St Charbel’s College Annual Report

A Maronite Catholic School Leading the way
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Students
Our enrolment K-12 in 2009 was 1066, including 550 boys and 516 girls. 92.26 per cent of students attended school on average each school day. In 2009 we had 39 classes. The average class size was 28.8.

Kindergarten 27.0
Year 1 27.7 Year 6 25.3
Year 2 27.7 Year 7 27.3
Year 3 26.7 Year 8 31.0
Year 4 27.7 Year 9 27.3
Year 5 28.0 Year 10 29.0

Staff
The school had 94 teaching positions in 2009. This included 29 executive staff and 25 specialist teachers. The teaching staff was supported by 21 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 2009. These were:
- Secondary Pastoral Care program
- Careers Vocational Education programs
- IT Integration in the Primary Arabic program
- Learning support program
- Secondary LOTE program

School initiatives
- National competition participation
- Public speaking program
- Community service program

Student achievement in the 2009 Year 3 and Year 5 NAPLAN Tests

Literacy
Year 3
The results in the 2009 NAPLAN Literacy were above the school’s performance in 2008. The percentage of Year 3 students achieving Band 5 or higher in 2009 was above the state average. The percentage of students at Band 6 level in 2009 was below the state average.

Year 5
The results in the 2009 NAPLAN Literacy were above the school’s performance in 2008. The percentage of students at Band 6 level in 2009 was below the state average.

Numeracy
Year 3
The results in the 2009 NAPLAN Numeracy were above the school’s performance in 2008. The percentage of Year 3 students achieving Band 5 or higher in 2009 was line with the state average. The percentage of students at Band 6 level in 2009 was below the state average.

Year 5
The results in the 2009 NAPLAN Numeracy were significantly above the school’s performance in 2008. The percentage of students at Band 5 level in 2009 was below the state average.

Secondary Year 7 and Year 9 NAPLAN Tests

Literacy
Year 7
The results in the 2009 NAPLAN Literacy were below the school’s performance in 2008. The percentage of Year 7 students achieving Band 8 or higher in 2009 was significantly below state average. The percentage of students at Band 9 level was below the state average.

Year 9
The results in the 2009 NAPLAN Literacy were significantly below the school’s performance in 2008. The percentage of Year 9 students achieving Band 9 or higher in 2009 was significantly below state average. There were no students performing at Band 10 level in 2009 this is a result that is below the state average.

Numeracy
Year 7
The results in the 2009 NAPLAN Numeracy were below the school’s performance in 2008. The percentage of Year 7 students achieving Band 8 or higher was significantly below state average. The percentage of students at Band 9 level was slightly below the state average.

Year 9
The results in the 2009 NAPLAN Numeracy were below the school’s performance in 2008. The percentage of Year 9 students achieving Band 9 or higher in 2009 was inline with the state average. The percentage of students at Band 10 level in 2009 was significantly below the state average.

School Certificate
In the 2009 School Certificate external tests for English Literacy, Science, Australian History, Australian Geography and Computing, students’ results were consistent with the 2009 state average.

The 2009 Mathematics results were above state average.

Higher School Certificate
In 2009 our Higher School Certificate students achieved


- Above 2009 state averages in Arabic Continuers and Standard English.

Results consistent with 2009 state averages in Textiles & Design.

Below 2009 state averages in Business Studies, Maths, Ext I Maths, Physics.

Significantly below 2009 state averages in Ext I, English Ext II, General Maths and PD/Health/PE.
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 2009 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.

The year 2009 marked the Silver Jubilee of St Charbel’s College (1984-2009). This is a milestone in the mission of the monks of the Lebanese Maronite Order and in the life of our College. A number of spiritual, cultural and social events took place throughout the year to highlight the twenty-five years of the College’s existence.

The Jubilee Week in Term Three represented the grand scale of our celebrations with The Cedar Melodies concert taking place at the Sydney Opera House and the Blessing and Official Opening of the new college buildings.

As we commemorate 25 years, we reflect on our achievements and heritage and we look forward to the future with optimism and confidence.

It is my pleasure to present this 2009 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 Joseph Sleiman - Principal

Parents & Friends Committee message

2009 has been an eventful year, filled with first time experiences. Firstly, congratulations to our college on achieving its 25th anniversary milestone. 2009 has been filled with special events and celebrations. The Cedar Melodies concert which made history as a first for a Lebanese Choir sharing their music with us at an Australian landmark, The Sydney Opera House, was the highlight of the year. The committee was honoured to be involved in this event and very lucky to have met and entertained the members of the Université Saint-Esprit de Kaslik Choir. Another first for us was the Father’s Day Mass & Morning tea. We were pleasantly surprised by the turnout and look forward to a bigger and better one next year.

Most of our committee, like me, are well into their 2nd or 3rd year as a committee member. And others seem happy to be learning the ropes. One thing for certain, as one member put it, we have become like a family and we always looked forward to our meetings, not only to organise events, but also to see each other and socialise. The effort that goes into organising our calendar year of activities is huge. And the work output of this year’s committee has been outstanding.

Although we weren’t able to offer the college a cheque equal in monetary value to that of last year, we did increase our activities. We held numerous events which were enjoyed by all who attended. Support from within the school community has improved tremendously and we hope to see it keep on doing so. As parents we must realise the value in contributing not only financially to our children’s education, but also in being involved socially and otherwise in their schooling activities.

These common activities and this common knowledge we share with our children is the only way we remain involved with them. Without these we may as well resign to the fact that we are just a financial institution for them.

