



ST CHARBEL'S COLLEGE ANNUAL REPORT 2020

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MESSAGE FROM THE PRINCIPAL

As we are moving forward in the years, times have been challenging and sometimes we feel that some aspects are out of our control, and we work harder to offer the best service for God to be glorified in our mission. This would not be possible without many endurances and sacrifices. In light of this we can say that the mission of education is a biblical mission. From this point of view and based on what we are experiencing on a daily basis during the school day, I would like to talk about some factors that are making the education mission more difficult day after day.

We all agreeance that things have changed and how we live is different from what our parents or even our siblings had experienced in years past. We testify that the world around us is quickly moving and changing and there is no way to turn back or even to stop it. As a result, everyone may feel that they are forced to join the race in the hope of winning at the end. Some would have the feeling that they are overwhelmed, and things will start to drop off and some would be more capable to manage and make the best choice for their life. A clear example of this is the impact of social media on us as parents and children. How many of us would be able to live without social media and its platforms? What level of education do we have that would help us to master our time and the time of our children in a way to be more productive?

The other thing that might have a big impact on us as well is our past and how we model it. Some people who have experienced a difficult past may cross over the other side by throwing out all their values because they could not see the positive side of them. Some people may decide to do it in the right way despite not having had the best experience.

The factor that would be on the basis of any kind of educational principal is the understanding that we have surrounding our life and future. Some parents cannot say 'no' to their children or they believe that by allowing their children to do as they ask, this is showing them their love. Some parents may not have the capacity or the understanding of education. Other parents may be absent in their child's life, or they are pre-occupied with the business of their own life.

Although what has been said is very hard to accept, St Charbel's College is trying to reach out to everyone to offer help and support to its parents. We cannot but thank each staff member who are consistently working tirelessly and caring about welfare of their students



as well as their families. This is in addition to the expectations our staff is required to meet the education standards and requirements.

To meet the education standards and requirements, there is a need of reviewing, changing, updating strategies and plans and sometimes recruiting staff with varied qualifications to meet the criteria. This is often expensive, and I am not referring to monetary value but more so about the social and community impact.

I would like to thank the supporters of St Charbel's College – those men and women, the parent groups and the students that are at the heart and soul of the College. I would like to acknowledge the College Board, College Executive Team, Directors, Managers, Head of Departments, Coordinators and the whole teaching and non-teaching staff of the College, and our hard working P&F Committee.

To all of those who have, in their way, added to the core of the College, thank you and may the blessing of our Lord be upon you.

May we all do for the greater glory of God, "To Him Be Glory" and may Jesus and St Charbel live in our hearts forever.

We continue to look forward with hope to the years to come with a lot of hope and enthusiasm, entrusting ourselves to our Lord, His Mother, St. Charbel and all the Saints.

Fr Maroun Youssef OLM
Principal

MESSAGE FROM THE BOARD



2020 was certainly a year of unprecedented challenges. This has been particularly true for schools, including St Charbel's College. The executive team and staff of the College, under the leadership of Principal Fr Maroun Youssef, certainly rose to the challenges presented by COVID-19 and the changes the pandemic has required institutions and society to make.

One important thing remained constant, and that is the ethos of St Charbel's College as set by the Monks of the Lebanese Maronite Order, which is to serve the Maronites and all people, in order to continue to preserve their faith and values.

Leading into the pandemic, the school was in a position of strength, in terms of culture, community and academic programming. Fr Youssef's team of dedicated executives and staff leveraged this strong position. They created new ways of teaching, improved the physical safety of our school and planned various scenarios for how school might continue. They thought through how best to deliver a learning environment that took into account health and well-being, of all staff and students. They worked

tirelessly over the past year, and the result is that our students are back at school learning, although in a different way than we would have imagined before March 2020.

It certainly has been uplifting to see how well the leadership of the school have responded, and as a Monk of the Lebanese Maronite Order, I could not be prouder of how well our College is progressing. As Chairperson, you certainly have the thanks of your Board, your students, the Parents and Friends Association, and all the parents of our students, for keeping true to the mission of St Charbel's College, To Him Be Glory.

I want to leave you with one final thought. It is certainly the case that we face a different future than what we know today, and one that we cannot clearly see. Your board, along with Fr Youssef and his team, will continue to lead and manage through this period. The Board and I wish to thank the entire St Charbel's College community, who are working from a position of strength, with a community and culture that I believe uniquely positions us to build an increasingly relevant and sustainable future for the College.

It is a pleasure to serve this outstanding institution, and it is my pleasure to present the 2020 Annual Report.

Fr Charbel Abboud OLM
Chairperson

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 is set to create within each student a sense of understanding who they are - Maronite Catholic at their core, have a passion to contribute as active and productive citizens of Australia who continuously work to develop a love for learning. We do this through utilising the language of our values to implement the best research based pedagogical practices and applying these practices in a modern Australian context.

In 2020, our educational context dramatically changed due to the COVID-19 pandemic. Moving to a state of lockdown meant that in a very short period, the school had to make the appropriate structural changes to develop a system for online learning. Our on-line system for learning utilized the Google Classroom platform. Classes ran remotely according to a designated timetable and teachers taught using the Google Classroom platform and interacted with the students via Google Meets to deliver their online lessons. In that time, teacher professional development focused on their upskilling in the use of the online platforms and build confidence in their ability to teach in a remote setting. To the credit of our wonderful staff, they truly delivered a wonderful system of online learning, providing a sense of stability and responsibility for students in a time of great uncertainty around the world.

