



ST CHARBEL'S COLLEGE ANNUAL REPORT

2016



COLLEGE CONTEXT

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

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

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

To Him Be Glory.



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 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 2016. 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.

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.

As we look forward to 2017 we welcome our new Principal Fr Maroun Youssef to lead our College to newer and greater horizons. 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

Parent and Friends

President:

Annie El Kazzi

Vice President:

Gisele Doumet

Secretary:

Sonya Zeouein

Treasure:

Christine Ayoub

Event Coordinators:

Karen Succar

Sandra Mezher

Laure Chahine

Claudia Chidiac

Primary Liaison Officer:

Kylie Alam

Secondary Liaison Officer:

Dolly Zoghiab



PARENTS AND 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 they 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. 2016 was a busy year with regular activities. We hosted the P&F Spirituality Day, the Primary School Dance, Walkathon, Father's Day and Mother's Day Breakfast and Erbanis 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.

STUDENT REPRESENTATIVES

Secondary

2016 has been challenging, exciting and rewarding. In order to become members of the Year 12 SRC we were put through our paces. We had to submit a letter of application outlining our suitability for a position. We gave a speech to the cohort which was nerve racking and we then went for an interview with the Leadership team. We were all delighted and proud when offered our positions.

Once established as a team our work began. As always our main concern was to raise funds for charities close to our hearts. We held PJ days, jersey days, pizza days, gelato fundraisers and we made cakes. We lead assemblies, rewards ceremonies, graduation ceremonies and on numerous occasions we proudly presented as the face of the school welcoming parents and guests.

There were times when we were put under pressure but it was in facing challenges that we have grown. We are so grateful for the time we have spent at St Charbel's College. We have wonderful memories of our time together. St Charbel's is more than a school, it is a community founded on Catholic Maronite values with St Charbel as our guiding light. We have all we need in moving forward and we are very grateful to the wonderful staff who have guided and assisted us on our journey. The values which St Charbel's College has embedded in us will forever remain in our hearts wherever our journeys may take us. We have come so far from the tender years of Primary to the challenging and joyous years of High School. What a journey it has been! Throughout these years we have been taught how to depend on our faith in times of need but to also thank God in times of joy. We would like to thank the monks of St Charbel's parish led by Father Sleiman who have played a major role in our development. We are also grateful to our Coordinator Mr Shalala and all the teachers who have whole heartedly contributed to our development as young adults. We would also like to acknowledge our parents who trusted in the College to care and nurture us. The friends we have made will never be forgotten. To the new leaders of St Charbel's College we wish you luck in your endeavour to continuously strive to serve the school and its community, "If your actions inspire others to dream more, learn more, do more and become more, you are a leader."

We are proud and honoured to have served our spirit filled community.

To Him Be Glory

John Saidi and Thea Boutros

Primary

As elected to be 2016 school captains we were delighted to have the opportunity to lead primary school and to lead the SRC. We would like to thank the SRC committee for everything. The SRC were split into committees and each one of them participated in various events such as Sorrow Day. On that day we created posters and remembered all that had happened to the original custodians of the land.

On Anzac Day we took part in the Anzac assembly and gave out poppies in remembrance of all who died.

We held a very successful Jersey Day to raise money for graduation and we had a competition to guess the lollies in the jar to raise money for cancer.

We made sure that we held handball tournaments to make sure the everyone stayed active. As school captains we had the opportunity of leading Thursday assemblies where we handed out our SRC awards. We were able to celebrate good attitude and provide certificates signed by us.

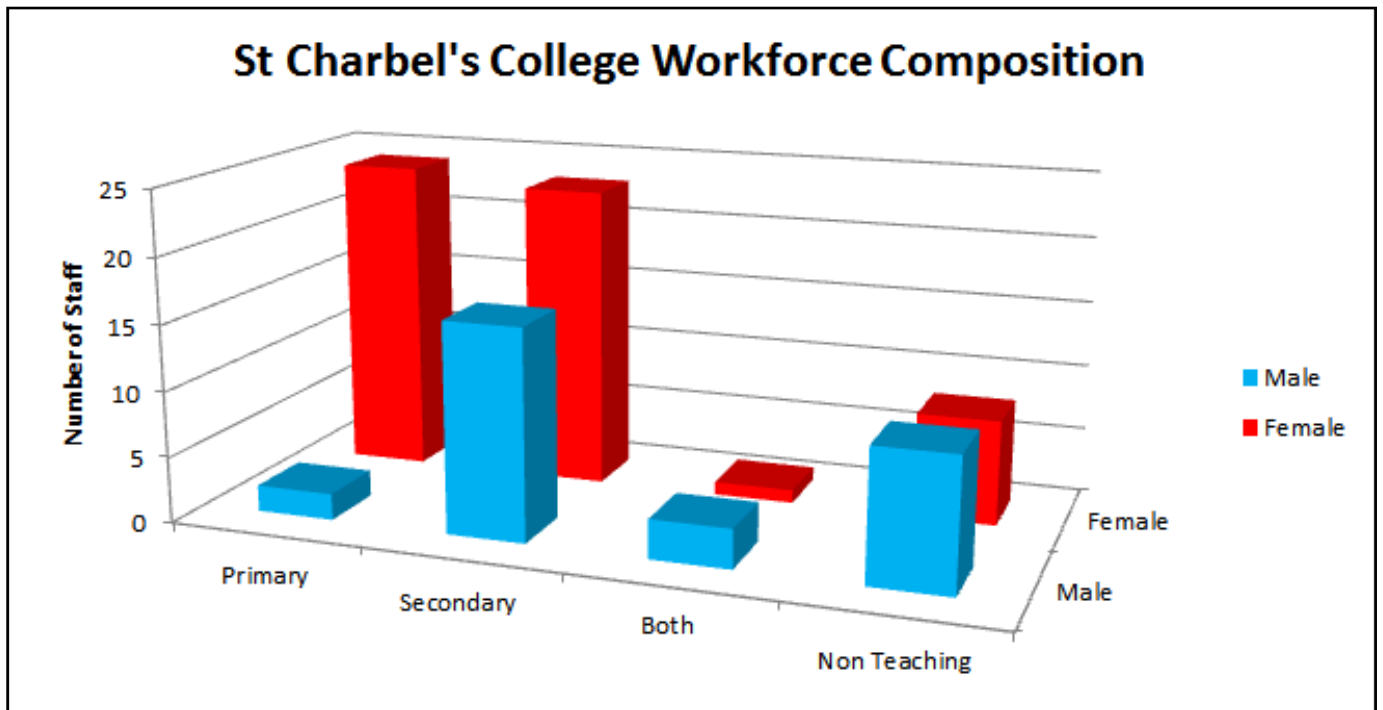
We were pleased that the assemblies organized by Gabriel El Saddi and Andrew Abboud went so well. They gave class presentations to inform about the Classroom and playground standards. They went down well.

We would like to thank Miss Hawwa for helping us to achieve our role as school captains. We would also like to thank Miss Zalloua for helping us with the tournaments - they were great fun.

Thanks to all SRC members for their hard work. Being school captains gave us the opportunity to become confident and learn to be leaders. This role was life changing we took everything from it and will build on it in life.