The committee would like to thank all parents, staff, priests and community members who helped in any way to make our year a successful one. We appreciate the support and guidance of Fr Antoine Tarabay, Rector of St Charbel’s and of Fr Joseph Sleiman, Principal of St Charbel’s College. On behalf of the committee, I would also like to thank Fr Peter Diab, Mr Chris Smyth and Elise Chedid for their assistance. A special thank you also goes to our own family members who were just as committed as we were. Personally, I would like to thank the committee for all their hard work this year and commend them on their efforts. We worked hard, achieved much and had some great laughs along the way. Well done Crew! “Never be weary of doing well.” (Galatians 6:9)

Finally, I would like to encourage all parents to commit to serving at least one year on the P & F Committee during their children’s’ schooling at the college. And I assure you, you will be pleasantly surprised at the benefits you and your children will receive. Together we can open doors and reach goals in bettering our children’s opportunities as well as making some great friends on the way. Thank you for trusting us and giving us the opportunity to improve our school and ourselves.

Good Luck and God Bless.

Mrs Rosemary Geagea - Parents & Friends’ President

Student representative’s message

The College Student Representative Council was involved in a number of different activities during the year 2009. It has been a busy yet an exciting year. Some of the highlights included;

- The participation of various Catholic schools and we organized sporting and cultural activities to celebrate Saint Charbel’s College 25th Anniversary. The SRC took an active role in assisting visitors and the organizing committee. Student leaders participated in the running various aspects of the Opera House concert. The Cedar Melodies, where our community had the pleasure of listening to the Choir from the Holy Spirit University, Kaslick village in Lebanon.

In addition, social justice driven activities were organized. The Year 7 grade of 2009 put together a fundraiser for the Westmead Children’s hospital, collecting old mobile phones (mobile muncher) and spare change from all classed primary and high school. The year 7’s received $1.50 for each phone collected. Over all they collected $350.00 and collected $150.00 from all spare change given altogether they collected $505.85 all of which has been sent to the Westmead Children’s hospital. Y7 Red was asked to put together a cup cake stall as a fundraiser for the RSPCA, in which they raised $213.00.

The Year 9 Commerce class of 2009 set up a market day making all sorts of food such as Sausage sizzle, burgers, pancakes, and a variety of flavoured ice-cream and milkshakes; altogether they raised $1069.10 for the Westmead children’s hospital.

The year twelve grade of 2009 also organized Breakfast on some days of the week with hot chocolates and cakes during semester one as a fundraiser to support 3 disadvantaged girls in Lebanon for their education, altogether they raised $300.00.

In addition a new Honour Board was presented to the college by Year 2009. Overall, the participation of students in the life of the school was significant. As representative of the student body we have grown as leaders as we participated in various events that have enriched our daily experience at school.

Our achievements

Primary Sport achievements
2009 was another big year for a variety of internal and representative sport. Representative sport remains an important and valued activity amongst the students which was evident through the participation rate. The Gala days that the students attended this year included the Inner West Swimming and Athletics Carnivals, Oz Tag, AFL Paul Kelly Cup and the Futsal Primary Tournament. 2009 saw some changes with internal sport. Tennis and fitness were introduced to challenge, motivate and add variety. The student’s response was positive, with a higher number of student participation and involvement. The Swimming Carnival was held at Greenacre Pool’s on the 27th of February. This day was a success with both students and teachers participating in a number of races and novelty events. It was fantastic to see all students participate regardless of their ability. Another positive sporting event for the College was the Athletics Carnival was held at the Crest Athletics Centre Georges Hall. St Charbel’s listened to our prayers with the weather turning out to be a beautiful warm sunny day. Apart from the traditional track and field events there were several novelty events to cater for the interest and abilities of all students. Congratulations to the Green house on their victory, which was achieved through participation and dominant student performances.

Miss Ronda Saad - Primary PE Teacher

Secondary Sport achievements

Representative Sports
Competition has been quite fierce over the course of the year. Some significant achievements have been the Junior Opens Cricket who competed in our first ever semi-finals, the boys and girls athletics teams who won the most improved trophy in athletics and the U/14’s boys touch team who contested in the semi-finals.

School Sport
We have continued to make progress with the sports and the venues offered to the students. We are continually trying to develop affiliations with recognized sporting and/or venue operators. This allows us to offer the students great venues with professional coaching. The following are some of the highlights:

- Australian Football League NSW (AFLNSW) has once again provided the students with an opportunity to learn and develop new skills relating to AFL. This program is great as all students get to participate in something exciting under the excellent guidance of AFL coaches.
- Year 7 Transition Program has included sports such as Gymnastics at the Olympic Sports Centre, Dance with expert dancers and Fundamental ball sports games.

School initiatives

National competitions and festivals
St Charbel’s students competed in a variety of competitions including the MS Readthon, Futsal, CEO Inner-west Regional Athletics, CEO Inner-west Regional Swimming and Oz-Tag.

Public speaking
Students participated in the NSW Law Society Mock Trials and junior debating at a school level.

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 for the Primary and in addition, partially funded Year 6 & Year 12 graduation celebrations.

Other achievements

- 2009 marked the Silver Jubilee of St Charbel’s College. Celebrations included:
  - The Cedar Melodies concert at the Sydney Opera House
  - The official opening of the St Neemtallah Building
  - The unveiling of the Silver Jubilee Commemorative plaque
  - The laying of the foundations for the Multi-Purpose hall.
  - The Making of Our History Exhibition
  - The Silver Jubilee Senior Arabic Competition won by St Charbel’s College students

- 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 activities including Mothers Day Morning Tea, Relay for Life and the Parents and Friends’ Melbourne Cup Luncheon that raised $3000 for Cancer research.

Community service programs
These programs are implemented in order to further the spiritual dimension of the College. Students participated in a number of activities including Christmas hampers for St Vincent de Paul, grade breakfasts and a Catechist Program that involved students undertaking training and then teaching the Catechist in primary schools.

