



# **ST CHARBEL'S COLLEGE ANNUAL REPORT**

# **2024**

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# MESSAGE FROM THE BOARD

2024: A Historic Year of Celebration, Faith, and Achievement at St Charbel's Parish and College.

The year 2024 marked a momentous chapter in the life of St Charbel's Parish and College, as both communities celebrated landmark anniversaries. The Parish joyfully commemorated its 50-Year Golden Jubilee, while the College celebrated 40 years of educational excellence and service.

The Jubilee year was filled with spiritually uplifting and unforgettable events that highlighted the deep faith and unity within our Maronite community.

One of the most significant moments was the blessing of a shrine dedicated to St Charbel, located in the heart of the College and blessed on 23 March 2024 by Reverend Fr George Hobeika, Assistant General to the Superior General of the Lebanese Maronite Order.

Another historic occasion followed on 8 May, with the welcoming of the Relics of St Charbel. This sacred event brought together the largest Catholic gathering in Australia to date, uniting thousands in prayer, devotion, and celebration of our spiritual heritage. The solemn procession was followed by a Mass celebrated by His Excellency Bishop Antoine-Charbel Tarabay, in the presence of the Most Reverend Abbot Tannous Nehmeh, Fr Superior Assaad Lahood, and the monks of St Charbel's Monastery. On this day, the Replica Shrine of St Charbel was officially established, providing a lasting space for reflection and pilgrimage for generations to come.



Adding to the spiritual richness of the year, the College was honoured in December 2024 by the visit of Abbot Hady Mahfouz, Superior General of the Lebanese Maronite Order. His presence was a tremendous blessing, and he celebrated a special Mass on 2 December 2024 with the College community, further marking the Jubilee with reverence and joy.

Beyond these spiritual milestones, 2024 was also a year of outstanding achievement and growth across academic, co-curricular, and leadership domains:

- Our Year 8 Debating Team, guided by Ms Osman and Mrs Ghanem, advanced to the final round of the Canterbury Bankstown Youth Debating Competition, demonstrating exceptional skill, teamwork, and critical thinking.
- On the sporting front, our Basketball teams excelled, with the intermediate girls, intermediate boys, and senior boys all advancing to the Sydney Championships. A special congratulations to Mrs Assaf and the senior boys, who secured a commanding 50–36 victory over Clancy College.
- We proudly welcomed Mrs Therese Roumanous to the College's Leadership Team as the new Director of Curriculum (Years 7–12). Her vision and experience will be a great asset to the continued growth of our academic programs.

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## MESSAGE FROM THE BOARD

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- At the same time, we extend our heartfelt appreciation to Mr Martin McConville, our former Director of Curriculum, for his dedication and valuable contributions. We thank him sincerely and wish him all the best in his new career path.

- A highlight of the year was the recognition of Joseph Achmar, College Captain, who received the Archbishop's Award for Student Excellence at St Mary's Cathedral College Hall, hosted by Sydney Catholic Schools. This prestigious honour celebrated his outstanding service to both the College and Parish.

These achievements reflect the strength of our community and the shared dedication of so many. We offer our heartfelt thanks

to our Board Members, Rector Fr Superior Assaad Lahood, High School Principal Fr Michael Sandrussi, Primary School Principal Fr Anthony Azzi, our Leadership Team, teachers and staff, the Parents and Friends Committee, and most importantly, our students and their families.

Together, we have made 2024 a year to remember. With gratitude and hope, we look forward to continuing our mission of faith, learning, and service in the years ahead.

# MESSAGE FROM THE RECTOR



This past year has been filled with many great memories, accomplishments, and even challenges. Since the opening of St. Charbel's College in 1984, the teachings of the Maronite Catholic Church have always been at the heart of our community. The traditions of the Maronite Rite and the mission of the Lebanese Maronite Order have guided us every step of the way. The presence of St. Charbel among us has been a source of inspiration and grace, especially following the inauguration of his tomb on May 8th. With St. Charbel's intercession and the guidance of the Holy Spirit, our school has grown and flourished, and we continue to live by our College motto: "To Him Be Glory."

I would like to take this opportunity to express my heartfelt thanks to all members of our college community. To the board members who have worked closely with us this past year, we deeply appreciate your time, sacrifices, and invaluable advice. Your support has helped guide us onto the best possible path for the future of our college.

As I reflect on my time as Rector, I am filled with gratitude for our dedicated teachers and staff. Your passion, commitment, and unwavering support have not only inspired me, but have also inspired all our students. Your tireless efforts and patience have created an environment where learning becomes joyful, and students' dreams come to life. Your influence extends far beyond textbooks, leaving an enduring mark on our students' hearts forever.

To our parents and guardians, thank you for everything you do for your children. You are the pillars that help shape their personalities and guide them on their journey of growth. Your support and involvement have been fundamental in creating a vibrant educational community. Through your collaboration with teachers and staff, and your active participation in school activities, you have made a lasting impact on our College. Your dedication fuels our shared mission to nurture and educate the leaders of tomorrow. Thank you for entrusting us with your children.

To the Monks, and a special thank you to our College principals and chaplains, your tireless efforts, prayers, and sacrifices have not gone unnoticed. Your spiritual guidance and support are an inspiration, and your example will leave a lasting legacy in the hearts of our students. Working alongside both staff and students, we are united in our mission to bring the teachings of the Lebanese Maronite Order closer to Christ. The recent inauguration of St. Charbel's tomb on May 8th is a powerful reminder of his presence among us, and his spiritual influence continues to guide us every day.

Finally, I would like to express my deepest gratitude to all of our students. You have shown incredible perseverance, service, stewardship, appreciation, and humility. Your accomplishments, both academically and athletically, are a testament to your hard work and dedication. You are our future hope, and we are immensely proud of each of you. We are confident that you will continue to make the St. Charbel family proud as you carry forward the values we hold dear.

St. Charbel's College is more than just a College; it is a family united in faith and dedicated to becoming closer to Christ in all that we do. As we look ahead to the coming year, we do so with the hope of even greater achievements and more cherished memories. The presence of St. Charbel among us is a constant reminder of our shared mission, and we are blessed to continue this journey together.

From your St. Charbel Family, Parish, and College.

**Fr Assaad Lahhoud**  
*Rector*

# MESSAGE FROM THE PRINCIPAL SECONDARY



Dear brothers and sisters,

As we conclude our forty years of Saint Charbel's College, in this year of 2024, we recognize the work and dedication of the Lebanese Maronite Order and its vision for the Lebanese Maronites of Sydney Australia. The end of this academic year was highlighted by the visit of the Most Reverend Fr. Hady Mahfouz, Superior General of the Lebanese Maronite Order. His visit was concurrent with the end of year celebration which included the 2024 prize-giving ceremonies of both the Primary and Secondary. He also celebrated the whole school Mass on Monday, December 2.

In his speech during the secondary prize-giving ceremony, the Superior General stated the characteristic that describes most the approach of Saint Charbel's College to education: "We speak of information, but here we go from information to formation". The work and mission of Saint Charbel's College is more than information or content; it is life-long learning, a formation that speaks to the whole individual student. The work of the Lebanese Maronite Order is geared towards this end.

