St Charbel’s College Annual Report

A Maronite Catholic School Leading the way
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Snapshot

Students
Our enrolment K-12 at the end of 2006 was 982, including 504 boys and 478 girls.
95.53 per cent of students attended school on average each school day. In 2007 we had 41 classes.
Average class sizes were: 24.0
Kindergarten 27.7
Year 1 24.7 Year 6 27.3
Year 2 27.0 Year 7 25.0
Year 3 27.0 Year 8 28.7
Year 4 24.3 Year 9 26.7
Year 5 23.3 Year 10 26.0

Staff
The school had 91 teaching positions in 2007. This included 24 executive staff and 24 specialist teachers. The teaching staff was supported by 16 administrative staff.
All teaching staff meet the professional requirements for teaching in New South Wales’ schools. A small minority of teachers are engaged in programs of study to comply with new accreditation guidelines.

Special programs and initiatives
The school ran a number of programs to give students extra educational support throughout 2007.
These were:
Holy Communion program
English program
Career vocational education program
Learning support program

School initiatives
National competition participation
Public speaking program
Gifted and talented education
Save water save the world video music clip
Community service program

Student achievement in the 2007 Primary
Year 3 and Year 5 Basic Skills Tests

Literacy
Year 3 students performed above state average. 56% of students received a Band 4 or 5 in Literacy. 12% of students received a Band 1 or 2 in Literacy.
Year 5 students performed below state average. 38% received a Band 5 or 6 in Literacy. 10% of students received a Band 1 or 2 in Literacy.

Numeracy
Year 3 students performed above state average in Numeracy. 52% received a Band 4 or 5 in Numeracy. 4% of students received a Band 1 or 2 in Numeracy.
Year 5 students performed below state average in Numeracy. 49% of students received a Band 5 or 6 in Numeracy. 4% of students received a Band 1 or 2 in Numeracy.

Secondary

Literacy – ELLA
The results in the 2007 ELLA were similar to the school’s performance in 2006. The percentage of Year 7 students in the Proficient and High achievement levels (combined) was above the state average. The percentage of students in the High achievement level was significantly below the state average.

Numeracy – SNAP
The results in the 2007 SNAP were similar to the school’s performance in 2006. The percentage of Year 7 students in the Proficient and High achievement levels (combined) was equal to the state average. The percentage of students in the High achievement level was significantly below the state average.

School Certificate
In the School Certificate external tests for Australian History students performed well above state average. The English Literacy, Science and Australian Geography results were consistent with the 2007 state average. Maths results were well below the 2007 state average.

Higher School Certificate
In 2007 our Higher School Certificate students achieved

Significantly above 2007 state averages in

Above 2007 state averages in
- Legal Studies.

Results consistent with 2007 state averages in
- Biology, Economics, General Maths, Physics, Religion II.

Significantly below 2007 state averages in
- Community & Family Studies, Food Technology, Senior Science and Textiles & Design.
Messages

Principal's message

St Charbel’s College is registered by the Board of Studies (NSW) and managed by the Lebanese Maronite Order. As a K-12 school, we offer an education that spans the most important stages of development in the life of our students. At each of these academic and spiritual stages, we support our students with committed staff, Christian values, a liturgical life, and an educational philosophy which respects the dignity and uniqueness of each human person.

The Annual Report for the year 2007 provides the school community with fair, reliable and objective information about school performance, initiatives and developments during the year and the achievements arising from the implementation of the Annual Development Plan.

The Report draws together information of major interest and importance to the school community and demonstrated accountability to the Lebanese Maronite Order and other regulatory bodies.

This report complements and is supplementary to school newsletters and other regular school communication. In this report, I would like to congratulate every student on their progress during 2007 and the fine teaching and ancillary staff who helped to make this happen. I especially congratulate the 2006 graduating students of Year 12.

It is my pleasure to present this 2007 Annual Report to you the community of St Charbel’s College and beyond. I have prepared it with the support of and in consultation with the Leadership Team and the School Teaching Staff; the P&F Executive and with an invitation to all groups within St Charbel’s to contribute a summary of their year.

I certify that information in this report is the result of a rigorous school self-evaluation process and is a balanced and genuine account of the school’s achievements and areas for development for the year.
Rev. Father Antoine Tarabay

The Parents & Friends Committee message

2007 has proved to be a very busy year for the Parent’s and Friends Association. We have been very active with the many different functions that have occurred during the year.

A contribution of two Smart Boards to the Primary school at a cost of $12,000.00 was made earlier in the year. The Dinner Dance raised $32,150 which will be contributed to the new building fund.

Australia’s Biggest Morning Tea was a pleasure for both organisers and participants and it allowed us, with Bronwyn Monro’s guidance, to donate $2,000.00 towards Cancer research.

The Mother’s Day Morning Tea was a huge success and very enjoyable. Being able to contribute towards the Year 3 Holy Communion, the Year 6, Year 10 and Year 12 Graduations with light refreshments was a highlight of our year.

The Primary discos were also entertaining and the children were allowed to let their hair down for a night.

The Committee worked wonderfully well together to make all these events possible and I would like to thank them for all their hard work. In conclusion, we would like to thank all our sponsors and donators whether it was through time, money or prayers and all the Parents and Friends who made all this possible for our children to benefit from our Committee’s work.
Rosemary Gea Gea, Norma Seklawy and Committee

Student representative’s message

The SRC of the College have taken part in a leadership workshop. Together we have worked to identify the fundamental issues which need improvement and formed relevant plans of action. We have been taught the skills necessary to address common situations at the College in an assertive manner. Our collective aim is to make student leadership a more active part of St Charbel’s College school life.

