



ST CHARBEL'S COLLEGE

ANNUAL REPORT 2017





COLLEGE CONTEXT

St Charbel's College is an Independent Maronite Catholic Co-educational K-12 school administered by the Lebanese Maronite Order of Monks. St Charbel's College promotes a love of learning and the Gospel values of justice, peace, love, compassion, acceptance, generosity and service.

We see our students as unique individuals being shaped and informed, while incorporating our influence into their individuality. We hope that each student matures to a faith response which is freely chosen but committedly Maronite Catholic; to a personal interaction which is respectful and consistent yet flexible, "to act justly, to love tenderly, and to walk humbly before God" (Micah).

We hope that the students develop the spirit of St Charbel, the spirit of determinedly opposing values foreign to Jesus Christ's message. The spirit of concern for others, should, in different ways, characterise every student, every graduate, every teacher, every parent and every member of the St Charbel's College community.

To Him Be Glory



FROM THE COLLEGE PRINCIPAL

At St Charbel's College we take great pride in our excellent facilities, our quality learning environment and our care for all students.

Our College vision demonstrates what we are all working towards at St Charbel's College. St Charbel's College is committed to providing students with a holistic education that enables them to reach their full potential academically, physically, socially and emotionally. It recognises the roles that students, staff and the whole community have in providing opportunities to empower students for the future. I cannot strongly emphasise enough the importance of the school and home working together to provide the children with supportive care most especially during their schooling years.

The College has the privilege of having a healthy, harmonious ambience with rich values which have played pivotal roles in shaping the future of the students at our College. Our mission is to transform students into rational thinkers, competent workers, law abiding citizens and spiritually enlightened individuals. This is my belief, that these rich values and traditions imbibed here will enable our students to reach greater heights.

The year of 2017 proved to be very busy for both staff and students. In May we were blessed with the visit of His Eminence Leonardo Cardinal Sandri. This was a great honour both for the College and for the monastery in which our students received a papal blessing. Our College vision is to promote students that are not only centred by their Maroniteness, but also have a life-long love of learning as well as gain the skills necessary to contribute as active citizens in a global community. In our College context, we acknowledge the added importance of providing opportunities for our students to interact with people outside of our community wherever possible. We were most fortunate for the great opportunity that our students of great Maronite faith and tradition, to have the prospect of both integrating and be accepting of other cultures with the Chinese Student visit and tour. Our students welcomed 24 international Chinese visitors. We encouraged and shone the true traditions of our Maronite faith and a warm hospitality to others which was welcomed by all.

Our Primary department was fortunate to receive new furniture for K-6. New tables and chairs replaced old furniture in all classrooms and this positively contributed towards the wellbeing and learning of our students. Additionally, our entire College was installed with new blinds, which are allergen free. Such contributions endeavour to both improve and provide a boost for the betterment of the College.

Much appreciation needs to be extended to our Parents & Friends Committee. Its president Mrs Annie El-Kazzi and Committee members worked tirelessly in 2017 contributing to various College events. Their generous donations towards the Year 6 and Year 12 Graduations are just some of the many occasions they provided assistance and funding. Our P&F continually provide and organise various social and spiritual activities that have raised funds which generously contribute to our College. It is the initiative of such an amazing team working together in their Maronite faith that fulfils our College mission.

At times being Principal takes me away from the face to face interactions with students in the classroom and, whilst in the second half of the year I was able to teach a class, it has been the retreats and sporting events where I have met the real "St Charbel" spirit in our students' hearts. I have been continually struck by the integrity, the openness and the generosity of spirit that our students continually display. Similarly, the staff at St Charbel's are not only committed to serving the needs of the students - spiritually, academically, physically and emotionally - they are continually in pursuit of the best from them and assisting each and every student to achieve his or her best.

I am grateful to all the staff who have contributed to the College by leading our students into their next phase of education. In particular, the Leadership Team - Mrs Vania Bejjani, Mrs Bernadette Hems, Mrs Joanne Mansour, Mrs Karen Jubb, Mrs Tina Harb and Ms Paola Illuzzi who have been by my side to ensure the development of the College.

Lastly, I wish to thank the parents of our College for your ongoing support and trust with both myself and the staff. We take the trust you have placed in us to care and educate your children very seriously.





PARENTS & FRIENDS COMMITTEE

What a year 2017 has been, the Parents and Friends Committee have had an amazing year with many memories made with St Charbel's College children and parents.

As the year progressed, we held our Mothers and Father Day masses and gift stalls as well as a Mother's Day Morning Tea and Father's Day breakfast. All the events were very special for the parents of the College and children now have wonderful memories.

The Parents and Friends Committee, as well as other parents have worked very hard during the year, with many dedicating their time to volunteering and making donations to ensure our children are provided with the best of what we can offer, while at the same time assisting the College by raising funds.