In this milestone for the College, as well as the parish which celebrates its 50 year jubilee, it is an opportune time to reflect on the providential way in which the Lebanese Maronite Order began forming students in schools to begin with. I would like to reflect on this by recounting a little of the beginning of the Lebanese Maronite Order and its attachment to schooling life.

In the year 1695, November 10, the Lebanese Maronite Order was founded by four young men: 'Abdallah Qara'li, Gebrael Hawwa, Germanos Farhat and Youssef

Al-Bitn. These four men wanted to serve God as monks in Lebanon in a life of poverty, chastity and obedience.

As these men were still in the early stages of opening monasteries and establishing their lives, they opened the monastery of Saint Moora in Ehden in the north of Lebanon, in the year 1695. In the summer of 1696, even before these monks had finished putting in the rule and the constitutions of the Lebanese Maronite Order, they opened the first school of the Lebanese Maronite Order at the monastery of Saint Moora. The founder 'Abdallah Qara'li wrote the following in his memoirs:

"That summer (1696) the families of Ehden requested that we teach their children how to read. For the sake of improving the monastery's state, the Superior (Fr. Gebrael Hawwa) assigned me to teach the students within the monastery's grounds [...] At winter time, as the townspeople of Ehden went down to Zgharta to spend their winter there as was their practice, the superior ordered me to go down with them teach the children in the college of Saint Youssef (Joseph) in Zgharta, and on that day began the building of the school".

If you notice what is written by the founder, you realise that teaching was not necessarily part of the plans of the founders of the Lebanese Maronite Order. It came as a request from the families of Ehden. Had the founders refused this request, the Lebanese Maronite Order may have not had this connection to education and schooling. As it stands, The Lebanese Maronite Order has been educating children since its foundation. Every monastery in fact became a school.

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## MESSAGE FROM THE PRINCIPAL SECONDARY

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Many people will ask us: “What is the mission of the Lebanese Maronite Order?” Many of you may know the mission of different religious orders and congregations: The Franciscans take the spirit of poverty; the Dominicans take the spirit and mission of education and learning; the sisters of Charity founded by Saint Mother Teresa have a mission to take care of the poorest of the poor. There are religious orders and congregations devoted to the Virgin Mary or to certain Saints, and this informs all of their prayers, their charism and their mission.

But the Lebanese Maronite Order does not have ‘one’ specific mission. Why is this? Because the mission of the Lebanese Maronite Order is to serve the different needs of its people, whatever that need may be. One of the first official names of the Lebanese Maronite Order was the Baladite/the Country Order (in Arabic *baladiyyi*), which means ‘native’, ‘country’ ‘national’. We speak of our produce in Lebanon and all over the world if it is native or home-grown, because this gives us assurance that what we produce is from us and for us, and that means that it will be of the highest quality. This was the name of the Lebanese Maronite Order and in the minds of so many people, this is still its name. This is because the Lebanese Maronite Order, the *Baladiyyi* Order, is from the people and for the people. Its mission is its service to its own people.

This makes the spirituality of the Lebanese Maronite Order a spirituality of communion and fraternity, whereby we share our lives and our experiences, in a communion that is not based simply on material and temporal goods, but on the good of every man and woman, every boy and girl. This

good is our highest good, our goal and objective; which is the glory of God. Hence the motto of Saint Charbel’s College: “To Him be Glory”.

For forty years the monks of the Lebanese Maronite Order have provided the service of education to this community, and as such, the community has grown. As an Order, we also share the need from you students and parents to continue to grow, to learn and to achieve. The communion that we live makes each and every one of you a part of the Lebanese Maronite Order. It is not only the monks and the Priests who are part of the Order, but every one of you. The Order is not only the black habits that we wear, but it is our uniform, our motto, our classrooms, our smiles, our joys, our sorrows, our challenges and our successes. The Lebanese Maronite Order is our skin: it is who we are. Saint Charbel’s Monastery, Church and College are one dynamic reality that makes up who we are.

Through the intercession of the Blessed Virgin Mary, Saint Joseph and Saint Charbel our patron, may God bless you all.

**Fr Michael Sandrussi**  
*Principal Secondary*



# MESSAGE FROM THE PRINCIPAL PRIMARY



As the year draws to a close, we pause to reflect on a journey that has been as enriching as it has been inspiring. This year, our theme was “Love of Learning” – a call to see learning not just as an obligation but as an invitation to discover truth, beauty, and God’s love in all things. Inspired by the words of our Lord, “Learn from me,” (Matthew 11:28-30), we have sought to shape hearts and minds, guiding our students to walk in wisdom and humility with Christ as their teacher.

2024 has been a year of milestones, most notably the 40th Jubilee of St. Charbel’s College. Since opening our doors in 1984, we have had the honour of nurturing thousands of students, forming them not only academically but in faith and character. Each generation has brought its own unique spirit, adding to the tapestry of our College’s legacy. The seeds sown by the Lebanese Maronite Order four decades ago have blossomed, and today we stand as a thriving community, deeply committed to fostering young minds, instilling values, and encouraging a love of learning that endures. As we celebrated this milestone, we honoured the journey and the many hands that have shaped St. Charbel’s into the cherished College it is today – a place where faith and learning flourish hand in hand.

This year’s achievements are a testament to the dedication of many. To my primary leadership team – Mrs. Jana Rizk, our Assistant Principal, who has worked to support our students, staff and parents through both triumphs and challenges; Mrs. Joyce Zeitouni, our Head of Curriculum, whose vision and attention to educational excellence ensure that our students are prepared to meet the challenges of tomorrow; and Mr. Matthew Ryan, our Head of Pastoral Care, who has so lovingly nurtured the wellbeing of every student, helping them grow in resilience, and character. I am deeply grateful for your leadership, your devotion, and your remarkable contributions to our College’s mission.

Our coordinators and teachers have worked with boundless energy and enthusiasm to bring the Love of Learning theme to life. Every lesson, activity, and event has been infused with their passion, and every student has been embraced with care and guidance. The dedication of our teachers forms the foundation upon which each student’s success is built, and I thank each of you for your commitment to shaping young lives in ways that extend beyond the classroom.

To our parents, thank you for entrusting us with your children’s education and for your invaluable support. It is through this shared commitment that our students thrive. Your encouragement, involvement, and committed belief in our mission bring life to our community and allow us to go above and beyond. A heartfelt thanks also goes to our Parents and Friends committee, whose constant dedication has enriched our events and helped make this a year to remember.

We cannot conclude without honouring our patron, St. Charbel, whose life continues to be a source of inspiration and guidance for our entire community. St. Charbel’s faith, dedication, and love for God remind us of the strength that lies in humility and prayer. May his intercession guide us, protect us, and inspire us to pursue holiness in all that we do.