By Luna Esber and Charbel Azzi

WORKFORCE COMPOSITION AND QUALIFICATIONS



Teaching Staff Qualifications	
Australia	69
Overseas	2

PROFESSIONAL LEARNING

Professional Learning in 2016 was aligned with the College Annual Improvement Plan and the Australian Professional Standards for Teachers. Appropriate professional development was linked to personal goals provided for each teacher.

Teachers attended a range of subject specific professional development workshops including course specific conferences, workshops and meetings. Workshops focusing 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.

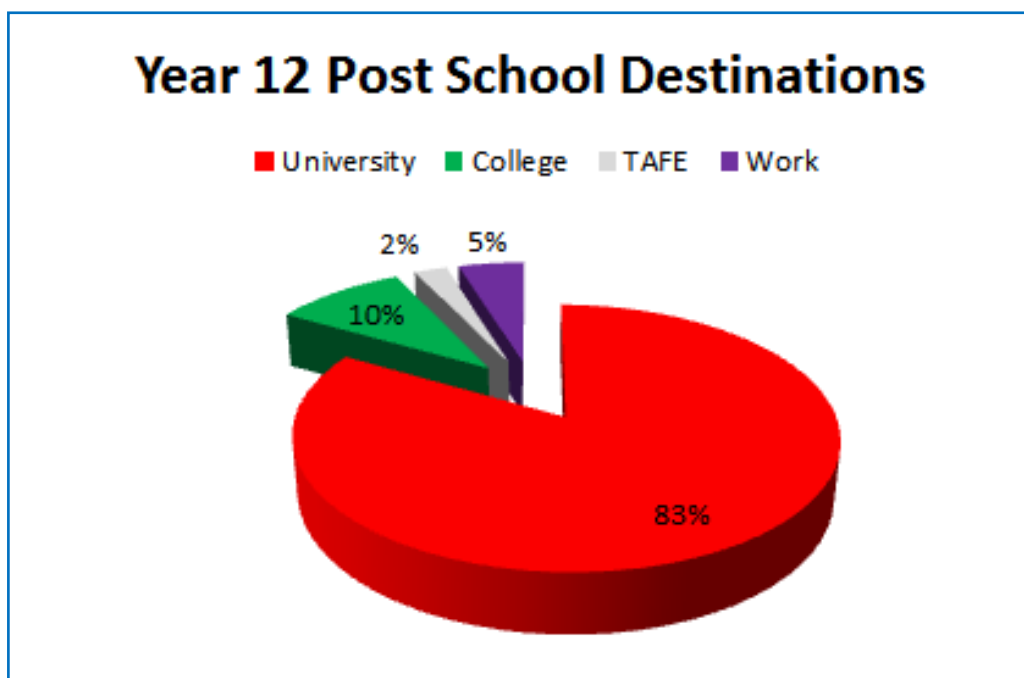


VET and TVET

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 2016, a total of seven students (9%) from Year 12 completed the Business Services VET course and a total of three students (4%) from Year 12 completed the TVET course in Construction (Carpentry). These programs allowed students to take part in TAFE studies while being enrolled at the college.



MANAGING ATTENDANCE

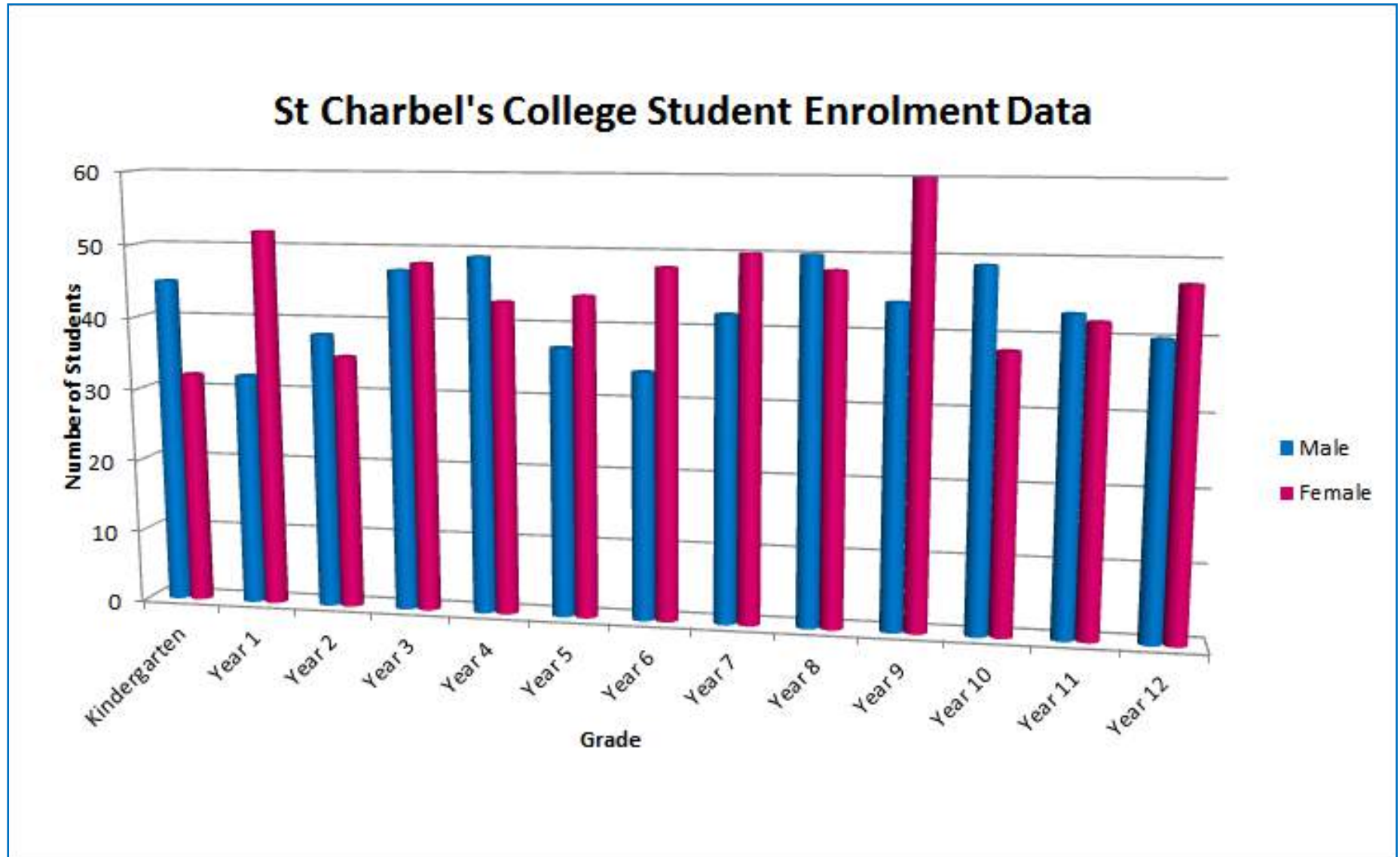
Homeroom and Class Teachers are required to take the roll daily during morning administration and electronically record on iWise absent students. Secondary teachers are required to monitor student attendance at the beginning of each lesson.

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.

