



ST CHARBEL'S COLLEGE

2015 ANNUAL REPORT



St Charbel's College Punchbowl is registered by the Board of Studies, Teaching and Educational Standards NSW (BOSTES), and managed by the Lebanese Maronite Order of Monks.

The *Annual School Report to the Community* for this year provides the community with fair, reliable and objective information about school performance measures and policies, as determined by the Minister for Education.

The *Report* also outlines information about initiatives and developments of major interest and importance to the community during the year and the achievements arising from the implementation of the school's Annual Improvement Plan (AIP).

Accordingly, the *Report* demonstrates accountability to regulatory bodies and the school community. This *Report* has been approved by the Lebanese Maronite Order in consultation with the Leadership Team who monitors that the school has appropriate processes in place to ensure compliance with all NSW Board of Studies requirements for Registration and Accreditation.

This *Report* complements and is supplementary to school newsletters, yearbooks and other regular communications. The *Report* will be available on the school's website by 30 June 2015 following its submission to the Board of Studies Teaching and Educational Standards (BOSTES).

The contents of this *Report* will be discussed at scheduled information nights and Parents and Friends meetings. Further information about the school or this Report may be obtained by contacting the school on 9740 0999 or by visiting the website at <http://www.stcharbel.nsw.edu.au>.

PRINCIPAL: Reverend Father Joseph Sleiman

DATE: 30 June 2016

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School Context

St Charbel's College is an Independent Maronite Catholic Co-educational K-12 school administered by the Lebanese Maronite Order of Monks.

St Charbel's College promotes a love of learning and the Gospel values of justice, peace, love, compassion, acceptance, generosity and service.

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

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

To Him Be Glory.



School Messages

Principal

A meaningful life is not being rich, popular, being highly educated, or being perfect... It is about being real, being humble, being strong and being able to share ourselves and touch the lives of others... It is only then that we could have a full happy and contented life. (Author Unknown)

St Charbel's College exists to proclaim to be true witnesses to the love of God. We aim to make Gospel values real in the lives of the students in our care, their families and the staff who serve them. With care, compassion and understandings the hallmark qualities, St Charbel's College strives to build a community of faith among staff, parents and students. Great value is placed on commitment, trust and acceptance of others in fostering the growth of our Maronite Community. In the spirit of a loving and supportive family, members help one another grow in knowledge, faith and service.

While aiming for excellence in the search for truth, St Charbel's College recognises the importance of balanced human development and strives to help the young students achieve their full potential in all areas of life and to be ready to show initiative in parish, religious and civic life. The College strives high to be attentive to the needs and aspirations of individuals. Staff relate to students with compassion and availability, creating a sense of family which permeates their attitude as professional teachers and caring adults. Staff also relate to each other with the same sense of understanding and care, ministering to each other in an atmosphere of friendship and collegiality. Our staff do their best to improve their professional appreciation of their work by sharing in prayer and staff development exercises and participating regularly in

programs which enable them to collaborate with greater understanding.

Providing spiritual and faith development opportunities for our students continued to be central to our College in 2015. The College provided its students with a wide ranging and comprehensive program of classroom Religious Education delivered by K-6 classroom teachers and 7-10 Religious Education teachers. The College continued to implement the Religious Education guidelines of our Maronite Faith. Many of our students participated in Spirituality days, Community Service, Masses, Reconciliation and Paraliturgies. In October, our Year Three cohort celebrated the Sacrament of the Eucharist where they so proudly received Christ's Body and Blood for the first time. In August our Year Two students came together in a special Mass to celebrate their First Reconciliation and seek God's forgiveness. These Sacraments were joyful and loving occasions that mark the milestones in the lives of the children as they grow to know and love Jesus. May they always remember the importance of these days, as they continue to meet Christ in their lives.

The classroom Religious Education programs continued to operate in alignment with other elements of the religious life of the College, including prayer, liturgies, retreat days for Years 7-10, feast day celebrations and social justice initiatives related to the College's Catholic identity and Maronite heritage.

In 2015, the College welcomed Rev Fr Maroun Youssef as Director of Mission and Rev Fr Tanios Ghossain as the College Chaplain. Both Monks have been a great asset to the College and the students. They have been working with the staff and students to further develop the Vision and Mission Statement of the College and to instil the Maronite Faith in our students. We look forward to their continued efforts where they will continue to

enhance the pastoral and spiritual dimension of the College.

Mrs Hems continues to work to improve our award system with the K-12 Pastoral Care Team and has worked tirelessly to create a system that is fair and acknowledges the great work, effort and attitudes of our students. Students are awarded merits where they are then either awarded a Principal's, Platinum, Gold, Silver or Bronze Award. The behaviour of our students is also being monitored and concerns are identified through the system so that our teachers are able to follow up and implement strategies to assist these students in setting goals and working on achieving their personal best. Students have responded exceptionally well to the new system and work hard to achieve their awards.



The implementation of the new Pastoral Care initiatives is also aimed at assessing the personal developmental needs of students with a commitment to help them become more confident, resilient and socially-aware young people. These Pastoral Programs are designed to build on our previous work and are aimed to proactively address specific areas such as social and emotional wellbeing, resilience building and academic care amongst students.

2015 also saw the implementation of the Kiss 'n' Go System which has been very successful. This initiative puts the safety of our students first and is an organised way to assist parents to safely drop off and pick up their children.

This system would be ineffective without the dedication and persistence of our staff and volunteers. I would like to personally thank all the staff members, teaching, non-teaching staff and the parent volunteers, for their assistance in ensuring that the Kiss 'n' Go system is effectively run on a twice daily basis, regardless of the weather.

As most of you are probably aware, the College Leadership and Staff have been working consistently throughout the year to ensure strong and effective compliance with the NSW Board of Studies in preparation for School Registration and Accreditation in 2016. St Charbel's College was last re-registered in 2011 for five years. The registration process is undertaken by the NSW Board of Studies. This process involves rigorous preparation to ensure that all our documentation, systems and policies are fully functioning and operating within expectations. This compliance process offers the College a good opportunity to review a number of areas of our operations.

The opportunity of school registration galvanised teacher energy to look carefully at our policies, processes and documentation and to improve these wherever possible. Ensuring up-to-date documentation of the curriculum was a major focus for teachers who worked with dedication on ensuring excellence in this domain.

Parents and carers are always encouraged to participate in College activities in many different ways, including attendance at assemblies, liturgical celebrations and sports and cultural events. The College Parents and Friends (P&F) continued to meet monthly and regularly acted as a structured forum through which feedback on a range of College issues could be readily sought and provided. Its generous efforts to raise additional funds for College initiatives were ongoing and made a genuine difference to our school community.

The P&F, its President, Mrs Gisele Doumet and Committee, worked hard all year round generously giving of their time to fundraise for the College.

All members of the College staff, student body and our parents are to be acknowledged for their contribution to the College community in 2015. The exceptional efforts of the College Leadership Team – Rev Fr. Maroun Youssef, Mr John Klumpp, Mr Ghassan Chehaid, Mrs Bernadette Hems, Mrs Karen Jubb and Mrs Tina Harb were a mark of their dedication and service. I am grateful to all staff who contributed to College life by providing quality teaching and learning and a caring, nurturing environment for students to learn in. I praise each one of them for their willing commitment to collaborate together, sometimes with the guidance of professional consultants, to foster in each child the joy of learning. I also wish to acknowledge the great work that the Monks of St Charbel's do in supporting the College.

As we look forward to 2016, it is our hope and prayer that our next year will find the College continuing to preach the Good News and provide students with quality learning experiences within a strong faith community that calls them to discipleship as followers of Christ in the tradition of our Patron Saint, St Charbel.

***Reverend Father Joseph Sleiman
Principal***



Parents & Friends

The aim of the Parents and Friends Association is to support and encourage the social development of school life. It is a means for parents to engage in their children's school community and work with a group of like-minded parents for the betterment of all. Members of the P&F are blessed to be part of such a community. Not surprisingly there is no shortage of generosity amongst our community and to see your support at every event is something we are very grateful for.

Thank you to all the mums and dads of this year's committee for all the hard work and effort you put in to making a difference. It is not an easy task finding time out of our busy lives to attend meetings and volunteer at events but we do and the results this year were rewarding. Thanks must also go to all the parents and children who continue to support our fundraising efforts.



2015 was a busy year with regular activities. We hosted the P&F Spirituality Day in Appin, the Primary School Dance, Walkathon, Father's Day and Mother's Day Breakfast and Erbani stalls. The Easter Bunny took time out of his busy Easter schedule to visit the Primary and High School students of St Charbel's to give each child a goodie bag. Each class had the opportunity to take photos with the Bunny and he promised us he would come back to visit again. A few prizes were raffled on the day and thanks go to all who donated

to the raffle. The P&F Committee is grateful for the generosity shown and look forward to further support in the future. The parents and friends of the school who donated prizes in 2015 were Mr George Zakhia, Mr Tony Obeid and Mr Tony El Halabi.

We would also like to thank Father Superior, Father Joseph Sleiman and the Leadership Team of the school for their assistance and support.