In 2021, we aim to nurture student academic successes by developing student learning through focusing on the use of strategies that will engage students in their learning. We will focus on professionally developing our teachers to build their resource bank of engagement strategies in order to engage students and provide innovative learning experiences that enhance learning and foster student growth.

Also, we are focusing on building student agency through activities that are relevant and meaningful to learner. These experiences will be driven by their

interests and allows students to feel that they are have a voice and choice in how they learn. Greater choice in their learning leads to higher levels of interest and motivation.

In implementing annual goals that align with our strategic plan, we have seen improved HSC and NAPLAN performance. We are now proudly a more consistent performer regarding our HSC outcomes, and this has led to a cultural shift in student thinking - students and staff have higher expectations of performance. This is a wonderful shift for teacher and student thinking.

We are blessed to have the opportunity to work in a wonderful community that seeks to strive for the holistic development of its individuals so that they can give glory to God in all they do.

Mrs Vania Bejjani
Deputy Principal



RELIGIOUS EDUCATION AND MISSION

Along with the universal Church, the RE and Mission team at St. Charbel's College was invited to rise to the challenges of remotely evangelizing and ministering to the school community because of the pandemic. The impersonal nature of a community praying in isolation added to the challenges of the climate and made conditions seem insurmountable at times. Our creativity in delivering the Gospel message was received with delight from our parents, staff and students, through the LIVE streaming of Mass, sharing religious posts on our College FaceBook, and the ongoing support of our Chaplains.

In addition to the pandemic, our College community was compelled to respond to the devastating tragedies of a bomb blast and

economic crisis in Lebanon. Through a series of fundraising activities, the overwhelming generosity of the students was once again, made evident. These funds were sent to Lebanon in an attempt to assist the many in need.

The generosity and openness our College community is most edifying.

Mrs Joanne Mansour

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



WELLBEING REPORT

HOPE

The College theme for 2020 was HOPE.

Staff, parents and students were encouraged to live the virtue of HOPE: Be Hope, Live Hope - for self and others and in all activities they participated in. The aim was to simply reinforce the College motto To Him Be Glory. This created a sense of service, appreciation, stewardship and perseverance in our daily lives.

HOPE-filled opportunities throughout the year included:

Year 7 were enthusiastic 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.

Year 10 focused 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) generously donating over 4500 items to those people in need.

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 and allowed our students to display leadership skills and manage the campaign.

Year 12 displayed diligence and resilience in their studies through the difficult year. This was highlighted with SRC lead motivational talks and video to inspire a positive outlook. They also promoted the recycling initiative and collected thousands of bottles and cans to support various special causes.



Further experiences of HOPE 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 peers, families, wider college community, and those sick in our community.

Powerful student lunch time Q & A sessions with the College Chaplain

Monday assemblies celebrated:

- key examples of hope staff and student contributed within our community
- achievements of students on an academic, social justice and extra-curricular level.
- messages of growth was presented to students to aim towards each week. Student voice was prominent, as this was often led by our Year 12 Captains and SRC Leaders.

Students wrote thank you letters as a sign of appreciation to their teachers who had guided them as a learner.

Regular opportunities to restore relationships through activities linked to forgiving others and seeking forgiveness.

Positive written and video messages to students, staff and parents to provide HOPE amidst the COVID crisis.

Parents and staff donated blood to Red Cross to help save lives – 45 donations and 135 lives saved.

Staff and student Christmas hamper donations to support Maronites on Mission in providing food for struggling families.

Student lead Fundraising activities and games to help support Lebanon's battles with COVID and the bomb blast. This was the ultimate example of giving HOPE; the manner in which our College community united to support our loved ones in Lebanon – the prayers, words of support and incredible fund-raising feat was inspirational! From the guessing competitions, multi-day, raffles, basketball competitions – each grade contributed whole-heartedly to serve our brothers and sisters in Lebanon.

Year 12 students participated in the Maronites on Mission food run –
“thank you for this blessed opportunity, can't wait to do it again! It helped me appreciate what I have.”

HOPE in the face of adversity was apparent in this challenging yet inspired year.

Mr Charlie Shalala

Director of Pastoral Care (7-12)



SRC REPORT

SRC participated in and lead various social justice and pastoral activities throughout 2020.

The theme of the year was HOPE, which helped inspire the activities below:

- Leading College assemblies and sharing words of wisdom and experience to motivate students.
- Coordinated prayer groups, such as the Rosary and Eucharistic Adoration.
- Opening prayer at assembly, organised and lead by Liturgy Captain.
- Represent the College at external formal events, such as Leadership Forums.
- MC formal school events, such as Awards Ceremony and induction.
- Welcome parents and guests to school events, as ushers.
- Assisted with school events, such as leading teams in sports carnivals and Patron's day celebrations.
- Coordinated the Environment committee: promoting and collecting recycling of bottles and cans.
- Contributed to fundraising initiatives for the Lebanon Appeal.
- Created and presented thank you gifts on special occasions, such as Mother's Day and Father's Day.
- Promoted and supported the Project Compassion Lenten campaign.
- Collaborated with Year 10 PDHPE to serve the community through the Beat the Cold War initiative.
- Supported the Hot chocolate drive to support the Winter appeal and other community initiatives.



- Welcomed and supported the Year 7 Transition/ Orientation Days; made and served lunch.
- Responsible for the upkeep of Homeroom and generating ideas for school improvement.
- Announce the daily bulletin to Homeroom peers.
- Created an inspiring video and messages to peers during the COVID lockdown period.
- Shared knowledge and understanding of elective courses for their peers to consider.
- Promoted and supported the Christmas Hamper Appeal.
- Promoted and collected thank you messages from students to teachers.