CHARACTERISTICS OF STUDENT BODY



Attendance Rates

School Year	Students	Days	Attendance rate	Lateness rate
KG	77	222	94.1 %	98.6 %
Y01	84	222	94.9 %	97.7 %
Y02	74	222	95.1 %	98.0 %
Y03	97	222	95.4 %	97.2 %
Y04	93	222	94.7 %	98.0 %
Y05	82	222	95.8 %	97.6 %
Y06	82	222	96.1 %	98.2 %
Y07	93	222	95.7 %	97.8 %
Y08	100	222	94.5 %	96.3 %
Y09	105	222	94.2 %	96.9 %
Y10	90	222	92.6 %	97.1 %
Y11	89	222	95.6 %	96.9 %
Y12	87	222	97.1 %	97.2 %

Student Religion (K-12)	Male	Female
Catholic	475	513
Orthodox	76	67

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 and 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.

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.

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.



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.

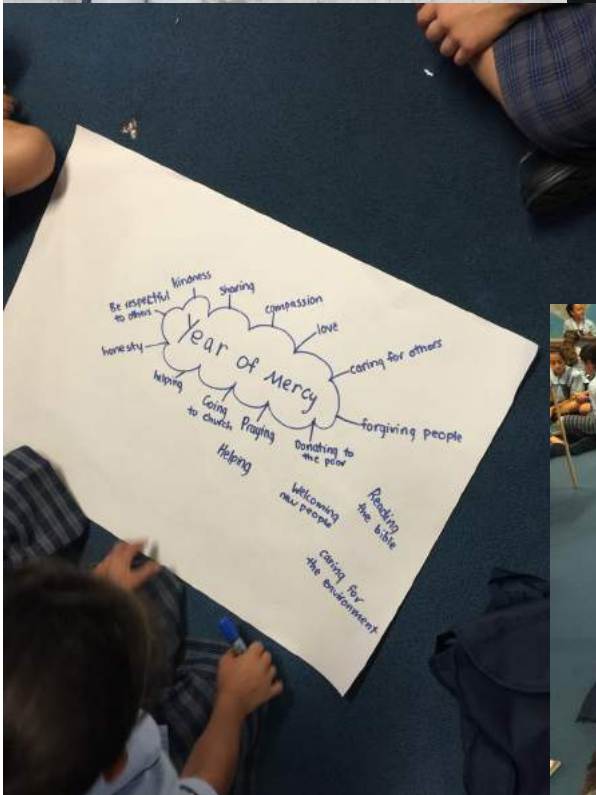
It is recognised that parents/caregivers must have access to processes that allow them to resolve concerns in a supportive and conciliatory environment.

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.



PRIMARY ACHIEVEMENTS

The academic year of 2016 was an extremely eventful one. The children participated in a range of different events and activities. As a College we accomplished so much in regards to the student's academic and personal growth. Every school day brought with it many amazing challenges which contributed towards ensuring every student's talents and gifts were constantly recognised and nurtured.

Our College environment is one where the children are encouraged to demonstrate an amazing sense of school spirit in everything that they achieve. In fact, we recognise that each child at St. Charbel's College has the potential and capacity to achieve incredible success as they grow and so we foster a love of learning in everything they do throughout their school day.

This year we have continued to focus on ensuring our NAPLAN results improve and we have been able to achieve an upward trend in Years 3, 5 and 7 for the last 2 years. We can safely say that the current literacy and numeracy action plans have contributed towards ensuring a more consistent approach in the classroom. Additionally, we have placed importance on teaching children how to learn with creativity so that their curiosity for learning is developed, encouraged and supported.



In the Primary School at St. Charbel's College we have continued to be a dynamic learning environment for our College community. We are committed to the provision of quality education and this has been assured by the Board of Studies (NESA). Our Accreditation and Registration process by the Board of Studies was extremely successful and informed us of the accomplished teaching and learning programs and policies taking place in the Primary School. Apart from the daily teaching and learning there are also a range of activities and events which were organised for the children from Kindergarten right through to Year 6. The quality of our programs and the brilliant experiences which we provide the children ensures the best possible opportunities for their learning development. This of course, forms the core of our goal at St. Charbel's College with a continued commitment towards excellence on every level.

SECONDARY ACHIEVEMENTS

Overall, 2016 held many highlights for the College. A very successful inspection from NESAsaw the College gain a further 5 years registration, and in addition, our application for accreditation as a Teacher Accreditation Authority was also successful with NESAs granting registration until 2021.

A major initiative aimed at improving student writing across the College was the development of a K-12 Writing Continuum. This framework aims to develop effective student writing over time and involves all KLA's, strengthening a cross-curricular approach to teaching and learning.

Students across the College were again involved in a wide range of community initiatives, curricular and extra-curricular activities throughout the year. The Arabic department participated in the very successful Mirath in Mind cultural program – with students achieving many awards for performance in drama, dance and song. The community service program engaged students in many charitable initiatives including 'Beat the Cold War', 'Maronites on Mission' and other fundraising activities.

2016 saw a complete overhaul of the process of year 10 transition to year 11. Through a rigorous process of review, automatic student entry into year 11 courses was replaced by a fair and transparent procedure whereby students were challenged to set and achieve personal academic goals to enable entry to their preferred courses. This new process was communicated to parents and students through newsletters, subject markets and parent information nights. At all times parents and students had a clear understanding of where each student's subject selections were at any point and what students needed to do to expand their course selections. The improvement in final course selections was enabled by a one-week 'taste test' where year 10 students were able to attend introductory preliminary lessons in a range of courses, resulting in minimal course changes in Year 11.



All students in Years 10 and 11 were eligible for a Record of School Achievement. This credential, issued by NESAs, was sought after by students who exited school to pursue a trade qualification. In 2016 St Charbel's College retained 89% of their Year 10 students into stage 6. In order to increase opportunity and choice for all students, a relationship was forged between the College and St Yon's Trade Training Centre at La Salle Bankstown. Meetings and school visits were organised, which resulted in nine students enrolling in either VET Automotive or VET Construction courses at St Yons whilst completing their studies at St Charbel's College. We also enrolled our first Stage 5 school-based apprentice in Glass & Glazing as well as a retail traineeship student who is completing her accelerated HSC VET Retail course through her employer McDonald's whilst completing her preliminary courses at St Charbel's College. These community connections are vital in providing and promoting appropriate career pathways for our students.

Another significant achievement of 2016 was the renewed focus on academic rigour and academic achievement as an important motivator for students. This change was a reaction to concerns that academic awards focused in a too egalitarian way, resulting in a swing towards rewarding effort over achievement. A more mathematical approach to calculating award winners was introduced which ensured that top achievers were recognised. Award ceremonies were revamped and a decision to introduce an end of year speech night, which welcomed special guests celebrating achievement, came to fruition. This change was received in a positive way by the College community resulting in a record attendance for a College award ceremony.



Initiatives Promoting Respect and Responsibility

Through our Catholic Maronite mission and ethos St Charbel's College teaches the importance of respect and responsibility in and beyond the school environment. Central to our core beliefs is that we produce young men and women who will contribute to and represent a caring and just society based on gospel values and following the example of Christ. Respect and responsibility are important values at St Charbel's College. We have a whole school approach to behaviour management and it works on the principles of restorative justice. This means that whenever there are issues or conflicts we encourage students to think about key questions and reflect on their own actions. We ask questions about where the harm lies and what our contributions have been to the situation. We ask students to reflect on how they can action differently next time. Students are encouraged to understand the impact on themselves and others, acknowledge responsibility and make amends. It is rare that actions are repeated. Home-school partnerships promote respect and responsibility and student leaders have a great impact by leading by example. Students are taught to value every member of the school community and the contribution they make. They are encouraged to seek ways to contribute to the community and they are rewarded with Citizenship certificates which contribute to the student Record of Achievement. The College encourages students to progress in all areas of school life and the portfolio they create emphasises all aspects of their development: spiritually, academically; socially and physically.

