number of days absent. Upon receiving the third letter of concern, the parent may need to participate in a compulsory course to help improve their child's attendance.

An agreed attendance improvement plan is created through consultation with delegated staff member(s), parent and student.

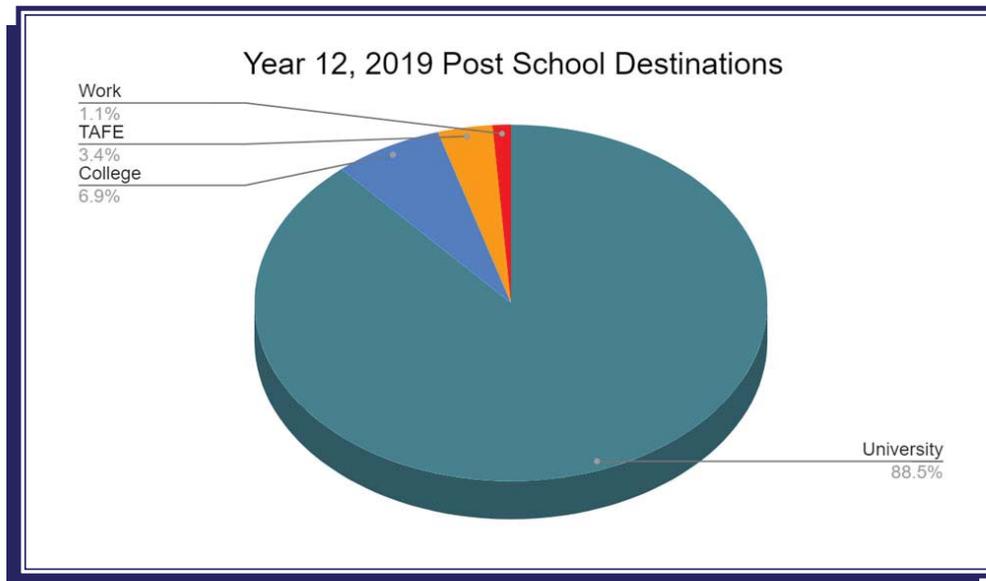
STUDENT ATTENDANCE PLAN

The Year/Stage Coordinator will call for a meeting with parents to discuss poor attendance and the student will be placed on an **ATTENDANCE PLAN** to improve attendance. It outlines agreed actions/targets and the persons responsible. A follow up meeting will be held to consider progress. People involved may include: class/homeroom teacher; Year/Stage Coordinator; Learning Support; School Wellbeing Coordinator; Director Primary School; Director of Pastoral Care. The intention is to set targets to improve attendance and the parents are given a time frame. If the **ATTENDANCE PLAN** does not result in improved attendance, then the Director of Pastoral Care/ Director of Primary may pursue further action.

Mrs Vania Bejjani
Assistant Principal



VET & TVET



Vocational education and training (VET) along with TVET-TAFE while at school program gives students the opportunity to study units from TAFE courses as part of their HSC.

These programs allow students to gain practical, work-related skills to enhance their future employment opportunities whilst completing units that count towards their HSC. Upon completion, students receive a nationally-recognised TAFE NSW qualification while still at school and the course can also contribute to their Australian Tertiary Admission Rank (ATAR) if it is classified as an Industry Curriculum Framework (ICF) course.

In 2019, a total of two (2) students from Year 12 completed the TVET course in Electrotechnology and one (1) student completed the EVET course in Construction. Two (2) students completed preliminary courses at St Yon Trade Training Centre: one in Automotive the other in Construction. These programs allowed students to take part in TAFE studies while being enrolled at the college.