With blessings and gratitude,

**Fr Anthony El-Kazzi**  
*Principal Primary*



## MESSAGE FROM THE ASSISTANT PRINCIPAL SECONDARY



By adopting the “love of learning” theme as our annual goal, we risk falling into the trap of thinking that learning stops at the end of the academic year. Nothing could be further from the truth! Our focus has always been—and will continue to be—on what helps us grow into lifelong learners. The events, notifications, photographs, and stories shared throughout the academic year are all proof of how we model and inspire learning, both in our students and in each other.

Our approach has not been solely about performance. Instead, we view every opportunity as a chance to ask: How much further can I go as a learner, and what steps do I need to take to get there?

As with each annual goal, we turn to Christ, our compass and inspiration, to guide us. His call to “Learn from Me” serves as the foundation for all our learning experiences. With Christ as our model, we continually reflect on what He is teaching us in each moment, helping us bring deeper meaning to our learning.

As we move into the new academic year, we look forward to building upon this goal and continuing on our journey as lifelong learners.

God bless,

**Mrs Joanne Mansour**

*Assistant Principal Secondary*

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## MESSAGE FROM THE PRIMARY LEADERSHIP TEAM

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Dear Parents, Students, and Friends of St. Charbel's College,

As another vibrant and fulfilling year comes to an end, I am filled with immense pride and gratitude for the journey we've undertaken in 2024. Our primary school has been a beacon of enthusiasm, creativity, and development, and I'm excited to share with you some of the most memorable events and milestones that have shaped this year and the achievements that have made it so memorable.

This year was particularly special, as St. Charbel's College proudly celebrates 40 years of educating children at our college. For four decades, we have been dedicated to nurturing young minds, fostering strong values, and empowering future leaders. 2024 was not just a reflection of the past year but also a celebration of our school's longstanding tradition of excellence.

### **Academic Excellence and Innovation**

In 2024, we introduced new initiatives and programs aimed at enhancing the learning experiences of our K-2 students in helping them develop their reading skills. Students from K-2 all displayed growth in their reading skills and learning across all other subject areas. This not only demonstrated the ability of our students but also fostered collaboration, commitment and teamwork from our staff.

In the primary school, 2024 has been an exciting year of academic growth. We saw the successful implementation of the Literacy and Numeracy Boost Program, which has helped many of our younger students build strong foundational skills. The program, which provides targeted support in small groups, has been instrumental in boosting reading and math skills, and we are proud of the significant progress our students

have made. This initiative has shown remarkable results, with many students gaining confidence in these essential areas, proving that with the right support, every student can excel.

Our teachers have been upskilling in various areas to get a better understanding of the new NSW Curriculum, so they are equipped to deliver the content and skills to all our students.

### **Celebrating Faith and Culture**

Our annual St. Maroun's Feast Day Mass and Celebration in February was a beautiful reflection of our spiritual values and Maronite heritage. Our St. Charbel's Feast Day in July was one of the spiritual highlights of the year. The entire school community came together for a special Mass, followed by a day of celebration, where students participated in workshops focusing on our Maronite Catholic heritage and even got to enjoy some rides. This annual event continues to be a cornerstone of our school calendar, reinforcing the values of faith, community, and service that we hold dear.

Another memorable event was the Year 5 Spiritual Retreat that was held in October. The retreat provided students with an opportunity for reflection and personal growth, focusing on themes of faith, forgiveness, and resilience. It was a powerful experience that allowed students to deepen their connection with their faith and bond with each other on a spiritual level.

Our College Choir also shined, as they always have, in various events throughout 2024. They served every College Mass with enthusiasm and angelic voices. They also represented the College at the Bulldogs Members Christmas party where they brought Christmas cheer to all the people present.

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## MESSAGE FROM THE PRIMARY LEADERSHIP TEAM

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### **Sporting and Extracurricular Achievements**

2024 has seen more sporting events added to the College calendar, giving our students more opportunities to compete against other schools showcasing not only their talent but also their dedication and sportsmanship. We are proud of their accomplishments and the way they represented St. Charbel's College with pride and determination.

Our Dance Club also made waves in its inaugural year with our students presenting items at both our award ceremonies. The students poured their hearts into rehearsals, and their performance was a triumph, enjoyed by both parents and peers. This creative outlet gave our students the opportunity to express themselves and develop confidence on stage, with many discovering newfound passions for dance with the help of their dedicated dance teachers.

In alignment with our commitment to giving back, students participated in several community service projects throughout the year raising money for various charities and organisations in Australia and in Lebanon.

In Term 2, we competed our first Inter-School Public Speaking Competition, where our students competed against other schools in our area. I am proud of all our students that took part in the competition and of the results that they achieved. Our speakers demonstrated exceptional skill in public speaking and critical thinking. This achievement reflects the hard work and dedication of both our students and teachers involved in the program.

Throughout the year, we also saw tremendous participation in our Wellbeing events for our students, an initiative focused on promoting mental health, mindfulness, and wellness across the school. Our wellbeing days encouraged students to focus on their mental and physical health. This event was a critical part of our efforts to support the holistic well-

being of our students, helping them develop resilience and positive coping strategies for life's challenges. Here I would also like to thank our Parents & Friends Association for their on-going support in all our events in 2024. Their volunteers and commitment ensured success in all our events.

To our amazing teaching staff—thank you. Your unwavering dedication and commitment have not only imparted knowledge and faith but also instilled values, shaped characters, and inspired dreams. Your tireless efforts have laid the foundation for the successes of our future.

To our parents, your support has been the bedrock of our students' achievements. Your encouragement, sacrifices, and love have played a pivotal role in their success. I look forward to continuing to work closely with all our parents.

To our students, as you look ahead to the next chapter of your journey, let this year's experiences lead you to your dreams. Let your mistakes be stepping stones to future success. The road of education isn't always an easy one, but it is through challenges that we discover our true potential. Continue to embrace those challenges, seek knowledge with passion, and remember that each day brings new opportunities to learn and grow.

The events and accomplishments of this year reflect the heart and soul of St. Charbel's College—a community committed to excellence, service, and faith.

I look forward to seeing what 2025 has in store, as we continue to nurture the potential of every student and build on the incredible foundation we have laid this year.

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# COLLEGE CONTEXT

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The Maronite Order arrived in Australia in 1972 and a mere six months later, the first chapel and altar dedicated to St Charbel was blessed. In the following year, a church and a new monastery were completed.

The Lebanese Maronite Order in Australia strives to continue its mission, which is to place itself at the service of the Maronite community, both in terms of the faith education and the academic education of the new generation. This mission was to be realised through the founding of a school, which would sustain, develop, and enhance the Maronite Faith of their future generations, while enriching the lives of their children through their schooling.

The first house bought by the monks was used to teach children the Arabic language, and to prepare them for their First Holy Communion. The monks then began to buy several houses in order to commence the construction of a fully operational primary and secondary school.

The Primary School was completed at the end of 1983, and opened to students on 1st February 1984 and the Secondary School, comprising Years 7 to 10, was completed in 1991. In 1994, facilities to accommodate Years 11 and 12 were constructed.

An important development in the life of the school was the construction of the College Library. The Library was officially opened on 15th October 1999. This completed the third stage of development on the school campus, and provided both the Primary and Secondary Schools with an increased access to a range of books, audio-visual resources, and computer technology.