The SRC members have also co-ordinated the Caritas Australia Lenten Appeal. The Year 12 Leadership Committee have in addition represented the College in the National Young Leaders Conference, taken part in Community Service activities such as College assemblies, established a Formal Committee and organised grade activities including group barbeques and a grade notice board.
Our achievements

Primary Sport achievements
This year a wide variety of internal and representative sports were available to cater for a range of student interests and abilities. Gala Days included West Swimming, Athletics, Soccer and Netball. A number of students had a successful and enjoyable day at the Terry Lamb 7's Rugby League Shield and the Paul Kelly AFL Cup. Students were also involved in a skipping competition that was organised by Mrs Anton and the sport captains. All students of the College Kinder through to Year 6 took part in the annual swimming and athletics carnivals.

Secondary Sport achievements
High School Athletics Carnival 2007
This memorable day brought NEW meaning to the word athletic (definition: physically active and strong) There was also a carnival (definition: a fair or amusement show) feel to the day including; passionate cheering, lots more food, plenty of drinks, dancing, singing, drumming and loud horns! What an atmosphere!
Not to be overshadowed, the real champions were out on the track and field. This is due to the quick response from the keen students, the dedication from the House Patrons and House Captains and the organisation of Track and Field officials. NEW stars were born in Yr 7, while the efforts of the retiring Yr 12 athletes were exceptional. The throwing events offered a chance for the powerful athletes to take control, the jumping events allowed the agile and flexible to fly, while the track events allowed the speedsters to take centre stage. Red House was named the NEW champions for 2007.

A thoroughly enjoyable day was had by all due to the efforts of the students and the leadership of the staff.

Community Participation
- Parent and community volunteers continue to provide valuable support to the school assisting with excursions, sporting events, catering, reading groups and individual and group learning programs.
- Parents and other members of the community participated in numerous whole-College activities such as excursions, fund raisers, sporting events etc.
- Our Parents and Friends Association assisted in the purchase of Smart Boards and contributed over $32,000 to the School Building Fund.

Other achievements
Excellent results in the Higher School Certificate raised the school's ranking from 159 to 139.
- Elijah Akhouri’s Major Work was chosen for display in the Art Express Exhibition and also, won the Art Express Sponsor’s Award.
- A successful Creative Arts Night including a fashion parade, musical performances, and displays of students works in the areas of Textiles and Design, Industrial Arts, Woodwork and Visual Arts.
- Student Council Representatives and Year/Stage Co-ordinators worked together to improve student welfare and promote positive behaviour management strategies.
- Students, parents and teachers participated in variety of charitable activities including Australia's Greatest Morning Tea, Harmony Day and Jeans for Genes Day.

School initiatives

National competitions
St Charbel's students competed in a range of competitions including:
- The National Geographic Channel Australian Geography Competition
- 5 High Distinctions, 7 Distinctions and 25 Credits
- Australian Science Competition
- 2 distinctions and 10 credits
- UNSW Mathematics Competition
- 5 distinctions and 18 credits.

Public speaking
Students reached the semi-finals in the Catholic Schools Debating Association Public Speaking Competition.

Gifted and talented programs
Gifted education has become an integral part of the school’s Mathematics program.

Other talents were recognised by the Creative Arts Exhibition Night.

Save water
Students worked with teachers to produce a music video clip to encourage the conservation of water. The music video was produced in collaboration with Change the World in Five Minutes (a co-production between Film Australia, SBS, the New South Wales Film and Television Office (NSWFTO) and the Australian Film, Television and Radio School (AFTRS) and can be viewed on the SBS Change the World in 5 mins site.

Community service programs
These programs are implemented in order to further the spiritual dimension of the College
- Secondary Students visited nursing homes and prepared Christmas hampers for the needy.
- Primary students took part in a Social Justice Initiative supporting third World Countries. This involved raising funds for World Vision.
Financial summary

Significant programs

Holy Communion 2007
The students of Year 3 began their Sacramental program during Term 2. The program was designed to draw on the knowledge previously taught in Religion and the Reconciliation Program in Year 2 (2006).

In mid Term 2 a Parent Information evening was held (in the College Library), to discuss the Communion program and the Communion Mass itself. The meeting was conducted in both English and Arabic, with all class teachers and two Priests present. One key aspect of the meeting was to inform the parents about how they could assist their children in preparing their children for their First Communion.

At the commencement of Term 3 the students began formal practice of their Communion Mass. Twice weekly the children along with their class teachers, an Arabic teacher and a Priest, attended the church to practise for their Communion Mass. During this time they also discussed the Sacrament and its importance.

One week prior to the Communion Mass the students attended a retreat at the St Nimatullah Centre in Appin. This was a successful day, where the children also received the Sacrament of Reconciliation and had a BBQ lunch prepared for them by volunteer parents.

The Communion Mass was held in early September. The entire Grade 3 received the Sacrament of Communion for the first time at the same Mass. It was a very big occasion. Parents, students and staff were quite pleased with themselves and the Mass, as it was a very reverent occasion. Afterwards many celebrations were conducted by families and friends.

English program
The English Department’s efforts in 2007 were rewarded with improvements in a number of areas. The following are some of the highlights:

HSC Results:
English advanced - All students in this course achieved results of band 4 or above with 77% of them achieving a band 5 or above, performing we above state average.

English Standard: 55% of our students achieved results of Band 4 or above. Close to 10% of Standard English students achieved band 5, once again performing above state average. Markedly, our results show that significant learning gain was evident from students at the bottom of the cohort.

SC results:
Our School Certificate results show significant learning gain from students at the bottom of the cohort. Although our results show an overall improvement from previous years more needs to be done to get even better achievements in this external examination.

Differentiating the curriculum:
A number of initiatives were implemented this year to instigate improvement in teaching and learning. A focus on Formative Assessment in Year 7 through to Year 10 meant that teachers paid much more attention to giving students quality feedback aimed at improving areas of weaknesses. Summative assessments continued to be part of the process but a reduction of assessment for accountability allowed for greater opportunities to foster an emphasis on assessment for learning. Teaching and learning strategies were developed keeping in mind the different levels of ability present in the class. Assessment tasks allowed for a variety of opportunities for students to demonstrate their academic ability.