Mrs Karen Jubb

Director of Curriculum (7-12)

RETENTION YEAR 10 (2017) TO YEAR 12 (2019)

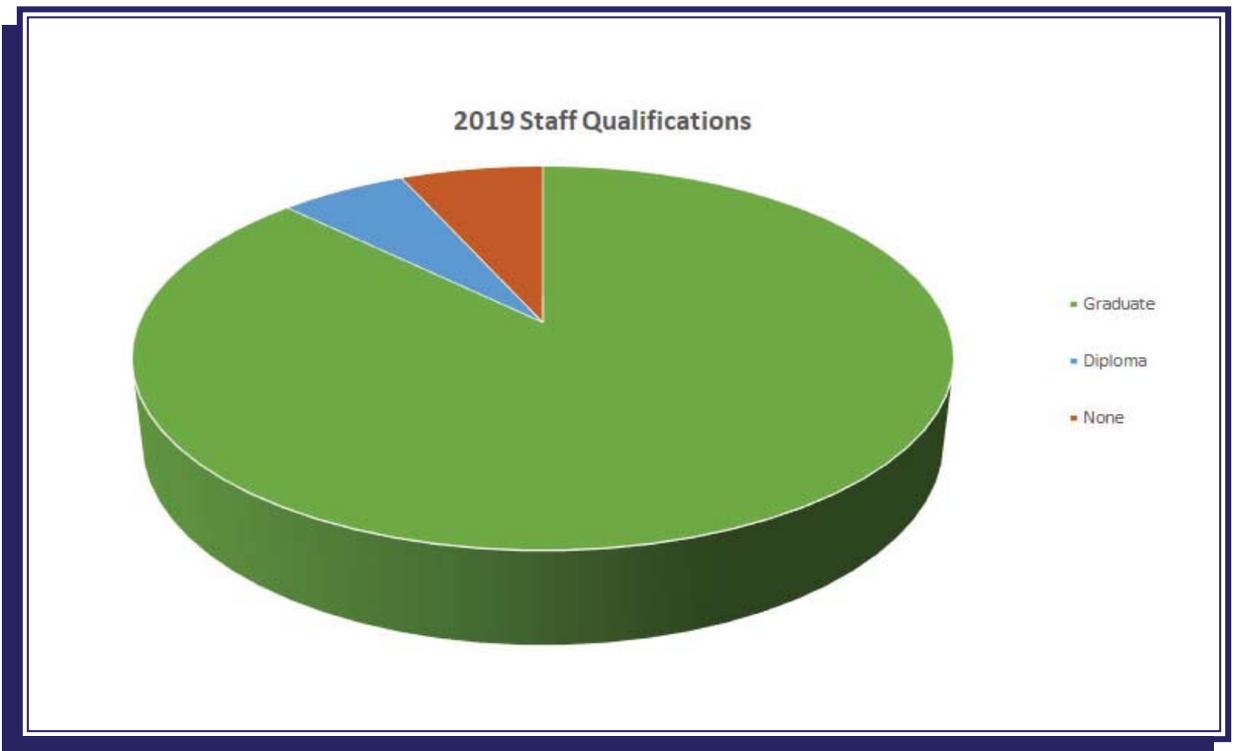
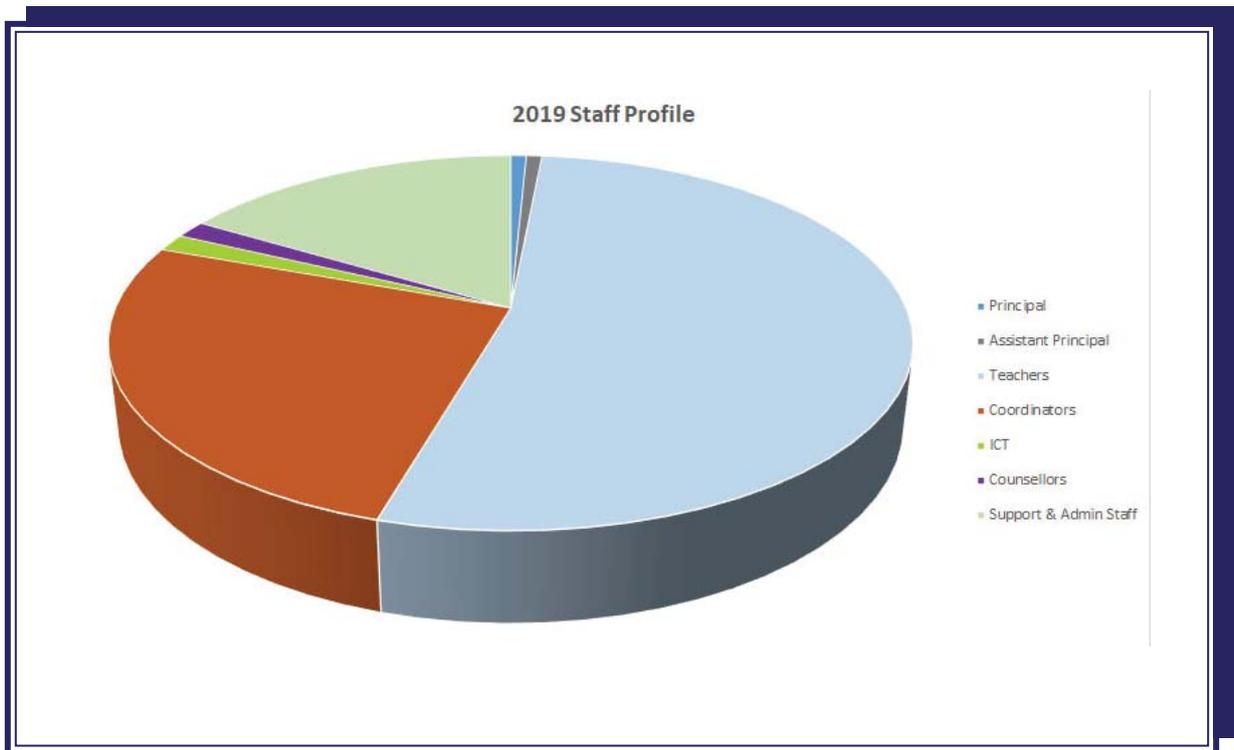
St Charbel's College had an actual retention rate from the Stage 5 (Year10) 2017 to the Higher School Certificate 2019 of 80.9 %.

