



ST CHARBEL'S COLLEGE ANNUAL REPORT

2025

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MESSAGE FROM THE BOARD



Dear Parents, Guardians, staff, students and members of Saint Charbel's College community,

The academic year of 2025 was once more a wonderful experience of College life. The different successes, challenges, opportunities and experiences have been the result of a collaborative and collective effort where everyone plays their part. The theme for the year was that of In-Formation, whereby the focus was to transform information into formation, in order to make content, curriculum and pedagogy a learning experience. I commend the leadership team headed by the two Principals for their consistency in applying this theme into all that pertains to College life, primarily by setting goals with staff and students directed by and towards this theme. One of the great takeaways of this theme is to encourage reflective learning, whereby staff and students are encouraged to think deeply about their learning experiences outside of the classroom in order to make their learning apart of their cognitive identity, allowing them to engage in all topics in an intellectual and informed way that allows them to shape their views and the world around them.

St Charbel's College this year has responded to the interest and demand of a growing community that tests the limits of space and capacity. The construction of six modern classrooms with respective breakout spaces and a new senior rooftop playground with wonderful views of the city will be an exciting addition to the College campus for 2026. The need for these classrooms of course is not only to respond to the demand for space, but also to enhance the learning experience of the students of the College. We look forward to the completion of this project for the start of 2026.

Furthermore, St Charbel's College celebrates academic success across the board. Our year 12 achieved a HSC ranking of 132 in the state with 56 high achievers and 17 students who achieved a 90+ ATAR, with our highest ATAR of 99.25 achieved by Alex El Inaty. This achievement is a reflection of the high standard of education of the College. There were also great results for the students in the Primary school of years 5 and 6 who participated in the Maths Olympiad and achieved outstanding results. These academic achievements are encouraging, motivating the College to continue to work towards academic excellence.

Above all, it is the Maronite Catholic Faith of the College that makes us all happy to be here at Saint Charbel's College. A truly Christ-Centred formation makes Saint Charbel's College a school built on faith, hope and love. Our patron Saint Charbel has become more than simply a person in history, but a symbol of discipleship, humility and perseverance in the Christ-like way of life. The teachings of the Church, prayer, and good works are at the heart of the College. For this, Saint Charbel's College is blessed by God.

I look forward to continuing this journey with you all in 2026. Through the intercession of Saint Charbel, may God bless you and your families.

MESSAGE FROM THE RECTOR



Saint Charbel's School continues to be a place where **dedication, faith, and academic excellence** come together. Throughout the year, our students have demonstrated a strong commitment to learning and personal growth.

We proudly celebrate the achievements of our **Year 12 students in the HSC**. Their results reflect perseverance, discipline, and dedication throughout their final year of schooling. These outcomes mark an important milestone and prepare our graduates for future academic and career pathways.

We also proudly acknowledge the achievements of our **Primary School students** in both the **Maths Olympiad** and the **ICAS Competition**.

1- A major highlight was our performance in the Maths Olympiad, a prestigious competition held across **Australia and New Zealand**, involving over **1,800 schools** and nearly **40,000 students**. Our students achieved an exceptional result, with **St Charbel's College ranked 19th overall**, placing us in the **top 1% of all participating schools**.

2- Our College also excelled in the **ICAS Competition**, an international assessment involving **16,000 schools across 41 countries**. We are proud to have acquired **first place in English in our region**, ranking in the **top 1% internationally**, and were honoured with the prestigious **ICAS Medal**.

These achievements reflect the strong academic culture nurtured at Saint Charbel's through the **dedication of our leaders and teachers** and of **our students** supported by our families and inspired by faith.

In conclusion, Although Saint Charbel's School is a **community school**, driven by **faith, excellence and a shared vision**, we continues to work tirelessly to be among the **leading schools in Australia and across the world**. With God's guidance and the intercession and inspiration of **Saint Charbel**, we remain committed to continuous improvement and future success.

Fr Assaad Lahhoud
Rector

MESSAGE FROM THE PRINCIPAL SECONDARY



To the monks, staff, students, parents and Guardians of Saint Charbel's College:

This year Saint Charbel's College embraced the annual theme of 2025 called In-Formation. Our years here at Saint Charbel's College are not only years of being informed with information, but they are years of being formed with growth in faith, knowledge, wisdom and experience. Formation goes back to the principle of philosophy that says that all of the world is made up of matter and form. Matter is the physical element that reflects the external look of every thing in the world, and gives physical distinction. Matter is the internal shape of everything in the world, and this involves the instincts, habits, emotions, the intellect and the thought process of creatures. Human beings on this earth have the highest form of life, and this means that as humans we can be responsible and free at the same time. We are not only internally formed, but we are formed with and through others, through our relationships, primarily with ourselves, others and with God.

Thinking about all of this brought us always to two different types of conversations. Change was always a topic that I found myself immersed in. As beings of formation, we are being changed, and we undergo 'transformation'. This is scary because change means stepping away from something into something new, different and unknown. Change also presents us with is opportunity, growth, and the self-satisfaction of knowing you gave it a go. The leading characteristic of change is courage. Here I am reminded of the words of scripture in the Book of Joshua, where Joshua, upon being given responsibility to lead the people of God into the promised Land, is instructed by God who says to him: "Be Strong and Courageous; do not be afraid and do not be discouraged. For the Lord your God will be with you wherever you go" (Joshua 1:9).

Being discouraged is a real issue today. Those who feel discouraged feel that way due to different factors: lack of preparation and lack of experience. There is always the fear of what others may think and the way they may react. Discouragement comes about ultimately because of a lack of external control and the resulting refusal to change internally. Sometimes we have the misconception that unless things change, I will not be able to change.

Herein lies a challenge. How do we affect change? If we feel that things should change, then how do we do that?

We are called firstly to embrace change in ourselves. A change for the better, a change towards what is right and true. We are called to embrace change in ourselves that allows us to grow in order to face and embrace all things in life.

This willingness to embrace change in ourselves is the path to peace. Peace is not something stagnant and unmoving. Peace is the inner reconciliation that allows reconciliation and collaboration with all things outside of us. It is the presence of Jesus in us, who is forever our change towards goodness and truth. He is our reconciliation.

MESSAGE FROM THE PRINCIPAL SECONDARY

The Holy Father Pope Leo XIV, his historic visit to Lebanon, spoke about this theme of peace. In his opening address to the Lebanese people, he spoke of peace as a vocation. He stated that peace requires three elements: the willingness to start again, the arduous path of reconciliation with others, and the dare to persevere. The Holy Father stated that if there is no path to reconciliation in Lebanon, then it would be difficult to journey towards peace, stating further that 'we would remain stuck, each imprisoned by our own pain and our own way of thinking'. The path to peace needs a change in order to reconcile ourselves with our pain and to not be imprisoned by our own way of thinking. Many times, we get in our own way.

To be at peace, we are called to let go and to let grow. To let go of opinions that isolate and do not consider a way forward. In our studies, we emphasise a growth mind-set. For our students, this is always the way forward. Developing strong study habits that bring about focus and desire requires a mind-set that says 'I need to change something'.