Further professional development will continue to be made available for our teachers so that as a team we become more accomplished at delivering quality pedagogy which caters for the needs of all our students. We will continue to perfect our practice so that we can continue to see improvement in the results we have in external examinations but more importantly in the learning that takes place in our classroom.

Careers Vocational Education programs
Our school has been involved in a wide range of vocational education initiatives consolidated throughout the year by strong partnerships with business, industry TAFE NSW and the community. This includes the attendance by students at TAFE, career and work education.

Additionally:
The school supported the delivery of Accounting, Beauty Therapy Retail Cosmetic, Construction, Hairdressing Salon Skills and Electrotechnology courses for senior students as part of their HSC.

All students had access to career related material to support their understanding of employment-related skills through the careers program curriculum.

All school leavers received specialised careers advice from the careers advisor and relevant information guides, brochures, etc. to assist students in possible career pathways. Students in Years 9 – 12 were given the opportunity to obtain Tax File Numbers.

Students in Year 12 were given the opportunity to enrol in the electoral roll.

Our school strengthened local external partnerships that led to a greater commitment in the provision of quality vocational and workplace-learning opportunities.
A number of students from Years 9 – 11 took part in an OH&S green card course.

**Yr 9 Students**
- John El-Khoury
- Raymond Wakim

**Yr 10 Students**
- Rimon Al-Houry
- Elias Srour
- Yr 11 Students
- Fady Habambou

**Yr 11 Students**
- Normie Ayoub
- Elias Srour
- Andrew Greige
- George Khoury
- Patrick Abdelsater
- Justin Makhlouf

**Charbel Youness**

**Learning Support Program**

In 2007 the Learning Support Department has supported 33 identified students K-12 with mild to moderate intellectual disability. One student has a severe sensory impairment (hearing) and receives support weekly with an itinerant teacher from the Royal Institute for Deaf and Blind Children. One student receives support due to a minor physical disability. One student was signed onto Life Skills Programs in stage 5. These students all meet the criteria to receive Commonwealth Government Integration Grant funding.

The Learning Support Department is staffed by a Coordinator, 4 days per week, 3 full time Special Education teachers one ESL/Literacy teacher and one Teacher Aide. All Learning Support teachers work closely with the School Counsellor. The responsibilities of the Learning Support Staff include:

- Regular liaison with students, parents, the school Counsellor, welfare coordinators, therapists, mainstream teachers and other outside agencies.
- Collaborative planning with all KLA teachers to provide appropriate adjustment of class work, assessments and examinations.
- Formulating IEPs for all identified students and Health Plans, where appropriate.
- Completing Profiles on all identified students.
- Arranging Special Provisions for examinations and assessments.
- Organising travel training, where necessary.
- Assisting students to access post school options, including TAFE courses.
- Completing applications for Capital and Integration Grant Submissions.
- Transition planning for Year 6 and Year 10 students.
- Acting as advocates for the needs of identified students with learning difficulties.
- Supporting a student on Life Skills Programs
- Organising government grants for the purchase of adaptive technologies such as a sound field system, a smart board and an FM Transmitter for the student with a hearing impairment.
- Identified students attended a Disability Careers Workshop at Bankstown
- Designing and implementing career skills workshops for identified students.
- Providing individualised and small group instruction in basic literacy and numeracy skills.
- Collaboratively adjusting programs and assessments to suit student abilities.
- Student on Life Skills Program completed his green card
- Facilitating the implementation of social skills workshops in conjunction with “Youth Pathways” and the School Counsellor.
Our Targets


The following are our achievements in each of the priority areas of the Annual Development Plan for 2007. This plan was based on the College Strategic Plan (2006-2010). The Leadership Team wishes to thank and congratulate the College staff, students and parents for their many achievements and hard work during 2007.

Progress in 2007

Target 1. Maronite Catholic Life and Religious Education

Our achievements include:

- Increasing collaboration between students and teachers in the preparation of College Masses and Liturgies (K-12)
- Planning for the involvement of our students in World Youth Day 2008
- Review and implementation of Year 11 and Year 12 retreat program and Year 10 Reflection day
- Student attendance at Mary Help of Christians mass for Archdiocesan secondary school students
- Support for social justice through Project Compassion and Harmony Day.
- Support for social justice through World Vision (K-6)
- Professional Development Courses for RE teachers
- Initial steps towards a ‘sister’ school relationship with St. Marouns.
- Appointment of Father Sleiman as AP (Mission)
- P&F support for Graduation Masses in Year 10 and 12.

Target 2. Pedagogy

Our achievements include:

- Action research projects by teachers (K-12) to trial new teaching strategies
- Staff development in “Mult-Lit” as a new approach to Reading and Comprehension in Stages 2 and 3.
- Changes to the secondary school timetable (6 x 50 minute lessons, morning assembly, fortnightly pastoral care lesson, and revised sports day)

Target 3. Students’ Learning, Growth and Development

Our achievements include:

- Implementation of Restorative Justice program (K-12) including training of staff and students and parents
- AGQTP research project on literacy for the middle years continued (Years 6 and 7)
- Learning Support department policy review (ongoing)
- Year 6 Camp to Vision Valley
- Introduction of new Semester One awards criteria
- Kindergarten (2008) enrolment process review
- Student leadership training day (K-12)
- Staff professional development on strategies to improve HSC performance.
- Development of a Transition Model for Year 7 (2008) to improve pastoral care and curriculum development
- Development of a revised class grouping model for Year 7-10 (2008) to improve learning and teaching.

Target 4. Information and Communications Technology (ICT)

Our achievements include:

- Installation and training for “Smart” Boards in Stage 2
- A research of new data management system for school administration
- Upgrade of college website
- Upgrade of college ICT infrastructure.

Target 5. Pastoral Care of Students and their Families

Our achievements include:

- Ongoing review of school discipline policy (K-12) using Restorative Justice approaches
- Implementation of revised merit system (K-12).