Staff and students of the College continued to sponsor two students from Lebanon. The sponsored students are in dire need of help. All funds raised contributed to the educational needs of the two students. Our students generously contributed to this cause through various fundraising activities throughout the year. Particularly successful activities were Hot Chocololate and Muffin’ Friday and weekly collections during school Mass every Tuesday.
Financial summary

Recurrent/Capital Income

- School Fees & community sources: 1%
- State Recurrent Grants: 52%
- Commonwealth Recurrent Grants: 17%
- Government Capital Grants: 9%
- Other Capital Income: 21%

Recurrent/Capital Expenditure

- Teaching - salaries, allowances & related expenses: 60%
- Non-salary expenses: 21%
- Capital expenditure: 19%

Further details concerning this statement can be obtained by contacting the school’s Business Manager.

Significant Programs

Secondary Pastoral Care program
This year, there have been 94 students in year 8 2009. Pastoral Care has occurred one a cycle, over the course of the year. In year 8, the following topics were covered in the pastoral care lessons:
- Bullying behaviours: the year groups were split according to gender and certain points were covered such as gossiping, lying, physical harassment. Video Mean girls and The Outsiders were shown to students and group work based on the films took place.
- Eating healthy: power-point presentation and discussion as well as a short clip was shown to students about how to eat healthily.
- Etiquette class: teaching students manners and how to behave appropriately in society and amongst peers, teachers and parents.
- Cyber-bullying and harassment: Constable Denise Colls was invited a few times to speak with students about cyber bullying and the dangers of it.
- Bully busters play: was organised to give students a first-hand experience of bullying and its’ effects on themselves and others.
- Compassion and care: students were given a presentation on what compassion is and how to reflect it in every-day life. The parable of The Good Samaritan was used.
- Subject selection: students were given an opportunity to speak with subject teachers and students of the elective subjects to gain an insight into the subjects offered and what their interests are.

The above topics were covered in Pastoral Care lessons over the year. Feedback from students and teachers has been positive. All lessons have been productive and beneficial to all students in the grade.

Homeroom teachers were asked to prepare lessons as well to help include them in the welfare of the year group, as they are the first point of call.

Patricia Moussa - Year 8 Coordinator, 2009.

Careers Vocational Education programs
The careers program is an essential part of our college. It allows students to take part in activities which help benefit them in the future. 2009 was a positive year for our students.

Two year groups attending career exhibitions, a group of students took part in an OH&S green card course and we had 5 students complete a TVET course which contributes towards their HSC results. It has been a challenging year in terms of organising and following up on activities and events for students in years 9 – 12. Various activities have taken place this year.

Five students from years 12 attended TAFE as part of our TVET program. This program allowed students to take part in TAFE studies while still being enrolled at the college. Positive outcomes for students have come out of this program. Students took part in the TVET Construction course as part of their HSC.

The NSW Government requires that all persons entering a building site need to have completed a basic Occupational Health and Safety qualification, commonly known as the Green Card. During term 2 a number of Year 10 and Year 11
students took part in the completion course. This course allowed students the opportunity to learn about the basic OH&S rules for entering a job site in NSW.

Year 12 students have attended a careers exhibition at MLC Burwood. This expo allowed students to get information from various Universities, Colleges and TAFE’s regarding their career options for 2010. Further, Year 10 students also attended a careers exhibition at Holy Spirit College, Lakemba. Students of both year groups found this to be a great opportunity to engage with various institutions and it gave them an opportunity to learn more about their future career paths. These two expo’s were a great success.

Year 10 work experience took place over two weeks in term 4, from the 10th to the 27th of November. This program was an integral part of the student’s ongoing education. The Work Experience Program allowed students to work in an environment in line with their respective career choice. This program was implemented to assist the students in making decisions for their future paths

**IT Integration in the Primary Arabic program**

Wikispaces have been created for Grades 4, 5 and 6 and Arabic teachers are in the process of creating new wikis for Grade 3 according to topics.

Wikis contain fun and educational online activities. Students are mainly doing the activities as homework but Arabic teachers suggest that Arabic IT lessons should be scheduled in the timetable with Paul so students will be able to do these activities in the classroom.

These are the addresses for Yr 6 wikis:
- [http://arabictransportunit.wikispaces.com](http://arabictransportunit.wikispaces.com)
- [http://arabictransportunit.wikispaces.com](http://arabictransportunit.wikispaces.com)
- [http://mouhitti.wikispaces.com](http://mouhitti.wikispaces.com)
- [http://arabicprofessionssunit.wikispaces.com](http://arabicprofessionssunit.wikispaces.com)

These are the addresses for Yr 5 wikis:
- [http://arabicrulesunit.wikispaces.com](http://arabicrulesunit.wikispaces.com)
- [http://arabicplacesofinterest.wikispaces.com](http://arabicplacesofinterest.wikispaces.com)
- [http://arabiccelebrationunit.wikispaces.com](http://arabiccelebrationunit.wikispaces.com)
- [http://familyunit.wikispaces.com](http://familyunit.wikispaces.com)

These are the addresses for Yr 4 wikis:
- [http://arabictraditionsunit.wikispaces.com](http://arabictraditionsunit.wikispaces.com)
- [http://myhouseunit.wikispaces.com](http://myhouseunit.wikispaces.com)
- [https://myschoolunit.wikispaces.com](https://myschoolunit.wikispaces.com)
- [http://thefarmunit.wikispaces.com](http://thefarmunit.wikispaces.com)

Siham is in the process of doing the following wiki for Yr 3:
- [http://leisuretimeunit.wikispaces.com](http://leisuretimeunit.wikispaces.com)

This year, we have started to reinforce reading Arabic books by creating online books on Tarheel reader for Kindergarten and Grades 3, 4, 5 and 6. All books are related to the topics taught in class. We have published 34 books so far.

*IT In-services for Arabic teachers are needed.