As Term 4 began, we held our Primary Walkathon with great success as was our annual Primary Disco. Last but not least was our annual event, the College Fete proved to be a day full of fun and excitement had by all.

As Saint Pope John Paul II said *"We must reflect the light of Christ through lives of prayer and joyful service to others."*

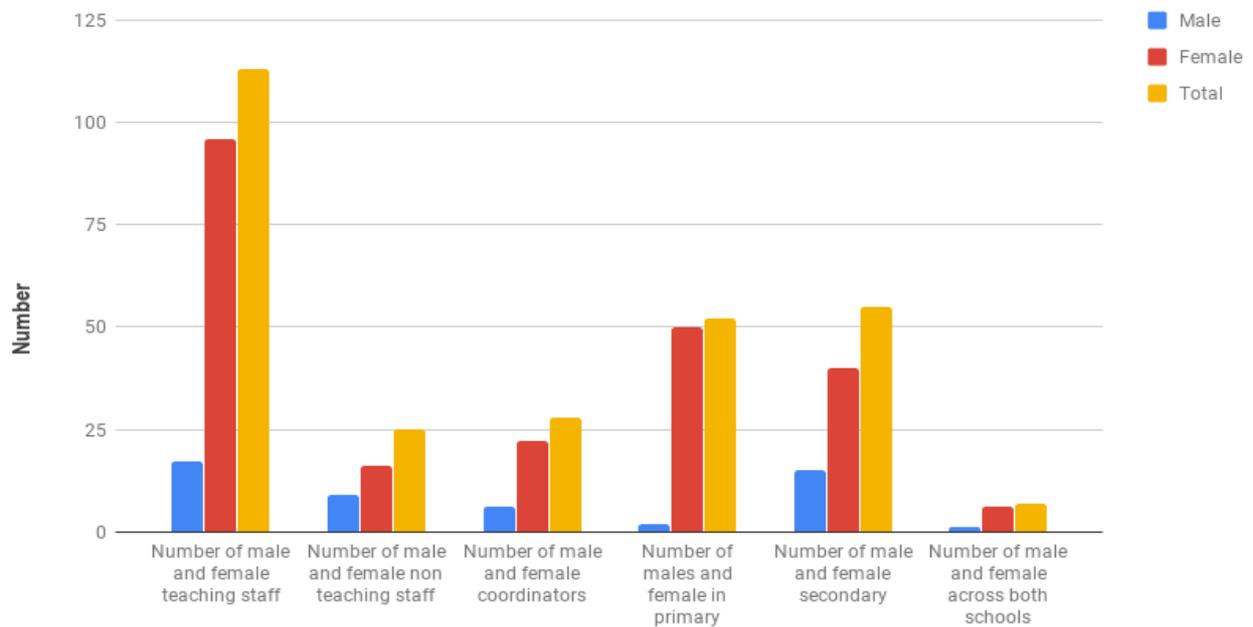
The Parents and Friends Committee would like to thank the College Principal Reverend Father Maroun Youssef, staff of the College, the committee members and all the parents who continually support all our events. Thank you to everyone for their continuous support and contributions over the last year.

WORKFORCE COMPOSITION & QUALIFICATIONS



St Charbel's College is a healthy mix of early career teachers and those that are more experienced. The school continues to enjoy a renewal of new staff to the school as staff move on to other schools or new phases of their lives. All teaching staff meet the professional requirements for teaching in NSW schools.

St Charbel's College 2017 Staffing

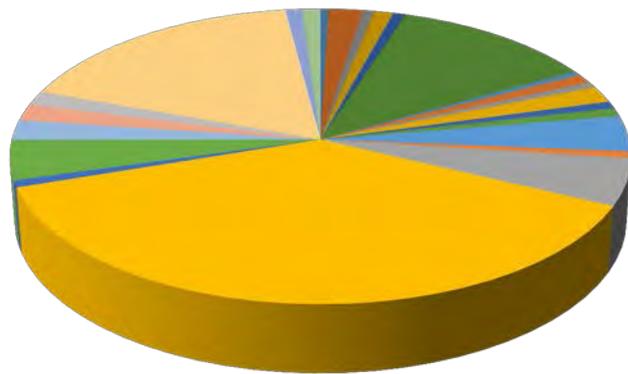


PROFESSIONAL LEARNING

Professional Learning in 2017 was aligned with the College Annual Improvement Plan, Teacher Professional Goals and the Australian Professional Standards for Teachers. The College invested over \$75,000 in professional learning for staff.