In 2019, 12 students chose a vocational or work pathway in preference to completing their HSC. Year 10 – 6 students were awarded a Stage 5 ROSA, Year 11 – 3 students were awarded a Preliminary ROSA.

Mrs Karen Jubb

Director of Curriculum (7-12)

STAFF PROFILE



Mr John Taouil
Business Manager

PROFESSIONAL LEARNING AND PRIORITY

During 2019, staff participated in significant professional learning throughout the year, linked to Australian Professional Standards for Teachers and designed to support our school's strategic directions as identified in our school plan, and individual SMART Goals.

The focus for 2019 was:

1. Apply knowledge and understanding of identity in the Maronite Catholic tradition
2. A deeper engagement with the explicit teaching model using formative practices
3. Collaborate with peers to strengthen a culture of reflective practices whilst engaging with the APST and professional goals

In 2019, the College continued the practice of Monday Coordinator sessions and Wednesday afternoon Professional Development for all teaching staff.

The College continued its investment of time in Classroom Observations and implemented professional learning communities. These strategies provided another means of formalised collegial learning, which increases a teacher's 'toolbox' by giving greater exposure to a repertoire of strategies, as well as seeing effective interactions between staff and students beyond the walls of one's own classroom.

The overall purpose is to encourage, develop and support a culture of learning and to provide a context for colleagues to collaborate in developing personal goals, and to review and reflect upon these goals as part of one's continuing professional journey.



PROFESSIONAL LEARNING AND PRIORITY

The total school expenditure on teacher professional learning in 2019 was \$40,000. We take advantage of the wealth of experience and expertise within the school to provide targeted professional learning for all staff.