**Learning Support program**

In 2009 the Learning Support Department has supported 37 identified students K-12 with mild to moderate intellectual disability and students with a sensory impairment (hearing) who receive support twice 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 full time Coordinator, two full time and one part time Special Education teachers, one part time ESL/Literacy teacher and one Teacher’s Aide. All Learning Support teachers work closely with the School Counsellor, the Pastoral care team and with mainstream teachers. 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 and online plans 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 students on Life Skills Programs
- Designing and implementing career skills workshops for identified students.
- Providing individualised and small group instruction in basic literacy and numeracy skills.
- Using the Learning Support Centre as a resource room for gifted students.

**Secondary LOTE Report**

“*You reap what you saw*. These are the words of St. Paul. The year 12 Arabic students listened carefully to St. Paul’s words and worked very hard during the year 2008 which enabled them to reap very high marks and therefore they have been highly ranked. Leila Najjar, Loreine Bejjani and Fida Charbel have been in Band 6, Leila Najjar came 2nd in the State for the 2 unit Continuers and Loreine Bejjani came 2nd for the 3 unit Extension. We would like to express our pride in these students and to congratulate them from the bottom of our hearts, wishing them all the very best in their university studies. Also we wish this year Arabic students to follow in the same steps of last year’s students.

To start with this year 2009, I have to first mention that it is a blessed year since it is the 25th anniversary of St. Charbel’s College in Punchbowl. It was really a very busy year for everyone at St. Charbel’s, starting with year 7, who had different guest speakers in term one and two who spoke to them about their experiences and success in life in Australia since they are successful Arabic background personalities and are positive role models to our students.

In term three, year 8 Arabic students visited Tony’s restaurant for lunch, to cover the requirements of the topic; “*Eating and Drinking*”. The students had a good time and learnt a lot about their own culture regarding generosity and hospitality. Also a group of year 9 students visited the SBS Arabic radio station where they had a conversation on Air with Mr. Ghassan Nakhoul about youth issues. The students showed fluency in Arabic when expressing their own opinions and had a good experience when broadcasting on air.

To acknowledge the Lebanese Maronite Order, in celebrating its 25th anniversary of St. Charbel’s College and its mission in Australia, the high school Arabic faculty has designed an Arabic Competition; “*History from Lebanon*”. This competition is an opportunity for the Lebanese high school students to showcase their knowledge of the Lebanese Maronite Orders of monks and nuns. It aims to illustrate the dynamic contribution of some Lebanese celebrities to world learning and culture. The competition focuses on the history of the Lebanese Maronite Order of Monks and Our Lady of the Holy Family of the Lebanese Maronite Nuns and their schools in Sydney, as well as some Lebanese celebrities like the Professor Michael Dabaghi and the sportive Maxime Shaaya.

For Professional Development, the secondary LOTE teachers had several training sessions with the AIS organisation and with the CEO of Sydney to implement new technology and introduce IT in their programs.
2009 would not have been a successful year without the great effort and dedication of all the high school LOTE faculty members. I would like to thank them one by one, Mrs. J. Kairouz, Mrs. C. Hajjar, Mrs. C. Meoli and Mrs. Z. Hitti. Also I would like to thank Father Tarabay, the Rector, Father Steiman, the Principal, and all in the leadership team for their continuous support.

Melhem Kairouz - H.S. LOTE coordinator

Secondary Information Technology Report
Information and Software Technology Year 9 – Robotics
Artificial Intelligence
Students had to use both the issues dealt with in the "Bicentennial Man" Movie and their own research to construct a short debate in groups on different social and ethical issues.

Robotics
Students had to develop a set of robot programs using the Lego Mindstorms software. For example students developed a program that will allow for their robot to travel along the road. When programming this program students were required to use the light sensor.

Digital Media
Students were given the scenario of the zoo wanting them to develop an interactive system to be a substitute for a zoo experience. Students had to provide opportunities to let students hear the sounds and see the sights of the zoo, but also to play interactive games. Within this assessment task students developed animations, PowerPoint files and smart board activities.

Information Processes and Technology Stage 6
Websites
Students had to set up an information system to promote an event of their choosing. The system had to make effective use of software such as web authoring software, graphics software, desktop publishing software, database software, word processing software and communication software.

Music Video
Students were to compose and arrange a complete multi-track music project and also edit and assemble a video clip with rhythmic cutting and visual effects.

Multimedia Systems
Students created a seven to eight minute movie following the traditional approach to systems development. Students had to demonstrate and document how to manipulate and edit video and audio data, showing an appreciation of digital data representation.
Our Targets

Report on Annual Development Plan 2009

The following are our achievements in each of the priority areas of the Annual Development Plan for 2009. 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 2009.

Progress in 2009

Priority 1: Maronite Catholic Life and Religious Education
- 25th Anniversary celebrations and activities
- WYD Phase 3
- Implementing changes to the celebration of school masses (Secondary)
- Review and implementation of Secondary Reflection days in year groups
- Support for social justice through student activities and groups
- Professional Development Courses for RE teachers
- Staff development on integration of Catholic Maronite values across all KLA’s (K-12)

Priority 2: Pedagogy
- Further differentiation of classroom programs and assessment tasks
- Development of assessment strategies which focus on meaningful feedback
- Development of EYES skills in ES1 (Kindy)
- Further use of the NAPLAN data analysis to guide improvement in the programs
- Design and implementation of activities to enhance and promote the integration of technology into learning and teaching
- Year 5 and 7 AGQTP project on student centred technology rich project based learning

Priority 3: Students Learning, Growth and Development
- Timetable changes in primary and secondary to maximize student learning time
- (1 hour periods/ 5 periods/day introduced in the secondary school)
- Further implementation of Restorative Justice programs and philosophy (K-12)
- Further development of a Transition Model for Year 7 to improve pastoral care, curriculum development and academic achievement
- Analysis of NAPLAN results to identify trends, individual students, group performance, and areas of strength and areas for development in literacy and numeracy. Identification of learning and teaching strategies to improve performance in literacy and numeracy.
- Further development of a whole school approach to the explicit teaching of literacy skills, including reading and comprehension, text types and language features
- Further promotion of a learning culture that focuses on personal best and self improvement