The Committee congratulates the St Charbel's Netball team who came home this year's winners. We were proud to have supported the girls' efforts and shared in their triumph. Representation of the school in the greater sporting community reflects the ethics and values taught at the school and made us all very proud. We look forward to many more successes in the future.

The P&F contributed funds in 2015 towards equipment used by the students such as Smartboards and are currently considering further needs of the Primary and Secondary students. The Committee looks forward to working with all the parents, friends and students in 2016 and we are always keen to see new parents join our P&F family.

Parents & Friends President

Student Representatives

Secondary

"Blessed is the man who perseveres under trial, because when he has stood the test, he will receive the crown of life that God has promised to those who love him." James 1:12

Our 13 years of education at St Charbel's College have always been guided by the strength of the Holy Spirit. We pray and hope that this spirit continues to guide us beyond our school years and allows us to persevere through any obstacles we may face. They say

all good things must come to an end but we beg to differ. In fact, this is the beginning of a very exciting time in our lives. It's the end of our schooling at St Charbel's College and now we are setting out on a new episode in the journey of life. With us we take many memories of great religious and academic education, a vibrant cultural atmosphere and caring staff.

We would like to thank everybody who had a hand in getting the graduating class of Year 12, 2015 to this point today. Saint Charbel's College will forever be a home to all of us. Even though we will be starting a new and exciting journey in our lives, we will always hold dear in our hearts the College that gave us so much. We pray our Patron, Saint Charbel, guides and strengthens us for our final HSC but more importantly guides us for the rest of our lives.

May we never forget to offer the fruits of success to God because, as our motto says, To Him Be Glory.

Year 12 School Captains



Primary

Prior to being appointed 2015 School Captains, all of our fellow classmates had the opportunity to select the students who had the potential and ability to lead the Primary School. At first, we were full of doubt, knowing that there was a 1 in 80 chance of being selected. Fortunately and surprisingly, our names were announced as 2015 Primary

School Captains and from then on, our confidence was boosted.

The qualities of a successful School Captain include having leadership, communication and organisation skills. Being school captains, we were involved in conducting assemblies and supporting the Primary School by hosting charity events and fundraisers. The SRC members of 2015 successfully fulfilled their roles with commitment to the events held.



The SRC was divided into 4 different committees: Sport, Events, Communication and Religion. The Sports Committee assisted Ms Zalloua in carnivals and excursions. The Events Committee gave speeches about ANZAC, Remembrance and Harmony Days. The Communication Committee announced the upcoming events and the Religion Committee was responsible for assisting in masses and praying the Rosary during lunch. These roles were carried out with pride and commitment.

It has been a privilege to lead the Primary School as School Captains and show responsibility to our peers. We hope that the 2016 School Captains experience a journey as great as ours.

Being selected for the roles of School Captains for 2015 has really inspired us to want to get to know all the students better and earn their respect and trust.

Primary School Captains

Staff

Workforce Composition

The College employed a total of 117 staff, comprising of 95 teaching staff in both primary and secondary and 22 non-teaching staff.

St Charbel's College has zero percent of staff who are Indigenous.

Position	2015
Teaching Staff	99
Non-Teaching Staff	24
Total	123

Staff Qualifications

Classification	Total
Those having formal qualifications from a recognised higher education institution or equivalent	96
Those having graduate qualifications but not a formal teaching qualification from a recognised higher education institution or equivalent	3



Professional Learning

Professional Learning in 2015 was again aligned with the College Annual Improvement Plan. As part of the annual plan, all teachers underwent a process of appraisal, aligned with the standards developed by The Australian Institute for Teaching and School leadership (AITSL). Teacher appraisal informed the training needs of the school, and appropriate professional development, linked to personal goals was provided for each teacher.

During the appraisal process, teachers were mentored by their Coordinators and Head of Faculty and time was spent setting goals, visiting classrooms and planning for further professional development. The College has adopted 'open to learning conversations' where teachers open their classrooms to each other to facilitate professional conversations about improving pedagogy.

We were privileged to have Professor Margie Maher and Dr Katrina Eddles-Hirsch from Notre Dame University conduct a presentation to the entire teaching staff on the topic of "Trends in Diversity and Inclusivity in Education", which linked to the college focus on differentiation in the classroom.

Teachers attended a range of subject specific professional development workshops including course specific conferences, workshops and meetings. Workshops focussing on Data Analysis, HSC marking and effective feedback were attended and knowledge shared with the rest of the staff. Faculty Heads also participated in regular network meetings offered by the Catholic Education Office.

Students

Characteristics of Student Body

The total student enrolments for 2015 were 1,139 students, made up of 583 Primary students and 556 Secondary students. The student body is represented by 48.5% males and 51.5% female students.

Primary

Year	Male	Female	Total
Kindergarten	45	32	77
1	32	52	84
2	38	35	73
3	48	48	96
4	49	42	91
5	37	44	81
6	34	47	81
Total	283	300	583

Secondary

Year	Male	Female	Total
7	42	50	92
8	50	48	98
9	44	60	104
10	49	38	87
11	45	43	88
12	40	47	87
Total	270	286	556

Religion

Religion	Total %
Catholic	86.92%
Orthodox	12.73%
Melkite	0.26%
Christian	0.09%

RoSA

3 Records of Achievements were granted during 2015.

VET & TVET

Vocational education and training (VET) along with TVET – TAFE while at school program gives students the opportunity to study units from TAFE courses as part of their HSC.

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

In 2015 a total of seven (7) students from Year 11 completed the VET course Business Services and a total of three (3) Year 11 students attended TAFE to complete the Construction (Carpentry) course. These programs allowed students to take part in TAFE studies while still being enrolled at the College.

Post School Destinations

Year 12, 2015 Post School Destinations

Destination	Number	Percentage
University	62	83.7%
College	8	10.8%
TAFE	2	2.7%
Work	2	2.7%
Total	74	100%

Managing Non-Attendance

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

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

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

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

Attendance Rates

Grade	Attendance Rate
Kindergarten	95.10%
Year 1	94.60%
Year 2	94.50%
Year 3	96.10%
Year 4	95.90%
Year 5	95.40%
Year 6	95.00%
Year 7	94.40%
Year 8	94.80%
Year 9	92.90%
Year 10	93.80%
Year 11	95.80%
Year 12	95.80%
Average	94.93%

The average student attendance rate for the College during 2015 was 94.43%.

The majority of absences were attributed to sickness and students being granted leave to travel overseas with family.

Enrolment Policies

St Charbel's College is a congregational school founded on the Maronite tradition. The College is committed to working in partnership with parents to develop our students as unique individuals being shaped

and informed, while incorporating our influence into their individuality.

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

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



To lodge an application for enrolment, an Application for Enrolment form must be completed and accompanied with:

- Birth Certificate
- Baptism Certificate
- Immunisation Certificate
- Most recent Report Card

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

The full text of the College's Enrolment Policy can be accessed on the College website at <http://www.stcharbel.nsw.edu.au>.

Policies

The College's Student Welfare, Bullying, Behaviour Management and Complaints and Grievances policies are outlined below. The full text of the policies may be accessed on the College website at <http://www.stcharbel.nsw.edu.au>

These policies were reviewed in 2015. A formal consultation process took place at the end of the 2015 academic year, with the plan to implement during Term 1 2016.

Student Welfare

St Charbel's College proclaims and commits itself to building a community which practices and develops a shared approach which empowers the individual, encourages personal responsibility and meets the pastoral needs of the College.

The College achieves this through its endeavours to build personal relationships by encouraging and facilitating cooperation, a sense of belonging to and pride in the College, and respect for the dignity and worth of every individual. We take pride in our focus on fostering the spiritual, intellectual, cultural and physical development of our students and through encouraging each student to take pride in their identity as Australians of Lebanese heritage living in a multicultural society.

In doing so, we develop in our students a sense of responsibility and care for the world.

Bullying

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

It also affects those who witness the violence and aggression that are often associated with bullying and the distress and powerlessness of the victim or victims. Bullying behaviours can have a profound long term effect on the culture of the school.

Students, teachers, parents and members of the wider school community have a shared responsibility to create a safe and happy environment, free from all forms of bullying.

Behaviour Management

Student behaviour management practices at St Charbel's College aim to facilitate the development and experience of responsible self-discipline amongst students and to promote the well-being, safety and effective management of the school community.

The Director of Pastoral Care oversees the development of effective, consistent and appropriate behaviour management strategies. These strategies provided a clear, consistent and graded method of dealing with positive as well as inappropriate behaviours and were developed in accordance with the College's Pastoral Care, Student Management and Discipline policies.

As a general rule, staff will use their own management strategies in their initial dealings with students. However, students who display recurrent challenging behaviours, particularly unsafe behaviours should be referred to the appropriate Faculty, Stage or Year Coordinator.

Where a student's behaviour is unable to be managed by the implementation of the College's policies, an individual behaviour management plan should be developed for that student. All staff should be made aware of this individual management plan and act in accordance with the procedures documented in this plan.

Complaints and Grievances

St Charbel's College acknowledges that parents/caregivers can sometimes feel concerned about something that they believe is happening in their child's school. The resolution of these concerns in every school community is vital to the well-being and success of that community.