SRC REPORT

I, Elena Haddad would love to start off by saying what an honour it was to represent the College as School Captain in 2020, even with the many challenging obstacles faced throughout the year.

At the start of the year the SRC and I were very excited and motivated as we had many ideas of things to do that would have been fun and beneficial for the students and the College. Unfortunately, due to COVID-19 we were unable to do many of those things as they would have been breaking the 'COVID Laws', e.g. special fundraising, sporting activities and even singing the national anthems and holding up the Lebanese and Australian flags at assembly were stopped.

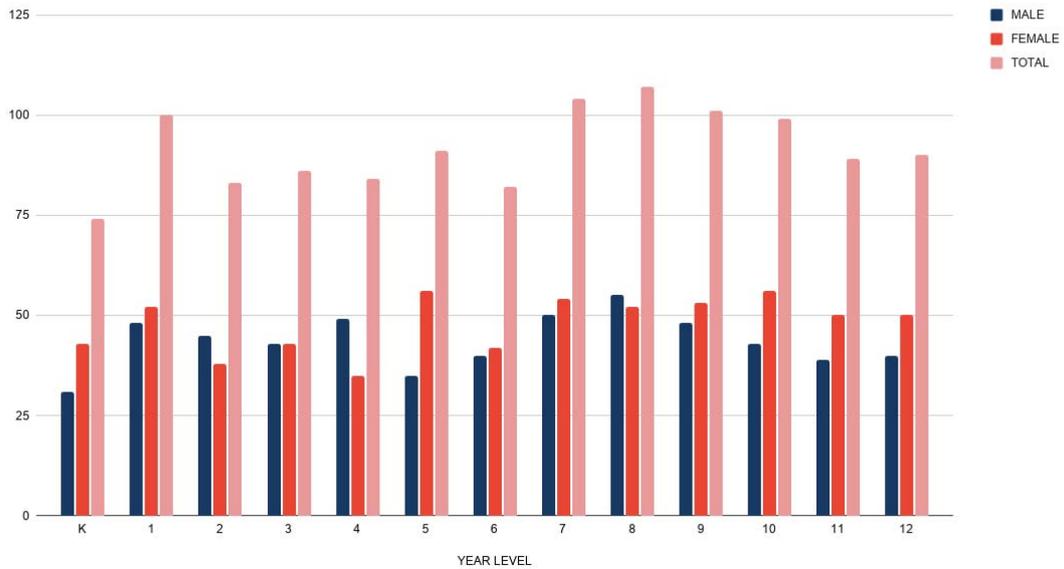
However, I was able to accomplish some things to help out the school, like on Patron's Day. All of the primary SRC and I helped to distribute lunch to each and every primary student in their classrooms which included a zaatar manouche, a bottle of water and a piece of fruit. Even though this wasn't a huge deal, I felt a sense of pride and community spirit as everyone was able to have their meal together to celebrate our Patron Saint, Saint Charbel. I also would stand on the stage every day for morning prayer which helped me to realise what a true leader and role model I was for all the primary students no matter what obstacles got in the way. Another thing we were able to do was some charitable events like the handball and basketball tournament in which we raised a huge amount of money that was donated to Lebanon for a good cause.

With all the chaos around us, it turned out to be a very interesting and unexpected year, but one that was memorable.