Priority 4: Information and Communication Technology (ICT)
- Installation and training for interactive whiteboards ("Smart") in K-12
- Improvement in primary and secondary timetables to increase access to technology for students and teachers
- Submission for “National Secondary Schools Computer Fund” including development of a secondary school ICT 5 year strategic plan for technology in the school
- Implementation of the ICT Strategic Plan developed for the “Computers in Schools” Secondary government project including computer purchases
- K-6 technology initiatives including Smartboard notebook units of work, LMS trial (LAMS), LOTE podcasting and wiki, and enhanced reporting database

Priority 5: Pastoral Care of Students and Families
- Further development of a College pastoral care program (7-12) in timetabled cyclical lessons
- Development of a whole school policy on the use of Restorative Justice practices in the College (K-12) for further implementation in 2010

Priority 6: Parents, Partnership, Consultation and Communication
- Parent Orientation Evenings for K-12 with an emphasis on parent education
- Further development of links with St Maroun’s, Holy Spirit, Lakemba and CEO KLA and leadership network
- 25th Anniversary activities to further develop community linkages

Priority 7: Human Resources, Leadership and Management
- Development and implementation of the College Annual Development Plan
- Participation of staff in a variety of professional development activities
- Review of the process for NSW Institute of Teachers Accreditation and accreditation of staff for professional competence
- Recruitment and selection of new staff for teaching and promotions positions

Priority 8: Resources, Finances and Facilities
- Implementation of OH&S on-line management system
- Completion of the Secondary School Building project
- Planning for the use of the learning spaces and resources in the new buildings
- Development of plans for a new college hall following a $3 million grant under the Federal government’s BER funding for school improvements

Chris Smyth -Head of School
Key evaluations

Educational and management practice
Review of Secondary Middle Management Strategies and Procedures.

Rationale:
As the College continues to develop and student numbers increase steadily so too have the demands placed upon Coordinators in the Secondary School. Currently the Secondary school has six Year Coordinators, one per each year group. They work closely with the Head of School and the Head Secondary. The Secondary school also counts with eight KLA Coordinators or HODs who work closely with the Teaching and Learning Coordinator, Head of School and Head of Secondary.

All Year coordinators attend fortnightly meetings with the Head of Secondary. During these meetings a variety of topics are discussed regarding the welfare of students, upcoming events, safety concerns, etc. Each topic is discussed by the group and outcomes are reported in the minutes of the meeting, which are communicated to the Head of School and the College Principal. Coordinators then chair Year group meetings each fortnight to pass on any necessary information or training and to discuss issues at an individual teacher level. Through this shared decision making and discussion consistency across departments is enhanced.

HODs meet with the Head of School, Head of Secondary and the Teaching and Learning Coordinator on a fortnightly basis as well to discuss all matters concerning the school curriculum. Each HOD then holds a Faculty meeting with their respective teams to ensure consultation, communication and implementation of decisions on curriculum matters.

At the conclusion of each year coordinators submit evaluation report identifying areas of strength and weakness in their performance, achievements, and reporting on students of concern. These are then collated and used to plan for the following year.

Currently planning is under way for Coordinators to:
Run workshops during Staff Meetings and PD days,
Review relevant policies such as discipline and Assessment Policies,
Develop and run parent programs to assist them with issues such as cyber bullying and internet usage
Steps are being taken for coordinators to take a more integral role the development of programs for Pastoral Care of Students from Year Coordinators, and Integration of Technology from HODs.

Evaluate and improve Pastoral Care, Values and Citizenship Programs

During 2009 the Primary School Department continued its ongoing commitment to values, citizenship and pastoral care. Each grade developed their own programs and activities around these themes that catered for the specific needs within the grade.

The coordinators of each stage within the Primary school also coordinated stage-wide initiatives, including stage meetings, awards and presentations. At a whole department level the aim was to bring together the messages being communicated at grade and stage level. This was achieved through: parent – teacher information evenings, regular communication between the home and school with newsletters and memos, fortnightly awards ceremonies where specific students were recognised for their efforts, regular assemblies specifically focusing on the themes to be covered.

A key evaluation of the year was to identify and analyse the key factors inhibiting further development within the realm of pastoral care and values education. Ideas and plans to come out of this evaluation were to provide a specific focus for all groups within the department on a weekly basis and to improve the look and structure of the playground, so that the environment in which the children interact will be more child friendly and suitable for more positive interactions. These two components along with the current structure will form the basis of our pastoral care and values education programs in 2010.
Planning for 2010

Professional development activities with staff established our Annual Development Plan for 2010 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 2010.

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.
1.2.2 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. 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 3. 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.
School context

Student Information

Student enrolment profile and class sizes
Enrolments have increased from 1019 students in 2008 to 1066 students in 2009. There are slightly more boys than girls in the Primary School and 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>
<thead>
<tr>
<th>Fulltime Students</th>
<th>St Charbel's College 2009 Enrolment</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Year</td>
</tr>
<tr>
<td>Primary</td>
<td></td>
</tr>
<tr>
<td>Kindergarten</td>
<td></td>
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<tr>
<td>Year 1</td>
<td></td>
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<td>Year 2</td>
<td></td>
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<td>Year 3</td>
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<td>Year 4</td>
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<td>Year 5</td>
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<tr>
<td>Year 6</td>
<td></td>
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<tr>
<td>Primary Total</td>
<td></td>
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<tr>
<td>Secondary</td>
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<td>Year 7</td>
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<td>Year 8</td>
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<tr>
<td>Year 9</td>
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<td>Year 10</td>
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<tr>
<td>Year 11</td>
<td></td>
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<tr>
<td>Year 12</td>
<td></td>
</tr>
<tr>
<td>Secondary Total</td>
<td></td>
</tr>
<tr>
<td>Whole school</td>
<td></td>
</tr>
</tbody>
</table>
Student attendance profile
92.26% of students attended school on average each school day in 2009.