All students are encouraged to develop independence. The College has a developmental pastoral curriculum You Can Do It. We believe in developing emotional literacy so that students understand who they are and how they relate to the community at large. The program encourages the five keys to success: getting along; confidence; resilience; persistence and organisation.

Students are also encouraged to take responsibility by helping others. Each year the SRC representatives lead the charity initiatives across the school. This year they were proactive in raising funds for local and national charities. They held raffles, baked cakes, sold pizzas, held mufti days and were highly successful in all their ventures. They took responsibility for their formal and planned a most impressive event at Darling Harbour. Students also contributed to a community fair organised by the parish and community. On Market Day Year 9 Commerce students raised over \$7000 selling their wares. This is a curriculum requirement that Year 9 learn to be young entrepreneurs. They organise their businesses, market the goods, organise pre-sales and set up shop. They learn to take responsibility and the funds raised contributed to several local charities.



SPORTS

Primary

It was a fun and active year in the Primary School for sport. The students participated in a variety of sports during PE and Co-curricular Sport. We had a focus word this year during our classes which was SPORTSMANSHIP. The students were working hard this year to encourage and support each other in sport. The end result was respect for their peers and more enjoyable lessons! This great attitude was brought to representative sports. Students had the opportunity to represent the school in events such as gala days, Cross Country and Inner West Carnivals. We had record numbers participating in gala days, and due to our work on Sportsmanship, our students had gone to these events with a great attitude and outcome.

Our school also participated in Jump Rope for Heart where we raised \$7000! It was a great program that saw the high school and primary school students working together to encourage students to live a healthy and active lifestyle.

Our carnivals were a success this year with the students participating in both the Athletics and Swimming Carnivals. The efforts of the students and teachers were outstanding. Students' participation and achievement was at a high. Both days were filled with fun and smiling faces.

I 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

St. Charbel's College supports and encourages the range of talents exhibited across a range of different sports. The commitment shown in 2016 by students was a reflection of the commitment shown by the College.

Grade Sport 2016

On a weekly basis, students were exposed to a range of sporting activities which aimed to develop their holistic health. This year great venues and activities were offered for students to flourish. These include parkour, zumba, traditional cultural dance, Soccer KickOff, archery, gymnastics, bike riding, tennis, ice skating, AFL and rock climbing. I would like to extend my gratitude to all the instructors and venues who happily took on our students. The feedback received was positive and these instructors and venues will continue to work with the College in future years.

Representative Sport 2016

Saint Charbel's College has had a very successful representative year in 2016. It is through the commitment of the players and the coaches that this success has been made possible. All representative sport students must be congratulated on their professionalism on and off the field. They consistently displayed Christian values throughout their competitions.





TCongratulations to the following talented athletes:

- Stephanie Azzi- Sportswoman of the year and SCC Touch football representative
- George Yarak- Sportsman of the year
- Andrew Hadchiti- CBSA Rugby League representative, CBSA Touch football representative, CBSA Athletics representative and SICC Rugby League representative
- Samer Kazzi- CBSA Soccer representative and CBSA Touch football representative
- Georges Azzi- CBSA Touch football representative and NSWCCC Touch football representative
- Anthony Abdel Massih- Junior CBSA Table Tennis Age Champion
- Charlie Abdel Massih-Intermediate CBSA Table Tennis Age Champion
- Antonio Al-Kazi- CBSA Touch football representative
- Charbel H. Azzi- CBSA Touch football representative
- Chantelle Guedes- SCC Touch football representative
- Bianca Challita- SCC Touch football representative
- George Zakhia- CBSA Swimming representative and CBSA Athletics representative
- Jerome Azzi- CBSA Athletics representative
- Rochelle Ghajar- SCC Athletics representative

May their future in Sport be prosperous.

2016 Strategic Implementation

The College identified the following initiatives and priorities for 2016.

Key Area 1: Maronite Catholic Life and Religious Education

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

Key Area 2: Students and their Learning

1. Equip teachers with the necessary skills to support students with differentiated learning needs including students with special needs and advanced learners .
2. Staff collaborate and communicate effective pedagogy and content knowledge
3. Identify staff who are able to model effective pedagogy and strategies and provide opportunities for all staff the access their skills
4. Explicitly state resources and creative thinking strategies in teaching programs.
5. The BYOD policy is implemented 7-12 Reporting in all matters is based on data and effective feedback
6. Accurate records are kept of all reporting interactions with either parents or students
7. Academic success and achievements are promoted across the College and wider community
8. 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
9. Encourage and continue shared responsibility and accountability in Pastoral Care
10. Implement the YouCanDolt program K-12
11. Maintain student management records K-12, via iWise
12. Promote co-curricular and extra-curricular opportunities for all students

Key Area 3: Pedagogy

1. Review curriculum at grade, stage, faculty and school level through collaboration at meetings
2. Review subject selections for Stages 5 & 6 and allocate staff accordingly
3. All teaching programs reflect differentiation strategies
4. Implement proactive plans to cater for students who require assistance
5. Requests for assistance are evidence based and collaboration between the home and the school is paramount Provisions for differentiation across the curriculum exist
6. Directors and Coordinators engage in classroom observations and classroom demonstrations
7. Open classrooms exist where effective strategies and pedagogies are modelled for all staff
8. Complete evaluation and reflection on effective teaching practices at an individual level through the appraisal process
9. Guidance is provided by Coordinators and the Leadership Team to ensure adequate and professional teaching practices are implemented to enhance student
10. Appraisal is used to support teachers and to ensure consistency across the school
11. Cross curricula opportunities to be accessed
12. Advertise PD opportunities for all staff, via email and noticeboards Implement internal workshops after review of staff strengths and interests
13. Provide regular relevant literature for distribution to all staff

Key Area 4: Human resources Leadership and Management

1. Increased focus on Institute of Teachers accreditation and mentoring
2. Develop and implement an appraisal process for non-teaching staff
3. Conduct internal workshops by utilising effective and able staff
4. Provide time for programming both during term time and staff PD days
5. Make current policies and procedures available to all staff
6. Celebrate successes at a whole school level
7. Promotional position appraisals focus upon leadership
8. Provide relevant compliance and legislative information to all staff
9. Update staff regularly with training in matters of WHS

Key Area 5: Resources Finance and Facilities

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

Key Area 6: Partnerships, Consultation and Communication

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

Key Area 7: Strategic Leadership and Management

1. Develop and implement Annual Improvement Plans and objectives including timelines
2. Evaluate year group, faculty, stage and non-teaching teams Annual Improvement Plans
3. All staff in promotional positions meet regularly with members of College
4. Leadership for appraisal and to evaluate the Annual Improvement Plan

Key Area 8: Information Communication Technology

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

2017 Strategic Improvement Plan

Strategic Priority 1: Maronite Catholic Identity and Mission

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

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

Strategic Priority 2: Teaching and Learning

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

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

Strategic Priority 3: Student and Staff Wellbeing

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

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

Strategic Priority 4: Professional Growth

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

Our Vision by the end of 2021 our school will be a school where:
a collaborative approach informed professional development enhances student learning.