It is recognised that parents/caregivers must have access to processes that allow them to resolve concerns in a supportive and conciliatory environment.

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

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

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

Parents/Caregivers have a responsibility to maintain confidentiality in the best interests

of their child and to ensure a just outcome for any other person who may be involved.

2015 Achievements

Primary

In 2015, St. Charbel's College Primary School experienced continued growth and success. We have such a magnificent school where the College community is consistently warm and supportive. Our children constantly shine in all types of events and occasions and, as is usual at St. Charbel's College, the children are kept busy with a variety of different experiences.



Our students are experts at celebrating special occasions, such as Harmony Day, Anzac Day, Holy Communion, Reconciliation, Easter, Christmas and Mirath In Mind, to name a few. They constantly work hard and it is so impressive to witness the amazing learning which takes place in each classroom. Our children are constantly challenged academically. Their growth in learning is our ultimate goal and it is always encouraging to see the positive engagement and contribution of each child as their knowledge develops over the year. In the Primary School there is a real buzz of achievement which we witness on a daily basis. The formation of the students' academic abilities is exciting and culminates in each child's capabilities developing one step at a time.

Supporting all this activity are our wonderful parents. The attendance at a range of different meetings such as the Information Evenings, Cyberbullying Information meeting, Parent/Teacher Interview days, awards ceremonies and assemblies are just some of the examples which show us the remarkable and ongoing commitment and care for the children.

Just as pleasing is the willingness of our parents to be involved in the day to day routines of school life and so I would like to extend a special thanks to the mothers who have assisted in the classrooms and with attendance and help on excursions or special events. Additionally, The P&F Committee continue to be avid and enthusiastic supporters of our school. They deserve special mention here as their tireless efforts with the organisation of a range of different activities for the children are always very much appreciated. I must say that over the course of the year I have had some very vibrant and interesting discussions with our parents and I thank them for their openness and honesty. It is this genuineness which is a true reflection of the spirit of St. Charbel.

Having had the opportunity of walking around the school during class time and popping in to various classrooms is a highlight for me. There is such an assortment of activities on offer for the children with the teachers using a variety of strategies and resources to keep the children enthused and engaged all day long. These are essential elements of their professional approach however, what is important is that the teachers constantly challenge the children and maintain high expectations and standards of each child at all times.

Additionally, our teachers have been immersed in their own learning this year – growing in familiarity with the Australian Curriculum. More emphasis on refining

assessment and differentiation within the classroom has been a focus this year. This has ensured that the diverse range of abilities of our children has been catered for. Furthermore, we have continued to nurture and develop the professionalism of the staff through Staff Development days, building on the teachers' knowledge and commitment to deliver exciting and innovative teaching practices.

I wish to end by saying that the sense of community at St. Charbel's College is epitomised on a daily basis through the wonderful collaboration we have with the children and parents. The genuine nature of these interactions and the joy we derive from the amazing achievements from the children is absolutely gratuitous.

I must say, this has been just another wonderful year at St. Charbel's College.

Secondary

2015 has been another busy year for both students and teachers.

Staff members have spent an enormous amount of time organising innovative and creative learning opportunities for our students. The development of Moodle - the learning management program - has meant that no matter where they are located, students are able to access lessons, resources and assignments. Teachers are continually developing the platform to cater to the needs of students both in the classroom and at home.

Students have also had the opportunity to move outside of the classroom to enjoy a wide range of learning opportunities, ranging from participating in talent programs, competitions and performances such as Mirath in Mind, Forensic Science workshops, visits to museums and galleries and a wide

range of incursions and excursions. Of major significance was the senior History tour to European World War II battlefields and ancient historical sites such as Pompeii and Herculaneum, offering students exposure to important historical experiences.

A major innovation in 2015 was the implementation of the Elevate Study Skills program. This program addresses teacher concerns of student readiness for assessments and their ability to plan, prepare and organise themselves. Students from Years 7-12 participated in a developmental program, commencing with a “Kick Start” to study and Memory Mnemonics, through to Time Management, Study Skills and finally, Ace Your Exams and getting to the Finishing Line. The Study Skills program has provided students with the skills needed to face assessments and examinations with confidence and the program will continue in 2016.

Parents are offered the opportunity to receive feedback on their child’s performance at several times throughout the year – including Parent Information evenings as well as formal Report Card interviews. The College implemented a new booking system for Report Card interviews and will continue to use the booking software in the future to streamline the process and improve the interview experience for everyone.

Faculties have concentrated on improving student results in internal and external examinations, assessments and classroom activities. Literacy and Numeracy continue to be a major focus and the College Literacy and Numeracy Committee has reviewed all available data and is implementing a range of strategies to develop students in these areas. Maths Club, Book Groups and compulsory reading times are beginning to have a positive impact on students’ performance and we again ask that parents support these

initiatives by reinforcing the importance of reading and completing homework each day.

I would like to take this opportunity to thank Leadership, teachers and staff of the College for their tireless work in the development of innovative teaching and learning experiences for our students.



Initiatives Promoting Respect and Responsibility

2015 was a busy and exciting year in which we made a great deal of progress in so many areas. We saw our students flourish in a variety of ways. They showed their exceptional musical talents on many occasions and made us incredibly proud. They succeeded in a range of sports and seemed to return home with trophies and great success each time they competed. They showed their care for others in numerous charity events, too many to mention, and we were always impressed by their generosity of spirit and compassion for others.

I was impressed by our student leaders across the school. Pride weeks organised by Year 6 leaders were incredibly impressive. The calibre of leadership was also shown in the election process when Year 11 gave intelligent, inspiring speeches. We are now excited about what this cohort has to offer in terms of their creativity and we wish them success in their new offices. By the same

token we thank Gabriella Gabriel , Patrick Jawaro and the team for their work in 2015.

We were delighted at the response to the new rewards system. Students seem very keen to achieve the various certificates from K to 12 and we are proud of the fact that they are rewarded for all their contributions, not just those that are academic. We take a holistic view of Pastoral Care and hopefully this is evident as we aim for our students to flourish and make the most of all their gifts and talents.

Also in 2015 we firmed up our approach to positive behaviour management. The classroom standards are very clear in both the Primary and High School. Our expectations are explained fully so children understand what is required of them. Not only do we follow their success in their diaries but our Iwise system also keeps track of their progress. We are now incredibly well informed about all aspects of their school lives. We know our children very well.

Another key target in 2015 was to offer students opportunities to make contributions and be recognised. Our target each year is that every year group takes on key responsibilities. Students are recognised through the rewards system, the Record of Achievement and the variety of certificates which acknowledge their successes across the board from sport to citizenship. In 2015, each year group in the High School was given major citizenship opportunities to organise events such as the school disco, Seniors Christmas Party, blanket collections, Christmas hampers and office assistant work. We were delighted with the team work and commitment shown by all. Students were highly creative in their planning and organisation of what are becoming annual events to be enjoyed by all. The disco made a profit of nearly \$3000 which was forwarded to a child trafficking charity. Pastoral Care sessions informed students of

what is now a global issue. Our students are proactive in supporting worthwhile causes and at the same time they are informed about the problems that exist in our world. Thanks to the Pastoral team for leading those initiatives and thanks also to the new Charity Committee of teachers. They provide us with a clear overview of fund raising events and an annual calendar which maps out fund raising opportunities across the school.

The P&F was, as usual, extremely active in organising wonderful school events. We enjoyed sausage sizzles and an incredible disco which was certainly a highlight of the year for the Primary School.

We were pleased with the way in which students and staff contributed to assemblies. Even the Y6 SRC delivered assemblies in the High School.

In the Primary School we made great progress in cutting down Transition time. Teachers worked hard to ensure that students were calm and moved quickly after Recess and Lunch so that they got to classrooms promptly. This will continue as we acknowledge that all learning time is valuable and that every second counts.

Finally I would like to thank the Pastoral teams across the school K to 12, all homeroom and class teachers, all year and stage coordinators for the wonderful work witnessed in 2015.

Sports

Primary

2015 saw a change in the Primary PE Department with two teachers working together, striving to improve and do the best for the students. As the saying goes, "Two heads are better than one", so we set out to

make 2015 a memorable one and memorable it was!

The year started with the annual Athletics Carnival, and what a start it was! The efforts of the students and teachers were outstanding. Students' participation and achievement was at a high. It turned out to be a fun filled day with the weather holding out and the Red team claiming victory.

With the Athletics Carnival over it was time to focus on getting students ready for the number of gala days ahead. The achievement of the students was at its highest. This was evident from having a number of students go further to make it to Regionals, in particular, Inner West Swimming and the Inner West Cross Country where we sent through 8 students! Students participated in various activities and enjoyed the variety of sports offered by the College, namely AFL, Soccer, Tennis, Dance, Netball and Touch Football.

We would like to thank all the students for their efforts and hard work. They made every day memorable and it was great to see their enthusiasm and love for sport. The hard work and dedication of the teachers who helped out with gala days and with sport in general, was greatly appreciated.