The focus for 2017 was Building Leadership skills in our Middle Managers, MultiLit, LNAP and curriculum. As a College, staff meetings focused on the Explicit Teaching Model, including Learning Intentions and Success Criteria and 21st Century Skills. With the implementation of several new syllabi, faculties collaborated with internal and external stakeholders to develop engaging and challenging teaching and learning programs. Key Learning Area Coordinators also attended network meetings, promoted peer marking and collaboration. In 2017, the college saw an increase in the number of lessons teachers observed and reflected on to improve on their knowledge and practices. Glen Pearsall was engaged over several sessions to develop our verbal and non-verbal communication with students in creating a more positive learning environment.

2017 St Charbel's College Professional Learning



- Innovative Education & Training Pty Ltd
- Learning Difficulties
- Legal Studies Association NSW
- Margaret Hogan
- Modern Languages Teachers' Association of NSW Inc
- MultiLit Pty Ltd
- PD 4 Maths
- Pearson Academy
- Primary English Teaching Association Australia
- Principals Australia Institute
- Resource Factory
- Science Teachers Association of NSW Inc.
- St Charbel's College
- Technology Educators Association Inc
- Tertiary Studies
- The Association of Independent Schools of NSW
- The Happiness Mission
- The Pearsall Family Trust
- The Sydney Children's Hospital Network
- The University of New South Wales
- Tim Riley Publications Pty Limited
- TTA
- University of Western Sydney
- Wellbeing For Kids Pty Ltd

COLLEGE ENROLMENT POLICY

St Charbel's College is a congregational school founded on the Maronite tradition. The College is committed to working in partnership with parents to develop our students as unique individuals being shaped and informed, while incorporating our influence into their individuality.

Our hope is that each student matures to a faith response which is freely chosen but committedly Maronite Catholic; to a personal interaction which is respectful and consistent, yet flexible, "to act justly, to love tenderly, and to walk humbly before God" (Micah). Everything we do is done for the Glory of God.

Enrolments are welcomed from families who are prepared to support the College's Maronite Catholic ideals and principles. Priority for enrolments is considered for children whose Maronite Catholic families are involved members of the parish and have siblings attending the College.

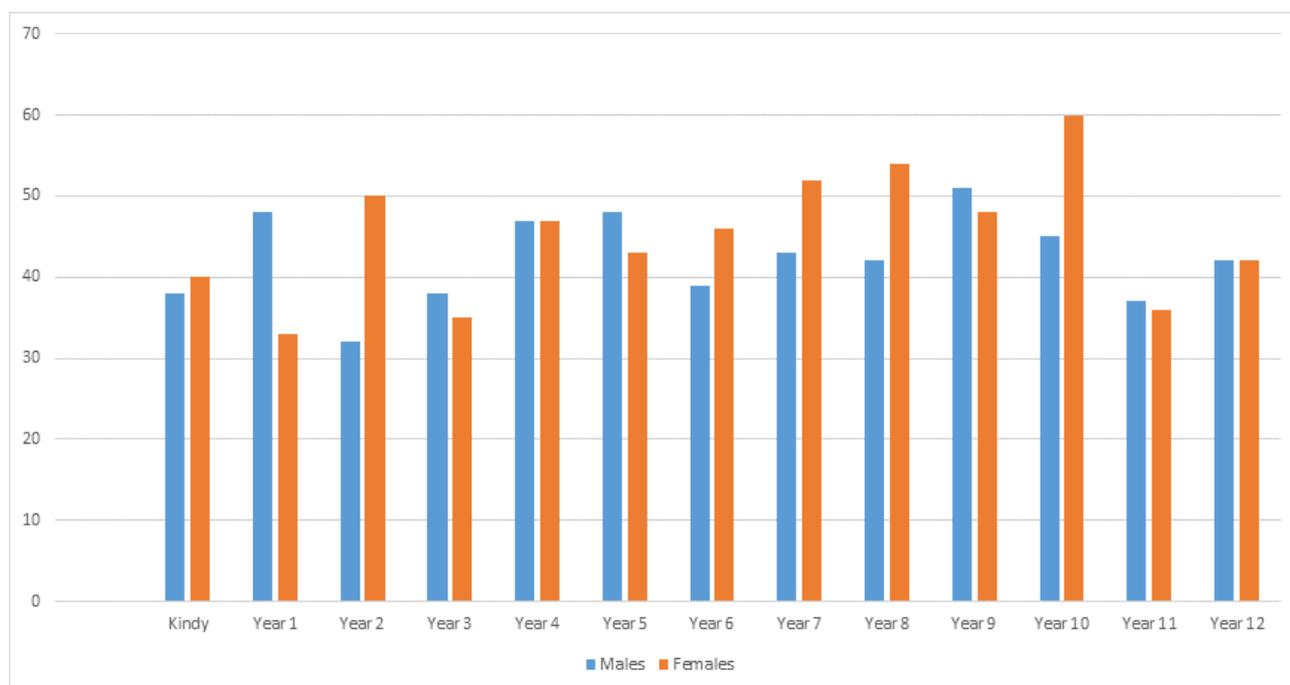
To lodge an application for enrolment, an Application for Enrolment form must be completed and accompanied with Birth Certificate, Baptism Certificate, an updated Immunisation Certificate, a most recent Student Report and any other documentation needed to support the child's enrolment application.