Strategic Priority 5: Stewardship of Resources

As each one has received a gift use it to serve one another as good stewards of God's varied grace' (1 Peter 4:10)

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

STUDENT PERFORMANCE

National benchmarks

The Commonwealth Government sets minimum desirable standards for reading, writing and numeracy at particular ages. These are referred to as national benchmarks. Our school's student performance in the NAPLAN Tests for Year 3, Year 5, Year 7 and Year 9 is compared to these benchmarks/National Minimum Standards. The percentages of our students achieving at or above these benchmarks are reported below.

Percentage of Year 3 Students in Our School at or Above the National Minimum Standard/Achieving National Benchmarks in 2015 and 2016

	2016 Percentages	2016 Percentages	2015 Percentages	2015 Percentages
	School	National	School	National
Reading	96.7%	95.1%	96.7%	94.6%
Spelling	95.6%	94%	95.6%	93%
Grammar & Punctuation	96.7%	95.5%	96.7	94.5
Numeracy	95.5%	95.5%	95.5	94.4%

In 2016 Year 3 students achieved results in line with the National Averages in Reading, Writing, Spelling, Grammar and Punctuation and Numeracy.

Percentage of Year 5 Students in Our School at or Above the National Minimum Standard/Achieving National Benchmarks in 2015 and 2016

	2016 Percentages	2016 Percentages	2015 Percentages	2015 Percentages
	School	National	School	National
Reading	98.7%	94.4%	98.7%	93.3%
Writing	100%	93.2%	100%	92.3%
Spelling	97.5%	92.8%	97.5%	93.5%
Grammar & Punctuation	96.2%	93.7%	96.2%	92.9%
Numeracy	98.7%	94.3%	98.7%	95.1%

In 2016 Year 5 students achieved results above the National Average Writing, Spelling, and in line with the National Averages in Reading, Grammar and Numeracy.

Percentage of Year 7 Students in Our School at or Above the National Minimum Standard/Achieving National Benchmarks in 2015 and 2016

	2016 Percentages	2016 Percentages	2015 Percentages	2015 Percentages
	School	National	School	National
Reading	96.9%	94.6%	96.9%	95.4
Spelling	95.9%	93.1%	95.9%	93.1%
Grammar & Punctuation	93.9%	92.6%	93.9%	92.2%
Numeracy	96.9%	95.5%	96.9%	95.9%

In 2016 Year 7 students achieved results, well above National Average in Writing and in line with the National Averages in Reading, Spelling and Grammar and Punctuation and Numeracy.

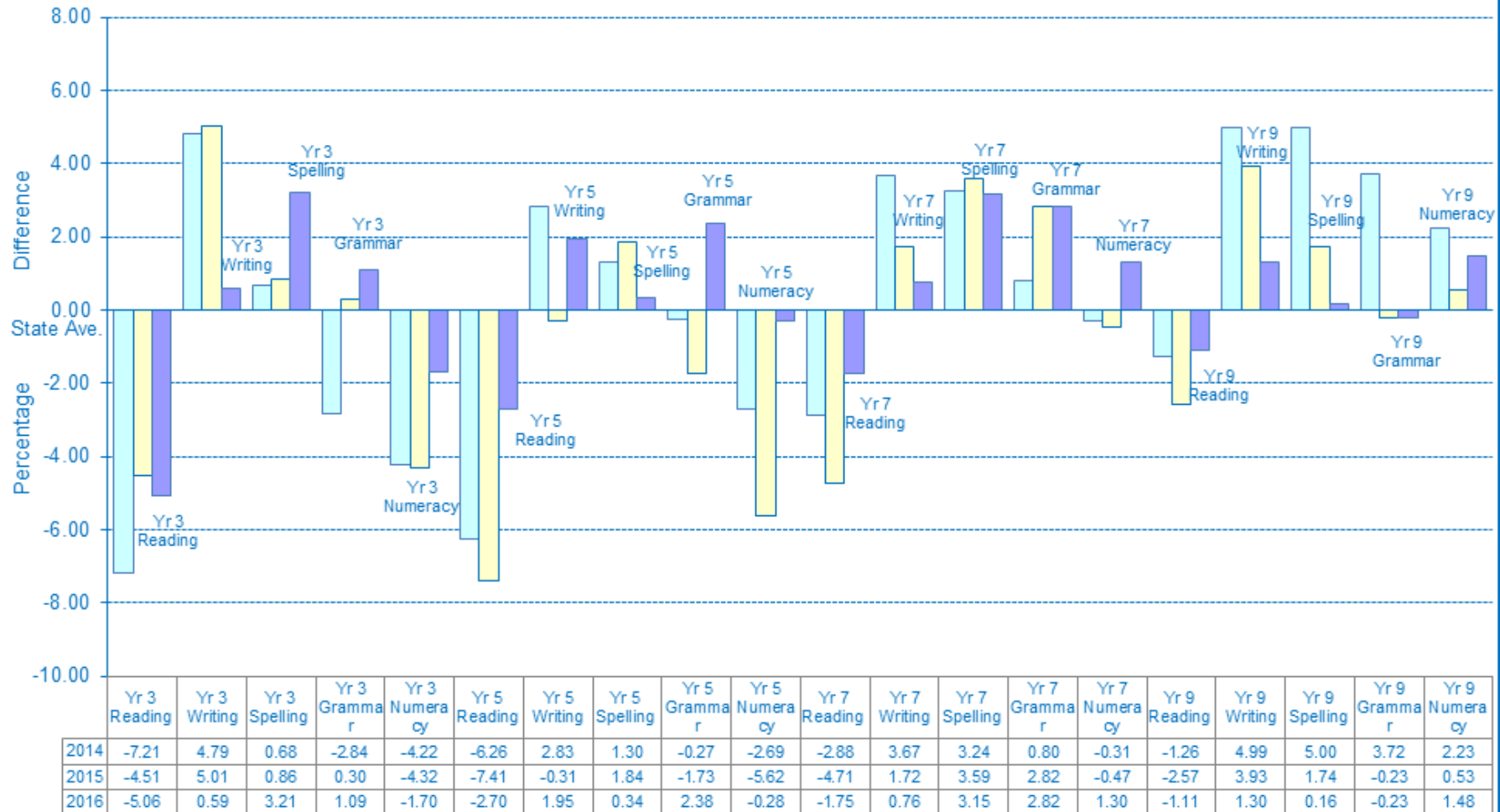
Percentage of Year 9 Students in Our School at or Above the National Minimum Standard/Achieving National Benchmarks in 2015 and 2016

	2016 Percentages	2016 Percentages	2015 Percentages	2015 Percentages
	School	National	School	National
Reading	94.1%	92.8%	94.1%	92.3%
Spelling	97.6%	90.4%	97.6%	90.2%
Grammar & Punctuation	92.9%	90.5%	92.9%	88.9%
Numeracy	98.8%	95.2%	98.8%	95.7%