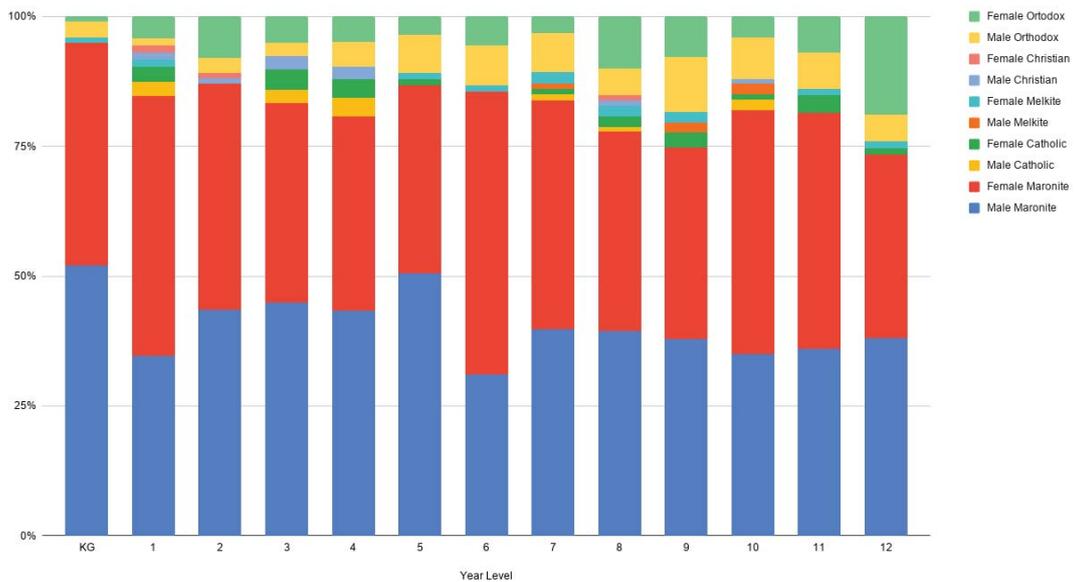


STUDENT PROFILE - GENDER AND RELIGION

STUDENT PROFILE - GENDER

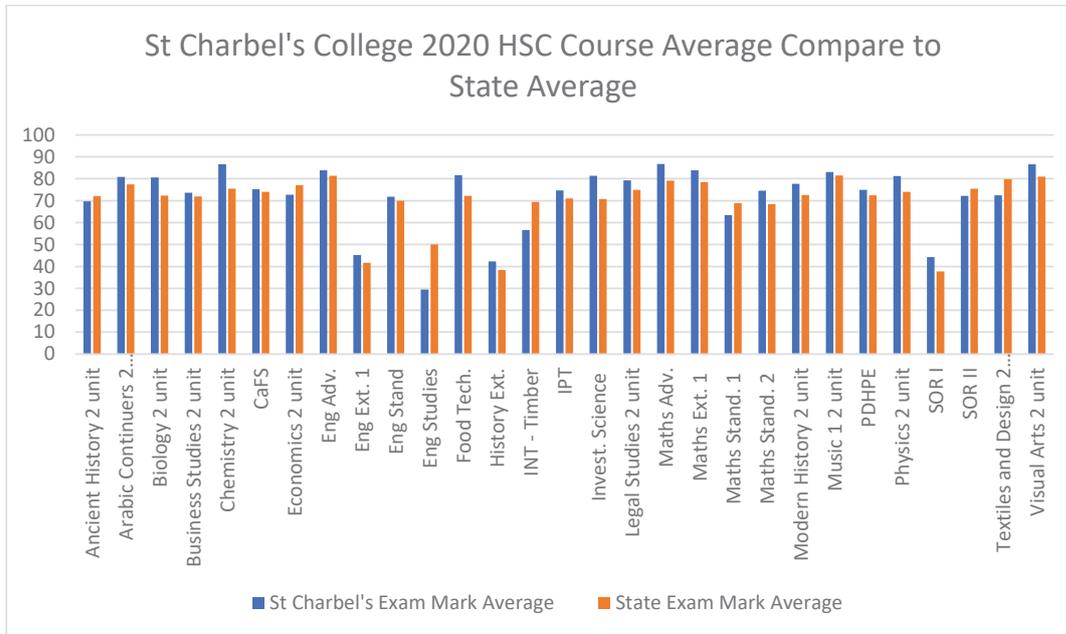


STUDENT PROFILE - RELIGION



DATA ANALYSIS - HSC

Data Analysis – HSC



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. Unfortunately due to Covid '19 NAPLAN testing was cancelled for 2020 and so there are no statistics to include for this year.

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.

Mr Charlie Shalala

Director of Pastoral Care (7-12) and

Ms Maree Kelly

Director of Primary School

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.

Through the parent portal on Sentral, our student management system, parents are able to electronically submit the reason for their child's absence.

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.

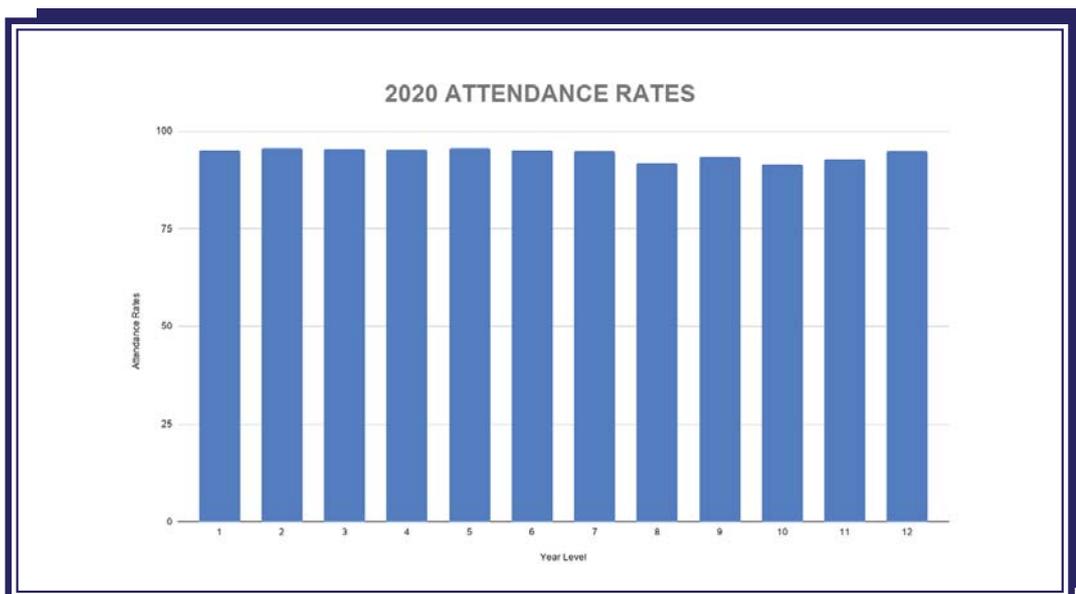
1. A first letter of concern is created by the Year Coordinator and given to the parent which states the concerning pattern of days absent.
2. A second letter of concern is sent when there is still a concern in the number of days absent.
3. A third letter of concern is given where little improvement 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.