The Principal of the College or a delegate will review each enrolment application and will then determine whether the applicant will proceed through to the enrolment process based on vacancies and criteria. To be eligible to enrol into Kindergarten, children must be 5 years of age by 31 May in the year of commencing school. Additionally, the child's readiness for school will also be used to determine enrolment.

The full text of the College's Enrolment Policy can be accessed on the College website, www.stcharbel.nsw.edu.au.



CHARACTERISTICS OF STUDENT ENROLMENTS



MANAGING STUDENT ATTENDANCE

Teachers are required to take the roll daily during morning administration and electronically record on iWise absent students. Secondary teachers are required to monitor student attendance at the beginning of each lesson.

If students are late or leave early, the Administration Office is responsible for issuing students with a late or leave note to present to their teacher.

Additionally, teachers are required to make contact with parents/guardians on the second consecutive day of absence. In cases of concern, Year and Stage Coordinators are required to liaise with parents/guardians to ensure improved attendance.

Extreme cases of unauthorised absenteeism are brought to the attention of the Director of Pastoral Care and the Principal.

* Attendance Rates Table and graphs downloaded from iWise and included in document [here](#).

ATTENDANCE RATES BY YEAR GROUP

The attendance rates for the students at St Charbel's College are shown in the table below. These rates reflect the pattern of attendance and lateness to school for 2017.

YEAR GROUP	Student Numbers	Attendance Rate	Lateness Rate
Kindergarten	80	94.24%	1.42%
Year 01	81	96.27%	1.28%
Year 02	83	96.26%	2.20%
Year 03	73	95.37%	1.93%
Year 04	94	95.76%	2.26%
Year 05	90	95.49%	1.62%
Year 06	85	95.67%	2.06%
Year 07	95	95.59%	2.71%
Year 08	96	95.17%	3.23%
Year 09	99	94.05%	5.15%
Year 10	105	93.28%	3.23%
Year 11	80	94.16%	2.34%
Year 12	84	96.95%	2.78%



COMPLAINTS AND GRIEVANCES



St Charbel's College acknowledges that parents and/or 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/or caregivers must have access to processes that allow them to resolve concerns in a supportive and conciliatory environment.

Any parent and/or caregiver has the right to raise a concern and have it responded to promptly, fairly and without fear of repercussions and according to principles of procedural fairness. Most concerns will be able to be resolved informally.

Any parent and/or caregiver has the right to confidentiality in regard to a concern that is raised at the school. However, if others need to be informed, this will be explained to the parent and/or caregiver raising the concern.

Parents and/or caregivers have a responsibility to raise their concerns at the earliest possible time so that they do not become overwhelming for either the child or the family. The greatest success in resolving concerns is when they are addressed as soon as they arise.

Parents and/or Caregivers have a responsibility to maintain confidentiality.

VET AND TVET PROGRAM

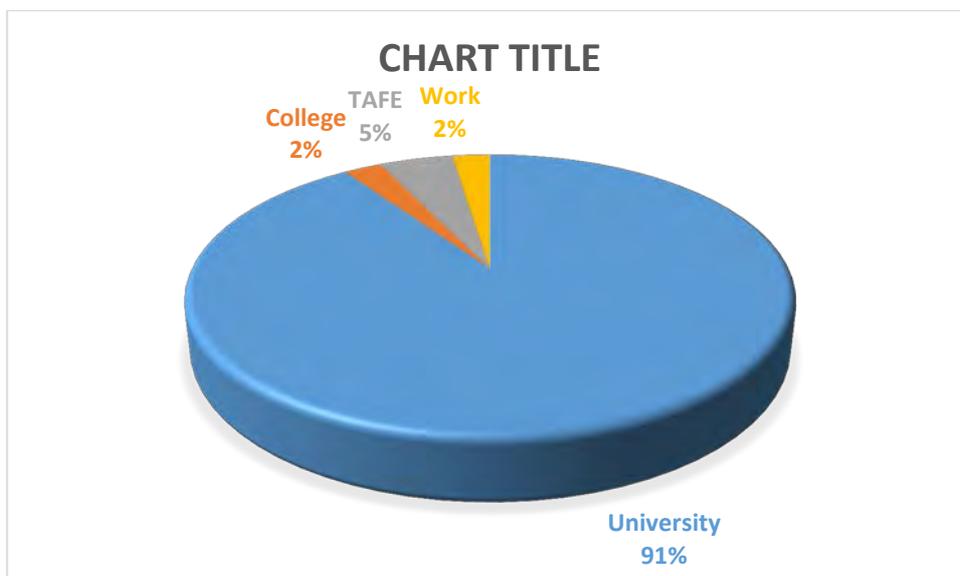
Vocational education and training (VET) is that part of tertiary education and training which provides accredited training and technical skills. Students of our College have been given the opportunity to undertake further studies in a number of industries.