Believing that you can do it is always the way to go. One of the great things about Saint Charbel's College is all the success stories of students who were one way during primary school and the early years of high school to then change and reach great heights in their HSC. Those students made the decision early to change. They are our great examples. Success therefore is not only first place, but it is the will to change, to grow, to reconcile and to be courageous. It is the way to peace and the way forward. That is the true success of Saint Charbel's College.

Fr Michael Sandrussi
Principal Secondary

MESSAGE FROM THE PRINCIPAL PRIMARY



A Year of Transformation and Triumph in Primary

As we come to the end of 2025, my heart is filled with gratitude and pride for all that our Primary School has lived, achieved and become this year.

In many ways, these past three years as principal have been a journey of **transformation**. Guided by the mission of the Lebanese Maronite Order and the charisma of St Charbel, our goal has been simple but ambitious: to give every child in our care **the highest standard of learning, formation and support**, while keeping Christ at the centre of all we do.

There is a line I often return to: "Education is a matter of the heart." Everything we celebrate at St Charbel's College is the fruit of hearts that love: our students, our staff, our families and our wider community.

Growing in Faith and Community

At St Charbel's, education is never just about marks and results. It is about **forming hearts and minds in the light of the Gospel**.

Throughout 2025, our students have prayed together, celebrated the seasons of the Church and grown in their Maronite identity. Our liturgies, feast days, class prayers, retreats and special celebrations have helped our children encounter Christ more deeply and discover that they are loved by God and called to holiness.

The presence and leadership of **Fr Superior Assaad Lahhoud** has been a great blessing. From the moment he stepped into our College community, he has supported and led us with a father's heart, encouraging us to aim higher spiritually, pastorally and academically.

Transforming Learning in the Classroom

This year's outstanding achievements did not appear out of nowhere. They are the result of a **deliberate and strategic renewal** of learning in the Primary School over the last three years.

Together with our leadership team, teachers and support staff, we have:

- **Streamed classes** to better meet the diverse needs of our learners, allowing teachers to challenge high-achieving students, support those needing extra help and create more focused, effective learning environments.

- Implemented **UFLI Foundations (University of Florida Literacy Institute)** to strengthen early literacy. This explicit, systematic phonics program has helped our younger students build strong decoding skills, leading to greater confidence and fluency in reading.

- Introduced **Math Trek** to deepen number sense and problem-solving. Rather than just memorising facts, students are encouraged to think, apply and reason mathematically in meaningful ways.

- Embedded **Talk for Writing**, which teaches students to internalise quality model texts through speaking, drama and shared writing before creating their own compositions. We have seen remarkable growth in vocabulary, sentence structure and writing confidence.

- Continued **Spelling Mastery**, a structured, research-based program that has significantly improved accuracy and consistency in spelling across the stages.

Looking ahead, our commitment to literacy will grow even stronger with the implementation of:

- **Reading Mastery Transformations:** a comprehensive reading program focusing on explicit teaching of comprehension, vocabulary and fluency, ensuring every child builds a solid literacy foundation.

- **MiniLit, MacqLit, and InitialLit:** three highly regarded intervention programs that provide targeted, systematic support for emergent and developing readers and for students who require structured remediation. These will allow us to intervene early and effectively, so no child is left behind.

All of this means that even though St Charbel's is a community school, not a selective school, we are now **competing against and ranking alongside some of the top selective schools in Australia**. This is an extraordinary testimony to the dedication of our staff, the resilience of our students and the trust of our families

MESSAGE FROM THE PRINCIPAL PRIMARY

The Fruits of Our Efforts: Academic Excellence

This year, the fruits of these programs and structures became unmistakably clear.

In the **Maths Olympiad**, a prestigious inter-school competition across Australia and New Zealand, over **1,800 school teams** and around **40,000 students** took part. Our Year 5 and Year 6 students achieved an outstanding result:

- St Charbel's College ranked **19th overall**, placing us in the **top 1%** of schools across Australia and New Zealand.
- Of the **37 students** who competed:
 - 2 students: **Elias J** and **Steven T**, received **Perfect Scorer Medals**, achieving 100% in the exam.
 - Among the remaining students, **24 placed in the top 10%** and a further **7 placed in the top 25%**.

For a community, non-selective school to achieve such results while competing against many of the leading selective schools in the country is truly historic for our College and a moment of deep pride for our community.

In the **ICAS Competition**: one of the world's most challenging academic competitions, involving **16,000 schools in 41 countries** and testing over 10 million students: our students also excelled in English and Mathematics.

A special congratulations goes to **Marianne M**, who achieved the **highest English result in our region**, placing her in the **top 1% of all participants internationally**. She received an ICAS Medal, one of the most prestigious distinctions in the competition. Marianne's achievement is not just a personal triumph, but a reflection of the high standard of teaching and learning at our College.

Creativity, Joy and Community Recognition

Our students also shone outside the classroom.

In **Minister Tony Burke's Christmas Card Competition**, we were proud to see the creativity and faith of our students recognised:

- **Olivia Kairouz** was selected as the **Christmas & New Year Card Competition Winner**.
- **Dominic Nakhle** and **Gabriel Hanna** were chosen as finalists.

Each card reflected the warmth, faith and enthusiasm that fills our school community. Our students did not simply draw; they **witnessed** – to Christ, to Christmas, and to the spirit of St Charbel's.

Gratitude to Those Who Make It Possible

None of this would be possible without the people who serve, often quietly and tirelessly, every day.

To our **teachers and support staff**: thank you for your dedication, your professionalism, your faith and your love for our students. You give far more than a job; you give your hearts.

To **Mrs Joyce Zeitoune**, our Assistant Principal, thank you for your leadership, wisdom and constant support of staff, students and families.

To **Mr Matthew Ryan**, our Head of Pastoral Care, thank you for the way you care for the wellbeing of our students and help shape the heart of our school.

To our **Primary Coordinators** and all members of the leadership and administration teams: thank you for your organisation, your vision and the countless hours you give behind the scenes.

To our **parents and families**: thank you for trusting us with your children, for partnering with us in their education and for supporting the College and the monastery so generously.

And to our **students**: you are the reason we are here. Your curiosity, your effort, your laughter, your questions and your growth bring life to St Charbel's every single day.

Looking Ahead with Hope

As we close the 2025 school year, we do so with hearts full of **gratitude for what God has done among us** and with great hope for what lies ahead. May the Child of Bethlehem, born in simplicity and humility, bless every one of our families with peace, joy and renewed faith.

On behalf of the Father Superior, Monks, staff and leadership of St Charbel's College, I wish you all a blessed and holy Christmas and a grace-filled New Year.

St Charbel, pray for us.

Our Lady, Seat of Wisdom, pray for us.

Fr Anthony El-Kazzi
Primary Principal

MESSAGE FROM THE ASSISTANT PRINCIPAL SECONDARY



In reflecting on our 2025 theme, in-FORMATION, we are reminded that learning is a continual process of becoming. It invites students, teachers, and parents to see growth not as linear or fixed, but as something organic—shaped by our experiences, relationships, and environments.

This theme aligns closely with the purpose of education. Schools are not just places where information is taught; they are communities that nurture curiosity, openness, and a love of learning. To foster this, we encourage habits of questioning, reflection, and resilience.

For students, in-FORMATION means building identity, capability, and confidence. For teachers, it means ongoing professional growth and modelling the curiosity we hope to inspire. For parents, it means walking alongside young people in their development.