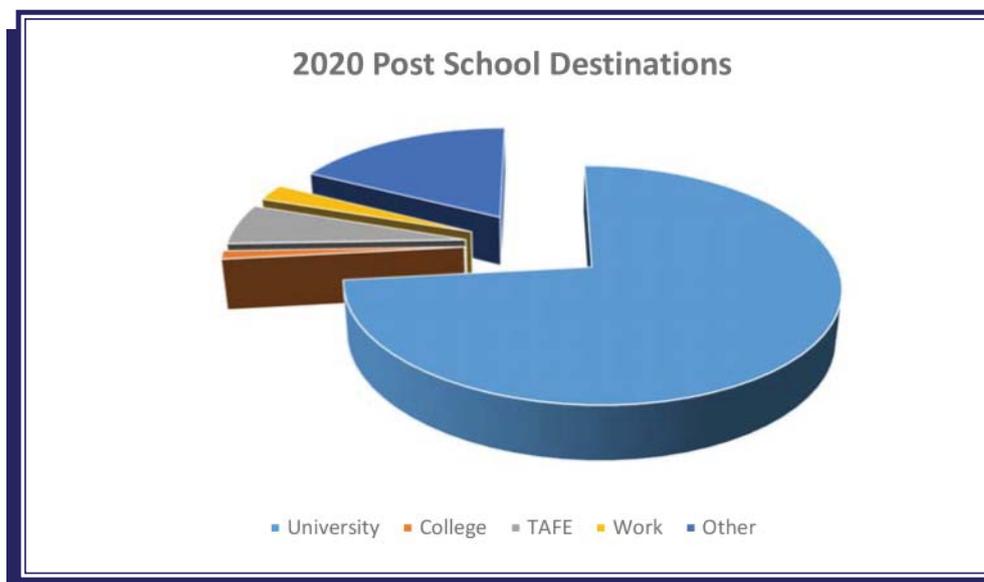
STUDENT ATTENDANCE PLAN

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



POST SCHOOL DESTINATIONS



Studying externally delivered vocational education and training (EVET) courses while at school programs give 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 2020, a total of one student from Year 12 completed the EVET course in Construction and one student completed the EVET course in Automotive. These programs allowed students to take part in TAFE studies while being enrolled at the College.

Out of the 88 students who graduated from Year 12, 63 are attending university, 1 is studying at college, 5 are enrolled in TAFE courses, 2 are working full time and 15 students have not indicated their post school destination.

ROSA AND RETENTION RATES YEAR 10 TO YEAR 12

In 2020, 17 students chose a vocational or work pathway in preference to completing their HSC.

Year 10 – 15 students were awarded a Stage 5 ROSA

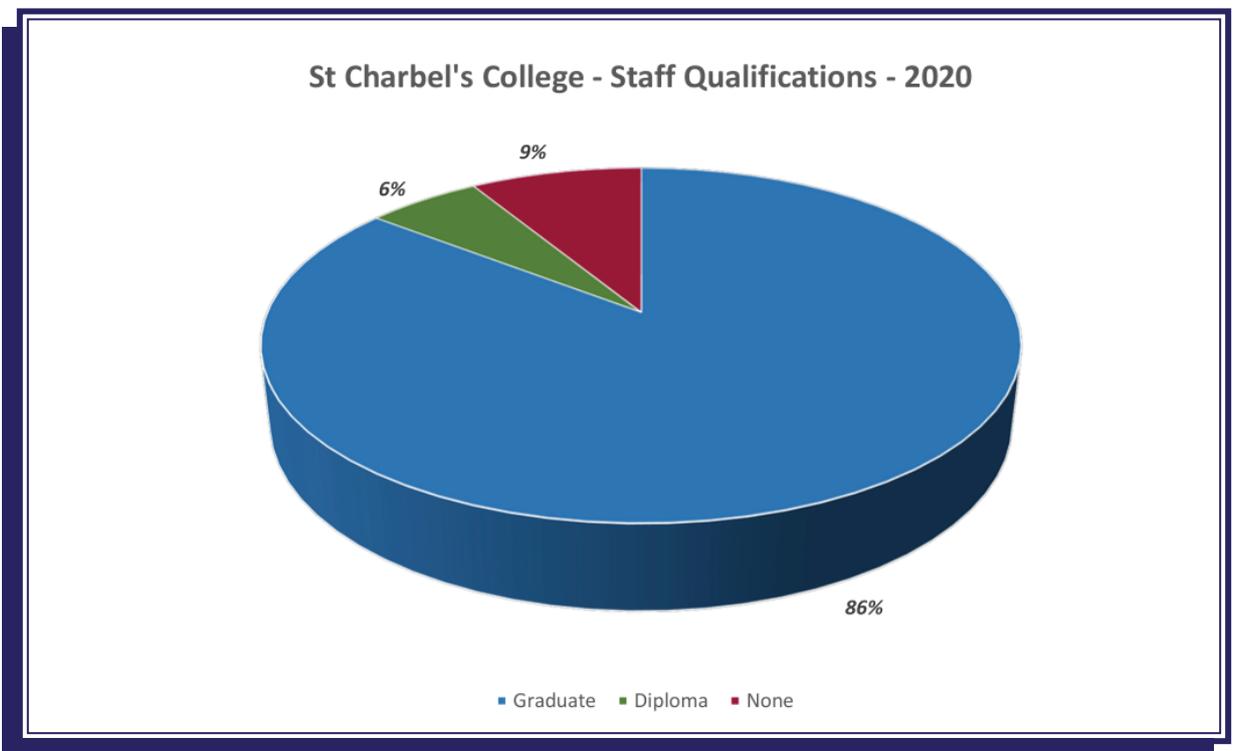
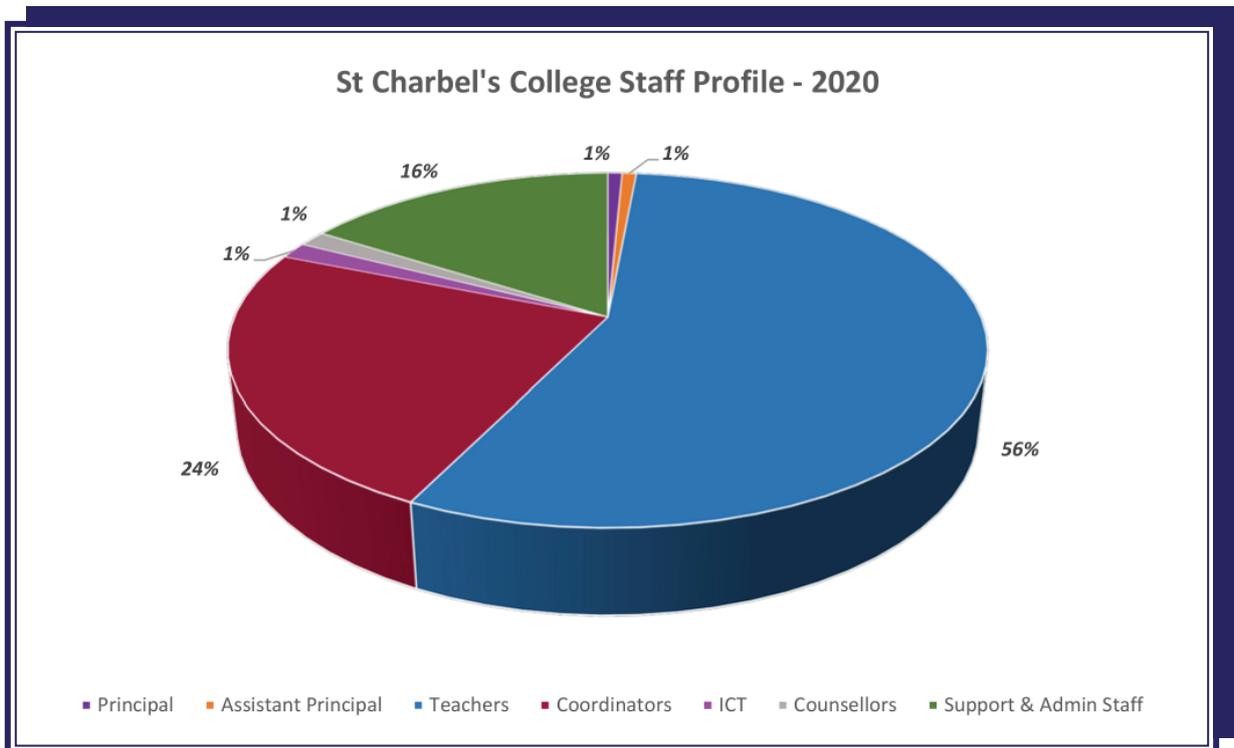
Year 11 - 2 students were awarded a Preliminary ROSA