Management of non-attendance
Homeroom Teachers monitor the daily attendance/absence of students and follow up unexplained absences including notifying parent(s) and/or guardian(s) regarding poor school and/or class attendance. Homeroom teachers make contact with the parents/guardian of a student on the second consecutive day of absence. In cases of concern, Year Coordinators liaise with parent(s)/guardian(s) to ensure improved attendance and for the purposes of monitoring compliance with Board of Studies requirements. Extreme cases of unauthorised absenteeism are to be brought to the attention of the Deputy Principal and the Principal. Cases of fractional truancy are followed up by individual teachers and if a pattern of fractional truancy occurs it is reported to the Year Coordinator for investigation and/or discipline.

Structure of classes
St Charbel’s College operates on a system of mixed ability classes Years 7-10 in all KLA’s with the exception of Years 9-10 Mathematics which is graded according to courses.

Retention to Year 12
The College retention rates were above state and district levels.

Real retention rate
St Charbel’s College had an actual retention rate from the School Certificate 2007 to the Higher School Certificate 2009 of 84.3%.

Apparent retention rate
The apparent retention rate from the School Certificate 2007 to the Higher School Certificate 2009 was 90%. Some students who left at the end of Year 10 were replaced by new enrolments from other schools.
Post – School Destinations

Year 12 students undertaking vocational or trade training
Seventy one students presented for the 2009 HSC. Of these students 7% have undertaken vocational or trade training.

Year 12 students attaining HSC or equivalent vocational educational qualification
Seventy one students presented for the 2009 HSC. Of these students 98.6% attained the HSC or equivalent vocational educational qualification.

Staff information

Staff
The school had 94 teaching positions in 2009. This included 29 executive staff and 25 specialist teachers. The teaching staff was supported by 19 administrative staff.

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rector</td>
<td>1</td>
</tr>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Heads of School/Mission</td>
<td>4</td>
</tr>
<tr>
<td>Head Teachers</td>
<td>13</td>
</tr>
<tr>
<td>Stage &amp; Year Co-ordinators</td>
<td>10</td>
</tr>
<tr>
<td>Primary &amp; Secondary Teachers</td>
<td>40</td>
</tr>
<tr>
<td>Teachers of SWD</td>
<td>2</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>11</td>
</tr>
<tr>
<td>Teachers of ESL, Literacy &amp; Numeracy</td>
<td>7</td>
</tr>
<tr>
<td>Counsellor</td>
<td>1</td>
</tr>
<tr>
<td>Total</td>
<td>94</td>
</tr>
</tbody>
</table>

Staff retention
The staff retention rate for 2009 was 86.5%.

Staff attendance
In 2009 the average staff attendance rate was 95.82%.

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

Workforce composition
St Charbel’s College is staffed by an experienced and committed multicultural staff. This includes both long term and new teachers to the school. We are most fortunate to be able to attract the highest quality teachers, including some who were former students of the school.

Professional learning
The school’s executive team participated in Staff Development including the Values and student behavior management. Whole school professional development was provided on Values and Student Behavior Management, E-Learning with the I-Learn Model, Writing and Reading Strategies, Information Technology workshops. Training was also provided in assisting Learning Support Students and Behaviour Management.
In addition, other professional development for selected groups included the acquisition of First Aid Certificates, Anaphylaxis 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 8.8. This includes eight professional learning days. The average expenditure per teacher on professional learning in 2009 was $243. The average expenditure per member of the support staff on professional learning in 2009 was $307.00.
Student performance

NAPlan Testing
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10.

The achievement scale represents increasing levels of skills and understandings demonstrated in the assessments.

Year 3: from Band 1 (lowest) to Band 6 (highest for Year 3)
Year 5: from Band 3 (lowest) to Band 8 (highest for Year 5)
Year 7: from Band 4 (lowest) to Band 9 (highest for Year 7)
Year 9: from Band 5 (lowest) to Band 10 (highest for Year 9)

This is the second year that the National Assessment Program has been conducted.

The test was administered on 12th – 14th May.

Primary

Students at St Charbel’s College sat NAPLAN tests in Literacy and Numeracy in Year 3 and Year 5 in 2009. The performance of students is reported in skill bands ranging from Skill Band 1 (lowest) to Skill Band 6 (highest for Year 3) and Band 3 (lowest) to Skill Band 8 (highest for Year 5). In Year 3, students in Band 3 or above are achieving at or above the minimum standard. In Year 5, students in skill Band 4 or above are achieving at or above the minimum level.

NAPLAN Literacy - Year 3

The results in the 2009 NAPLAN Literacy were significantly below the school’s performance in 2008. The percentage of Year 3 students achieving Band 5 or higher in 2009 was inline with state average. The percentage of students at Band 6 level in 2009 was below the state average.
The results in the 2009 NAPLAN Literacy were above the school's performance in 2008. The percentage of Year 5 students achieving Band 7 or higher was significantly below state average. The percentage of students at Band 8 level was below the state average.

**NAPLAN Literacy - Year 5**

The results in the 2009 NAPLAN Literacy were above the school's performance in 2008. The percentage of Year 5 students achieving Band 7 or higher was significantly below state average. The percentage of students at Band 8 level was below the state average.

**NAPLAN Numeracy - Year 3**
The results in the 2009 NAPlan Numeracy were significantly below the school’s performance in 2008. The percentage of Year 3 students achieving Band 5 or higher in 2009 was in line with the state average. The percentage of students at Band 6 level in 2009 was below the state average.