Ultimately, this theme invites us to consider how we bring the message of the Gospel to the world through our learning. Learning is not an end point—it is a lifelong process that connects us and strengthens our shared purpose.

God bless,

Mrs Joanne Mansour

Assistant Principal Secondary

MESSAGE FROM THE ASSISTANT PRINCIPAL PRIMARY



It has been a true blessing to step into the role of Assistant Principal at St Charbel's College Primary over the past months. From the moment I joined this beautiful community, I have witnessed the genuine warmth, faith, and dedication that define our students, families, and staff.

In Primary, I have been deeply moved by the way our teachers nurture each child's academic, social, emotional, and spiritual growth. At St Charbel's, learning is not only about knowledge; it is about forming hearts rooted in faith, truth, and a love for Christ. Our focus is not solely on outcomes or performance. We recognise that every learning experience, whether big or small, encourages our children to grow in confidence, curiosity, and perseverance. We encourage our students to continually ask themselves: How can I keep growing? What new skills can I develop? How can I learn from those around me?

Working alongside our dedicated staff, we are committed to continuing the College's mission of providing an education that reflects our Maronite Catholic values; where each child feels seen, supported, and inspired to reach their God-given potential.

As we approach the holy season of Christmas, may we pause to reflect on the profound gift of the birth of our Lord Jesus Christ; a reminder of God's Word made flesh among us. May His light fill your homes and hearts with peace, joy, and hope. To Him be all glory, honour and praise.

God bless,

Mrs. J Zeitoune

Primary Assistant Principal

MESSAGE FROM THE PRIMARY LEADERSHIP TEAM

As we embrace our annual goal, **“Love of Learning,”** it is important to remember that learning is not confined to the classroom or limited by the school calendar. It is a lifelong journey—one that shapes who we are and who we are becoming. Every moment in our school community reflects this commitment. Through the achievements of our students, the dedication of our staff, and the involvement of our families, we see learning alive and flourishing each day.

In Primary, our focus is not solely on outcomes or performance. We recognise that every learning experience, whether big or small, encourages our children to grow in confidence, curiosity, and perseverance. We encourage our students to continually ask themselves: How can I keep growing? What new skills can I develop? How can I learn from those around me?

As a Maronite Catholic school, we look to Christ, our teacher and guide. His invitation to “Learn from Me” inspires us to pursue wisdom, compassion, and truth. By reflecting on His teachings, we find deeper purpose in our learning and in our relationships with one another.

As we step forward into the new academic year, may we continue to nurture hearts and minds that are eager to learn, ready to serve, and joyful in faith. Together—with Christ at the centre—we remain committed to helping every child flourish as a lifelong learner.

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

Our 2025 theme, **in-formation**, is a reminder that learning is a continual process of becoming. It invites students, teachers, and parents to see growth not as linear or fixed, but as something organic—shaped by our experiences, relationships, and environments.

This theme aligns closely with our educational direction. Schools are not just places where information is taught; they are communities that nurture curiosity, openness, and a love of learning. To foster this, we encourage habits of questioning, reflection, and resilience.

For **students**, **in-formation** means building identity, capability, and confidence. For **teachers**, it means ongoing professional growth and modelling the curiosity we hope to inspire. For **parents**, it means walking alongside young people in their development.

Ultimately, this theme invites us to consider how we bring the message of the Gospel to the world through our learning. Learning is not an end point—it is a lifelong process that connects us and strengthens our shared purpose.

RELIGIOUS EDUCATION AND MISSION



This year, our college community embraced the Four R's: Respect, Responsibility, Resilience, and Relationships. While these values are essential to the life of any school, they find their deepest meaning in the person of Jesus Christ, who perfectly modelled each of them throughout His ministry.

Christ teaches us to respect the dignity of every person, to take responsibility for the gifts God has entrusted to us, to persevere in hope through life's challenges, and to build relationships grounded in love, forgiveness, and service. These Gospel values have been at the heart of our Religious Education curriculum, liturgical celebrations, retreats, pious devotions, spiritual direction, and charitable initiatives throughout the year.

As a Catholic school, our mission extends beyond academic excellence. We seek to form young people who know Christ, live their faith with integrity, and serve others with compassion. Through opportunities for prayer, devotions, and community outreach, our students are encouraged to deepen their relationship with God and put their faith into action within the College and the wider community.

As we reflect on the year, we give thanks for the many opportunities our students have had to grow academically, spiritually, and personally. The Four R's provide a meaningful framework for this journey, yet it is Christ who gives them their fullest meaning. In following His example, respect becomes genuine dignity, responsibility becomes faithful stew

ardship, resilience becomes hope rooted in the Cross and Resurrection, and relationships become reflections of God's own love. Through this, we continue to build a Christ-centred community where the Four R's are not simply values to be taught, but virtues to be lived each day in the light of the Gospel.

Fr Eliah Abboud

Director of RE and Mission K-12

WELLBEING REPORT



As our College embraced the 2025 theme *inFORMATION*, our pastoral focus centred on nurturing a Christ-centred purpose in every aspect of life - personal, relational, and communal. Throughout the year, students were offered meaningful opportunities to live out this theme through a wide range of pastoral initiatives that strengthened connection and inspired genuine growth.

Our Pastoral Year Coordinators played a vital role in promoting harmony, building strong relationships, and encouraging students to be responsible, reflective, and resilient. Their guidance helped shape wise, balanced minds striving for personal excellence each day. Regular check-ins with Homeroom teachers reinforced the message that **attitude + effort + skills = inFORMATION/growth and success.**

Year 7

Year 7 focused on building positive relationships and setting purposeful goals. Highlights included the *Small Fish in a Big Pond* wellbeing workshop, which supported their transition into high school. Their leadership emerged through initiatives such as *Recycle for Sight* - collecting over 80 pairs of glasses - and the Christmas Hamper Drive, providing joy to more than 40 families. The SRC demonstrated compassion and maturity during Year 6 Orientation Day and Lenten nursing home visits fostered empathy and service.

Year 8

Year 8 embraced workshops on time management and study skills with enthusiasm. The Choicez Media sessions, which explored the joys and challenges of becoming young men and women, sparked valuable personal reflection. Their impressive leadership in the *Push-Up Challenge for Mental Health* highlighted teamwork, perseverance and commitment to wellbeing.

Year 9

Year 9 concentrated on forming healthy relationships and making wise choices. Their study of *Breakthrough* by Fr Rob Galea deepened gratitude and purpose, while pastoral workshops encouraged faith, self-awareness, and reflection. Their generous contribution to the *Lebanon Lenten Appeal* and Christmas Hampers demonstrated a heartfelt commitment to helping those in need.

Year 10

Year 10 focused on identifying and appreciating their strengths. A strengths-based workshop, along with the Morrisby Test, provided guidance for future pathways and subject selection. Their meaningful contribution to the Winter Appeal, their kindness shown to Year 7 during Spirituality Day and their service with the Missionaries of Charity all reflected maturity, empathy, and leadership.