Target 6. Parents, Partnership, Consultation and Communication

Our achievements include:

- Parent Information evenings for Kindergarten, Years 9 and 10
- Mother’s day Mass and morning Tea
- Australia’s Biggest Morning Tea for Cancer research
- Parent education session on Restorative Justice and parenting skills
- Parent Information evenings for Stages 1, 2, 3 and Years 7 and 11.
- CDSE application for study skills program for parents and students
- “Children for the Future” mothers’ initiative reintroduced.
- Parent Orientation Evenings for Year 7 and Kindergarten

Target 7. Human Resources, Leadership and Management

Our achievements include:

- Development and implementation of the College Annual Development Plan
- Development and implementation of a process for monitoring staff professional development, planning and review (PDPR)
- Development of staff professional learning models
- Participation of staff in a variety of professional development activities

Target 8. Priority 8: Resources, Finances and Facilities

Our achievements include:

- New secondary school building plans approved, tenders accepted, and building commenced.
- Purchase of an additional College bus for student transport
- Introduction of OH&S on-line management system.
Key evaluations

Educational and management practice
AQOQTP Literacy project.

Rationale:
St Charbel’s College has a student population of 100% LBOTE. Particular emphasis is needed for strategies appropriate for language acquisition of ESL learners and for transition from Stage 3 to 4 learning.

Background
The professional development activity of StCharbel’s College involved Stage 3 (yr 6) and Stage 4 (Secondary) teachers in an action research project on improving literacy through reading and comprehension.

The targeted group of five teachers worked on the development of strategies to ensure the transition of students from primary to secondary is supported by an ongoing program in reading and comprehension.

- Strategies used included
- Development of a common approach to teaching literacy.
- Teaching of explicit skills to assist language acquisition.
- Consultation with Roz Crosier.
- Video recording of prepared lessons used for staff development and evaluation of strategies developed.
- Consultant’s evaluation of lessons in Year 6 and Year 7 were fed back to teacher participants.

Findings and conclusions
- Teacher practice improved in the development and implementation of a common approach to the teaching of reading and comprehension from Stage 3 to Stage 4.
- Teachers reported increased confidence in the use of strategies and a greater awareness of the skills of students moving from Stage 3 to Stage 4.
- Students were more engaged and data indicated improved reading and comprehension levels (xx test), Peer and Head of School observation of lessons encouraged reflection and development.
- 100% of research team agreed the activities met their professional needs

Future directions:
In 2008:
- Research team planning sessions (with and without the consultant)
- Classroom visits and staff (Stage 3 & 4) meetings and presentations to be continued
- Evaluation sessions to produce follow-up plans and scope and sequence.

Assess and address Primary Student Welfare needs using Restorative Justice

Background
Student Welfare Procedures in the Primary School were lacking in student growth and development. Students were not accepting accountability or responsibility for their actions, nor were they learning from the consequences imposed. Primary students in particular were unaware of their role in the larger cohort.

Strategies used included
The Principles of Restorative Justice were introduced to the College Staff in Semester 2, 2006. After several Professional Development opportunities, the principles of RJ were implemented across the College in Term 1, 2007.

- In the primary school, students were encouraged to focus on the resolution of conflict, rather than the conflict itself.
- Students and teachers began engaging in dialogue that encouraged the restoration of relationships that had broken down.
- Students were encouraged to reflect on their behaviour and to realise the impact of their behaviour on themselves, their peers and their teachers.
- The Student Representative Council was trained as Restorative Justice Leaders to assist in the implementation of RJ principles in the playground.

Findings and conclusions
- Primary students became more reflective following conflict situations.
- The dialogue between teacher-student and student-student became more conducive to conflict resolution.
- Students developed a greater understanding of their role within the group, recognizing that their actions have an effect on others.
- Detentions seem to have dwindled in popularity!
- Although there are still clear consequences in place, student punishment has moved from being punitive in nature to a more restorative approach.

Future directions
In 2008:
- Primary students need constant time for reflection and opportunities for dialogue.
- The language of RJ needs to be used continuously in order for the principles to be effective.
- Teachers have to remember to use the “Affective Questions” in dialogues with students, rather than following the more punitive approaches of old.
- The process of change is arduous but, with constant reminders, a worthy change.
Planning for 2008

Professional development activities with staff established our Annual Development Plan for 2008 based on our College Strategic Management Plan (2006 – 2010). This plan aims to improve the quality of the learning and teaching environment at St Charbel’s through the further development of the learning community. The following strategic goals from our Annual Development Plan will be our major focus in 2008.

Target 1. Maronite Catholic Life and Religious Education
Goals include:
1.1.3 Create further opportunities for students to design, lead and participate in liturgical celebrations.
1.1.6 Preparation of students for their engagement with World Youth Day, Sydney 2008.
1.2.2 Maintain and provide for further quality involvement of the College chaplain (Assistant Principal Mission) and the clergy from the Parish
1.3.1 Nurture the faith partnership of parents, staff, students and clergy in the education of young men and women in the Maronite Catholic faith.
1.4.3 Maintain the high priority given to the professional development of staff in RE.
1.5.1 Strengthen the social justice conscience which engages students.

Target 2. Pedagogy
Goals include:
2.1.5 Implement an annual review of timetable principles and structures consistent with the curriculum model.
2.2.2 Utilise contemporary research, best teaching practices and in-service to the continued development of a whole school approach to boys’ and girls’ education.
2.3.1 Develop and implement a whole school approach to programming.
2.2.4 Implement a process of collegial mentoring.
2.4.1 Re-develop the school library as contemporary facility for research, learning and information skills.

Target 3. Students’ Learning, Growth and Development
Goals include:
3.1.4 Maintain the priority for the creation and maintenance of innovative, positive and supportive learning environments.
3.2.3 Streamline protocols for the referral of students to counselling and other specialist.
3.2.5 Continue to explore curriculum offering patterns of study.
3.3.2 Analyse and utilise standardised test data.
3.4.2 Maintain and extend across the curriculum best practice strategies and structures.
3.4.5 Adopt a whole school approach to the linking of learning styles, higher-order thinking and learning skills, and strategies which motivate students to learn.
3.5.1 Provide further opportunities for all students to develop, exercise and experience leadership.