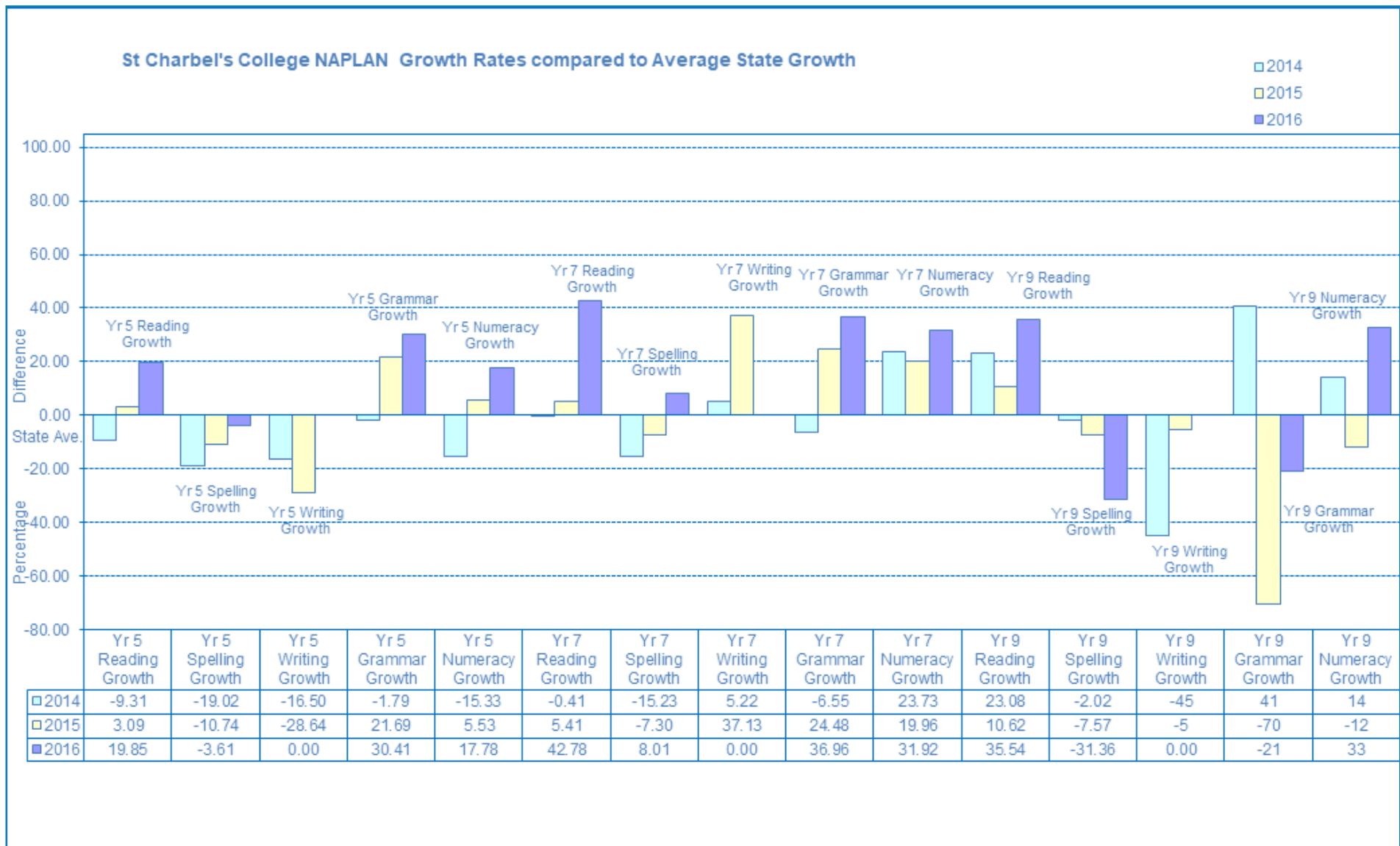
In 2016 Year 9 students achieved results, well above the National Averages in Spelling above the national average in Writing and in line with the National Average in Reading, Grammar and Numeracy.

St Charbel's College NAPLAN Overall Literacy & Numeracy Performance compared to Average State Performance

□ 2014
□ 2015
□ 2016

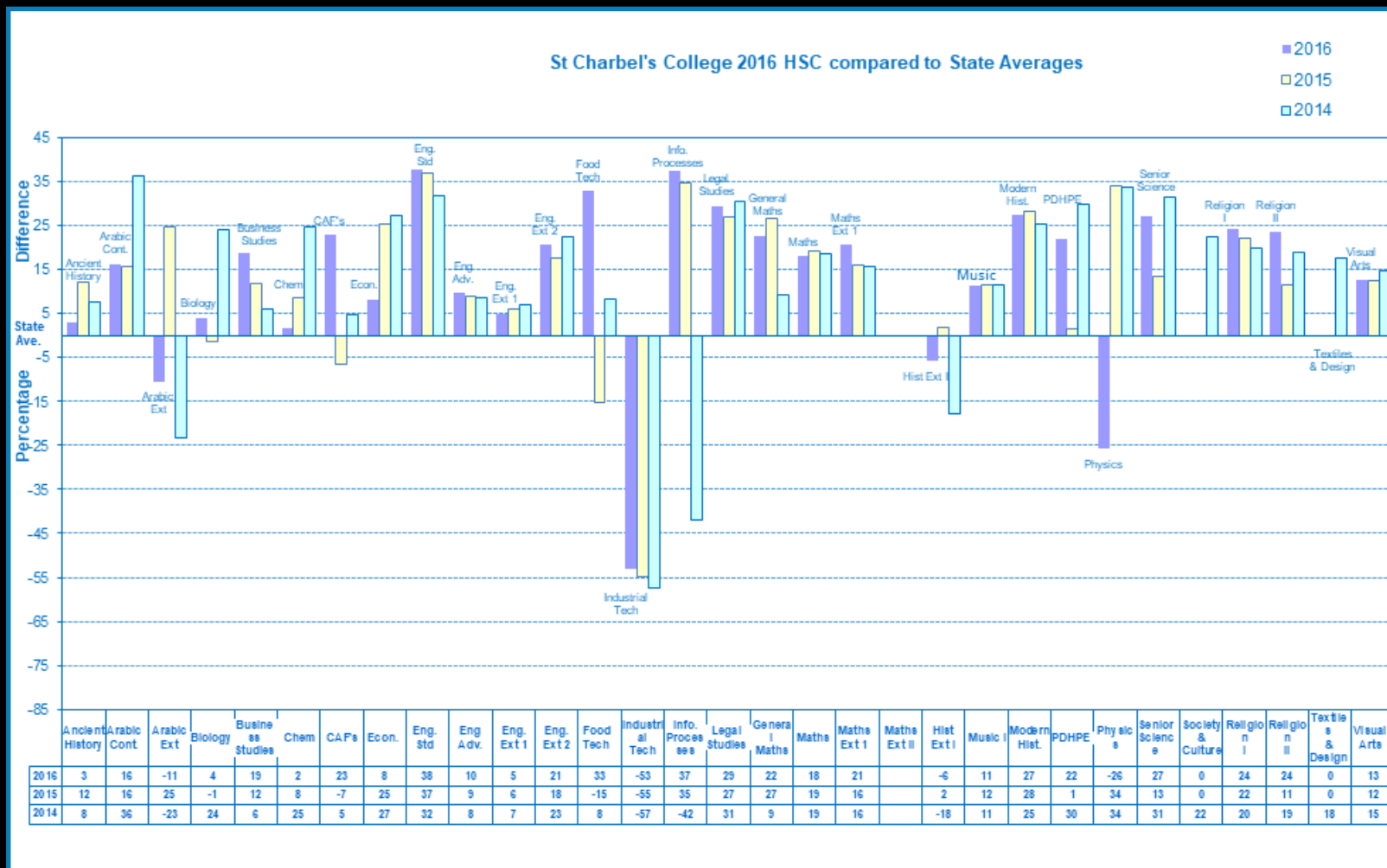


This graph shows St Charbel's College results as a percentage difference compared to the average state result. Subjects with a positive value are above state average. For example St Charbel's 2016 Year 3 Spelling result is well above state average.