St Charbel's College had an actual retention rate from the Stage 5 (Year10) 2018 to the Higher School Certificate 2020 of 84%.

Mr Martin McConville

Director of Curriculum (7-12)

STAFF PROFILE



Mr John Taouil
Business Manager

PROFESSIONAL LEARNING AND PRIORITY

During 2020, staff participation in professional learning throughout the year was limited due to the pandemic. Our main focus was to upskill our staff, students and parents with Google Classroom, remote learning and video parent conferences.

Every year the College links all school based professional learning to Australian Professional Standards for Teachers and is designed to support our strategic direction as identified in our school plan, and individual SMART Goals.

The focus for 2020 was:

Develop and implement positive education strategies that are underpinned by the Maronite Catholic Identity Framework.

Provide innovative learning experiences as a key means of enhancing and enriching learning to foster growth.

To build capacity and enable a collective approach through a variety of strategies to promote a culture of critically reflective practices.

Individual goal setting is a focused opportunity for all staff to reflect on practices which have a positive impact. The SMART Goal and Twilight sessions has an overarching structure and timeline that is inclusive of a constructive, formative process.

As part of the process staff at the College undergo peer observations. Joan Richardson expressed the importance of peer observations in an article, 'Getting Better at Learning' (2016): "Keeping an exemplary teacher's knowledge isolated inside a classroom isn't just poor practice, it is malpractice. If you want to be an agent for change in your school, work now to ensure that no teacher works in such isolation. Be an advocate for sharing what you know. Ask to observe another teacher teach because of what you will learn. Invite others to observe you and offer your feedback on how you can improve. By opening doors to their practice, teachers demonstrate the value they place on their own learning and their belief that they have so much to share with others."

At St Charbel's College the classroom doors are open and teachers regularly engaged in classroom peer observations. These opportunities strengthened our teachers' 'toolbox' because they were exposed to a greater repertoire of strategies used to enhance learning. 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

Although professional learning was on pause for a few months, we continually encouraged staff to enrol in webinars and other online opportunities until organisations implemented zoom or other modes of delivery that ensured Covid-19 safe practices. Opportunities and provisions were made to increase staff capacity with several staff completing a range of courses. These opportunities has strengthened and extended teachers' ability to deliver challenging and engaging lessons, not only in the classroom, but also remotely. Some of our staff were also engaged in post-graduate study in the areas of teaching and learning, religious education, pastoral care and educational management. The School actively encourages teachers to seek further qualifications in their subject domain or in the field of education.

Teachers in a range of subject areas have continued to be involved in the Higher School Certificate marking operation either as examiners, judges, senior markers and markers.

In 2021 the College intends to further develop on the 2020 goals by focusing on:

Apply positive education practices as informed by the Pastoral Care Framework

Embed innovative teaching practices to engage students and enhance their learning

To build capacity and enable a collective approach through a variety of strategies to promote a culture of critically reflective practices



Ms Paola Illuzzi

Director of Leading and Learning

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.