WELLBEING REPORT

Year 11

Year 11 demonstrated adaptability and independence in their first senior year. A study skills session with Human Connections equipped them with practical strategies to manage pressure and organise their learning. Their community spirit flourished through the Hot Chocolate and Soup Drive in winter and Zooper Dooper sales in summer. Their involvement in Maronites on Mission strengthened their commitment to service and living out their faith.

Year 12

Year 12 exemplified dedication in both their studies and their service. Catholic Studies life talks encouraged balance and perspective. Their camp offered connection and transformation - from adventurous activities to heartfelt letters from family and affirmations shared among peers. Initiatives such as cooking breakfast for dads and creating Father's Day and Mother's Day gifts, and mentoring younger students displayed their servant leadership. Their participation in the Homeless Food Challenge and the Christmas Hamper Drive reflected Christ-centred generosity and compassion.

Community Highlights

Across all year groups, our College community flourished in faith, connection, and creativity. Alumni inspired students by sharing *Life After Year 12 testimonies*. Teacher-student volleyball and basketball games brought joy and bonding—despite teachers being “too good”!

The Visual Arts Team and Textiles Club infused the College with colour and creativity, and St Charbel's Care Centre reflected a culture of compassion. Visits to nursing homes and the creation of sensory gifts for elderly residents showcased our community's commitment to service.

We are deeply grateful to be part of a vibrant learning environment enriched by faith, belonging, and a shared commitment to supporting one another. **To Him be Glory.**

Mr Charlie Shalala

Director of Pastoral Care (Secondary)

SRC REPORT

The 2025 SRC lived out their motto of Serving Christ through serving others through leading pastoral initiatives in a compassionate and creative manner.



The year's theme, *inFORMATION* inspired the light of Christ in serving others through community activities, as highlighted below:

- Contributed to formal College events as MCs, ushers and event planners, e.g. the Awards Ceremony, SRC assembly.
- Represented the College at external formal events, such as Leadership Forums and Archbishop's lunch.
- Peer learning and mentoring: shared our wisdom and our College virtue of *perseverance* with younger peers through offering study tips, supported subject selections and sharing our experiences in responding to challenging times.
- Welcomed and interacted with our new peers for a morning tea, sharing our stories and insights about our esteemed College.
- Living our College virtue of *stewardship* through supporting the recycling committee and donating thousands of bottles for recycling.
- Led spiritual activities: prayer session, including Adoration, Lectio Divina and the Rosary.
- Coordinated altar servers for Mass.
- Facilitated learning for Year 7 during Pastoral Care sessions.
- Celebrated our parents through Mass, messages and gifts, for events such as Valentine's Day, Mother's Day.
- Created a father's day video and served breakfast to dads on Father's Day.
- Celebrated College achievements and providing uplifting and practical messages for Monday assembly, all infused with our College virtue of *appreciation* and *perseverance*.
- Living the College virtue of service by volunteering for and promoting Maronites on Mission mobile soup kitchen and Missionaries of Charity.
- Welcomed new peers to Year 7 Orientation Day – we prepared and served lunch and participated in a meet and greet with students.
- Assisted with school events, such as leading teams in sports carnivals, leading students in Year 7 Spirituality Day and during the Holy Communion Retreat, Patron's day celebrations. This included sports competition between teachers and students.

SRC REPORT

- Contributed to fundraising initiatives for the Lebanon Family Lent Appeal.
- Participated in leading Clean up St Charbel's Day to promote stewardship.
- Collaborated with Year 10 PDHPE to serve the community through the Beat the Cold War initiative.
- Supported the Hot chocolate and Soup drive (led by Year 11) to support the Winter appeal and other community initiatives.
- Prepared and served lunch and special messages for teachers on World Teacher's Day.
- Responsible for the upkeep of Homeroom and generating ideas for school improvement.
- Lead the prayer, daily bulletin and reminders to Homeroom peers.
- Honouring loved ones impacted by cancer through fundraising and promotion of healthy habits.
- Promoted and collected *thank you* messages from students to teachers.
- Initiated and promoted Nursing Home visits.
- Promoted and participated in the Push Up Challenge for physical and mental health.
- Encouraged and coordinated students as House Colour Patrons in the Athletics Carnival.
- Promoted and supported the Christmas Hamper Appeal.

PRIMARY SCHOOL CAPTAINS



Being school captain in Year 6 was one of the most meaningful and rewarding experiences of my primary school years. It was more than just a badge or a title, it was a journey filled with lessons, memories, and gratitude that I will carry with me for a long time.

From the very beginning, I felt honoured that my teachers and classmates trusted me with such an important role. Their belief in me gave me confidence, even on days when I doubted myself. I am especially thankful to my teachers, who guided me with patience and kindness. They never expected perfection, but they always encouraged me to try my best, learn from my mistakes, and grow into a better leader and person.

Standing up at assemblies, speaking on behalf of the school, and helping to lead events taught me courage and responsibility. What made these moments special was knowing that my teachers were always there, supporting me, making sure I'm feeling good and comforting me when I make mistakes. Their encouragement helped turn my nerves into confidence and my effort into pride.

One of the biggest highlights of the year was our Year 6 camp. It pushed us to step outside our comfort zones, helped us build stronger friendships, and showed us just how much we can achieve and how much fun we can have when we support one another.

A big thank you to all the Arabic teachers for their persistence and commitment throughout all of our years in primary school. We were so blessed to have you all teaching us Arabic and always making us understand and learn so much. We will always carry this knowledge of Arabic throughout our lives and we will continue to learn more.

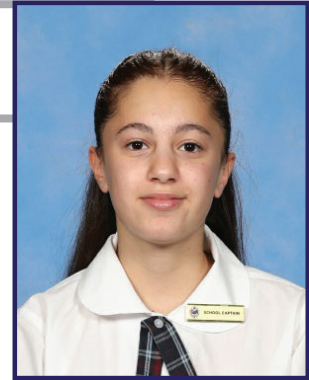
I am also deeply grateful to the school itself for giving me a safe and welcoming place to learn and lead. The classrooms, playgrounds, and assemblies were not just parts of a school, they were places where friendships were built, values were learned, and memories were made. Being able to give back to such a caring community as school captain meant more to me than I can fully express.

Most importantly, this experience taught me the true meaning of leadership, kindness, respect, and service. I learned that leadership is not about being in charge, but about helping others and appreciating the people who help you along the way.

I will always be thankful to my teachers, my school, and my peers throughout my primary years for trusting me and supporting me throughout this journey. Being school captain in Year 6 was an honour, and it is an experience I will treasure forever.

Eddy Al-Mallou
Primary school Captain

PRIMARY SCHOOL CAPTAINS



Looking back on my year as School Captain, I feel incredibly grateful for the opportunity to lead and grow. When I first began this journey, I was nervous about whether I could handle everything and overcome my fear of public speaking. But this role surprised me. It pushed me to be brave, boosted my confidence, and showed me that I am capable of much more than I believed.

I am truly thankful for this experience, because it helped me step out of my shell and become a stronger, more confident leader. I wouldn't hesitate to do it all again. This role has taught me so much, not just about leadership, but about faith, teamwork, and the true strength of our community. These lessons have shaped me into the person I am today.

One of the biggest highlights of the year was our Year 6 camp. It pushed us to step outside our comfort zones, helped us build stronger friendships, and showed us just how much we can achieve and how much fun we can have when we support one another. It's an experience I will always treasure in my heart.