This graph shows St Charbel's College students' growth as a percentage difference compared to average state growth. Subjects with a positive value are above state average. For example St Charbel's 2016 Year 7 growth in Reading 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 Spelling is well below state average.



This graph shows St Charbel's College students' results as percentage difference compared to the average state result. Subjects with a positive value are above state average. Similarly subjects with a negative value are below state average.

In 2016 St Charbel's College Higher School Certificate students achieved significantly above 2016 state average in Arabic Cont., Business Studies, CAF's, Eng. Std, Eng.Ext 2, Food Tech, General Maths, Info. Processes, Legal Studies, Maths, Maths Ext 1, Modern Hist., PDHPE, Religion I, Religion II and Senior Science.

Significantly above 2016 state average in Music I and Visual Arts.

Above 2016 state average in Econ., Eng Adv. and Eng. Ext 1.

Results consistent with 2015 state average in Ancient History, Biology, Chem, Maths Ext II, Society & Culture and Textiles & Design.

Below 2016 state average in Hist Ext I

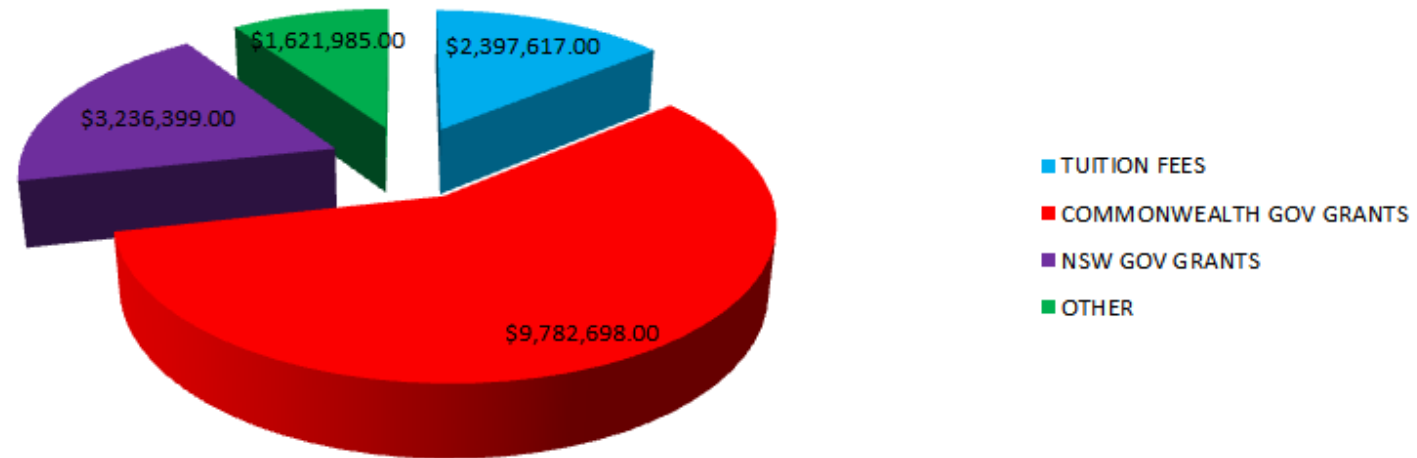
Significantly below 2016 state average in Arabic Ext.

Highly Significantly below 2016 state average in Industrial Tech and Physics.

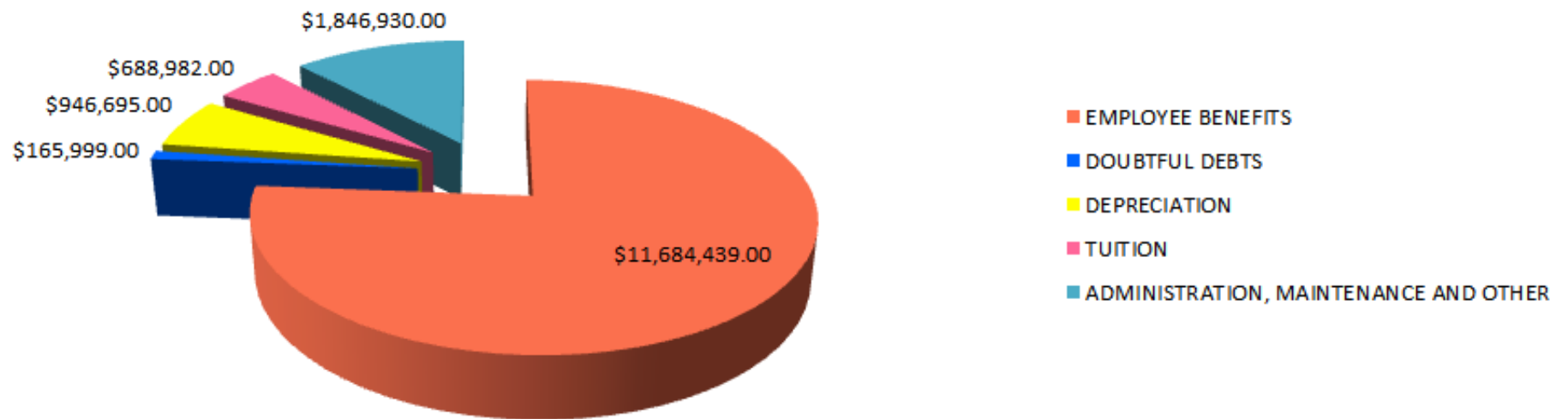
Disclaimer: Data may be skewed in the case of small candidature subjects