**NAPlan Numeracy - Year 5**

The results in the 2009 NAPlan Numeracy were significantly above the school’s performance in 2008. The percentage of Year 5 students achieving Band 7 or higher was below state average. The percentage of students at Band 8 level was below the state average.
Secondary

NAPlan Testing

Students at St Charbel’s College sat NAPlan tests in Literacy and Numeracy in Year 7 and Year 9 in 2009. The performance of students is reported in skill bands ranging from Skill Band 4 (lowest) to Skill Band 9 (highest for Year 7) and Band 5 (lowest) to Skill Band 10 (highest for Year 9). In Year 7, students in Band 5 or above are achieving at or above the minimum standard. In Year 9, students in skill Band 6 or above are achieving at or above the minimum level.

NAPlan Literacy - Year 7

The results in the 2009 NAPlan Literacy were below the school’s performance in 2008. The percentage of Year 7 students achieving Band 8 or higher in 2009 was significantly below state average. The percentage of students at Band 9 level was below the state average.

NAPlan Literacy - Year 9
The results in the 2009 NAPlan Literacy were significantly below the school’s performance in 2008. The percentage of Year 9 students achieving Band 9 or higher in 2009 was significantly below state average. There were no students performing at Band 10 level in 2009 this is a result that is below the state average.

**NAPlan Numeracy - Year 7**

The results in the 2009 NAPlan Numeracy were below the school’s performance in 2008. The percentage of Year 7 students achieving Band 8 or higher was significantly below state average. The percentage of students at Band 9 level was slightly below the state average.
The results in the 2009 NAPlan Numeracy were below the school's performance in 2008. The percentage of Year 9 students achieving Band 9 or higher in 2009 was inline with the state average. The percentage of students at Band 10 level in 2009 was significantly below the state average.
School Certificate
St Charbel’s College had 86 students presenting for the School Certificate in 2009.
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, Australian Geography incorporating Civics & Citizenship and Computing Skills.

In the English literacy exam 80.2% of students gained a Band 4 or above this result is inline with the state average and significantly above the school’s 2008 results. Band 6 results were in line with the state average state average and slightly above the school’s 2008 results.

The school’s results slightly below the previous year’s results. In the Mathematics exam 54.7% of students gained a Band 4 or above this result is slightly above both the State average. Band 6 results were in line with the state average and slightly below the school’s Band 6 results in 2008.

In 2009 70.9% of students performed at a Band 4 or higher level. This is consistent with the state average and above the school’s 2008 results. The school’s 2009 Band 6 results are consistent with the state average and slightly above the school’s Band 6 results in 2008.
In 2009 62.8% of students achieved a Band 4 or higher. This is in line with the state average and significantly above the College’s 2008 result. The percentage of students performing at a Band 6 level is in line with the state average and the College’s 2008 result.

In 2009 61.6% of students achieved a Band 4 or higher. This result is inline with the State average and significantly below the school’s 2008 results. School performance at a Band 6 level in 2008 is consistent with the state average and with the school’s 2008 results.

In the Computing Skills Exam students are rated as Highly Competent, Competent, Competence Not Demonstrated. In 2009 100% of students were rated as Competent or Highly Competent. This is consistent with the state average and the school’s 2008 results.
Overall snapshot St Charbel's College School Certificate 2009

St Charbel's College SC compared to State Averages

<table>
<thead>
<tr>
<th>Subject</th>
<th>2009 Percentage</th>
<th>Difference</th>
</tr>
</thead>
<tbody>
<tr>
<td>Computing</td>
<td></td>
<td></td>
</tr>
<tr>
<td>English</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Maths</td>
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<tr>
<td>Science</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Australian History</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Australian Geography</td>
<td></td>
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</tr>
</tbody>
</table>

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 2009 Mathematics candidates had 5.5% more 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 2009 English students had 1.9% less students achieving at a Band 4 or higher 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.
St Charbel's College Annual Report 2009

St Charbel's College HSC Ext 1 Mathematics

St Charbel's College Ext II Mathematics

St Charbel's College HSC PD/Health/PD

School Ave 2009
State Ave 2009
School Ave 2008
State Ave 2008
School Ave 2007
State Ave 2007

Percentage

E 4
E 3
E 3 or Higher
E 2
E 1
Un Banded

Percentage

E 4
E 3
E 3 or Higher
E 2
E 1
Un Banded

Percentage

Band 6
Band 5
Band 4
% Band 4 or Higher
Band 3
Band 2
Band 1
Un Banded

33 of 45
St Charbel’s College HSC Physics

St Charbel’s College HSC Senior Science

St Charbel’s College HSC Studies of Religion I
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 2009 our Higher School Certificate students achieved


Above 2009 state averages in Arabic Continuers, Standard English.

Results consistent with 2009 state averages in Textiles & Design.

Below 2009 state averages in Business Studies, Maths, Ext I Maths, Physics.

Significantly below 2009 state averages in Ext I, English Ext II, General Maths and PD/Health/PE.
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 2009 as an average 64.42% of Students achieved at a Band 4 or higher level. This result was inline with the same student group’s average achievement in the 2007 School Certificate (63.08%). In 2009 the percentage of students achieving at a Band 6 level in the Higher School Certificate is above with same student group’s average achievement in the 2007 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. Our school’s student performance in the NAPlan Tests for Year 3, Year 5, Year 7 and Year 9 is compared to these benchmarks/National Minimum Standards. The percentages of our students achieving at or above these benchmarks are reported below.

### Percentage of Year 3 Students in Our College achieving at or above Achieving National Benchmarks/National Minimum Standards.