Throughout the year, I've truly enjoyed helping out with school events, working with our wonderful teachers, and representing our school in so many different ways. This role has taught me responsibility, confidence, and the importance of staying positive even when things get challenging.

I also want to thank all the amazing teachers who have supported me throughout my years at this school. Each one of you has played a part in helping me grow, not just academically, but as a person. Your encouragement, patience and belief in me have made such a difference and I am truly grateful for everything you have taught me.

Being School Captain has been one of the most meaningful parts of my primary school journey. I'm walking away with new skills, great memories, and friendships that will stay with me for a long time. Thank you to everyone who gave me this spectacular role and for supported me this year and believed in me. It has truly been an honour.

Michelle Jaajaa
Primary School Captain

PARENTS AND FRIENDS REPORT



The Parents & Friends Committee continues to play an important role in supporting the life of St Charbel's College. In 2025, our focus was on strengthening connections between families, enhancing community involvement, and contributing meaningfully to the school through both service and fundraising.

Community Life

A key priority this year was creating opportunities for families to come together. Through events such as Spiritual Days, Mother's Day and Grandparents' Day gatherings, and St Charbel's Feast Day, we were able to foster a sense of belonging and shared faith within our community. Our volunteer group continues to grow each year, and it is truly a blessing to be part of such a generous community who so freely and willingly give of their time whenever it is needed. These moments continue to be an important part of building a strong and connected school environment.

Fundraising and Support

Throughout the year, the P&F organised several initiatives including the Easter Raffle, Mother's and Father's Day stalls, the Preloved Uniform Shop, and the "Night the Light" event in partnership with the parish. The funds raised were directed toward supporting student wellbeing, school activities, and key celebrations such as graduations and liturgical events.

Our contributions this year reflected the everyday needs of the school community, and we remain committed to ensuring that funds are used thoughtfully and in collaboration with school leadership.

Parent Engagement

In addition to events, we made ongoing efforts to strengthen communication and broaden participation. Social gatherings, including the Christmas Dinner and informal parent catch ups, provided opportunities for families to connect.

Appreciation

The work of the P&F is only possible through the generosity of our parent community. We extend our sincere thanks to all volunteers who contributed their time and energy throughout the year.

Thank you also to our Executive Committee for your dedication and teamwork, and to the College leadership for your continued support and collaboration.

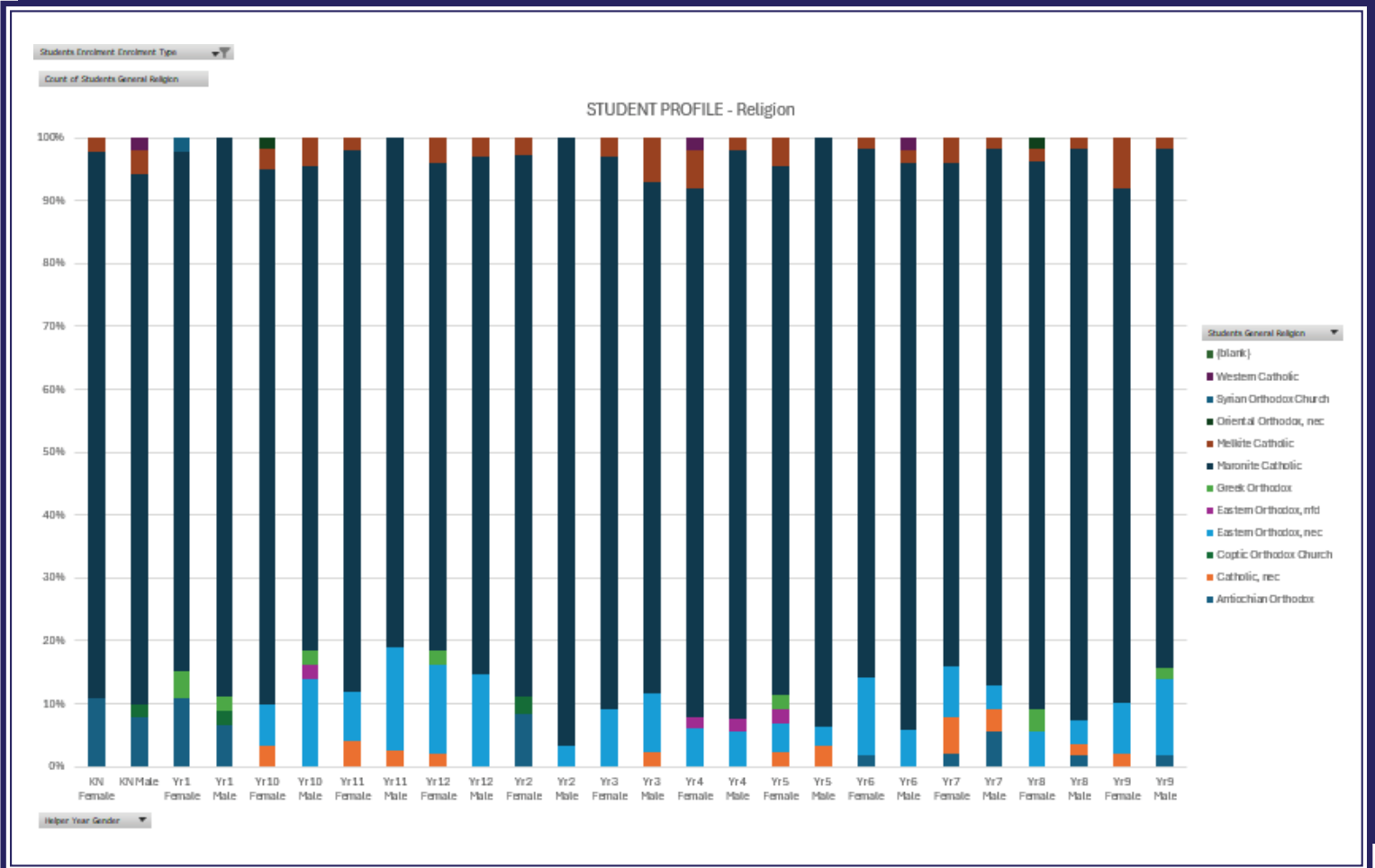
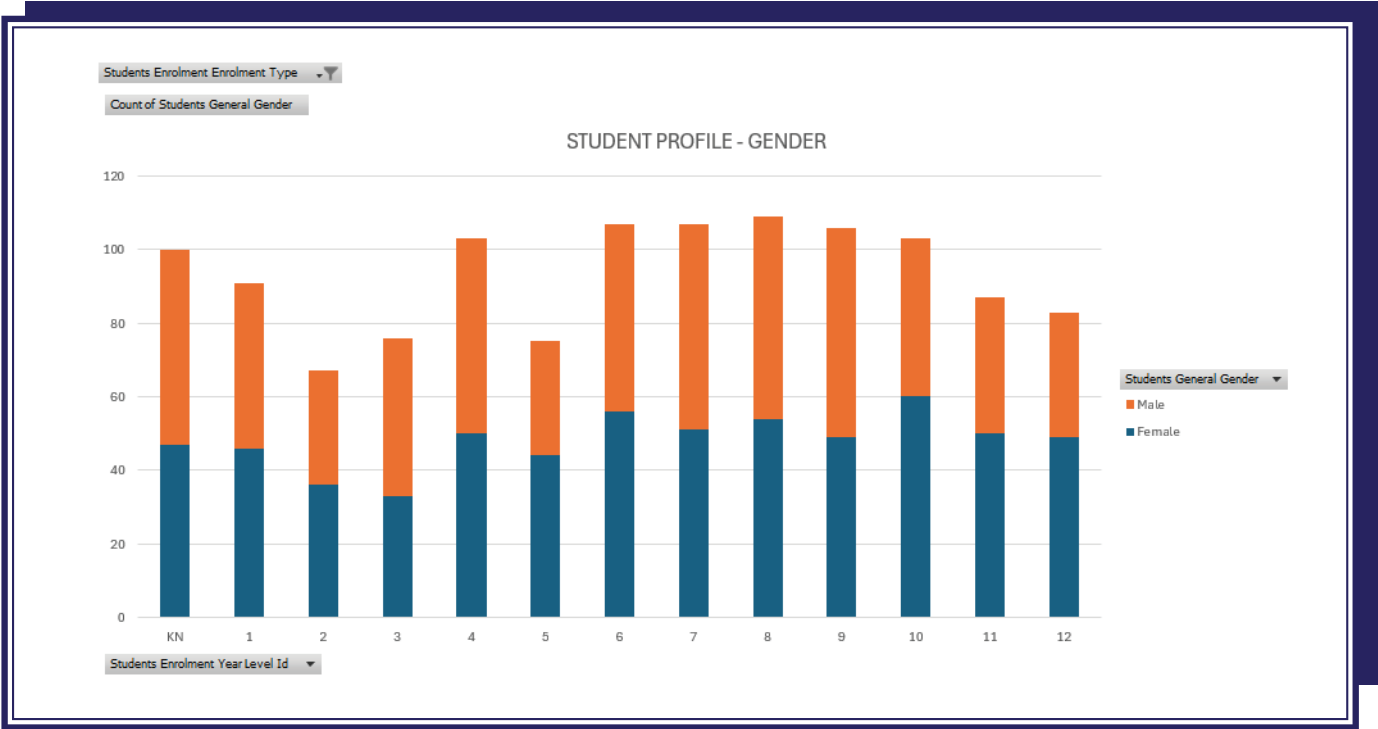
Moving Forward