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

In 2017 the College saw 12 students from Years 11 and 12 completing the Business Services VET Course through the College. Further to this, 9 students from Year 11 took part in external-VET Courses in Automotive and Construction through Saint Yon Trade Training Centre in Bankstown and 2 students in Year 12 completed an external-VET Course in Construction through TAFE NSW.

YEAR 12 POST-SCHOOL DESTINATIONS

There were a total of 84 students that completed Year 12 in 2017. 76 students commenced University Courses, 2 students commenced College Course, 4 students commenced TAFE Courses and 2 students entered the work force.



In the primary school, academic excellence is pursued through co-operative and exemplary teaching and learning practices. This year we were extremely privileged to have had the opportunity to take part in the Literacy and Numeracy Action Plan (LNAP2) a government initiative where the focus has been on improving and lifting the literacy and numeracy standard of the Primary school.

The most evident change witnessed in the school this year is that now more than ever before there exists a higher level of student engagement in a whole range of learning experiences especially from a literacy and numeracy perspective. The many hours of teacher professional development workshops offered to staff this year has provided our teachers with an innovative approach of ensuring the children's learning needs were catered for through explicit teaching practices. The LNAP2 program also offered our staff many valuable opportunities which allowed them to put a real focus on the extensive development of both the literacy and numeracy skills of the children. This ensured that the primary school staff were constantly reflecting on and openly discussing their teaching practices to advance the children's academic progress. Additionally, there was a constant need to continuously assess and adjust the teaching and learning in the classroom to meet the needs of students. It was inspirational to witness the continual professional dialogue between staff this year which constituted in constant discussion around ensuring the academic progress of the children. This reflected a shared commitment of contemporary teaching and learning practices. It also recognised that a collaborative mindset produces the best outcomes for all working in a team environment with a common goal. I have been extremely privileged to witness the professionalism of our staff grow exponentially where the skills of critical thinking, team work and collaboration have led to the common good of the children under our care.

PRIMARY SCHOOL ACHIEVEMENTS



SECONDARY SCHOOL ACHIEVEMENTS



2017 was a year that highlighted our college's connections with the wider community and the world. From the visit of Mr Gebran Bassil, the International Student visit from China, blood donations, the TAP program and fundraising activities, students and staff had the opportunity to engage with and expand their understanding of the importance of connecting with the community, other people and cultures.

This busy and exciting year began with the 2017 opening mass and the 2016 HSC High Achiever's Awards culminating in the awarding of the Dux for 2016. The ceremony was proud recognition of students who received an ATAR above 90 as well as those students who received Band 6's in HSC subjects. As a College we took the opportunity to wish each and every one of our 2016 cohort every success in their future endeavours with the hope that they would remain proud of having been a student of St Charbel's College, carrying with them the strength of their Maronite faith and heritage.

Students and teachers were very excited to be visited by the Lebanese Minister of Foreign Affairs and Emigrants, Mr Gebran Bassil on Monday 3rd April. Mr Bassil and other dignitaries, including His Excellency Bishop Antoine Tarabay, the Honourable State Minister for Presidency Affairs, Mr Pierre Raffoul, Consul General of Lebanon Mr George Bitar Ghanem, and State & Federal Committees of ULAM, spent a short but enjoyable visit to the College. Our students welcomed him with a rousing rendition of the Australian and Lebanese national anthems, led beautifully by the school choir. Individual performances showcased the talents of our students, and we were delighted to present Mr Bassil with a gift of a watercolour painting of the beautiful scenery of Lebanon created by Christine Antoun.

It is always a delight to meet parents at our information evenings and report card days, and once again we have seen an increased number of parents attending these important events. The staff appreciates the positive feedback by parents and we look forward to many more opportunities to meet with each and every family in the future.

Students and teachers have been engaged in a range of important assessment and learning activities throughout the year making it an exceptionally busy one for the Secondary School. With the addition of NAPLAN testing for Years 7 and 9, Allwell testing for years 6 and 10, examination blocks, work experience for year 10 and work placements for VET students, the opportunity to engage in extracurricular activities including excursions and incursions, weekly sport, competitions and fundraising and professional development for teachers is reenergising.

Students and staff participated in National Science week again this year. The theme 'Future Earth' saw students focus on Australia's sustainability science and highlighted those issues that are unique to Australia and our region. I wish to thank the Science faculty and Year 9 students for their enthusiasm in setting up and running demonstrations displays around the topic!