Today St Charbel's College has a student population in excess of 1000 students - the majority of whom are Australian-Lebanese Maronites, with plans for future expansion.

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# EDUCATIONAL DIRECTION

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Our 2024 theme, centred on the **Love of Learning**, was intended to refocus our students on what our core business is: teaching and learning. Our annual goal for students, staff and parents was to nurture this through our daily practices centred on the explicit teaching framework.

The explicit teaching framework, coupled with modelling and promoting affective language, acted as the two pillars that significantly contributed to the holistic formation of our students. This approach aimed to shift our school culture to be more strengths-focused, recognising and nurturing the potential of each student. The deliberate use of affective language is a vital soft skill that underpins our students' attitudes toward learning, their social behaviours, and their ability to connect meaningfully with the world beyond our community.

At all times, we prioritise dedication, progress, and excellence across academics, faith, co-curricular activities, and service. We take pride in fostering both academic growth and achievement, actively encouraging our staff, students, and parents to embrace learning as an integral part of life's journey. Through a culture of continuous review, reflection, and development, we strive to empower everyone within our community to reach their fullest potential as educators, learners, and guardians. Our educational approach is underpinned by robust research and a commitment to innovative curriculum design, tailored specifically for our young students.

We maintain a partnership with parents through the Parent & Friends Association and the Lebanese Maronite Order, which plays a pivotal role in shaping the school's strategic direction and facilitating communication between the College and parents.

Guided by the ethos of the Maronite Monks, St. Charbel's College remains dedicated to delivering a comprehensive education that nurtures our students' spiritual, intellectual, and personal growth. Our vision is to cultivate confident, compassionate, and intellectually curious children, who carry the light of Christ forward in their lives.

## Professional Development

The ongoing professional development of each staff member is highly valued. With the development and implementation of the new curriculums across K-12, there was an emphasis on providing for and a need to scope for staff to meet collaboratively to meet these requirements. Professional development opportunities centred on this were provided for individuals and groups.

Professional learning was offered in various platforms sourced both externally and in house, such as, Real Schools professional learning day and sessions with our College mentor, subject-specific opportunities to develop teachers' understanding and knowledge of the new curriculum, meetings, and twilight sessions. The College responsibly planned for, implemented, evaluates, and tracks its staff professional learning; individual staff members take responsibility for their ongoing professional development.



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# RELIGIOUS EDUCATION AND MISSION

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Every year, the College chooses a theme to guide the focus and formation of students and staff. This year's theme was 'Love of Learning', calling us to meditate on the bible verse from Matthew 11:29 "Take my yoke upon you, and learn from me; for I am gentle and humble in heart, and you will find rest for your souls". We are called to be life long learners, forming ourselves not just in academic subjects, but in Christian life, taking upon ourselves the yoke of Christ and finding rest in Him throughout our journey of life.

By actively encouraging the spiritual growth and formation of our College Community, the seeds of a life-long love of learning, of searching for Truth have been planted. This has been carried out through a number of initiatives, including; weekly Mass, reconciliation, spiritual direction, a variety of lunchtime devotions and various retreats for staff, students and parents.

The Love of Learning, especially from Christ the Teacher, not only assists us to achieve academic milestones, but forms us into true Catholics, allowing the virtues that flow from imitating Christ to guide us. Taking the example lived by our Patron, Saint Charbel and our Saints; Rafqa, Nehmatallah and Blessed Estephan, we look forward as a College – staff, students and teachers, to learn from Christ, taking upon us His yoke and journeying through our lives towards the eternal rest that can only be found in Him.

**Fr Eliah Abboud**

*Director of RE & Mission K-12*



# WELLBEING REPORT



As our College community embraced the 2024 theme, Love of Learning and Learn from Me (Matthew 11:29), our pastoral goals focused on fostering a Christ-centred purpose in all aspects of life—both individually and collectively.

This year, we were blessed with opportunities to live out this theme through numerous pastoral and wellbeing initiatives that strengthened our sense of community and inspired growth.

**Year 7** students focused on building positive relationships and setting meaningful goals. Highlights included the interactive Small Fish in a Big Pond wellbeing workshop, which reassured students during their transition to secondary school. Their leadership shone through initiatives like Recycle for Sight, where they collected over 50 glasses, and the Christmas Hamper drive, bringing joy to over 30 families. The SRC's efforts during Year 6 Orientation Day demonstrated compassion, wisdom, and a willingness to inspire younger peers.

**Year 8** students showed commitment and enthusiasm as they developed time management and study skills through pastoral workshops. The Choicez Media sessions, which explored the joys and challenges of becoming young men and women, were a catalyst for personal growth. Their leadership in the Push-Up Challenge for Mental Health showcased teamwork and a commitment to wellbeing, inspiring both peers and staff.

**Year 9** focused on forming healthy relationships and making wise choices. The Breakthrough book study by Fr. Rob Galea encouraged gratitude and purpose, while pastoral workshops deepened their understanding of faith and self-reflection. Their dedicated efforts in the Lebanon

Lenten Appeal exemplified their generosity and compassion, making a tangible impact on those in need.

**Year 10** embraced the mission of identifying and appreciating their strengths. A thought-provoking wellbeing workshop and participation in the Morrisby Test offered valuable insights for future career pathways and subject selection. Their empathetic leadership in the Winter Appeal supported those in need, while their involvement in thank-you letter campaigns and Spirituality Day with Year 7 showcased their leadership and kindness.

**Year 11** students demonstrated adaptability and self-motivation in their first senior year. A study skills session with Human Connections provided practical strategies for managing pressure and creating effective study plans. Community spirit thrived through initiatives like the Hot Chocolate Drive in winter and Zooper Dooper sales during warm days. Their active participation in Maronites on Mission and support for the Missionaries of Charity highlighted their commitment to service and living out their faith.

**Year 12** displayed inspiring dedication in their studies and community service. Wellbeing sessions and Catholic Studies life talks emphasized the importance of balance. Their camp was a transformative experience, blending adventure with heartfelt moments, including letters from family. Initiatives such as cooking breakfast for Father's Day, creating gifts for Mother's Day, and supporting younger peers reflected

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## WELLBEING REPORT

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their servant leadership. Their participation in the Homeless Food Challenge and Christmas Hamper drive demonstrated their Christ-centred generosity and compassion.

### **Community Highlights**

Beyond individual year groups, the College celebrated a shared sense of faith and community. Alumni inspired students by sharing their Life After Year 12 testimonies, while teacher-student volleyball and basketball matches fostered joy and connection. The Visual Arts Team's creation of a Sports Mural to promote an active lifestyle will be unveiled in 2025, further enriching the playground space. Visits to nursing homes and the Textiles Club's sensory gifts for elderly residents exemplified our community's spirit of giving.

A key highlight of the year was the participation of over twenty 20 staff and students in the 24-hour soccer marathon, Kicking Goals for Sick Kids. This initiative served as a powerful reminder of gratitude for health and the importance of helping others.