Target 4. Information and Communications Technology (ICT)
Goals include:
4.1.1 Access professional development opportunities.
4.1.2 Improve students’ technology skills progressively across K-12.
4.3.1 Continue support for the development of ICT in school administration.
4.3.3 Develop and implement an ICT Master-plan which supports the curriculum.

Target 5. Pastoral Care of Students and their Families
Goals include:
5.1.3 Support students to make a useful contribution to the life and vitality of the school.
5.1.5 Review the Pastoral Care and Discipline system.
5.2.1 Maintain dialogue with parents about the role of parents in the formation of their children.
5.2.4 Maintain support for parents experiencing difficulties.

Target 6. Parents, Partnership, Consultation and Communication
Goals include:
6.1.1 Maintain forums and information sessions for parents.
6.3.1 Strengthen liaison with local schools.

Target 7. Human Resources, Leadership and Management
Goals include:
7.1.3 Develop structures and processes that support the implementation of the school’s Strategic Management Plan.
7.2.1 Further develop the role and skills of middle managers as a key leadership group.
7.3.1 Further develop with staff the shared responsibility for an effective and professional workplace culture.
7.4.2 Provide professional development opportunities.

Target 8. Priority 8: Resources, Finances and Facilities
Goals include:
8.1.1 Maintain a viable Facilities Master Plan.
8.3.2 Maintain the school’s Occupational Health and Safety Management System.
8.4.1 Maintain ongoing financial record keeping and management for legal auditing processes.
8.4.2 Continue to provide the Department of School Education, DEST, DETYA and CEC with audit reports.
8.4.3 Implement all recommendations of the annual financial audit.
8.4.4 Continue to refine budget development process, controls and accountability procedures.
8.4.5 Maintain ongoing access to the financial resources.
Student Information

Student enrolment profile and class sizes
Enrolments have decreased from 1000 students in 2006 to 982 students in 2007. There are slightly more boys than girls in the Primary School and approximately equal numbers of boys and girls in the High School. Our school population consists of 100% LBOTE students. The majority of our students are of Catholic Lebanese background with a small percentage of orthodox students.

<table>
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<th>Year</th>
<th>Male</th>
<th>% Male</th>
<th>Female</th>
<th>% Female</th>
<th>Year Totals</th>
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<td>Year 4</td>
<td>40</td>
<td>54.8</td>
<td>33</td>
<td>45.2</td>
<td>73</td>
<td>24.3</td>
</tr>
<tr>
<td>Year 5</td>
<td>33</td>
<td>47.1</td>
<td>37</td>
<td>52.9</td>
<td>70</td>
<td>23.3</td>
</tr>
<tr>
<td>Year 6</td>
<td>48</td>
<td>58.5</td>
<td>34</td>
<td>41.5</td>
<td>82</td>
<td>27.3</td>
</tr>
<tr>
<td>Primary Total</td>
<td>286</td>
<td>52.6</td>
<td>258</td>
<td>47.4</td>
<td>544</td>
<td>25.9</td>
</tr>
<tr>
<td>Secondary</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Year 7</td>
<td>37</td>
<td>49.3</td>
<td>38</td>
<td>50.7</td>
<td>75</td>
<td>25.0</td>
</tr>
<tr>
<td>Year 8</td>
<td>50</td>
<td>58.1</td>
<td>36</td>
<td>41.9</td>
<td>86</td>
<td>28.7</td>
</tr>
<tr>
<td>Year 9</td>
<td>36</td>
<td>45.0</td>
<td>44</td>
<td>55.0</td>
<td>80</td>
<td>26.7</td>
</tr>
<tr>
<td>Year 10</td>
<td>40</td>
<td>51.3</td>
<td>38</td>
<td>48.7</td>
<td>78</td>
<td>26.0</td>
</tr>
<tr>
<td>Year 11</td>
<td>26</td>
<td>43.3</td>
<td>34</td>
<td>56.7</td>
<td>60</td>
<td>15.0</td>
</tr>
<tr>
<td>Year 12</td>
<td>29</td>
<td>49.2</td>
<td>30</td>
<td>50.8</td>
<td>59</td>
<td>14.8</td>
</tr>
<tr>
<td>Secondary Total</td>
<td>218</td>
<td>49.8</td>
<td>220</td>
<td>50.2</td>
<td>438</td>
<td>21.9</td>
</tr>
<tr>
<td>Whole school</td>
<td>Grand Totals</td>
<td>504</td>
<td>51.3</td>
<td>478</td>
<td>48.7</td>
<td>982</td>
</tr>
</tbody>
</table>
Student attendance profile
95.53% of students attended school on average each school day in 2007.

Retention to Year 12
The College retention rates are in line with state and district levels.

Real retention rate
St Charbel’s College had an actual retention rate from the School Certificate 2005 to the Higher School Certificate 2007 of 73.7%.

Apparent retention rate
The apparent retention rate from the School Certificate 2005 to the Higher School Certificate 2007 was 77.6%. Some students who left at the end of Year 10 were replaced by new enrolments from other schools.
Staff Information

**Staff**

The school had 91 teaching positions in 2007. This included 24 executive staff and 24 specialist teachers. The teaching staff was supported by 16 administrative staff.