Teachers are developing the Stage 6 courses in history, mathematics, science and English that will commence with Year 11 2018. Teachers also engaged enthusiastically with the professional development days which focussed on strategies to improve student learning. Teachers have spent enormous amounts of time marking assessments and preparing reports to ensure that students receive fair results and consistent feedback on their performance.



STUDENT WELFARE



St Charbel's College proclaims and commits itself to building a community that builds and develops a shared approach to living and learning that empowers the individual, encourages personal responsibility and meets the pastoral needs of the community. The College also endeavours to build personal relationships by encouraging and facilitating cooperation, a sense of belonging to and pride in the College, and respect for the dignity and worth of every individual. There is an emphasis on fostering the spiritual, intellectual, cultural and physical development of the students. The College encourages each student to take pride in their identity as Australians of Lebanese heritage living in a multicultural society, Finally, the College has established practices that inspire a sense of responsibility and care for the world.

All children and young people have the right to an education that is free from discrimination, harassment and bullying. Violence, bullying and harassment has the potential to harm many, not just those directly involved.

These behaviours also affect those who witness the violence and aggression that are often associated with bullying. The victims of such actions often experience distress and feelings of powerlessness. Overall, bullying behaviours can have a profound long-term effect on the culture of the school. Students, teachers, parents and members of the wider community have a shared responsibility to create a safe and happy environment, free from all forms of bullying.

Student Welfare policies can be found on the St Charbel's College website and are outlined in more detail, <http://www.stcharbel.nsw.edu.au/AboutUs/SchoolPolicies.aspx>.

BEHAVIOUR MANAGEMENT



The aim of these processes is to ensure that the College:

- facilitates the development of responsible self-discipline amongst students
- promote well-being, safety and effective management of the school community
- ultimately foster a culture of learning and personal growth

The Director of Pastoral Care oversees the development of effective and appropriate behaviour management strategies. These strategies provide a clear, consistent and graded method of dealing with positive as well as inappropriate behaviours, and are developed in accordance with College policy.

As a general rule, staff use non-verbal questioning practices and other low-level restorative practice techniques to maintain positive teacher-student relationships in their initial dealings with students. However, students who display recurrent challenging behaviours, particularly unsafe behaviours, these are then referred to the appropriate faculty and/or Year Co-ordinator for Secondary School or the Stage Coordinator for the Primary School. Regular communication with parents occurs to allow for an effective resolution.

INITIATIVES PROMOTING RESPECT AND RESPONSIBILITY

Through our Catholic Maronite mission and ethos, St Charbel's College teaches the importance of respect and responsibility within and beyond the school environment. Central to our core beliefs is that we produce young men and women who will contribute to and represent a caring and just society based on Gospel values thus following the example of Christ. We have a whole school approach to behaviour management which works on the principles of restorative justice. Therefore, when issues or conflict arise, we encourage students to self-reflect by pondering the answers to key questions about the incident or behaviour. Students are encouraged to understand the impact on themselves and others, acknowledge responsibility and make amends. Students reflect on how they can act differently next time.

Students are taught to value every member of the school community. They are encouraged to participate in serving the community and are awarded with Citizen Certificates which is included in their student Record of Achievement. The College encourages students to progress in all areas of school life, and the portfolio they create emphasises all aspects of their development: spiritual, academic, social and physical.

Students are encouraged to develop independence and a love of learning. The College has a pastoral care program, You Can Do It. We believe in developing social and emotional intelligence so that students understand who they are and how they relate to the wider community. The program promotes the five keys to success: getting along, confidence, resilience, persistence and organisation.

Students are also encouraged to take responsibility by helping others. The SRC lead charity initiatives across the school. They were proactive in raising funds for local and national charities such as Project Compassion and the National Heart Foundation. They organised raffles, sold pizzas, held jersey days, and hot chocolate drives. These were highly successful ventures. Students were responsible for organising their formal and planned a most impressive event at Darling Harbour. Students also contributed to a community fair, organised by the parish and community. Students performed regular dance shows, music acts, art displays and demonstrated fair play on the sporting field. Peer teaching and coaching through PDHPE, for example the Jump Rope for Heart initiative, emphasised the importance of team-work, leadership and service.

TEACHING AND LEARNING



The following table outlines the strategies and goals staff at St Charbel's College have been working towards in 2017 and will continue to work on in 2018.

These goals were formulated through discussion and collaboration to ensure clear guidelines with a focus on successful teaching and learning outcomes for the College.