Secondary

Our representative teams were excellent in 2015 and it was great to see that our teams competed to the best of their ability. It's awesome to see the ongoing development and progress of all our teams and the competitiveness they show, despite being a small school.

Congratulations to the girls in Senior Touch, Basketball and Soccer, Intermediate Volleyball and Touch and Junior Basketball for making the finals and playing with courage, skill and tenacity. The Senior Girls capped off an impressive sporting experience by making the

semi finals in every sport and winning the SCC Girls Volleyball. Congratulations girls on a fantastic win! To those Year 12 girls who left in 2015 - thanks for everything you gave the school, your efforts and success will always be remembered. We also had the Girls Hip Hop perform exceptionally well to come 3rd in the SCC Dance Competition.



The boys showed typical toughness and skill to compete strongly in all sports, particularly the Under 14's Rugby League and Volleyball, Junior Open Soccer and Senior Futsal, all of which made the semi final's and lost narrowly after leading into the final minutes of their respective matches. Other highlights of the year's sporting success was no doubt the performances of the under 14's and 16's Futsal teams which both competed at the NSW State Futsal Championships, with the under 16's Futsal team making the top 4 in the state after losing in golden goal. It was a heartbreaker but it is hoped that the boys kick on from this experience and do one better next year.

The Senior League Team were crowned the Senior CBSA Rugby League Champions, a feat the boys achieved after an impressive 16 – 0 victory over cross town rivals Holy Spirit Lakemba. This victory will live long in the memories of the College, particularly for the players who were ruthless in defence, sharp in attack, whilst showing exceptional sportsmanship throughout.

We also witnessed the Junior Opens Touch go through the season undefeated and win the Grand Final 9-2. Well done to the team on an outstanding effort.

We also saw exceptional improvement at the SCC and CBSA Swimming and Athletics Championships. It's always a thrill to see great young talent in action in higher level competitions. Congratulations to the boys who won the CBSA Swimming and Athletics Most Improved Shield.

Grade Sport

In Grade Sport, we have continued to make progress with the sports and the facilities being offered. This allowed us to offer the students great venues with professional instruction and coaching. The following are some of the highlights:

Strategic Improvement

2015 Strategic Achievements

During Term 4, 2014 the College engaged and consulted with teachers, parents and students to develop our 2015 Annual Improvement Plan. This Plan is available for viewing on the College website.

As part of this process, staff members consultatively developed and prioritised strategies which formulated the 2015 Annual Improvement Plan. The following initiatives are notable College achievements in 2015 within each Key Area.

Key Area 1: Maronite Catholic Life and Religious Education

- Continue mapping of Religious programs to foster a deeper level of faith and tracking the curriculum across school.

- Review and enhance a Community Service Program Year 7-12 with a plan to extend to Years 5-6



Key Area 2: Students and their Learning

- Learning support staff engage at Faculty and Stage meetings to promote cross Faculty and Stage sharing of ideas
- Resources and creative thinking strategies are stated explicitly in teaching programs
- Develop broader forms of reporting so that parents, teachers and others in the learning community have a true indicator of academic, social, emotional and spiritual growth of students
- A plan is in place to review ICT access across the entire College
- Strategies are introduced to encourage shared responsibility to allow students and parents to develop a sense of unity within the College
- Pastoral Care is increasingly interactive for students to allow maximised engagement
- There is increased involvement and engagement of student leadership in activities that promote social, emotional and spiritual wellbeing of students
- A plan is developed to explore and extend co-curricular opportunities

Key Area 3: Pedagogy

- Detailed analysis of assessment data is carried out and feedback is provided to all staff
- Throughout the College teacher representatives analyse, discuss and provide feedback
- There are processes for ensuring all teaching programs reflect appropriate differentiation strategies
- Provisions for differentiation across the curriculum to be made available
- Evaluation and reflection on effective teaching practices is completed at an individual level
- Planning, programming and evaluations methods to be refined to meet the future demands of education
- Ensure cross curricula programs consistently enhance teaching and learning in the areas of literacy and numeracy
- Implementation of record keeping and providing measureable feedback to students and staff
- Develop learning communities through professional dialogue including staff meetings which encourage the sharing of ideas and the development of an atmosphere of collaboration



Key Area 4: Human resources Leadership and Management

- Implement a process to appraise, affirm and offer feedback to assist in promoting a safe and secure environment where teachers are able to offer and accept constructive feedback from one another
- Implementation of ongoing appraisals
- Develop internal Professional Learning Communities for internal Professional Development
- Implement Pastoral Care for staff to improve job performance and satisfaction, as well as contributing to a strong culture of generosity of effort amongst the teaching staff
- Ensure agendas for meetings are provided in advance and consultation notes provided where necessary
- Compliance and legislative information is made available to all staff
- Update staff regularly with training in matters of WHS

Key Area 5: Resources Finance and Facilities

- Plan and arrange workshops for effective use of the learning management system at both a manager level and an individual staff level
- Additional components accessed and used by all staff, especially in the area of tracking students

Key Area 6: Partnerships, Consultation and Communication

- Through student leadership new initiatives are explored and implemented

Key Area 7: Strategic Leadership and Management

- All staff in promotional positions meet regularly with members of College Leadership for appraisal and to evaluate the Annual Improvement Plan

Key Area 8: Information Communication Technology

- A review of ICT use at the College is conduct

2016 Targets

In addition to continuing on the initiatives achieved in 2015, the College has identified the following initiatives and priorities for 2016.

Key Area 1: Maronite Catholic Life and Religious Education

- Provide an overview of all KLAs K to 12, explicitly showing links to Religious Education
- Identify our College values and implement a program for parents
- Encourage staff to take personal leadership in liturgical experiences
- Pastoral Programs explicitly reflect respect and compassion
- Plan and implement workshops and spirituality days for parents in collaboration with the P&F
- Promote Community Service Program among all staff, parents and wider community

Key Area 2: Students and their Learning

- Equip teachers with the necessary skills to support students with differentiated learning needs including students with special needs and advanced learners

- Staff collaborate and communicate effective pedagogy and content knowledge
- Identify staff who are able to model effective pedagogy and strategies and provide opportunities for all staff the access their skills
- Explicitly state resources and creative thinking strategies in teaching programs.
- The BYOD policy is implemented 7-12
- Reporting in all matters is based on data and effective feedback
- Accurate records are kept of all reporting interactions with either parents or students
- Academic success and achievements are promoted across the College and wider community
- Specific academic achievements are recognised at Awards ceremonies
- Encourage the use of learning platforms by all staff K-12 to enhance online collaboration between staff and students and students and students
- Encourage and continue shared responsibility and accountability in Pastoral Care
- Implement the YouCanDolt program K-12
- Maintain student management records K-12, via iWise
- Promote co-curricular and extra-curricular opportunities for all students

Key Area 3: Pedagogy

- Review curriculum at grade, stage, faculty and school level through collaboration at meetings
- Review subject selections for Stages 5 & 6 and allocate staff accordingly
- All teaching programs reflect differentiation strategies

- Implement proactive plans to cater for students who require assistance
- Requests for assistance are evidence based and collaboration between the home and the school is paramount
- Provisions for differentiation across the curriculum exist
- Directors and Coordinators engage in classroom observations and classroom demonstrations
- Open classrooms exist where effective strategies and pedagogies are modelled for all staff
- Complete evaluation and reflection on effective teaching practices at an individual level through the appraisal process
- Guidance is provided by Coordinators and the Leadership Team to ensure adequate and professional teaching practices are implemented to enhance student
- Appraisal is used to support teachers and to ensure consistency across the school
- Cross curricula opportunities to be accessed
- Advertise PD opportunities for all staff, via email and noticeboards
- Implement internal workshops after review of staff strengths and interests
- Provide regular relevant literature for distribution to all staff

Key Area 4: Human resources Leadership and Management

- Increased focus on Institute of Teachers accreditation and mentoring
- Develop and implement an appraisal process for non-teaching staff
- Conduct internal workshops by utilising effective and able staff
- Provide time for programming both during term time and staff PD days
- Make current policies and procedures available to all staff

- Celebrate successes at a whole school level
- Promotional position appraisals focus upon leadership
- Provide relevant compliance and legislative information to all staff
- Update staff regularly with training in matters of WHS

Key Area 5: Resources Finance and Facilities

- Implementation of BYOD Policy is commenced for 7-12
- Access additional components for use by all staff, especially in the area of tracking students and reporting to parents
- Plan takes into account DDA and risk assessments
- Explore and implement new initiatives through student leadership

Key Area 6: Partnerships, Consultation and Communication

- Provide clear and timely information for parents
- Provide Spirituality / Retreat days for parents
- Develop a plan to remind parents of school expectations on how to address both teachers and other school staff
- Review and evaluate the school website with a view to making it more user friendly and accessible for parents including a parent's portal
- Provide clear and timely information to parents

Key Area 7: Strategic Leadership and Management

- Develop and implement Annual Improvement Plans and objectives including timelines

- Evaluate year group, faculty, stage and non-teaching teams Annual Improvement Plans
- All staff in promotional positions meet regularly with members of College Leadership for appraisal and to evaluate the Annual Improvement Plan

**Key Area 8: Information Communication
Technology**

- Review the ICT Strategic Plan
- Implement the BYOD policy 7-12
- Ongoing group and individual training aiming for full implementation



Student Performance

NAPLAN

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.