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assistant Principals</td>
<td>3</td>
</tr>
<tr>
<td>Head Teachers</td>
<td>12</td>
</tr>
<tr>
<td>Stage &amp; Year Co-ordinators</td>
<td>9</td>
</tr>
<tr>
<td>Primary &amp; Secondary Teachers</td>
<td>44</td>
</tr>
<tr>
<td>Teachers of SWD</td>
<td>3</td>
</tr>
<tr>
<td>Teacher of PE/PD/Health</td>
<td>3</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>1</td>
</tr>
<tr>
<td>Teachers of LOTE</td>
<td>9</td>
</tr>
<tr>
<td>Teachers of ESL, Literacy &amp; Numeracy</td>
<td>6</td>
</tr>
<tr>
<td>Counsellor</td>
<td>1</td>
</tr>
<tr>
<td>Total</td>
<td>91</td>
</tr>
</tbody>
</table>

**Staff retention**

The staff retention rate for 2007 was 83.14%.

**Staff attendance**

In 2007 the average staff attendance rate was 94.65%.

**Staff qualifications**

All teaching staff met the professional requirements for teaching in New South Wales’ schools. Six teachers are engaged in programs to comply with new accreditation guidelines.

<table>
<thead>
<tr>
<th>Qualification</th>
<th>Percentage of Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Have teaching qualifications from a higher education institution in Australia or as recognised within the National Office of Overseas Skills recognition (AEI-NOOSR) guidelines</td>
<td>93.4</td>
</tr>
<tr>
<td>Have qualifications as a graduate from a higher education institute or one recognised within the AEI-NOOSR guidelines but lack formal teaching qualifications</td>
<td>5.5</td>
</tr>
<tr>
<td>Do not have qualifications as above but have relevant successful teaching experience or appropriate knowledge relevant to the teaching context</td>
<td>1.1</td>
</tr>
</tbody>
</table>

**Professional learning**

The school’s executive team participated in Staff Development attending the Decency improving performance workshops and the Brain-friendly classroom inservices. Whole school professional development was provided for Restorative Justice, Differentiating the Curriculum, ELLA analysis, Action Research Projects and Literacy and Learning Improvement workshops. In addition, other professional development for selected groups included Restorative Justice Leadership training and programs for beginning teachers including Newly Appointed Teachers and induction programs. Many other subject specific professional development courses were undertaken by staff.

The average number of days of professional learning for each member of the teaching staff was 13.7. This includes thirteen professional learning days.

The average expenditure per teacher on professional learning in 2007 was $486.

The average expenditure per member of the support staff on professional learning in 2007 was $300.00.
Student performance

Primary
Basic Skills Test
Students at St Charbel’s College sit for the Basic Skills Tests (BST) in Year 3 and Year 5. In the Basic Skills Test, the performance of students is reported in skill bands ranging from Skill Band 1 (lowest) to Skill Band 5 (highest for Year 3) or Skill Band 6 (highest for Year 5). In Year 3, students in Band 2 or above are generally achieving at or above the minimum standard. In Year 5, students in skill Band 3 or above are generally achieving at or above the minimum level.

Literacy - Basic Skills Test (BST) Year 3

Analysis showed results were better in Language than in Reading and little or no difference between Reading and Writing.
Students performed well above the state average on the following items:
- Punctuation: contraction it's
- Punctuation: clause comma
- Verb form: past participle as adjective
- Spelling: select too, not two or to
- Spelling: write cannot, can not or can't
- Spelling: write nice correctly
- Spelling: write exciting correctly
- Spelling: write laugh correctly
- Spelling: write could correctly
- Advertisement: identify purpose
- Poem: word meaning
- Describes/inform: locate in brackets
- Reviews: identify website layout

Students performed below state average on the following items:
- Poem: infer information
- Reviews: identify purpose
- Recounts: infer meaning of saying
- Recounts: identify main idea

Literacy - Basic Skills Test (BST) Year 5

Analysis showed results were better in Language than in Reading and little or no difference between Reading and Writing.
Students performed well above the state average on the following items:

- Subtraction
- Addition
- Multiplication
- Length
- Mass

Students performed below state average on the following items:

- 2D Position

Numeracy - Basic Skills Test (BST) Year 3

The school's results showed little or no difference between Measurement and Data & Space and Geometry and Number, Patterns and Algebra.

The school's results showed little or no difference between Measurement and Data & Space and Geometry and Number, Patterns and Algebra.
Numeracy - Basic Skills Test (BST) Year 5

Basic Skills Test Numeracy Year 5

The school's results showed little or no difference between Measurement and Data & Space and Geometry and Number, Patterns and Algebra.

Students performed well above the state average on the following items:

Nil

Students performed below state average on the following items:

Chance
Time
Capacity
2D
Position
3D
2D

Secondary

Achievement levels

The performance of students in ELLA and SNAP is reported in four achievement levels which indicate increasing student performance.

Literacy – ELLA Year 7
The results in the 2007 ELLA were similar to the school’s performance in 2006. The percentage of Year 7 students in the Proficient and High achievement levels (combined) was above the state average. The percentage of students in the High achievement level was significantly below the state average.

Numeracy – SNAP Year 7

The results in the 2007 SNAP were similar to the school’s performance in 2006. The percentage of Year 7 students in the Proficient and High achievement levels (combined) was equal to the state average. The percentage of students in the High achievement level was significantly below the state average.
School Certificate
St Charbel’s College had 78 students presenting for the School Certificate in 2007. The results are reported in 6 Bands with Band 6 the highest. Students sat for the School Certificate external tests in English literacy, Mathematics, Science, Australian History and Australian Geography both incorporating Civics and Citizenship.

The school’s results declined when compared to the previous year. In the English literacy test 71.9% % of students gained a Band 4 or above this result is consistent with the state average but below the school’s 2006 results. Band 6 results were below state average and in line with the school’s 2006 results.

In Mathematics 33.3% % of students gained a Band 4 or above this result is significantly below the State average and below the school’s 2006 results. Band 6 results were below state average and consistent with the school’s Band 6 results in 2006.
In 2007 61.54% of students performed at a Band 4 or higher level. This is consistent with the state average and significantly above the school’s 2006 results. The school’s 2006 Band 6 results are consistent with the state average.