We are deeply grateful to be part of an active learning environment, enriched by faith and a strong sense of community.

To Him be Glory.

**Mr Charlie Shalala**

*Director of Pastoral Care 7-12*

# SRC REPORT

The 2024 SRC lived out their motto of Serving Christ through serving others through leading pastoral initiatives in a compassionate and creative manner.

The year's theme, Love of Learning and Learn from Me (Matthew 11:29) inspired the light of Christ in serving others through community activities, as highlighted below:

- Contributed to formal College events as MCs, ushers and event planners, e.g. the Awards Ceremony, SRC assembly.
- Represented the College at external formal events, such as Leadership Forums and Archbishop's lunch.
- Peer learning and mentoring: shared our wisdom and our College virtue of perseverance with younger peers through offering study tips, supported subject selections and sharing our experiences in responding to challenging times.
- Welcomed and interacted with our new peers for a morning tea, sharing our stories and insights about our esteemed College.
- Living our College virtue of stewardship through supporting the recycling committee and donating thousands of bottles for recycling.
- Led spiritual activities: prayer session, including Adoration, Lectio Divina and the Rosary.
- Celebrated our parents through Mass, messages and gifts, for events such as Valentine's Day, Mother's Day.
- Created a father's day video and served breakfast to dads on Father's Day.
- Celebrated College achievements and providing uplifting and practical messages for Monday assembly, all infused with our College virtue of appreciation and perseverance.
- Living the College virtue of service by volunteering for and promoting Maronites on Mission mobile soup kitchen.



- Welcomed new peers to Year 7 Orientation Day – we prepared and served lunch and participated in a meet and greet with students.
- Assisted with school events, such as leading teams in sports carnivals, leading students in Year 7 Spirituality Day and during the Holy Communion Retreat, Patron's day celebrations. This included sports competition between teachers and students.
- Contributed to fundraising initiatives for the Lebanon Family Lent Appeal.
- Participated in leading Clean up St Charbel's Day to promote stewardship.
- Collaborated with Year 10 PDHPE to serve the community through the Beat the Cold War initiative.
- Supported the Hot chocolate drive (led by Year 11) to support the Winter appeal and other community initiatives.
- Prepared and served lunch and special messages for teachers on World Teacher's Day.
- Responsible for the upkeep of Homeroom and generating ideas for school improvement.
- Lead the prayer, daily bulletin and reminders to Homeroom peers.
- Honouring loved ones impacted by cancer through fundraising and promotion of healthy habits.
- Promoted and supported the Christmas Hamper Appeal.
- Promoted and collected thank you messages from students to teachers.
- Initiated and promoted Nursing Home visits.
- Promoted and participated in the Push Up Challenge for physical and mental health.

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# PRIMARY SCHOOL CAPTAINS

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‘I would like to take a moment to reflect on the past year and express my heartfelt gratitude to every person at our college.

It has been an incredible journey serving as a 2024 School Captain and my journey has been truly rewarding. We’ve learned so much, not just about leadership, but also about friendship, teamwork, and the importance of community.

I am also incredibly grateful to the primary staff. Your unwavering support and dedication have inspired us to dream big and prepare us for our future.

Finally, I would like to thank our patron saint, Saint Charbel, for watching over us and guiding us with his wisdom. May he give us the strength to face the future with resilience and courage, so that we can continue to learn and grow with an open mind.’

**Anwar Chidiac**  
*Primary School Captain*



“I reflect back on this past year as school captain and appreciate the incredible journey I was blessed to be a part of. It was a journey of leadership, growth and unforgettable experiences. I had the privilege of contributing to various school activities, working closely with my dedicated teachers, creating memories with my peers and also representing the school on many occasions. Serving as school captain has not only strengthened my leadership skills but has also taught me the importance of perseverance, even during challenging times. This role has been one of the most memorable chapters of my life, leaving me with skills and memories that will last me a lifetime.”

**Sophia Maatouk**  
*Primary School Captain*



# PARENTS AND FRIENDS REPORT

In the Parents & Friends Committee (P&F), unity is the foundation that keeps our school community strong and vibrant. Every parent, regardless of their involvement, plays a crucial role in shaping the environment that supports our children's growth. We believe that each family's unique perspective and contribution enriches our collective efforts, creating a welcoming space where everyone feels valued and appreciated. Through collaboration and shared commitment, the P&F fosters a sense of togetherness between parents, teachers, and staff, all working towards the common goal of enriching our children's education, creating a welcoming faith filled community as well as raising funds through our events to enhance the learning environment of the school. We are deeply grateful for the dedication and generosity of every parent involved, knowing that it is this spirit of unity that helps us create a nurturing, supportive community for all.

The P&F runs events to raise funds, bring the community together, and offer social opportunities. Some examples are:

- **School Community Events:**
  - Spiritual Days
  - Morning Teas for Mother's Day and Grandparents Day
  - St Charbel's Patron Day
- **Fundraising Events:**
  - Easter Raffle
  - Mother's and Father's Day stalls
  - Light the Night  
(in collaboration with the Church)
  - Pre-loved uniform shop
  - Spiritual Movie Nights
- **Social Events:**
  - Christmas Dinner and other social dinners to connect with new and returning parents.

## Support and Contributions

Thank you to all the volunteers who made our events possible. A special thanks to our Executive Committee—Roula, Pascal, Karine, Claudia, and Ann-Marie—for their hard work. We also appreciate the parents who help behind the scenes and offer valuable feedback. Your support is essential to our success.

## Future Plans

We're planning more events this year and a few big events!! We are hoping to host a Colour Fun Run in September as our major fundraiser.

Our goals for this year include increasing community involvement and raising funds for new laptops, iPads, games for the primary students, and playground improvements.

## Conclusion

On behalf of the Parents & Friends Committee, I would like to extend our heartfelt thanks to each of our leadership team for your continued dedication and leadership. Your unwavering commitment to the success and well-being of our students is truly inspiring. Your partnership with the P&F has been invaluable, and we are grateful for the open communication, trust, and shared vision that strengthens the connection between our families and the school. Thank you for all that you do to ensure our children receive the best possible education and for the positive impact you make on their lives every day.