Year 3

Percentage of Year 3 Students in Our School at or Above the National Minimum Standard/Achieving National Benchmarks in 2014 and 2015

	2014 Percentages		2015 Percentages	
	School	National	School	National
Reading	96.2%	93.5%	96.7%	94.6%
Writing	100%	93.8%	98.9%	95.5%
Spelling	98.7%	92.7%	95.6%	93%
Grammar & Punctuation	100%	93.6%	96.7	94.5
Numeracy	100%	94.6.7%	95.5	94.4%

In 2015 Year 3 students achieved results in line with the National Averages in Reading, Writing, Spelling, Grammar and Numeracy.

Year 5

Percentage of Year 5 Students in Our School at or Above the National Minimum Standard/Achieving National Benchmarks in 2014 and 2015

	2014 Percentages		2015 Percentages	
	School	National	School	National
Reading	95.0%	92.9%	98.7%	93.3%
Writing	97.5%	90.2%	100%	92.3%
Spelling	98.7%	92.7%	97.5%	93.5%
Grammar & Punctuation	92.5%	92.8%	96.2%	92.9%
Numeracy	97.5%	93.5%	98.7%	95.1%

In 2015 Year 5 students achieved results, slightly above the National Average in Reading and Writing and in line with the National Averages in Spelling, Grammar and Numeracy.

Year 7

Percentage of Year 7 Students in Our School at or Above the National Minimum Standard/Achieving National Benchmarks in 2014 and 2015

	2014 Percentages		2015 Percentages	
	School	National	School	National
Reading	100%	94.9%	96.9%	95.4
Writing	98.1%	88.5%	98%	87.3%
Spelling	98.1%	92.4%	95.9%	93.1%
Grammar & Punctuation	98.1%	93.0%	93.9%	92.2%
Numeracy	98.1%	95.1%	96.9%	95.9%

In 2015 Year 7 students achieved results, well above the National Average in Writing and in line with the National Averages in Reading, Spelling and Grammar and Numeracy.

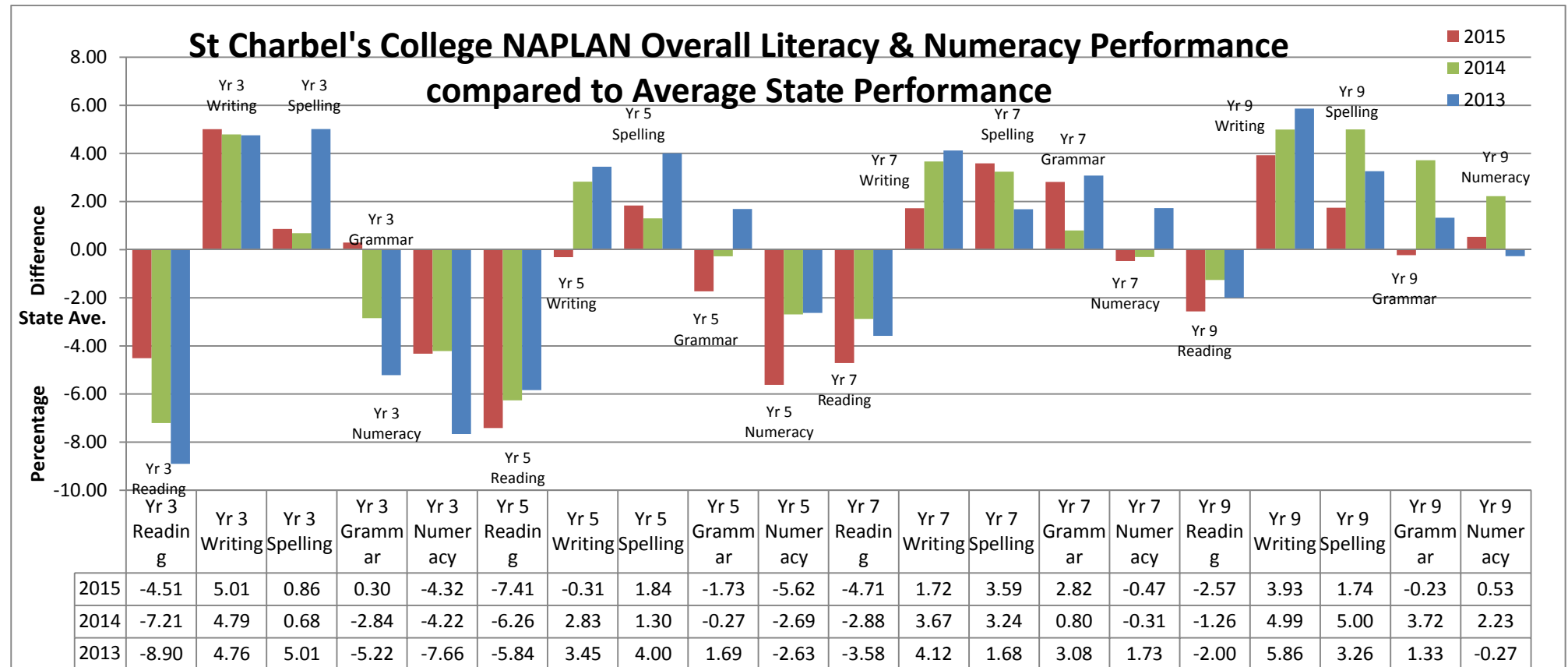
Year 9

Percentage of Year 9 Students in Our School at or Above the National Minimum Standard/Achieving National Benchmarks in 2014 and 2015

	2014 Percentages		2015 Percentages	
	School	National	School	National
Reading	95.7%	92.1%	94.1%	92.3%
Writing	93.5%	81.8%	89.4%	80.5%
Spelling	98.9%	89.8%	97.6%	90.2%
Grammar & Punctuation	95.7%	89.6%	92.9%	88.9%
Numeracy	98.9%	94.1%	98.8%	95.7%

In 2015 Year 9 students achieved results, well above National Averages in Writing and Spelling and in line with the National Average in Reading, Grammar and Numeracy.

Student Performance NAPLAN

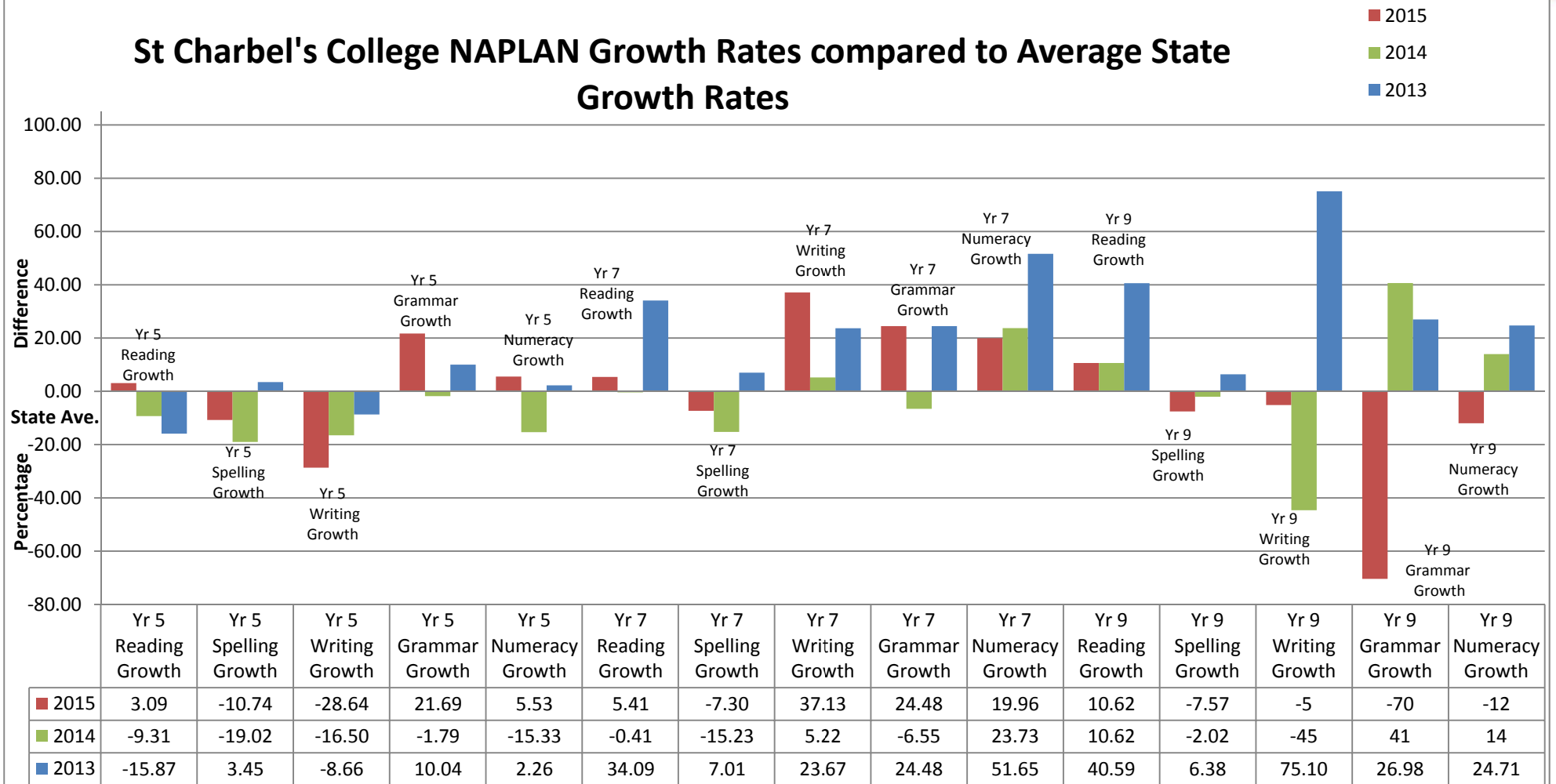


This graph shows the college results as percentage difference to state average growth.