<p>Goal 1: Mission</p> <p>Nurture and deepen student, teacher and parent knowledge and understanding of identity in the Maronite Catholic tradition</p> <p>Identity, pride, centrality of faith</p>	<p>Goal 2: Teaching and Learning</p> <p>Strengthen a culture of improvement through a reflective and evidence-based approach to teaching and learning by implementing the explicit teaching model</p>	<p>Goal 3: Professional Engagement and Networking</p> <p>To enable a collective approach to professional growth by engaging with colleagues, peers and APST through the goal setting process</p>
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STRATEGIC IMPROVEMENT PLAN



The College has developed a Strategic Improvement Plan (2017-2021) with the following Priority Areas:

1. Maronite Catholic Identity and Mission
2. Teaching and Learning
3. Student and Staff Wellbeing
4. Professional Growth
5. Stewardship of Resources

Strategic Priority 1: Maronite Catholic Identity and Mission

'I am the Way, the Truth, and the Life' **John 14:6**

Our Vision

By the end of 2021 our school will be a school where all members of the school community will be provided with opportunities to experience a personal encounter with Jesus Christ, who is 'the Way, the Truth, and the Life'.

Key Improvements

- 1.1 Strengthen the understanding and commitment of the role of the Maronite Catholic faith within the school community
- 1.2 Enhance and diversify the faith formation and religious leadership opportunities for staff
- 1.3 Foster the personal & spiritual growth of students, engaging them in the life and mission of the Maronite Catholic faith community
- 1.4 Nurture and deepen students' knowledge of the Maronite Catholic tradition
- 1.5 Strengthen approaches to family evangelisation

Strategic Priority 2: Teaching and Learning

'I have come that they may have life and have it to the full' **John 10:10**

Our Vision

By the end of 2021 our school will be a school where all students are provided with opportunities to achieve their academic, spiritual and social potential on their journey of life-long learning.

Key Improvements

- 2.1 Provide experiences of learning which engage, challenge, extend and empower students through 21st Century educational practices
- 2.2 Strengthen a culture of improvement through a reflective and evidence based approach to teaching and learning
- 2.3 Nurture innovation as a key means of enlivening and enriching learning and fostering growth
- 2.4 Support and challenge teachers to improve their practise against professional standards to enhance student outcomes

Strategic Priority 3: Student and Staff Wellbeing

'This is my commandment that you love one another as I have loved you' **John 15:12**

Our Vision

By the end of 2021 our school will be a school where holistic, innovative and effective programs support student and staff wellbeing.

Key Improvements

- 3.1 Strengthen safe & supportive school environments
- 3.2 Create a culture that supports positive mental health and resilience
- 3.3 Develop a whole school approach to positive education.
- 3.4 Promote a sense of staff wellbeing
- 3.5 Develop a growth mindset across the school
- 3.6 Build collaborative working relations with parents/guardians

Strategic Priority 4: Professional Growth

'Give instructions to the wise and they will become wiser still; teach the righteous and they will gain in learning' **Proverbs 9:9**

Our Vision

By the end of 2021 our school will be a school where a collaborative approach informed professional development enhances student learning.

Key Improvements

- 4.1 Increase the capacity of teachers and learning support staff to respond to the holistic needs of all students
- 4.2 Develop future school leaders and strengthen current leadership in our College
- 4.3 Enable a collective approach to professional growth

Strategic Priority 5: Stewardship of Resources

'As each one has received a gift use it to serve one another as good stewards of God's varied grace' **Peter 4:10**

Our Vision

By the end of 2021 our school will be a school where the ongoing sustainability and management of resources are strengthened by effective financial planning and practice within the school in response to student needs.

Key Improvements

- 5.1 Provide vibrant and innovative learning spaces that enhance teaching and learning
- 5.2 Ensure that financial management practices are robust, consistent and compliant
- 5.3 Develop flexible and contextualised staffing and resourcing decisions
- 5.4 Adapt systems and ICT infrastructure to support contemporary teaching and learning into the future
- 5.5 Support pastoral outreach to the parish community and respond to family needs
- 5.6 Support a shift towards greater environmental awareness and our impact upon the environment

NAPLAN PERFORMANCE DATA

St Charbel's College continues to improve in areas of Literacy and Numeracy across the different year levels tested. The information below outlines the school's performance in 2017.

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 2017 and 2016

	2016 Percentages		2017 Percentages	
	School	National	School	National
Reading	96.7%	95.1%	100%	95%
Writing	98.9%	96.3%	98.6%	95.5%
Spelling	95.6%	94%	98.6%	93.5%
Grammar & Punctuation	96.7%	95.5%	98.6%	94.3%
Numeracy	95.5%	95.5%	100%	95.5%

In 2017 Year 3 students achieved results above the National Averages in Reading, Spelling and Numeracy and in line with the National Averages in Writing and Grammar and Punctuation.