Sincerely,

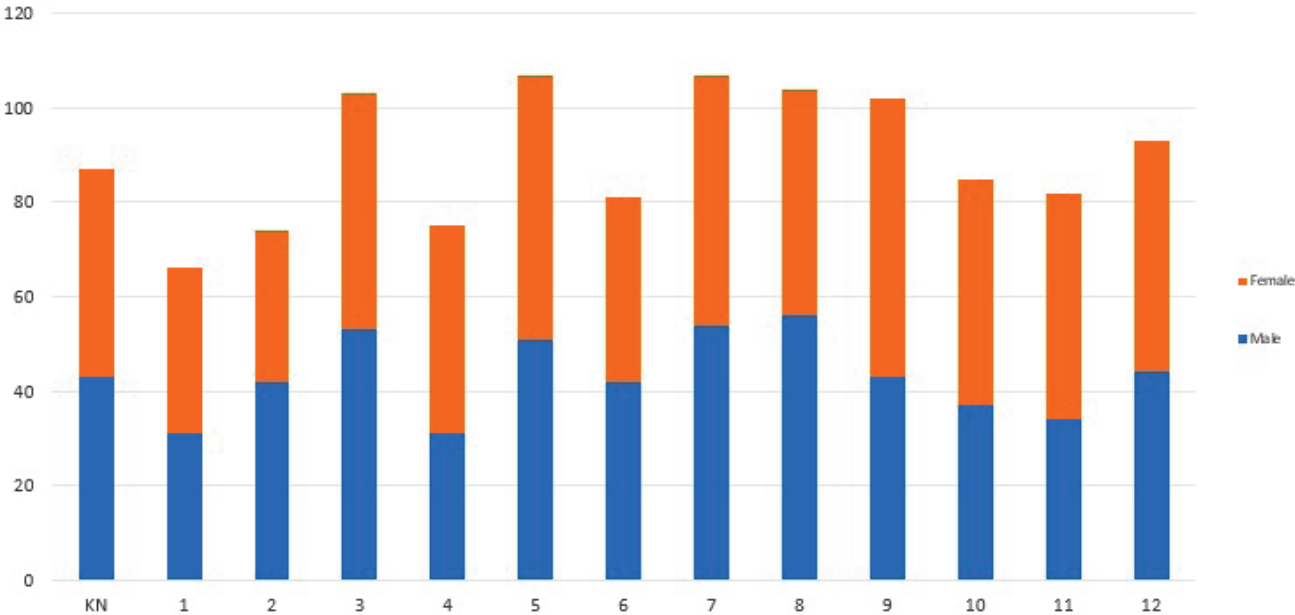
**Sandra Mezher**

*President, P&F Committee*

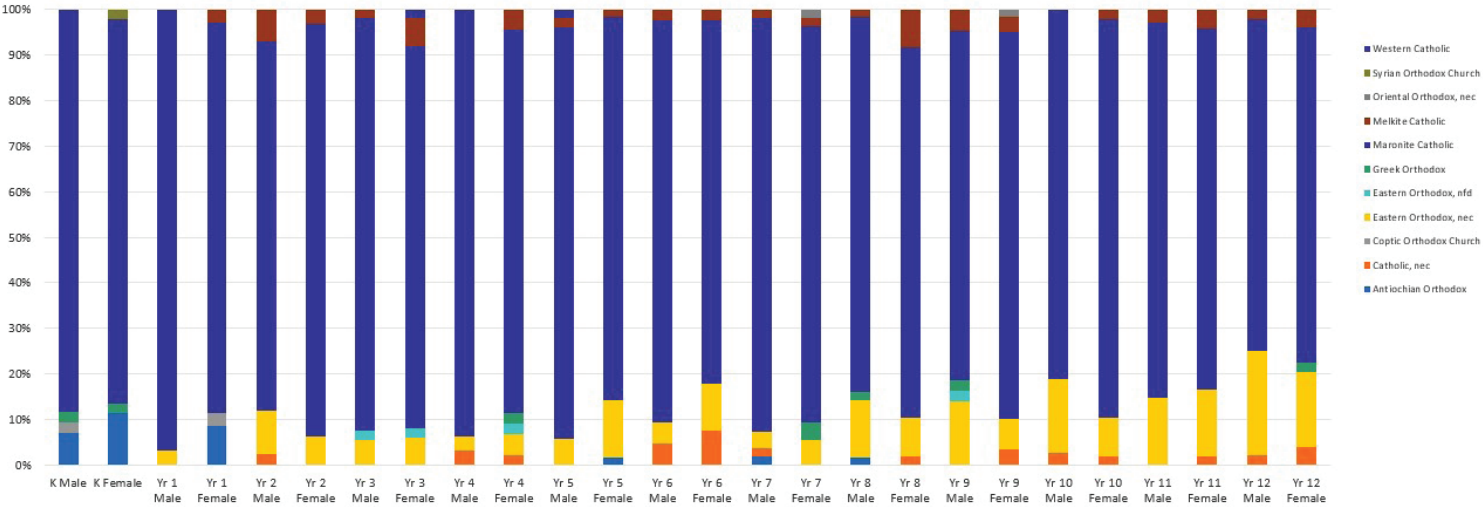


# STUDENT PROFILE - GENDER AND RELIGION

STUDENT PROFILE - GENDER



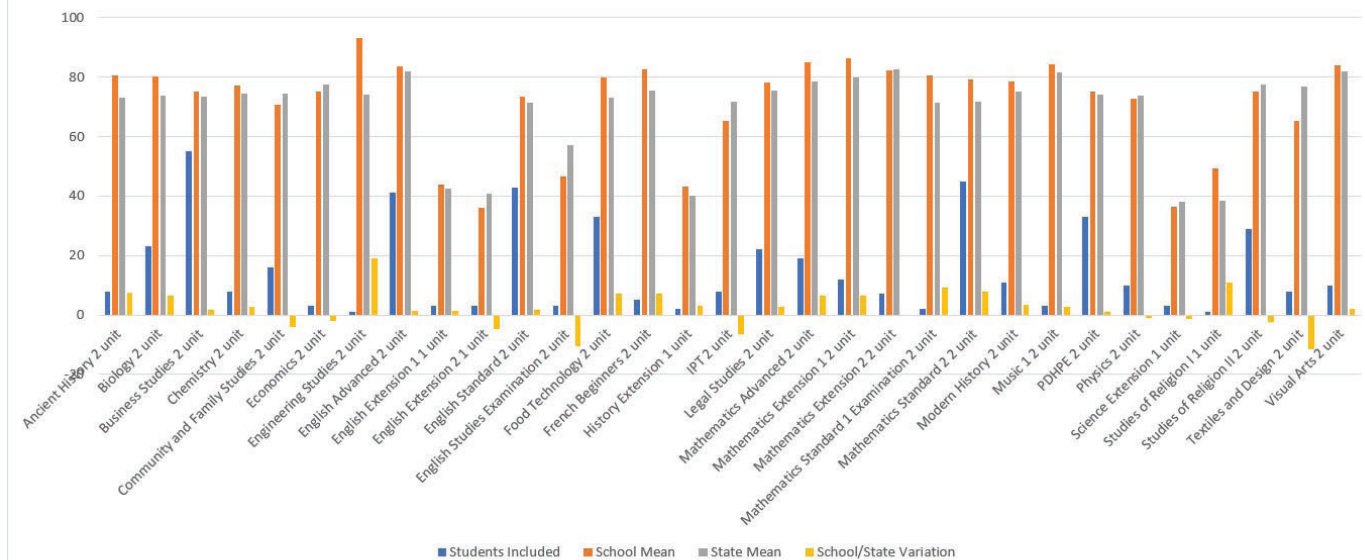
Student Profile - Religion





# DATA ANALYSIS - HSC

2024 HSC School Mean v State Mean



# NATIONAL BENCHMARKS

The Commonwealth Government sets minimum desirable standards for reading, writing and numeracy at particular ages. These are referred to as national benchmarks. Our school's student performance in the NAPLAN Tests for Year 3, Year 5, Year 7 and Year 9 is compared to these benchmarks/National Minimum Standards, according to the stats seen below through the colour coding scheme.