Mr Charlie Shalala

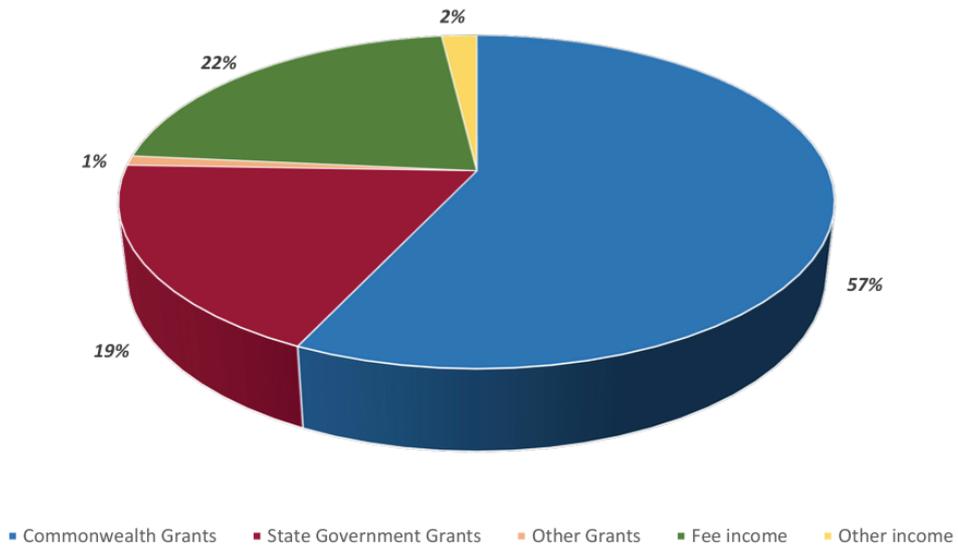
Director of Pastoral Care (7-12) and

Ms Maree Kelly

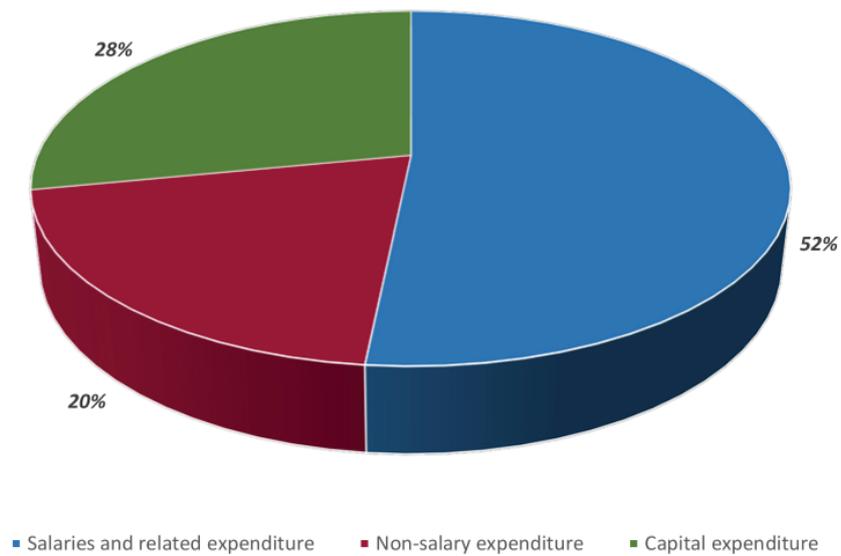
Director of Primary School

FINANCIAL

St Charbel's College - 2020 Income