Subjects with a positive value are above state average. For example St Charbel's 2015 Year 3 Writing result is well above state average.

Similarly subjects with a negative value are below state average. For example St Charbel's 2015 Year 5 Reading result is well below state average.

St Charbel's College NAPLAN Growth Rates compared to Average State Growth Rates

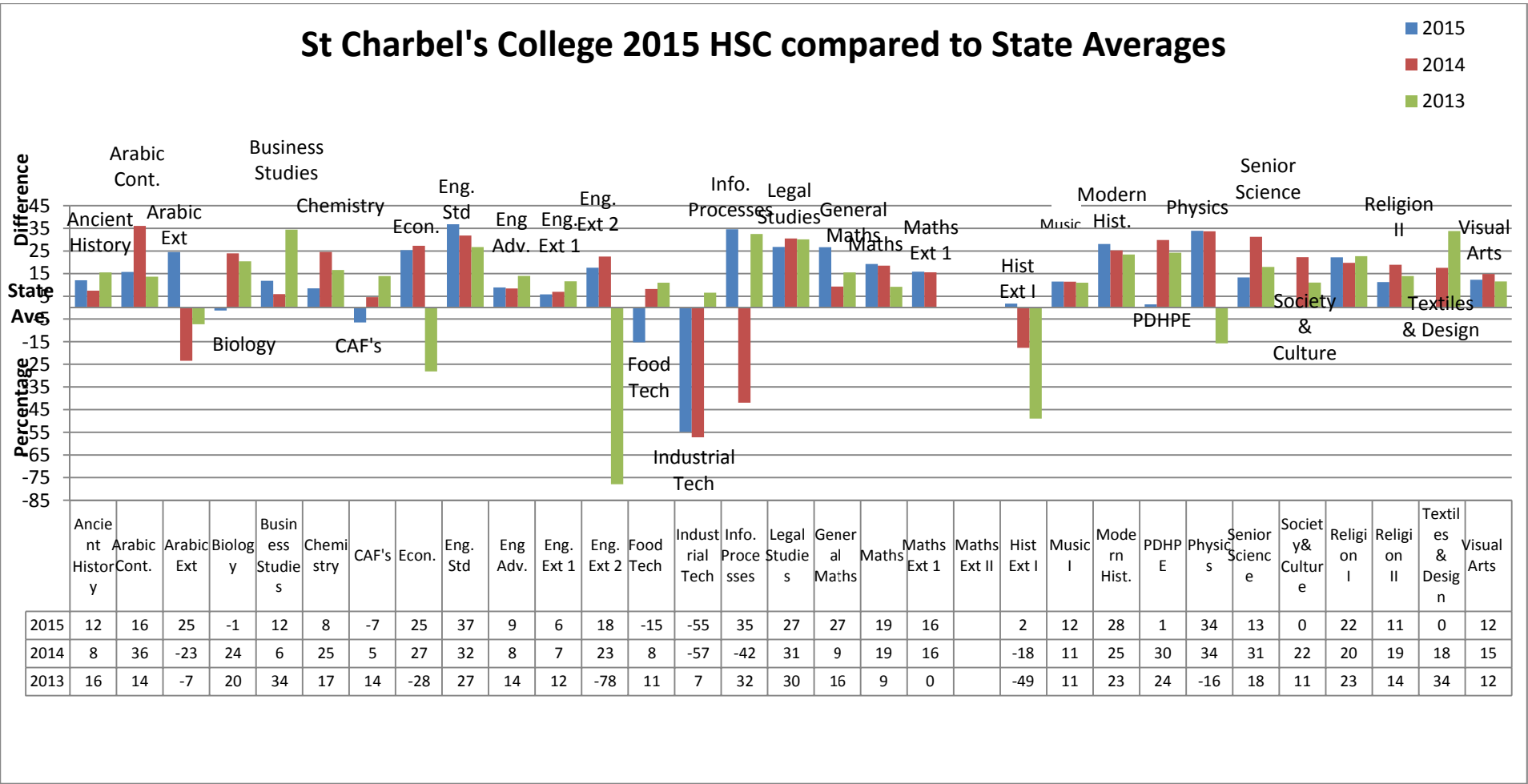


These graphs show the college growth as percentage difference to average state growth.

Subjects with a positive value are above state average. For example St Charbel's 2015 Year 9 growth in Writing is well above average state growth.

Similarly subjects with a negative value are below state average. For example St Charbel's 2015 Year 9 growth in Grammar is well below average state average.

St Charbel's College 2015 HSC compared to State Averages



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 2015 St Charbel's College Higher School Certificate students achieved

Significantly above 2015 state average in Arabic Cont., Arabic, Extension, Economics, Standard English, Extension 2 English, Information Processes, Legal Studies, General Maths, 2 unit Maths, Extension 1 Maths, Modern History, Physics, Religion I.

Well above 2015 state average in Ancient History, Business Studies, Chemistry, Music I, Senior Science, Religion II and Visual Arts.

Above 2015 state average in Advanced English and Extension I English

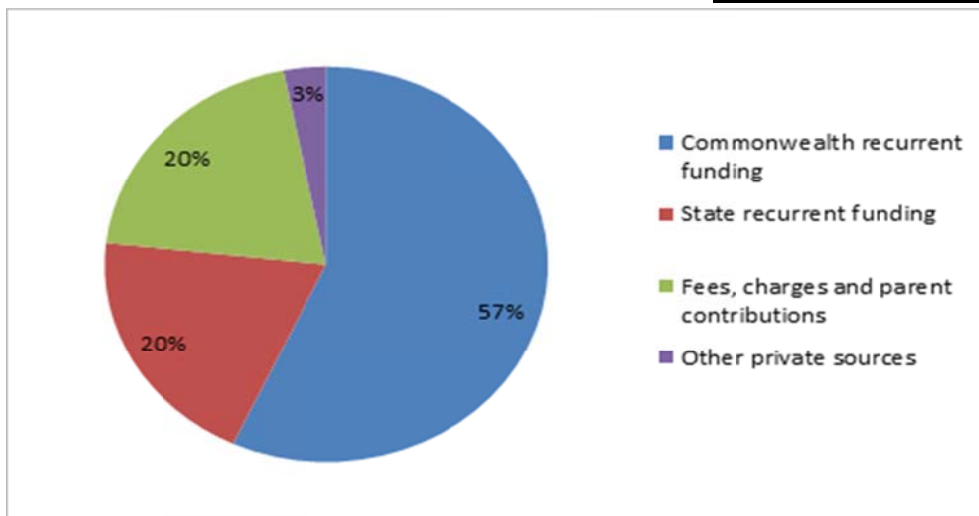
Results consistent with 2015 state average in Biology, Extension I History and PDHPE.

Below 2015 state average in Community and Family Studies.

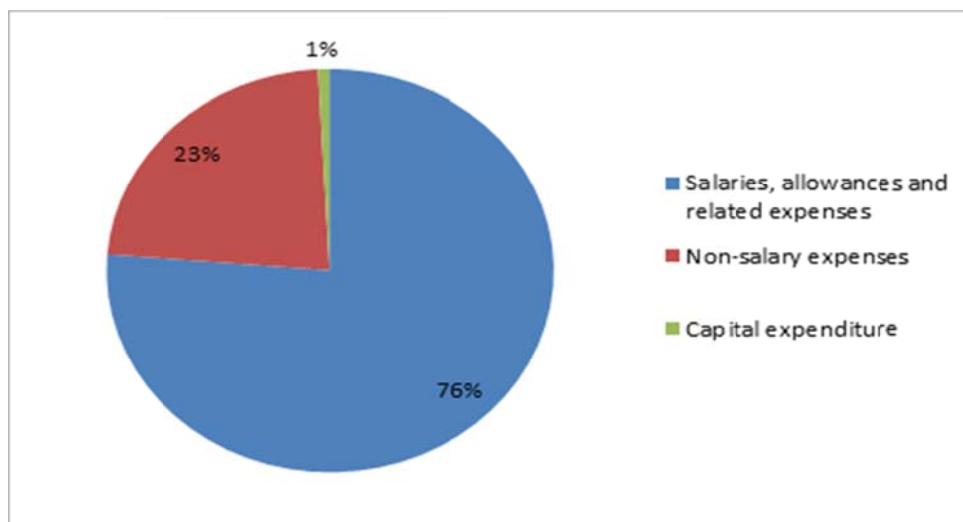
Significantly below 2015 state average in Food Technology and Industrial Technology.