2016 FINANCIAL INFORMATION

2016 ST CHARBEL'S COLLEGE TOTAL INCOME

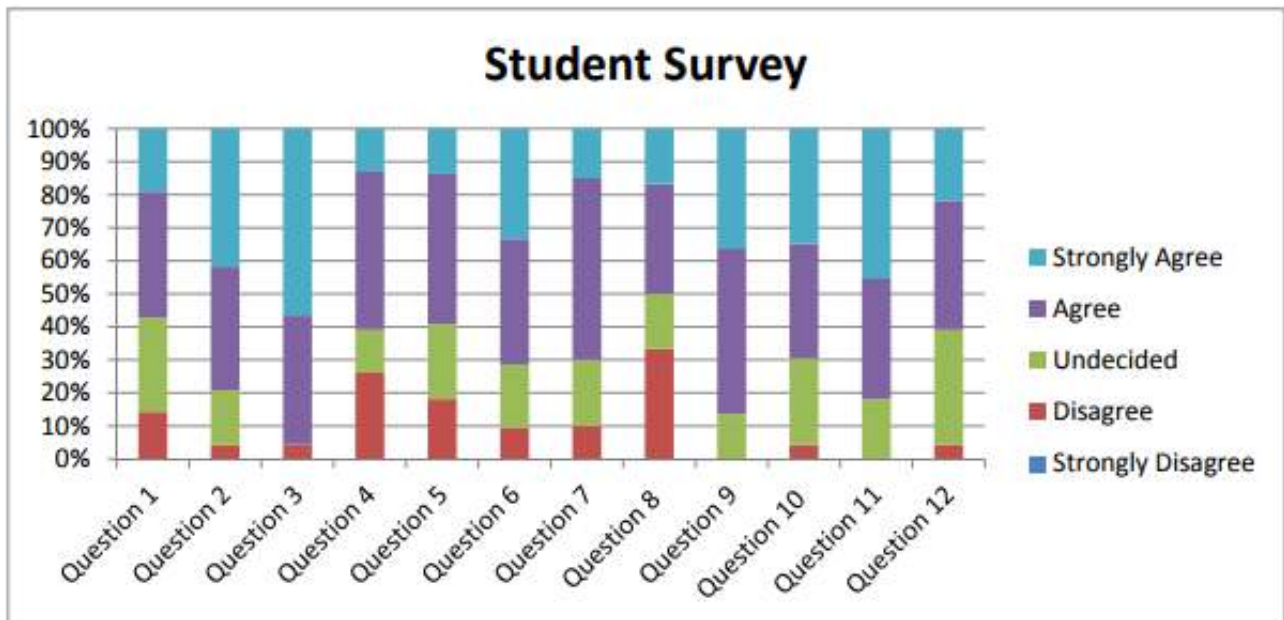


2016 ST CHARBEL'S COLLEGE TOTAL EXPENDITURE



COMMUNITY SURVEY DATA

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

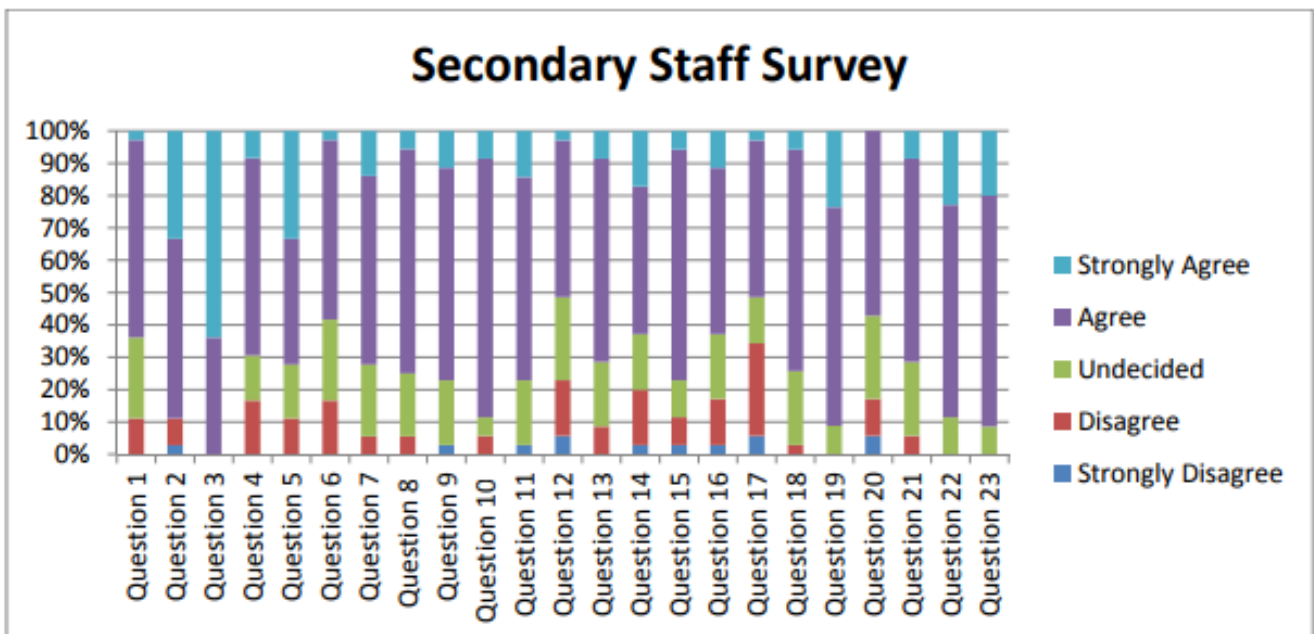
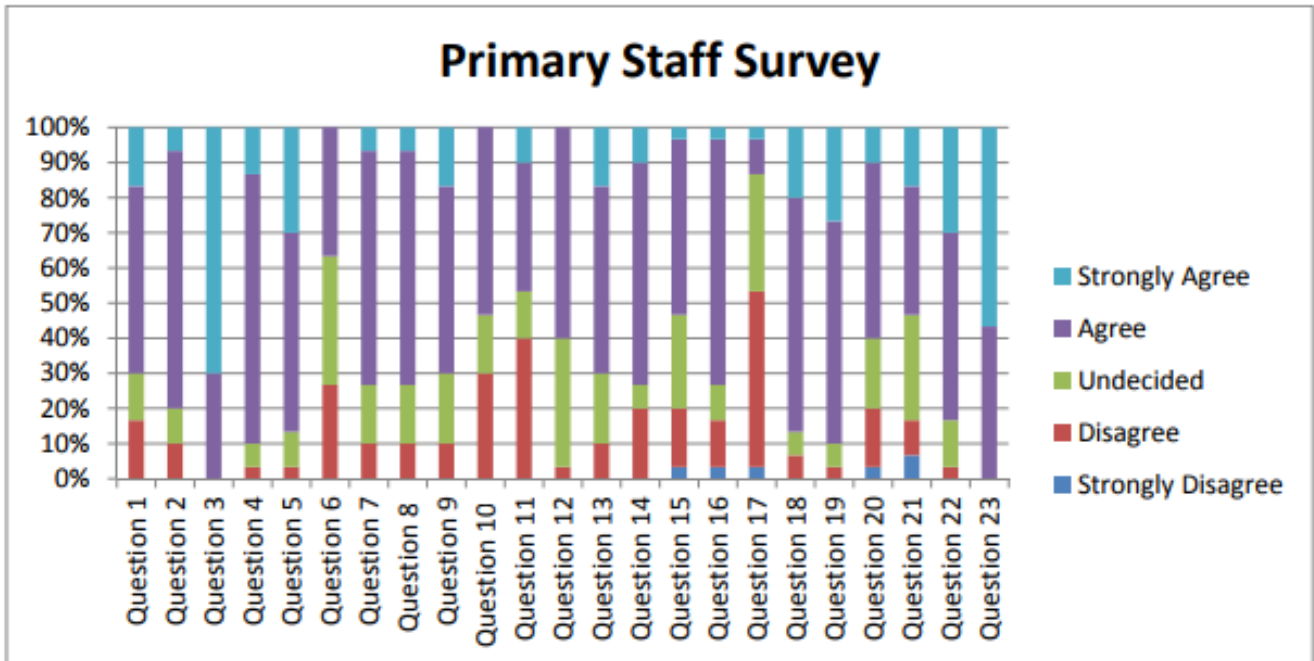


Number	Questions
Question 1	Regular opportunities exist for parents to play a role in students faith development
Question 2	Community Service is a significant part of College life
Question 3	Students have regular opportunities to engage in prayer and liturgical experience at school
Question 4	There are 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



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