	2023	2024			
Compare to	<input checked="" type="radio"/>	Students with similar background	<input type="radio"/>	All Australian students	
	Reading	Writing	Spelling	Grammar	Numeracy
Year 3	395	414	402	410	404
Year 5	486	500	500	516	496
Year 7	542	554	561	561	553
Year 9	547	580	577	573	559

## Interpreting the table

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

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

All years performed close to and average in all categories.

Our year 7 students performed above average in spelling and grammar.

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# ATTENDANCE POLICY SUMMARY

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In accordance with Section 24 of the Education Act (1990), the Principal maintains in a form approved by the Minister an Attendance Register and a Register of Admission (Enrolment). This document complies with current legal requirements as required by Section 3.8 of the NESA Registered and Accredited Individual Non-government Schools (NSW) Manual). The registers are located in the College Administration Office and on the Student Management System (SMS) (Sentral), and are available for inspection during school hours by authorised persons.

The register of enrolment and the register of daily attendance is maintained in electronic form on the College's Student Management System. The College has responsibility to ensure that all attendance records are current, accurate and accessible. Where the parents of a student of compulsory school age seeks an exemption from attendance at school or an exemption from enrolment, the principal will process the parent's application in accordance with the guidelines from NSW Department of Education.

The Register of Enrolments includes the following information for each student:

- Name, age and address
- The name and contact telephone number of parent(s) or guardian(s)
- Date of enrolment and, where appropriate, the date of leaving the school and student's destination
- For students older than six (6) years, previous school or pre-enrolment situation.

It is the joint responsibility of the Administration Manager, Enrolment Officer and the Head of Technologies to ensure that the Student Management System is kept up to date with all of the above details for every child.

The register of daily attendance includes the following information for each student:

- Daily attendance which is recorded on the Student Management System by noting daily absences and partial absences
- Whole day absences
- Reason for absences and partial absences
- Documentation to substantiate reason for absence. This is kept in the class Attendance Folder in the plastic wallet for each named child.

It is the responsibility of the class (Primary) and Homeroom teacher (Secondary) to ensure that attendance is recorded on the Student Management System prior to 8:45am each morning. It is the responsibility of the Office Administration Staff to record on the Student Management System the students who arrive after 8:30am and who leave before 3:10pm.

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# HOW WE MANAGE NON-ATTENDANCE

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Under requirements for registration, schools are required to have strategies that may be implemented in attempting to restore a student's attendance in accordance with the school's policy and procedures.

## **STUDENT MANAGEMENT SYSTEM (Sentral)**

Sentral is the single source of truth for recording and managing attendance. Teachers are trained to record daily absences and to monitor attendance of students in their homeroom through the visual heat map that is created. This map can highlight prolonged or fractional absences across a Term. Any concerns of absence identified are followed up with a phone call home and a conversation with the student. All follow up is recorded on Sentral.

## **PARTNERSHIP WITH PARENTS**

Parents are reminded of their legal responsibilities at the start of each year and periodically through newsletters. They are advised of the link between good attendance and academic success.

Parents are advised to keep travel to school holidays and to avoid all absences –whole day and partial. Parents must provide reasons for absence promptly and as soon as the child returns to school or before. All absences must be accounted for. If prompted to complete a reason for absence form, parents must return it to the class/homeroom teacher the following day.

Should chronic absence become a concern, meetings may be scheduled with the Year Coordinator and/or Director of Pastoral Care to discuss concerns and create an action plan.

## **THE HOMEROOM/CLASS TEACHER MARKS THE ROLL**

The Homeroom/Class teacher monitors attendance each morning prior to 8.45am. The teacher marks the roll noting students absence if they are not present. The class and homeroom teacher are prompted by the Student Management System if the roll is not marked by 9.00am.

## **CONTACT HOME BY THE THIRD DAY OF ABSENCE**

The homeroom/class teacher will call home by the third day of absence to establish the reason for absence and ascertain the students' welfare.

## **ALL ABSENCES ARE ACCOUNTED FOR**

Homeroom/class teachers take responsibility for following up and establishing reasons for absence. The parent is expected to provide a reason for absence upon the child's return to school. The child is reminded daily by the homeroom teacher to provide a note of explanation.

Through the parent portal on Sentral, our student management system, parents are able to electronically submit the reason for their child's absence.

## **CARE FOR STUDENT WELLBEING**

If a student has a sustained or fractional absence that is worrying, then the class/homeroom teacher will alert the Year or Stage Coordinator. They will also talk to the student to establish any concerns that the student might have. The Coordinator may call for a meeting with parents.

## HOW WE MANAGE NON-ATTENDANCE

### LETTERS of CONCERN

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

1. A first letter of concern is created by the Year Coordinator and given to the parent which states the concerning pattern of days absent.
2. A second letter of concern is sent when there is still a concern in the number of days absent.
3. A third letter of concern is given where little improvement is made in the number of days absent. Upon receiving the third letter of concern, the parent may need to participate in a compulsory course to help improve their child's attendance.

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

### STUDENT ATTENDANCE PLAN

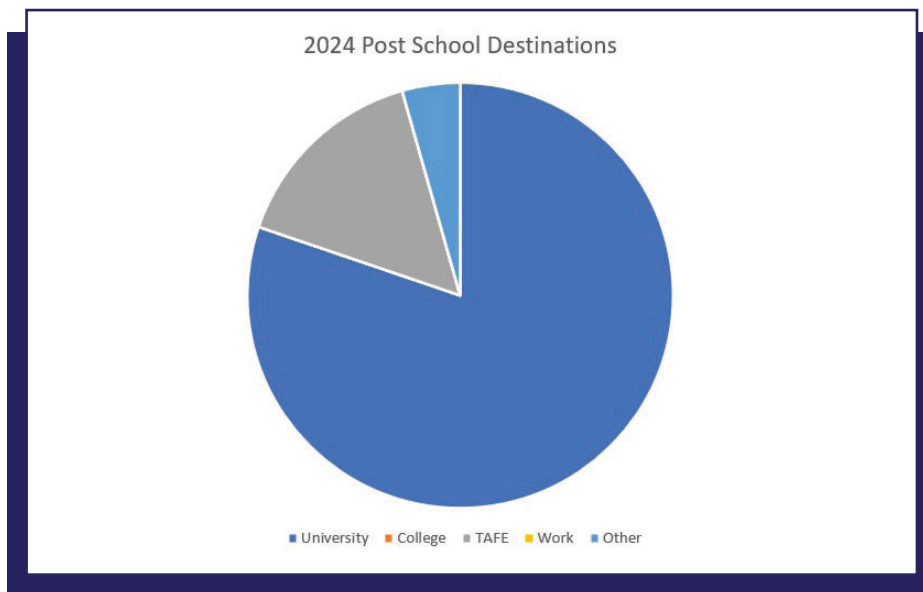
The Year/Stage Coordinator will call for a meeting with parents to discuss poor attendance and the student will be placed on an **ATTENDANCE PLAN** to improve attendance. It outlines agreed actions/targets and the persons responsible. A follow up meeting will be held to consider progress. People involved may include: class/homeroom teacher; Year/Stage Coordinator; Learning Support; School Wellbeing Coordinator; Director Primary School; Director of Pastoral Care. The intention is to set targets to improve attendance and the parents are given a time frame. If the **ATTENDANCE PLAN** does not result in improved attendance, then the Director of Pastoral Care/ Director of Primary may pursue further action.