Our School Development Days were highly informative and designed to improve student learning outcomes. Areas of focus for 2019 included:

- Explicit teaching
- Data analysis
- Maronite values
- LNAP
- Teaching Mathematics
- Mental Health support
- Differentiation
- Building Leadership Capacity
- Unpacking the syllabus
- Talk for writing
- Coding
- Visible learning for literacy
- Child protection



In 2020 the College intends to further develop on the 2019 goals by focusing on:

1. Positive Education underpinned by the Maronite Catholic Identity Framework
2. Providing innovative learning experiences that enhance and enrich learning
3. Building capacity and enabling a collective approach through a variety of strategies that promote reflective practices.

Ms Paola Illuzzi

Director of Staff Services

POLICIES

College Policies for Behaviour Management, Privacy, Bullying Prevention and Intervention, Enrolment, Complaints and Grievances, are available on the College website located at

<https://www.stcharbel.nsw.edu.au/StudentandStaffWellbeing/SchoolPolicies.aspx>.

The Student Pastoral Care framework, Behaviour management, and Anti-Bullying Policy are also available to the College community through the College Diary. Student welfare and behaviour policy focus on building positive relationships. The Merit and Student Restorative System is available to the College community through the College Diary. Levels of student reward and discipline are outlined in this document.

ENROLMENT

1. In usual circumstances students enrolling at the College must be 5 years of age or older on or before 30 June in the year in which they are to commence enrolment.

2. Enrolments will be considered from all families who are prepared to support Maronite Catholic ideals and principles. Enrolment applications will need to be submitted prior to the enrolment deadline specified for the current year in order for your child's application to be considered

3. The factors considered in determining enrolments:

- Children whose Maronite Catholic families are known and are involved members of the parish and have siblings attending the College
- Children whose Maronite Catholic families are known and are involved members of the parish
- Children whose Maronite Catholic families express an understanding of and commitment to the educational and religious life of the school (eg Maronite Catholics who attend Roman Catholic parishes)
- The contribution the student may make to the College, including the co-curricular activities
- The ability to meet the special needs or abilities of the student
- Whether children are already enrolled in another school

4. The school has an absolute discretion in determining the weight of each of the factors it takes into account in determining whether to offer a place for the student

5. Where a child has a disability the parents/carers must disclose all relevant information related to their child's disability and additional needs. The College will consider what reasonable adjustments, if any, are needed to meet those needs before offering a place.

6. Continued enrolment at the College is also conditional on:

- a student abiding by the College's rules in effect from time to time, including without limitation the College Code of Conduct;
- a student demonstrating satisfactory standards of effort, attitude and behaviour in order to continue at the College and progress to the next year level. If the Principal considers that a student is deficient in any of those areas, the student may be required to be counselled, to repeat a year level, or to leave the College;
- a student making satisfactory academic progress, attending consistently, and the student and the parent/carer(s) observing all behavioural codes of conduct and other requirements of the school which are applicable from time to time, and
- the College continuing to be able to meet the students' needs even with reasonable adjustments, without unreasonable hardship.
- new students of concern may be placed on a Probationary Enrolment Period upon the discretion of the Principal.
- non – payment of outstanding school fees may result in suspension of a student.

ANTI-BULLYING

All children and young people have the right to an education that is free from discrimination, harassment and bullying. Our role model is Christ and we seek to replicate all Jesus taught in our actions and relationships with others. Through Jesus' words to "Do unto others as you would have them do unto you" and "Love your neighbour as yourself", we are called to give witness to these Christian values.

The dignity of each person created in the image of God is at the heart of this policy as is the desire to bring reconciliation and healing to situations of conflict.

- Every person at St Charbel's has a right to be treated as an individual and with dignity
- Every person at St Charbel's has a right to be able to feel safe
- Every person at St Charbel's has a right to be able to learn, free from anxiety.

STUDENT WELLBEING AND BEHAVIOUR MANAGEMENT

Our aim is to know the child well and recognise good behaviour, effort and achievement at every possible opportunity. Our system involves the formal and public recognition of our students. Rewards are earned in many ways, including good behaviour or attitude, consistently high standard of effort, good attendance and punctuality, helpfulness and contribution to community service.