In 2007 74.38% of students achieved a Band 4 or higher. This is an excellent result, significantly above the state average and significantly above the College’s 2006 result. The percentage of students performing at a Band 6 level is below the state average and significantly below the College’s 2006 result.
In 2007 74.38% of students achieved a Band 4 or higher. This result is consistent with the State average and with the school’s 2006 results. School performance at a Band 6 level in 2006 is consistent with the state average and with the school’s 2006 results.

**Overall snapshot St Charbel’s College SC 2007**

This graph shows the college results as percentage difference to state average. Subjects with a positive value are above state average. For example St Charbel’s 2007 Australian History candidates had 13.95% higher number of students achieving at a Band 4 or higher level than the state average. Similarly subjects with a negative value are below state average. For example St Charbel’s 2007 Maths students had 11.54% less students’ achieving at a Band 4 of higher level than the state average.
Higher School Certificate

Higher School Certificate Information

The Higher School Certificate results are reported in terms of marks and Bands. Similarly to the School Certificate Band 6 represents the highest level of achievement in a particular subject. There are 4 Performance Bands for Extension courses. Band 4 represents the highest level of achievement in the particular extension course.
Overall snapshot St Charbel’s College HSC 2007

This graph shows the college results as percentage difference to state average. Subjects with a positive value are above state average. Similarly subjects with a negative value are below state average.

In 2007 our Higher School Certificate students achieved

• above 2007 state averages in Legal Studies.
• results consistent with 2007 state averages in Biology, Economics, General Maths, Physics, Religion II.
• significantly below 2007 state averages in Community & Family Studies, Food Technology, Senior Science and Textiles & Design.

Higher School Certificate relative performance comparison to School Certificate (value-adding)

Higher School Certificate relative performance compares average performance of a student group at all Band levels from the School Certificate to the Higher School Certificate.

In 2007 as an average 73.48% of Students achieved at a Band 4 or higher level. This result was consistent with the same student group’s average achievement in the 2005 School Certificate (70.6%). In 2007 the percentage of students achieving at a Band 6 level in the Higher School Certificate is significantly above with same student group’s average achievement in the 2005 School Certificate.
National benchmarks

The Commonwealth Government sets minimum desirable standards for reading, writing and numeracy at particular ages. These are referred to as national benchmarks. Student performance in the Basic Skills Tests for Year 3 and Year 5, Year 7 English Language and Literacy Assessment (ELLA) and the Year 7 Secondary Numeracy Assessment Program (SNAP) in our school is compared to these benchmarks. The percentages of our students achieving at or above these benchmarks are reported below.

**Percentage of Year 3 Students in Our School Achieving Benchmarks in 2006 and 2007**

<table>
<thead>
<tr>
<th></th>
<th>2006 Percentages</th>
<th>2007 Percentages</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>School National</td>
<td>School National</td>
</tr>
<tr>
<td>Reading</td>
<td>94.7% 93%</td>
<td>97.5% *</td>
</tr>
<tr>
<td>Writing</td>
<td>96% 93.9%</td>
<td>92.7% *</td>
</tr>
<tr>
<td>Numeracy</td>
<td>94.7% 93%</td>
<td>98.8% *</td>
</tr>
</tbody>
</table>

In 2006 Year 3 students achieved results consistent with National State Averages in Writing, Reading and Numeracy.

* National benchmarks were not available for 2007 at the time of preparation of this report.

**Percentage of Year 5 Students in Our School Achieving Benchmarks in 2006 and 2007**

<table>
<thead>
<tr>
<th></th>
<th>2006 Percentages</th>
<th>2007 Percentages</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>School National</td>
<td>School National</td>
</tr>
<tr>
<td>Reading</td>
<td>88.9% 88.4%</td>
<td>85.3% *</td>
</tr>
<tr>
<td>Writing</td>
<td>93.8% 93.8%</td>
<td>92.7% *</td>
</tr>
<tr>
<td>Numeracy</td>
<td>92.5% 90.3%</td>
<td>91.2% *</td>
</tr>
</tbody>
</table>

In 2006 Year 5 students achieved results consistent with National State Averages in Writing, Reading and Numeracy.

In 2006 Year 7 students achieved results consistent with National State Averages in Writing, Reading and Numeracy.

* National benchmarks were not available for 2007 at the time of preparation of this report.

**Percentage of Year 7 Students in Our School Achieving Benchmarks in 2006 and 2007**

<table>
<thead>
<tr>
<th></th>
<th>2006 Percentages</th>
<th>2007 Percentages</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>School National</td>
<td>School National</td>
</tr>
<tr>
<td>Reading</td>
<td>86.7% 89.2%</td>
<td>93.3% *</td>
</tr>
<tr>
<td>Writing</td>
<td>95.2% 92.4%</td>
<td>97.33% *</td>
</tr>
<tr>
<td>Numeracy</td>
<td>76.2% 79.7%</td>
<td>88.06% *</td>
</tr>
</tbody>
</table>

In 2006 Year 7 students achieved results consistent with National State Averages in Writing, Reading and Numeracy.

* National benchmarks were not available for 2007 at the time of preparation of this report.

**Percentage of Year 9 students achieving national benchmarks**

The Federal Government Schools Assistance Act also requires schools to report the proportions of Year 9 students meeting national benchmarks in reading, writing and numeracy. At present, this information is not collected and there is no Year 9 national benchmark information. This will be provided in the 2008 Annual School Report when the national testing and benchmarks are in place for Year 9.
Teacher Professional Development Satisfaction Survey

- Workshop: Improving performance
- Stage/KLA planning time
- Assessment & differentiation
- Staff planning & preparation
- Minimal Satisfactory Good Very Good Excellent

Graph showing satisfaction levels across various categories.
# Student satisfaction survey