Financial Information

Recurrent/capital income	\$
Commonwealth recurrent funding	8 962 349.00
State recurrent funding	3 127 579.00
Fees, charges and parent contributions	3 173 121.00
Other private sources	487 327.00
Total income	15 750 376.00



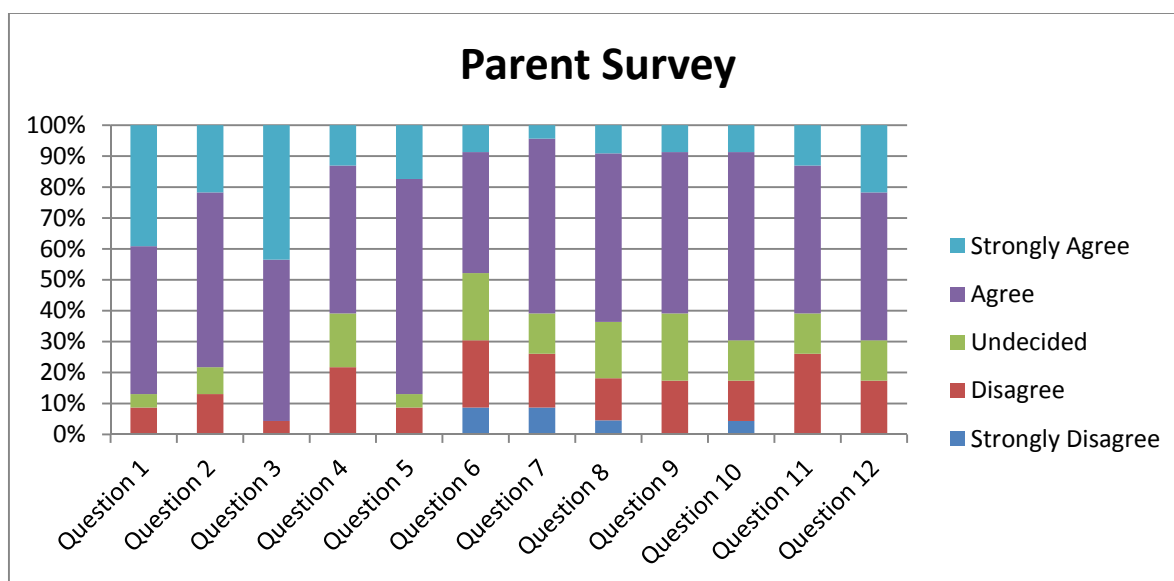
Recurrent/capital expenditure	\$
Salaries, allowances and related expenses	11 401 160.00
Non-salary expenses	3 427 054.00
Capital expenditure	123 770.00
Total expenditure	14 951 984.00



Satisfaction Survey

Parents

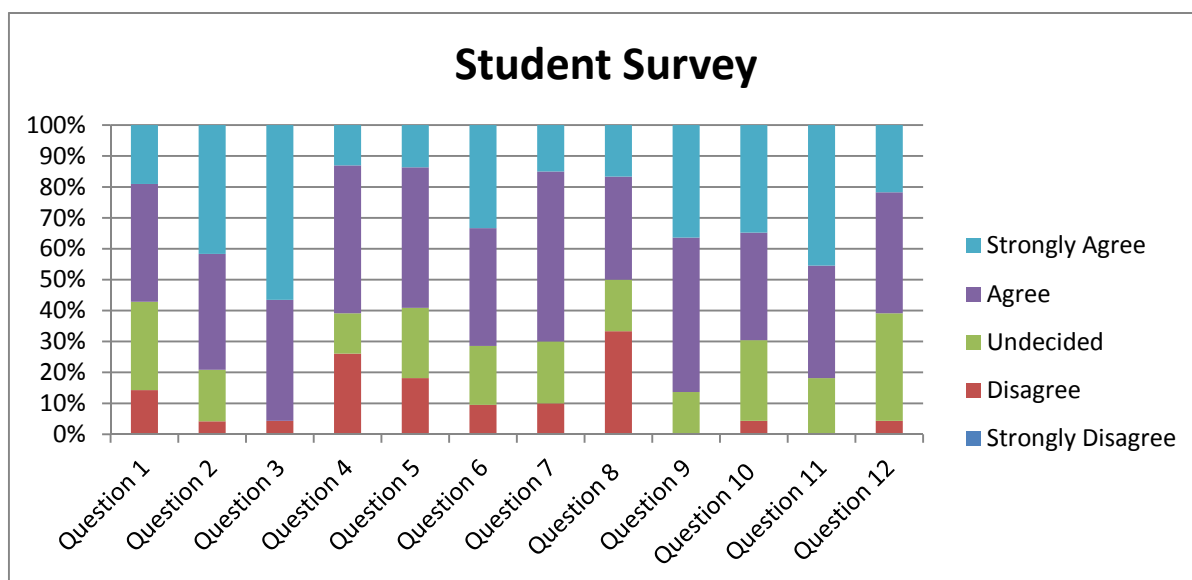
Parents were surveyed with the following questions. The results are represented in the following graphs.



Number	Questions
Question 1	Regular opportunities exist for parents to play a role in student faith development
Question 2	Community Service is a significant part of College life
Question 3	Students have regular opportunities to engage in prayer and liturgical experience at school
Question 4	There are a number of opportunities for parents, teachers and students to access information about academic, social, emotional and spiritual growth of students
Question 5	Pastoral Care and Student Management is a shared responsibility of all members of the College
Question 6	Clear and timely information is provided for parents
Question 7	Practices exist to involve parents as partners in their child's learning
Question 8	Clear structures exist for parents to engage in communication with the school community
Question 9	Processes exist for effective reporting to the school community about all aspects of school life
Question 10	The school supports me and my child/children in their development
Question 11	I am satisfied with the services and support the school provides my child/children
Question 12	My child/children know what to do in an emergency situation at school

Students

Students were surveyed with the following questions. The results are represented in the following graphs.

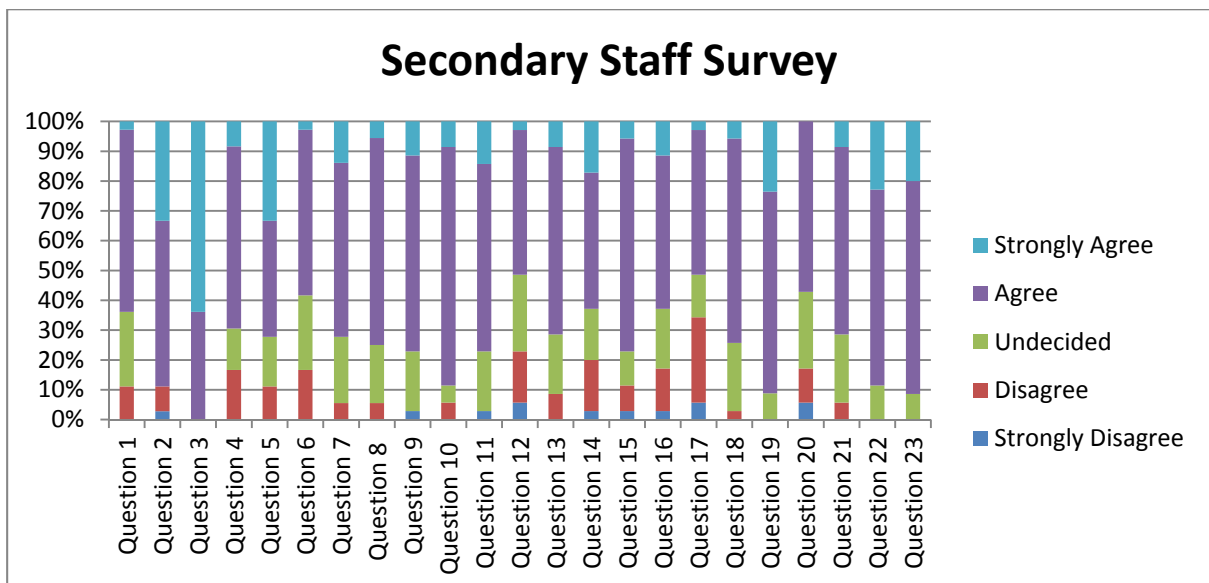
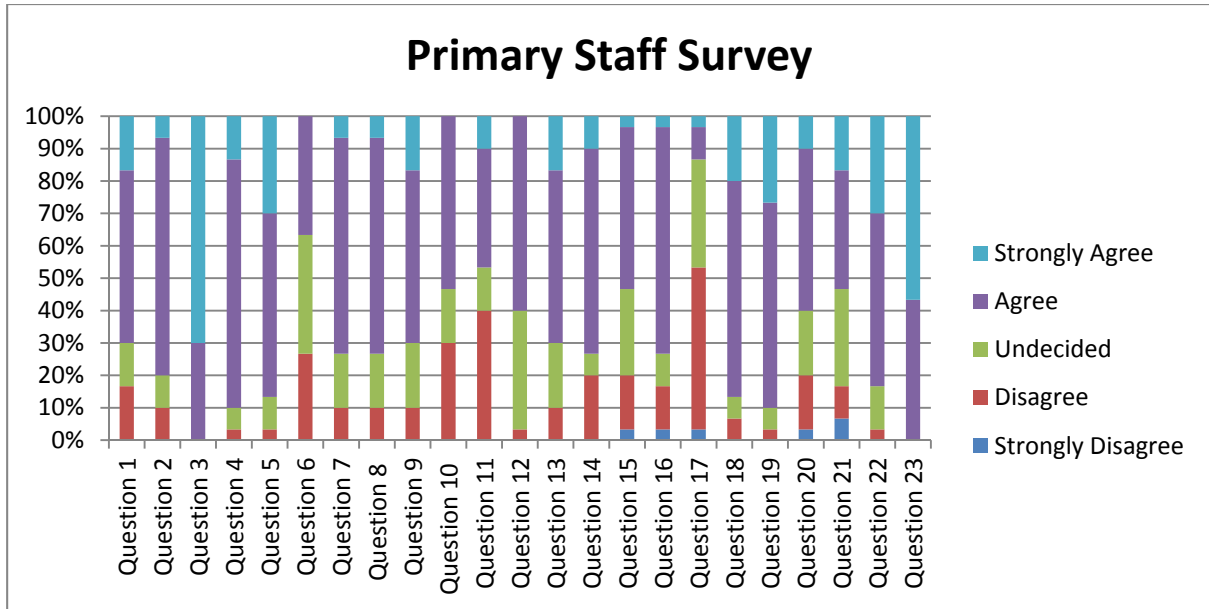