<table>
<thead>
<tr>
<th></th>
<th>2008 Percentages</th>
<th>2009 Percentages</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>School</td>
<td>National</td>
</tr>
<tr>
<td>Reading</td>
<td>100%</td>
<td>92.1%</td>
</tr>
<tr>
<td>Writing</td>
<td>100%</td>
<td>95.4%</td>
</tr>
<tr>
<td>Numeracy</td>
<td>100%</td>
<td>95%</td>
</tr>
<tr>
<td>Spelling</td>
<td>100%</td>
<td>92.5%</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
<td>100%</td>
<td>91.7%</td>
</tr>
</tbody>
</table>

In 2009 Year 3 students achieved results
- slightly above the National Averages in Writing, Reading, Grammar & Punctuation and Spelling
- slightly below National Averages in Numeracy.

### Percentage of Year 5 Students in Our College achieving at or above Achieving National Benchmarks/National Minimum Standards.

<table>
<thead>
<tr>
<th></th>
<th>2008 Percentages</th>
<th>2009 Percentages</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>School</td>
<td>National</td>
</tr>
<tr>
<td>Reading</td>
<td>97.2%</td>
<td>91.0%</td>
</tr>
<tr>
<td>Writing</td>
<td>97.2%</td>
<td>92.6%</td>
</tr>
<tr>
<td>Numeracy</td>
<td>95.8%</td>
<td>92.7%</td>
</tr>
<tr>
<td>Spelling</td>
<td>97.2%</td>
<td>91.7%</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
<td>97.2%</td>
<td>91.9%</td>
</tr>
</tbody>
</table>

In 2009 Year 5 students achieved results above National Averages in Reading, Writing, Spelling, Grammar & Punctuation and Numeracy.

### Percentage of Year 7 Students in Our College achieving at or above Achieving National Benchmarks/National Minimum Standards.

<table>
<thead>
<tr>
<th></th>
<th>2008 Percentages</th>
<th>2009 Percentages</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>School</td>
<td>National</td>
</tr>
<tr>
<td>Reading</td>
<td>97.5%</td>
<td>92.9%</td>
</tr>
<tr>
<td>Writing</td>
<td>97.5%</td>
<td>87.2%</td>
</tr>
<tr>
<td>Numeracy</td>
<td>97.5%</td>
<td>89.8%</td>
</tr>
<tr>
<td>Spelling</td>
<td>97.5%</td>
<td>99.9%</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
<td>97.5%</td>
<td>93.6%</td>
</tr>
</tbody>
</table>

In 2009 Year 7 students achieved results
- slightly above National Averages in Numeracy and Grammar & Punctuation
- consistent with National Averages in Writing and Spelling, Grammar and Numeracy
- slightly below National Averages in Reading.

### Percentage of Year 9 Students in Our College achieving at or above Achieving National Benchmarks/National Minimum Standards.

<table>
<thead>
<tr>
<th></th>
<th>2008 Percentages</th>
<th>2009 Percentages</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>School</td>
<td>National</td>
</tr>
<tr>
<td>Reading</td>
<td>98.8%</td>
<td>93.6%</td>
</tr>
</tbody>
</table>
The majority of teachers answering this survey were satisfied with the school overall. However, approximately half of the teachers do not feel staff work harmoniously together and 40% of teachers do not feel motivated in their teaching as they feel they do not have control over what takes place in their classrooms.
Administration Staff Satisfaction Survey

The majority of staff had issues with the environment, delivery of work and interactions between staff.

<table>
<thead>
<tr>
<th>Question</th>
<th>Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Question 1</td>
<td>I function in a professional environment</td>
</tr>
<tr>
<td>Question 2</td>
<td>I am told well in advance, what work I need to complete and when</td>
</tr>
<tr>
<td>Question 3</td>
<td>I really like working at this school</td>
</tr>
<tr>
<td>Question 4</td>
<td>My workload is manageable</td>
</tr>
<tr>
<td>Question 5</td>
<td>I appreciate the praise I get for doing a good job</td>
</tr>
<tr>
<td>Question 6</td>
<td>I am motivated by the satisfaction I receive from working with students, parents and other staff</td>
</tr>
<tr>
<td>Question 7</td>
<td>I am encouraged to contribute as a valued member of the team</td>
</tr>
<tr>
<td>Question 8</td>
<td>Staff in this school work together harmoniously</td>
</tr>
<tr>
<td>Question 9</td>
<td>The equipment I use and physical environment I work in is satisfactory</td>
</tr>
</tbody>
</table>
St Charbel’s College Student Satisfaction Survey

Overall, the results of this survey indicated that students are overall satisfied with the school environment. However it is of concern that approximately 50% of students feel that students do not respect one another.
Parent Satisfaction Survey

Overall, the results of this survey indicated that 95% or more of parents are satisfied with College overall. Overall parents were also satisfied with the College’s Religious Education, Pastoral Care Programs, the College’s performance in Numeracy, Literacy, NAPLAN, the School Certificate and the Higher School Certificate. The majority of parents thought the school dealt appropriately with Bullying, was well resourced to support learning and had satisfactory class sizes. Parents also thought that “parents had 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 (eg 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 education 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 2009
No changes in 2009.

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 2009
No changes were made to the Student Welfare policies in 2009.

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 2009
No changes were made to the Student Discipline Policies in 2009.

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 2009
No changes were made to the complaints and grievance policies in 2009.

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
Rector St Charbel’s College and Monastery
Rev. Fr. Joseph Sleiman
Principal St Charbel’s College
Mr Ghassan Chehaid
Business Manager St Charbel’s College
Mr Christopher Smyth
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
St Charbel’s College
142 Highclere Ave Punchbowl NSW 2196
Telephone (02) 9740 0999
Facsimile (02) 9740 0900
Email Address info@stcharbel.nsw.edu.au
Web Address www.stcharbel.nsw.edu.au
School Code 4221