As we look ahead, the P&F remains committed to building stronger connections within our community and encouraging greater parent involvement across all areas of school life. We aim to improve communication, create more opportunities for parents to engage beyond fundraising, and continue working closely with school leadership to ensure our efforts align with the needs of our students. Our focus will be on developing a balanced approach that supports both community-building and meaningful contributions to the school, while ensuring a sustainable and inclusive approach to volunteering.

Sandra Mezher

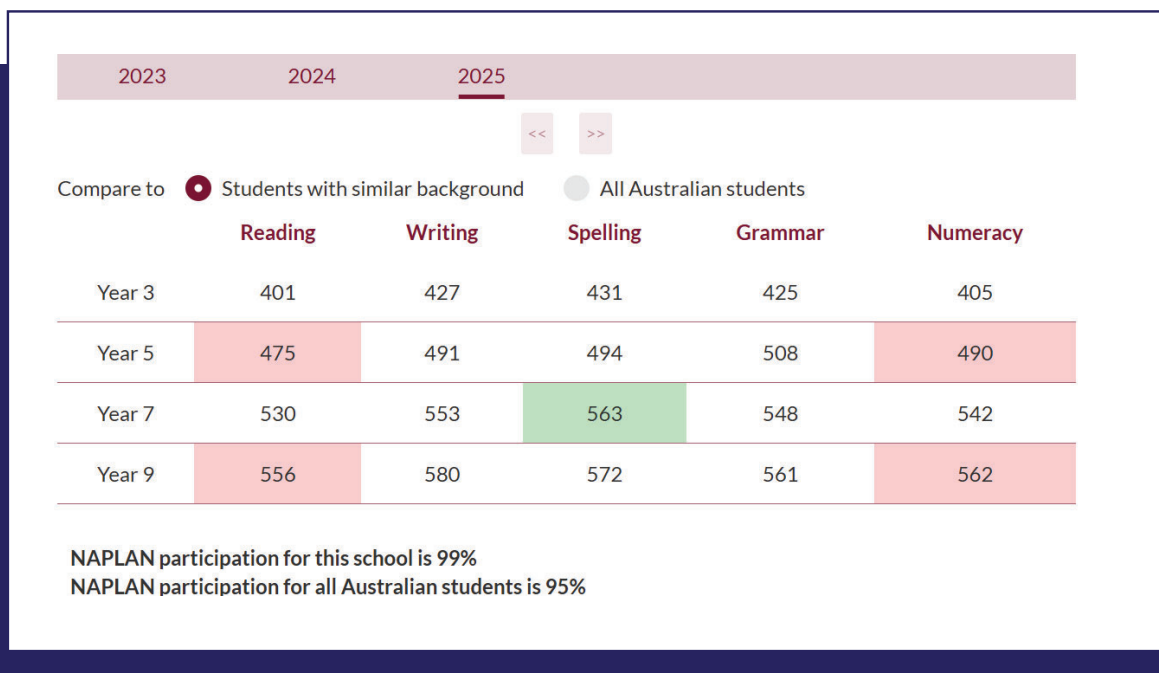
President, Parents & Friends Committee

STUDENT PROFILE - GENDER AND RELIGION



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, according to the stats seen below through the colour coding scheme.



Interpreting the table

Selected school's average when compared to students with a similar background

- Well above
- Above
- Close to
- Below
- Well below
- No comparison available

NAPLAN participation for this school is 99%.
 NAPLAN participation for all Australian students is 95%

DATA ANALYSIS - HSC

<https://www.stcharbel.nsw.edu.au/TeachingandLearning/HSCHighlights.aspx>

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.