The aim of the rewards system is to build self-esteem therefore all teachers are encouraged to:

- Target the pupil's strengths
- Give frequent positive verbal feedback
- Avoid giving negative feedback in front of the pupil's peer group. If reprimanding, the teacher must always use the sandwich model.
- Publicly celebrate the pupil's successes however small
- Set rewards at an attainable level for the pupil
- Encourage students to have a positive, growth mindset

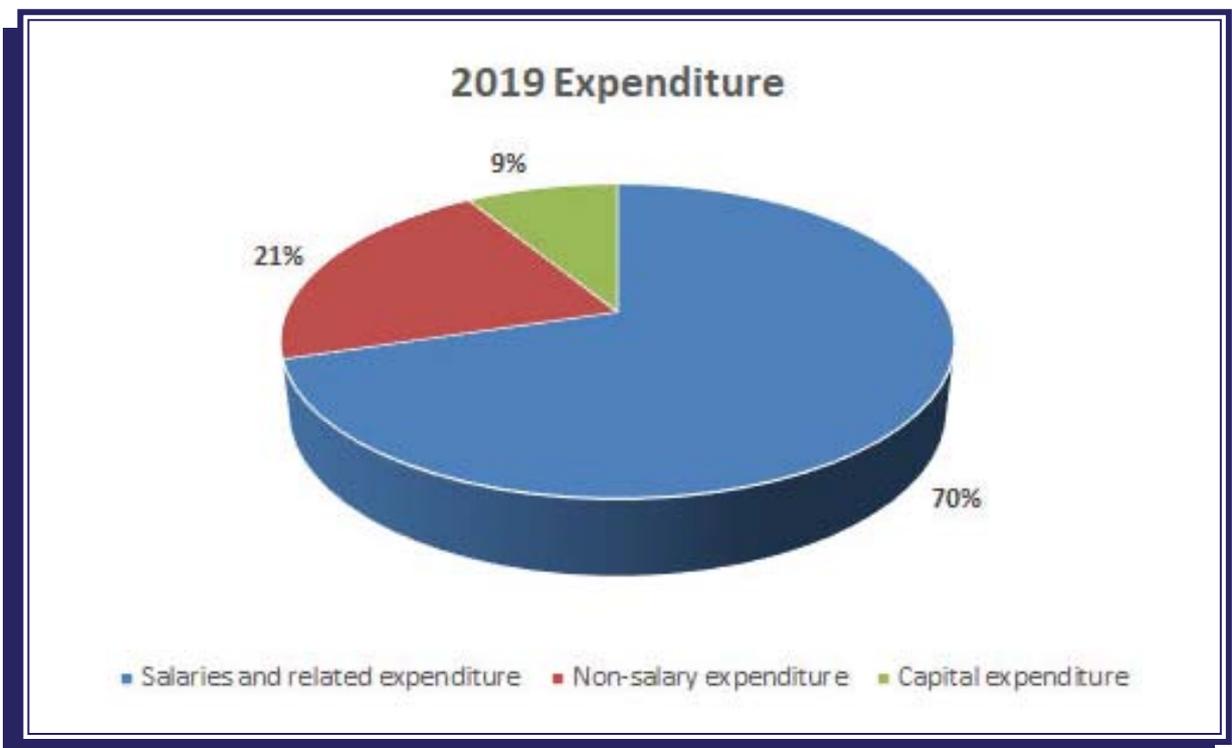
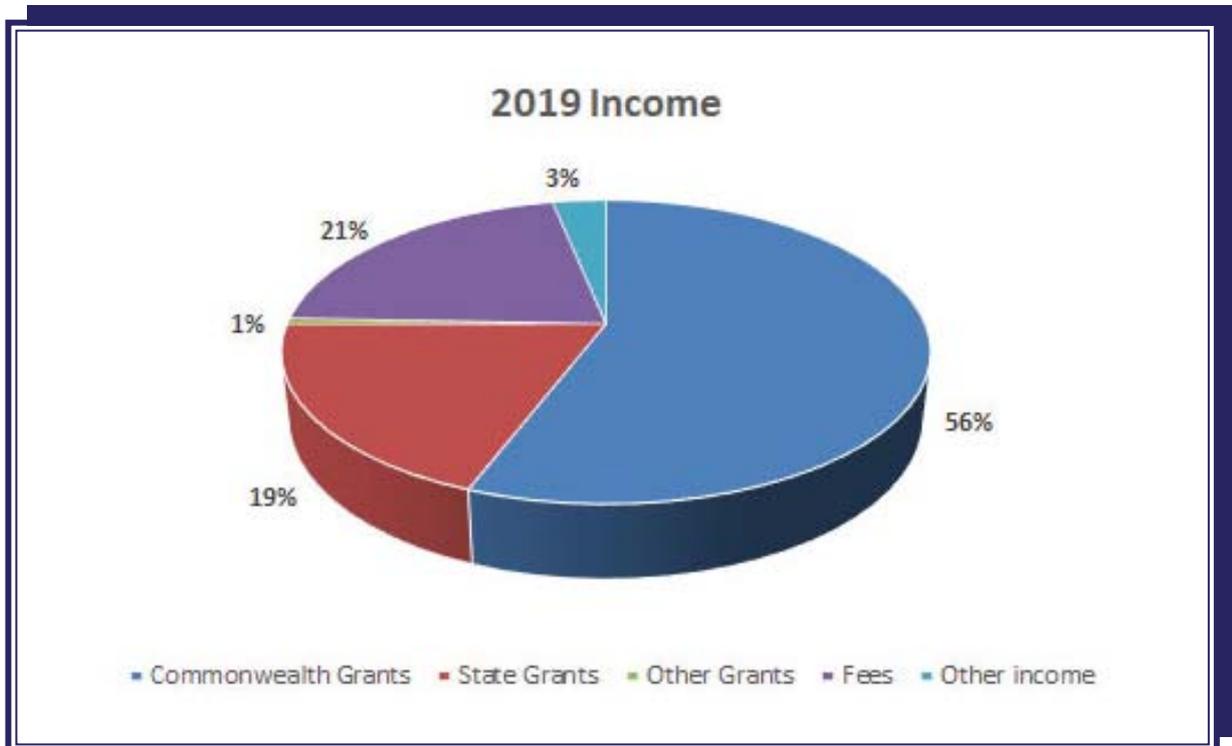
COMPLAINTS AND GRIEVANCES