Number	Questions
Question 1	Regular opportunities exist for parents to play a role in students faith development
Question 2	Community Service is a significant part of College life
Question 3	Students have regular opportunities to engage in prayer and liturgical experience at school
Question 4	There are a number of opportunities for parents, teachers and students to access information about academic, social, emotional and spiritual growth of students
Question 5	I am made aware of areas for improvement at the earliest possible time
Question 6	Student leadership is active in promoting the social, emotional and spiritual wellbeing of students
Question 7	Pastoral Care is increasingly interactive for students to allow maximised engagement
Question 8	I have regular quality access to Information Communication Technology (ICT)
Question 9	I know what to do in an emergency situation
Question 10	I feel supported at the school
Question 11	My teachers care about me
Question 12	My parents support decisions made by the school

Staff

Teaching and non-teaching staff were surveyed with the following questions. The results are represented in the following graphs.

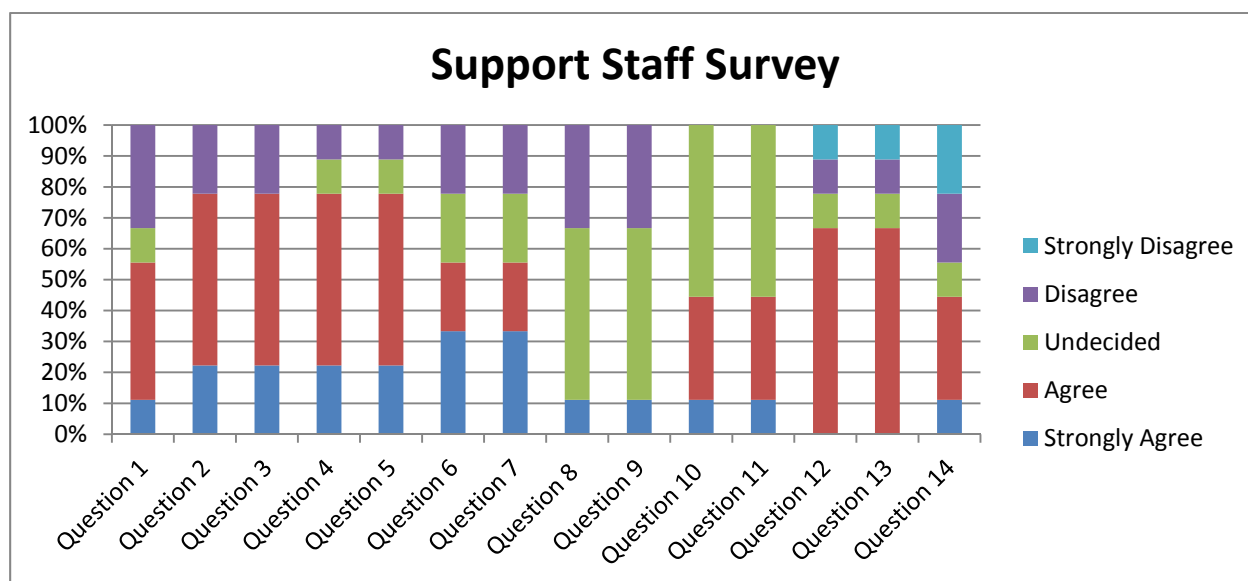
Teaching Staff



Teachers

Number	Questions
Question 1	Regular opportunities exist for parents to play a role in student faith development
Question 2	Community Service is a significant part of College life
Question 3	Students have regular opportunities to engage in prayer and liturgical experience at school
Question 4	There are a number of opportunities for parents, teachers and students to access information about academic, social, emotional and spiritual growth of students
Question 5	Pastoral Care and Student Management is a shared responsibility of all members of the College
Question 6	Detailed analysis of assessment data is carried out and feedback is provided to all staff
Question 7	Programs reflect appropriate differentiation strategies
Question 8	Provisions for differentiation across the curriculum are made available
Question 9	Evaluation and reflection of effective teaching practise is completed at an individual level
Question 10	Directors and Coordinators engage in classroom observations and classroom demonstrations
Question 11	Coordinators give priority to students during class times and activities over administrative duties
Question 12	Cross curricular opportunities exist
Question 13	Teachers collaborate and follow up with students and maintain tracking of records on iWise
Question 14	Professional Development opportunities are advertised for all staff, via email and noticeboards
Question 15	There is a process to appraise, affirm and offer feedback to assist in promoting a safe and secure environment where teachers are able to offer and accept constructive feedback from one another
Question 16	Time is provided to all staff for planning and programming
Question 17	Timely communication is provided to ensure that all staff have the opportunity to contribute to the leadership of the school
Question 18	Compliance and legislative information is made available to all staff
Question 19	Staff are updated with training regularly in matters of Work Health and Safety (WHS)
Question 20	Clear and timely information is provided for parents
Question 21	I feel supported in my role at the College
Question 22	I play a significant role in the life of the College
Question 23	I know what to do in an emergency situation

Support Staff



Number	Questions
Question 1	Regular opportunities exist for parents to play a role in students faith development
Question 2	Community Service is a significant part of College life
Question 3	Students have regular opportunities to engage in prayer and liturgical experience at school
Question 4	Professional Development opportunities are advertised for all staff, via email and noticeboards
Question 5	Timely communication is provided to ensure that all staff have the opportunity to contribute to the leadership of the school
Question 6	Compliance and legislative information is made available to all staff
Question 7	Staff are updated with training regularly in matters of Work Health and Safety (WHS)
Question 8	Resources are allocated effectively and deployed in a timely manner
Question 9	There is a plan to remind parents of school expectations on how to address both teachers and other school staff
Question 10	Clear and timely information is provided for parents
Question 11	I know what to do in an emergency situation
Question 12	I feel supported at the school
Question 13	I play a significant role in the life of the College

Acronyms and Abbreviations Used in this Report

- **Arabic Cont:** Arabic Continuers
- **Arabic Ext:** Arabic Extension
- **CAFS:** Community and Family Studies
- **CBSA:** Christian Brothers Sports Association
- **Econ:** Economics
- **Eng Adv:** English Advanced
- **Eng Ext.1:** English Extension 1
- **Eng Ext.2:** English Extension 2
- **Eng Std:** English Standard
- **Food Tech:** Food Technology
- **Hist Ext.1:** History Extension 1
- **HSC:** Higher School Certificate
- **ICT:** Information and Communication Technology
- **Industrial Tech:** Industrial Technology
- **Info Processes:** Information Processes
- **Maths Ext.1:** Maths Extension 1
- **Maths Ext.2:** Maths Extension 2
- **Modern Hist:** Modern History
- **NAPLAN:** National Assessment Program Literacy and Numeracy
- **NSWCCC:** New South Wales Combined Catholic Colleges
- **PASS:** Physical Activities and Sports Studies
- **PDHPE:** Personal Development, Health and Physical Education
- **P&F:** Parents and Friends
- **RTA:** Roads and Traffic Authority
- **SCC:** Sydney Catholic Colleges
- **SRC:** Student Representative Council
- **SWD:** Students With Disabilities
- **TAFE:** Technical and Further Education
- **TVET:** Technical and Vocational Education Training