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

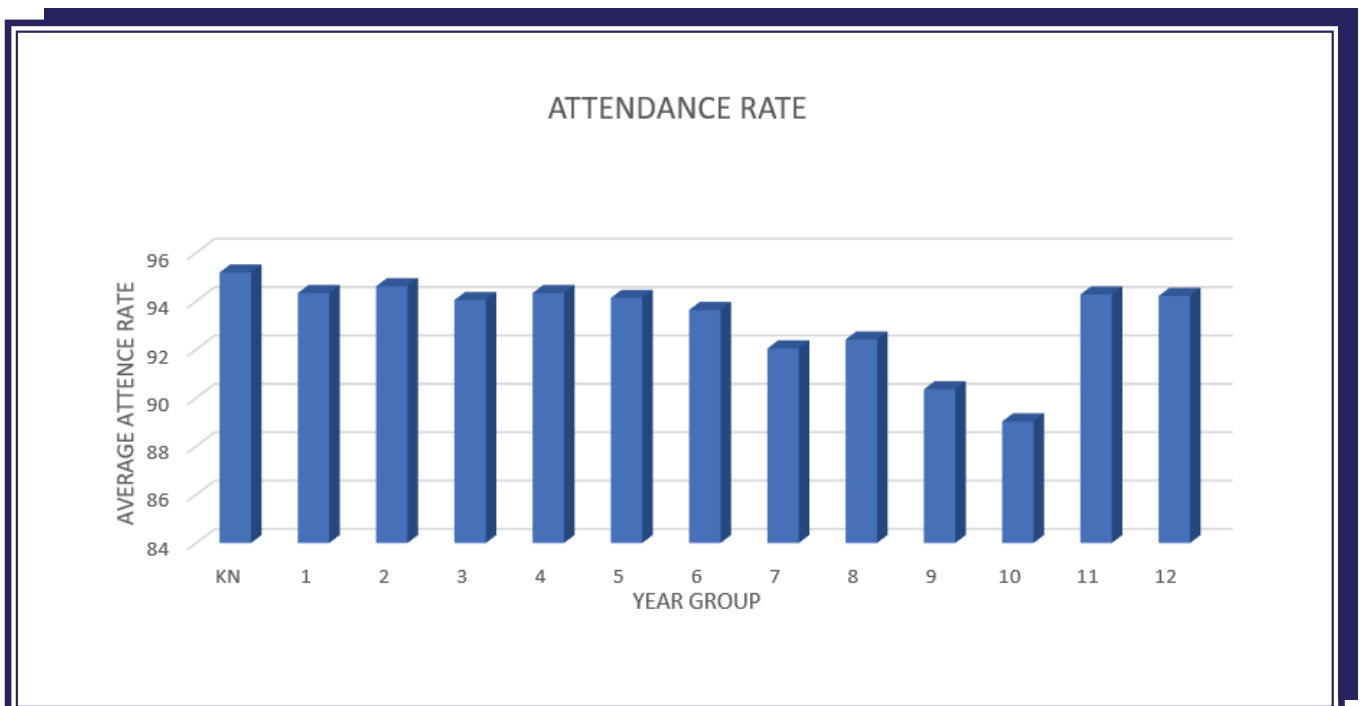
Letters of concern are used at various stages of the process to minimise absences.

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.

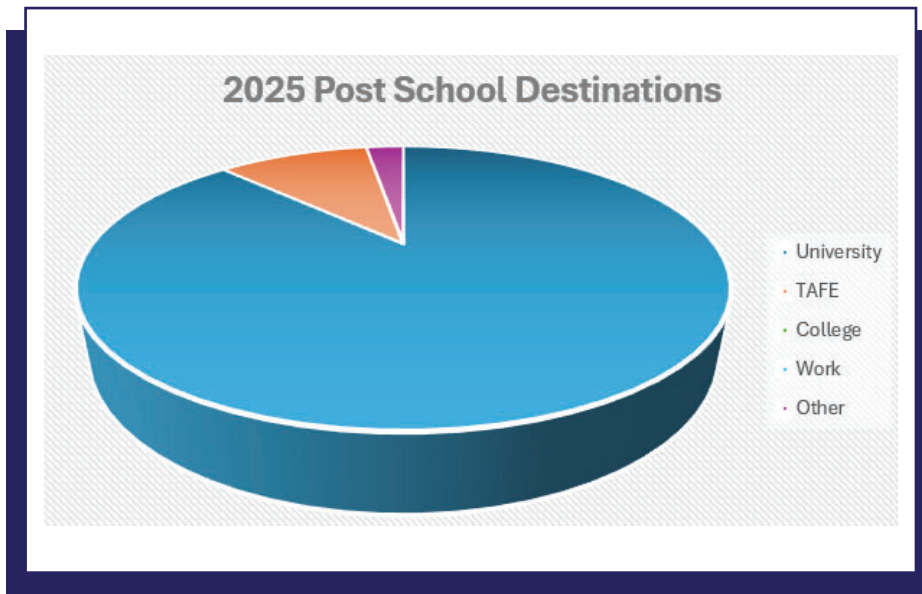
An agreed attendance improvement plan is created through consultation with delegated staff member(s), parent and student.

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.



POST SCHOOL DESTINATIONS



Post-school pathways provide students with a range of opportunities to pursue according to their interests, strengths, and future career aspirations. These pathways may include further study at university, vocational education through TAFE or apprenticeships, entering the workforce, or exploring entrepreneurial opportunities. University study allows students to develop specialised knowledge and qualifications that can lead to professional careers across a variety of fields. Vocational education and training (VET), including TAFE courses and apprenticeships, offers practical, hands-on learning experiences that prepare students for skilled occupations. Some students may also choose to transition directly into employment, gaining industry experience and developing workplace skills, while others may take a gap year to explore personal, travel, or work opportunities before continuing their studies or career journey. With appropriate support and guidance, students are well placed to make informed decisions and confidently pursue pathways that reflect their goals and ambitions.

Of the 80 students who graduated from Year 12 in 2025, 70 have commenced university studies, 8 are enrolled in TAFE courses, and 2 have chosen to take a gap year as part of their post-school pathway.

ROSA AND RETENTION RATES YEAR 10 TO YEAR 12

In 2025, 11 students chose a vocational or work pathway in preference to completing their HSC.

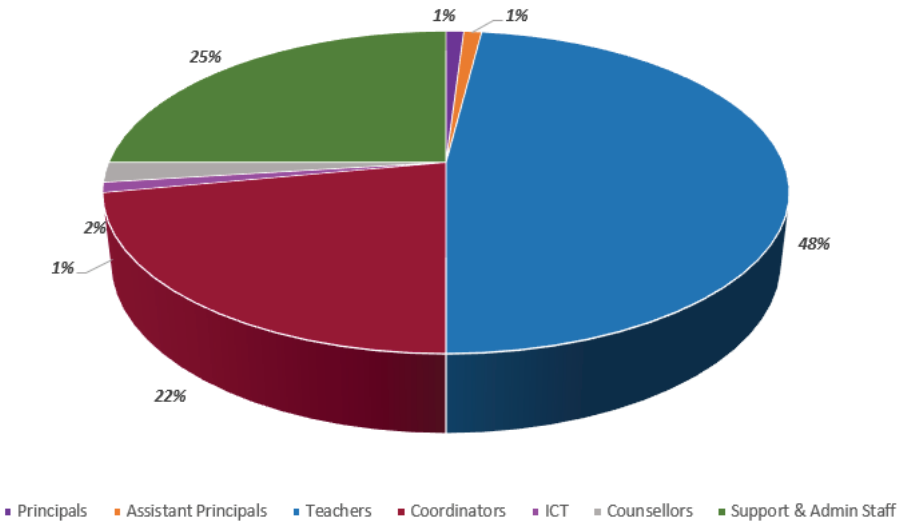
Year 10 – 11 students were awarded a Stage 5 ROSA.

Year 11 - 3 students were awarded a Preliminary ROSA.