We aim to develop a positive and collaborative relationship between home and school and have clear and open communication within the community. St Charbel's College acknowledges that Parents/ Caregivers can sometimes feel concerned about something that they believe is happening in their child's school. The resolution of these concerns in every school community is vital to the well being and success of that community. It is recognised that parents and caregivers must have access to processes that allow them to resolve concerns in a supportive, conciliatory environment.

Ms Paola Illuzzi

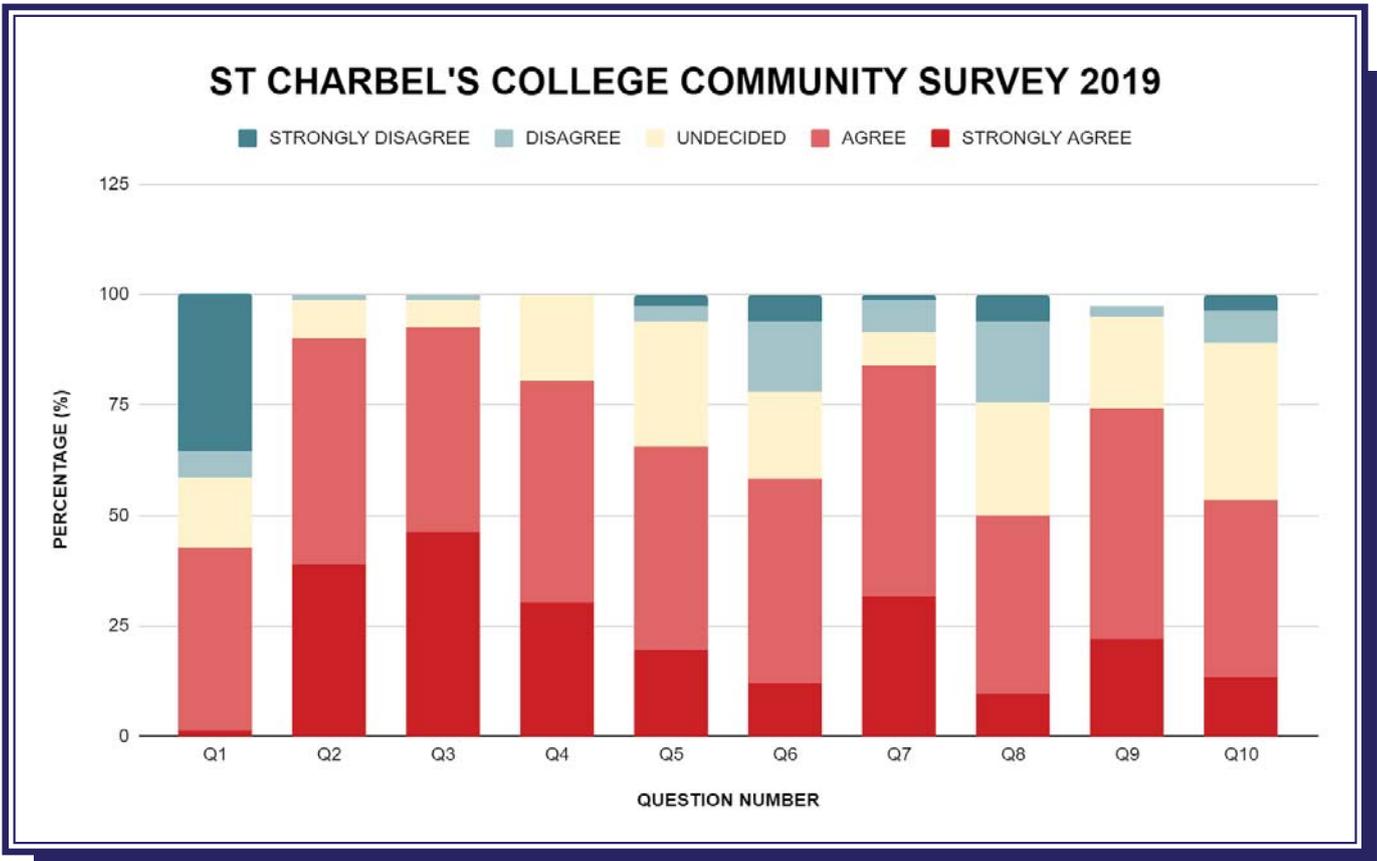
Director of Staff Services

FINANCIAL



Mr John Taouil
Business Manager

COMMUNITY SURVEY



Q1: I am familiar with Positive Education

Q2: I am familiar with the College's Maronite Catholic Identity Framework

Q3: The language of the Maronite Catholic Identity Framework is used at home

Q4: There is evidence of the Maronite Catholic Identity Framework in teaching programs

Q5: There is evidence of the Maronite Catholic Identity Framework in the College's behaviour management plan

Q6: The College promotes parental engagement within teaching and learning

Q7: The College sets high and clear expectations for student behaviour

Q8: The College actively seeks parental views and offers opportunities for involvement

Q9: Parents have a clear understanding of their responsibilities with regards to a safe and supportive learning environment

Q10: The College is supportive of parents who may be experiencing particular challenges in their life