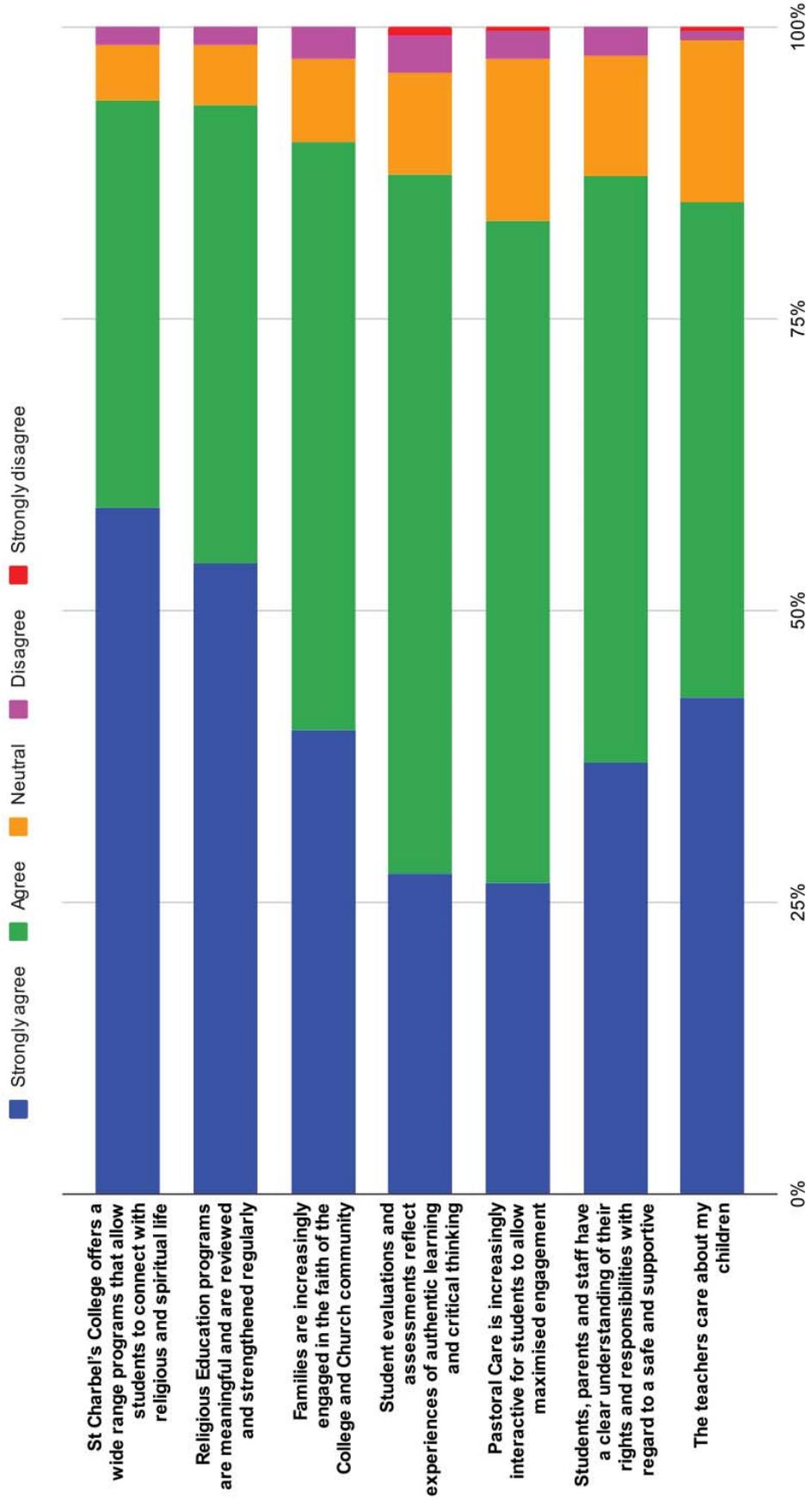


St Charbel's College - 2020 Expenditure

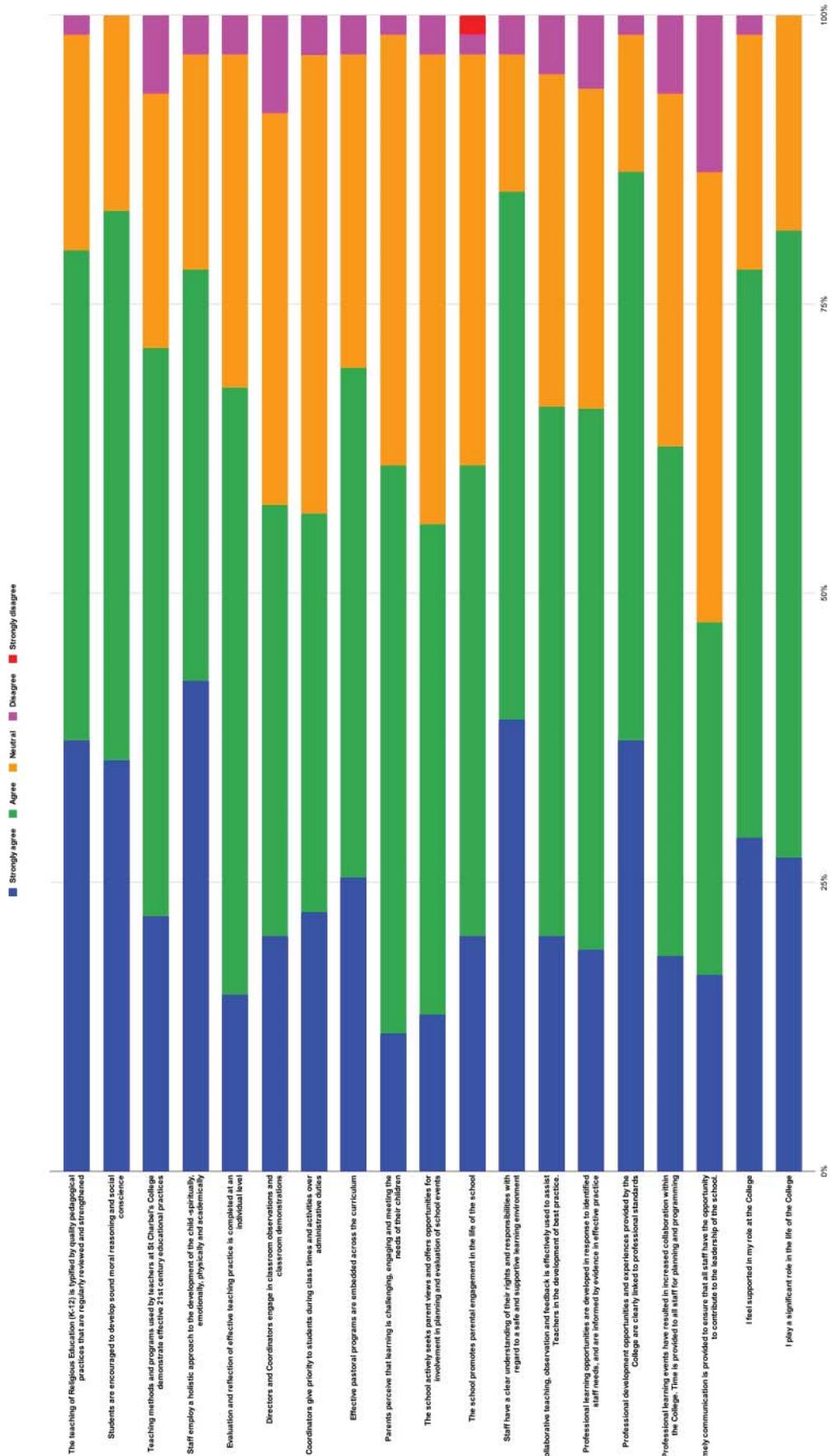


Mr John Taouil
Business Manager

2020 Parent Satisfaction Survey



2020 Staff Satisfaction Survey



2020 Student Satisfaction Survey