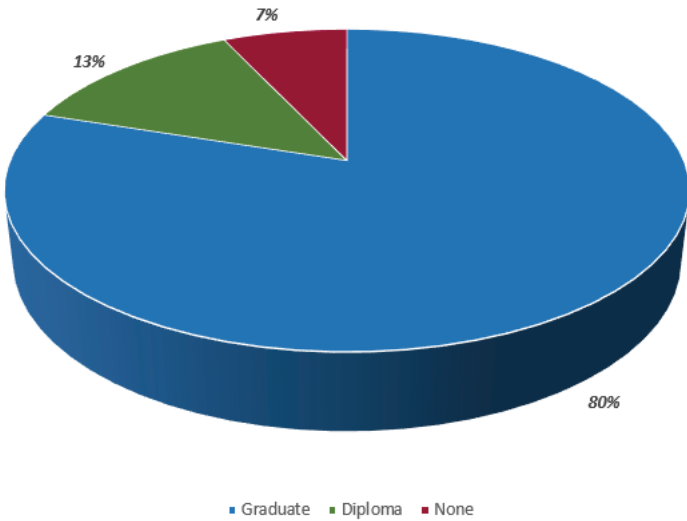
St Charbel's College had an actual retention rate from the Stage 5 (Year 10) 2023 to the Higher School Certificate 2025 of 97%.

STAFF PROFILE

St Charbel's College Staff Profile - 2025



St Charbel's College - Staff Qualifications - 2025



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 focuses 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:

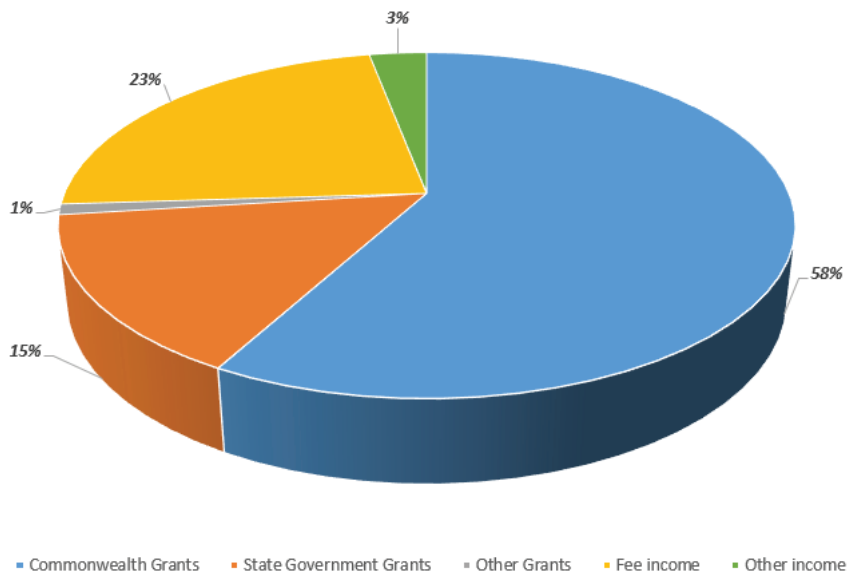
- Target the pupil's strengths
- Give frequent positive verbal feedback
- Avoid giving negative feedback in front of the pupil's peer group. If reprimanding, the teacher must always use the sandwich model.
- Publicly celebrate the pupil's successes however small
- Set rewards at an attainable level for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

COMPLAINTS AND GRIEVANCES

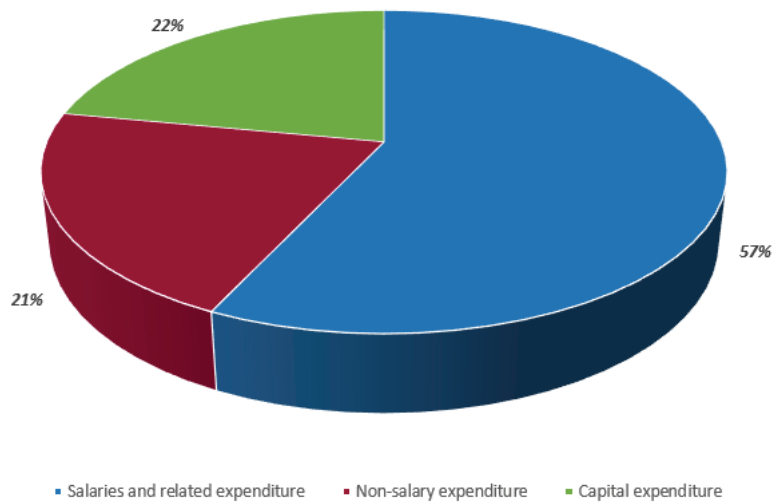
We aim to develop a positive and collaborative relationship between home and school and have clear and open communication within the community. St Charbel's College acknowledges that Parents/ Caregivers can sometimes feel concerned about something that they believe is happening in their child's school. 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.

FINANCIAL

St Charbel's College - 2025 Income



St Charbel's College - 2025 Expenditure



STAFF FEEDBACK

The school promotes parental engagement in the life of the school	Staff have a clear understanding of their rights and responsibilities with regard to a safe and supportive learning environment	Collaborative teaching, observation and feedback is effectively used to assist teachers in the development of best practice	Professional learning opportunities are developed in response to identified staff needs, and are informed by evidence in effective practice	Professional development opportunities and experiences provided by the College are clearly linked to professional standards	Professional learning events have resulted in increased collaboration within the College. Time is provided to all staff for planning and programming	Timely communication is provided to ensure that all staff have the opportunity to contribute to the leadership of the school	I feel supported in my role at the College	I play a significant role in the life of the College	I know what to do in an emergency situation
Agree	Agree	Agree	Agree	Strongly agree	Strongly agree	Agree	Agree	Agree	Yes
Strongly agree	Strongly agree	Strongly agree	Strongly agree	Strongly agree	Strongly agree	Strongly agree	Strongly agree	Strongly agree	Yes
Agree	Agree	Disagree	Disagree	Neutral	Disagree	Neutral	Neutral	Neutral	Yes
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Agree	Strongly agree	Agree	Strongly agree	Strongly agree	Strongly agree	Agree	Strongly agree	Agree	Yes
Strongly agree	Agree	Agree	Strongly agree	Strongly agree	Strongly agree	Strongly agree	Agree	Strongly agree	Yes
Agree	Strongly agree	Disagree	Neutral	Agree	Neutral	Neutral	Strongly agree	Strongly agree	Yes
Neutral	Agree	Agree	Agree	Agree	Neutral	Agree	Strongly agree	Agree	Yes
Neutral	Agree	Neutral	Neutral	Neutral	Neutral	Neutral	Neutral	Agree	Yes
Neutral	Agree	Agree	Agree	Neutral	Neutral	Neutral	Agree	Agree	Yes
Agree	Agree	Neutral	Neutral	Neutral	Neutral	Agree	Agree	Agree	Yes
Agree	Agree	Disagree	Neutral	Agree	Neutral	Agree	Agree	Agree	Yes
Agree	Agree	Agree	Neutral	Agree	Agree	Neutral	Agree	Agree	Yes
Disagree	Strongly agree	Neutral	Neutral	Agree	Agree	Neutral	Neutral	Strongly agree	Yes
Strongly agree	Strongly agree	Strongly agree	Agree	Strongly agree	Agree	Strongly agree	Strongly agree	Strongly agree	Yes
Strongly agree	Strongly agree	Strongly agree	Strongly agree	Strongly agree	Strongly agree	Strongly agree	Strongly agree	Strongly agree	Yes
Strongly agree	Strongly agree	Strongly agree	Strongly agree	Strongly agree	Strongly agree	Strongly agree	Strongly agree	Strongly agree	Yes