Percentage of Year 5 Students in Our School at or Above the National Minimum Standard/Achieving National Benchmarks in 2017 and 2016

	2016 Percentages		2017 Percentages	
	School	National	School	National
Reading	98.7%	94.4%	95.6%	94%
Writing	100%	93.2%	95.6%	91.7%
Spelling	97.5%	92.8%	95.6%	93.8%
Grammar & Punctuation	96.2%	93.7%	95.6%	92.3%
Numeracy	98.7%	94.3%	95.6%	95.4%

In 2017 Year 5 students achieved results in line with the National Averages in Reading, Writing, Spelling, Grammar and Numeracy.

Percentage of Year 7 Students in Our School at or Above the National Minimum Standard/Achieving National Benchmarks in 2017 and 2016

	2016 Percentages		2017 Percentages	
	School	National	School	National
Reading	96.9%	94.6%	93.6%	93.9%
Writing	98%	89.7%	94.7%	87.9%
Spelling	95.9%	93.1%	96.8%	93.2%
Grammar & Punctuation	93.9%	92.6%	95.7%	92.3%
Numeracy	96.9%	95.5%	98.9%	95.4%

In 2017 Year 7 students achieved results above the National Average in Writing and in line with the National Averages in Reading, Spelling and Grammar and Punctuation and Numeracy.

Percentage of Year 9 Students in Our School at or Above the National Minimum Standard/Achieving National Benchmarks in 2015 and 2016

	2016 Percentages		2017 Percentages	
	School	National	School	National
Reading	94.1%	92.8%	93.7%	91.8%
Writing	89.4%	82.9%	86.5%	81.5%
Spelling	97.6%	90.4%	94.7%	90.5%
Grammar & Punctuation	92.9%	90.5%	95.8%	89.3%
Numeracy	98.8%	95.2%	97.9%	95.8%

In 2017 Year 9 students achieved results above National Average in Grammar and in line with the National Averages in Reading, Writing, Spelling and Numeracy

* NAPLAN Data attached

HIGHER SCHOOL CERTIFICATE DATA

The graph on the next page shows St Charbel's College students' results as a percentage difference compared to the average state result.

Subjects with a positive value are above state average. Similarly, subjects with a negative value are below state average.

In 2016 St Charbel's College Higher School Certificate students achieved Highly Significantly above the 2016 state average in the courses Arabic Continuers, Business Studies, CAF's, English Standard, English Extension 2, Food Technology, General Mathematics, Information Processes Technology, Legal Studies, Mathematics 2 Unit, Mathematics Extension 1, Modern History, PDHPE, Religion I, Religion II and Senior Science.

Additionally, students achieved Significantly above the 2016 state average in Music I and Visual Arts.

Students achieved Above 2016 state average in the courses Economics, English Advanced and English Extension 1.

Results consistent with the 2015 state average were in Ancient History, Biology, Chemistry, Mathematics Extension II, Society & Culture and Textiles & Design. Students achieving below the 2016 state average was in History Extension I. Significantly below the 2016 state average was in Arabic Extension.

Highly Significantly below the 2016 state average was in Industrial Technology and Physics.



FINANCIAL INFORMATION 2017

Below is a summary of financial information for 2017.

Graphs depicting recurrent and capital income and expenditure are on the following page.

Fees & Private Income	13.05%	2,357,745
State Recurrent Grants	18.35%	3,315,912
Commonwealth Recurrent Grants	56.98%	10,298,441
Other Commonwealth Grants	1.92%	347,170
Other State Grants	1.12%	202,362
Other Private Capital Income	8.59%	1,552,186
		18,073,816
Salaries Allowances and related Expenses	69.49%	12,076,797
Non-Salary Expenses	25.19%	4,377,515
Capital expenses	5.28%	925,784
		17,380,096



COLLEGE COMMUNITY SURVEY DATA

Students and teachers were surveyed using questions on this page (students) and the following pages (staff). Results were compiled and represented in the graphs on the following pages.

STUDENT SURVEY QUESTIONS

Question 1	St Charbel's College offers a wide range programs that allow students to connect with religious and spiritual life
Question 2	Religious Education programs are meaningful and are reviewed and strengthened regularly
Question 3	Families are increasingly engaged in the faith of the College and Church community
Question 4	Student evaluations and assessments reflect experiences of authentic learning and critical thinking
Question 5	I am made aware of areas for improvement at the earliest possible time
Question 6	Student leadership is active in promoting the social, emotional and spiritual wellbeing of students
Question 7	Pastoral Care is increasingly interactive for students to allow maximised engagement
Question 8	Students, parents and staff have a clear understanding of their rights and responsibilities with regard to a safe and supportive learning environment
Question 9	I know what to do in an emergency situation
Question 10	I feel supported at the school
Question 11	My teachers care about me
Question 12	My parents support decisions made by the school