<table>
<thead>
<tr>
<th>Number</th>
<th>Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>I feel safe at school</td>
</tr>
<tr>
<td>2</td>
<td>Teacher’s respect me</td>
</tr>
<tr>
<td>3</td>
<td>School is safe place for students, staff and students</td>
</tr>
<tr>
<td>4</td>
<td>Teachers are friendly approachable and willing to listen</td>
</tr>
<tr>
<td>5</td>
<td>Teachers encourage and help me to succeed</td>
</tr>
<tr>
<td>6</td>
<td>Teachers are knowledgeable in their subject</td>
</tr>
<tr>
<td>7</td>
<td>Students respect each other</td>
</tr>
<tr>
<td>8</td>
<td>Teachers are inspiring and enthusiastic</td>
</tr>
<tr>
<td>9</td>
<td>Teachers encourage all round individual development off students</td>
</tr>
<tr>
<td>10</td>
<td>The school is well resourced to support learning</td>
</tr>
</tbody>
</table>

Overall, the results of this survey indicated that students are satisfied with the teachers, teaching and school structure. However, the majority of students are undecided as to whether students respect each other.
Overall, the results of this survey indicated that 45% or more of parents are satisfied with College overall, the College’s Religious Education Program, class sizes and external testing results. However, the majority of parents were unsatisfied with the school’s performance in Numeracy and Literacy, and attitudes to bullying. An overwhelming majority feel parents do not have a say in school decisions.
Our Policies

Summary of Policies

Enrolment Policy
The College has operated since 1984 and funding has been a shared responsibility between Commonwealth and State Government, parents and parish. The Commonwealth Government provides approximately 60% and the State Government about 22% of the income needed to fund the College. The contribution of the Governments to the running costs of our school needs to be recognised, appreciated and also guarded. Parents contribute approximately 15% to the total funding. The financial contribution is essential to providing the best possible educational opportunities for the students. The continuing support of parents is greatly appreciated.

Children from all families who are prepared to support Maronite Catholic ideals and principles may be considered eligible for enrolment at Saint Charbel’s College. Priority for enrolment is given in the following order:

- Children whose Maronite Catholic families are known and involved members of the parish and have siblings attending the College.
- Children whose Maronite Catholic families are known and 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 (e.g. Maronite Catholics who attend Roman Catholic parishes).
- Children whose families of other Christian traditions are known and involved members of their worshipping community and express an understanding of and commitment to the educational and religious life of the school
- Children whose families of non religious faith living in the local area wishing to apply.

Starting Kindergarten
To be eligible to start school your child must turn 5 years of age by July 31st in the year they start school.

Special Needs Enrolment Policy
St Charbel’s College advocates access to an appropriate and inclusive education for students with special needs. We believe that all students can learn. Our aim is to allow students to realise their own potential through the provision and maintenance of a supportive educational environment.

When seeking enrolment, copies of all information relative to the specific learning needs of the student applying for enrolment must be disclosed to the school. Examples include any of the following:
- Paediatric reports related to medical conditions
- Therapeutic interventions
- Psychometric assessments
- Speech and language clinical reports
- Occupational therapy reports

If the enrolment application is successful
The above documentation must be updated as further assessments occur or as additional information becomes available
In the case of kindergarten enrolments the Principal or delegated teacher may visit the preschool of the student applying for enrolment to discuss educational matters
This information may be forwarded to the Catholic Education Commission in order to ascertain possible additional educational support
The special needs information supplied during the course of enrolment within our school will be forwarded to another Catholic school, if enrolment is sought at that school (e.g. when moving from Primary to Secondary school or moving from one primary to another etc)

It is essential that parents/carers co-operate with the Principal in obtaining appropriate medical/educational/behavioural assessments or advice in relation to the student’s educational progress.

Changes to Policies in 2007
The enrolment criteria were rewritten to respond to the changing nature of the College and the community.

How to access
College prospectus and enrolment folders
St Charbel’s College website
Administration Office
Stage 1 Co-ordinator
Head of Primary School

Student Welfare Policies
- Anaphylaxis Policy
- Child Protection Policy
- Confidentiality Policy
- Critical Incidents Policy and Procedures
- Excursion Policy
- First Aid and Health Policy
- First Aid Policy for Yard Supervision
- Internet Usage Policy
- IT User Policy
- Learning Support Policy
- Occupational Health & Safety Policy
- Prescribed Medicines Policy
- Privacy Policy and Publications Policy
- Student Representative Policy
- Sun-smart Policy
- Supervision Policy

Changes to Policies in 2007
No changes were made to the Student Welfare policies in 2007.

How to access
College prospectus and enrolment folders
St Charbel’s College website
Administration Office
Occupational Health & Safety - Staff Handbook. The Staff handbook can be accessed via hardcopy and online via the public drive within the College network.

Welfare and Stage Co-ordinators

Student Discipline Policies
- Primary Behaviour Management & Discipline Policy
- Anti Bullying Policy
- Student Discipline Code
- Homework Policy
- Student Pastoral Care Policy
- Playground Policy
- Senior School Discipline Policy
- Student Management Policy
- Suspension and Expulsion Policy

Changes to Policies in 2007
The re-writing and implementation of the Suspension and Expulsion Policy to ensure procedural fairness and to accommodate the new organisational structure

How to access
Year/Stage co-ordinators
Administration office
Student year manuals
Student diary
Complaints and Grievance Policies
Grievance and disputes resolution procedures and policy
Conflict Resolution Policy
Pastoral Care Policy

Changes to Policies in 2007
No changes were made to the complaints and grievance policies in 2007.

How to access
Staff Handbook available in hardcopy or online via the public drive within the College network.
Administration office
Co-ordinators
About this report

In preparing this report, the self-evaluation committee has gathered information from evaluations conducted during the year and analysed other information about the school's practices and student learning outcomes. The self-evaluation committee and school planning committee have determined targets for the school's future development.

Rev Fr. Antoine Tarabay
Principal St Charbel's College
Mr Ghassan Chehaid
Business Manager St Charbel's College
Mr Christopher Symth
Head of School
Mr Jaime Rodriguez
Head of Secondary School
Mr John Klumpp
Head of Primary School
Mrs Karen Jubb
Secondary Teaching & Learning Co-ordinator

School contact information
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