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# POST SCHOOL DESTINATIONS

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Post-school destinations offer students a variety of pathways to pursue based on their interests and career goals. These destinations can include continuing education through University, TAFE, entering the workforce, or even pursuing entrepreneurial ventures. For those seeking higher education, university provides an opportunity to gain specialized knowledge and skills in various fields, often leading to professional careers. Vocational education and training (VET) pathways, such as apprenticeships or TAFE courses, offer hands-on experience and qualifications for students interested in practical, skill-based careers. Additionally, some students may choose to enter the workforce directly, gaining valuable work experience or pursuing employment in industries where immediate opportunities are available. With the right support and guidance, students can successfully navigate their post-school options, shaping a future that aligns with their passions and aspirations.

Out of the 92 students who graduated from Year 12 2024, 73 are attending university, 14 are enrolled in TAFE courses and 4 are taking a gap year as part of their post school destination.

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## ROSA AND RETENTION RATES YEAR 10 TO YEAR 12

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In 2024, 13 students chose a vocational or work pathway in preference to completing their HSC.

Year 10 – 6 students were awarded a Stage 5 ROSA

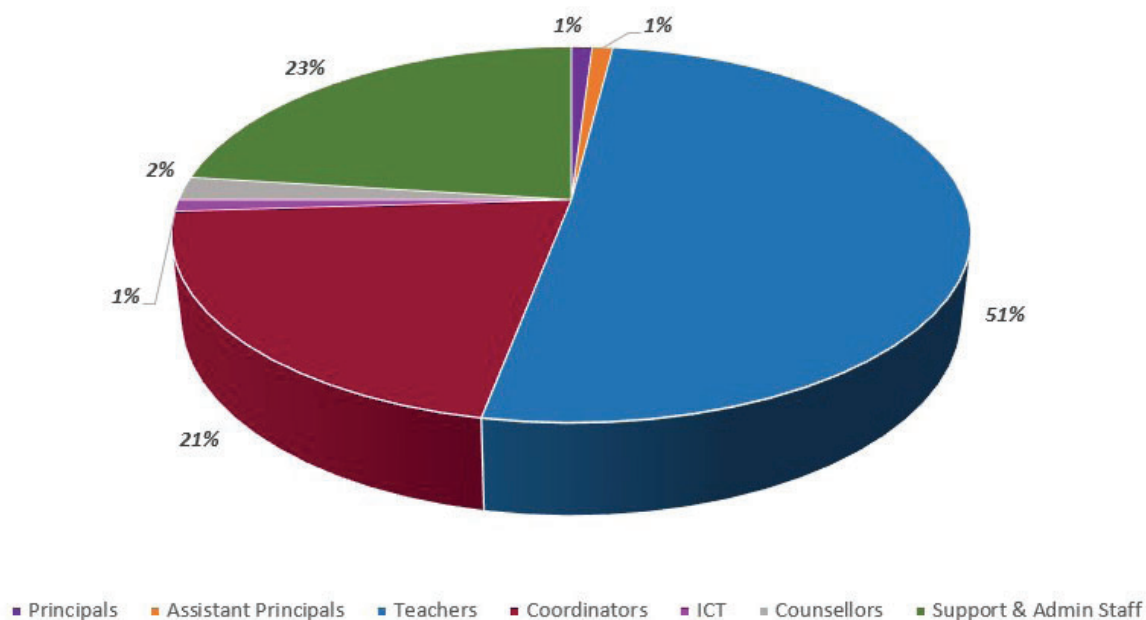
Year 11 - 7 students were awarded a Preliminary ROSA

St Charbel's College had an actual retention rate from the Stage 5 (Year 10) 2022 to the Higher School Certificate 2024 of 90%.

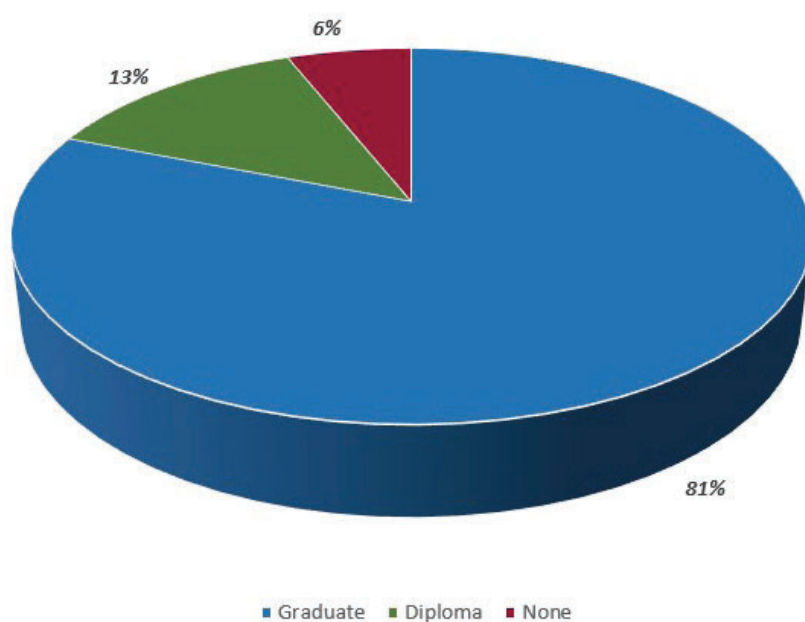


# STAFF PROFILE

St Charbel's College Staff Profile - 2024



St Charbel's College - Staff Qualifications - 2024



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# POLICIES

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College Policies for Behaviour Management, Privacy, Bullying Prevention and Intervention, Enrolment, Complaints and Grievances, are available on the College website located at

<https://www.stcharbel.nsw.edu.au/StudentandStaffWellbeing/SchoolPolicies.aspx>

The Student Pastoral Care framework, Behaviour management, and Anti-Bullying Policy are also available to the College community through the College Diary. Student welfare and behaviour policy focuses on building positive relationships. The Merit and Student Restorative System is available to the College community through the College Diary. Levels of student reward and discipline are outlined in this document.

## ENROLMENT

1. In usual circumstances students enrolling at the College must be 5 years of age or older on or before 30 June in the year in which they are to commence enrolment.
2. Enrolments will be considered from all families who are prepared to support Maronite Catholic ideals and principles. Enrolment applications will need to be submitted prior to the enrolment deadline specified for the current year in order for your child's application to be considered
3. The factors considered in determining enrolments:
  - Children whose Maronite Catholic families are known and are involved members of the parish and have siblings attending the College
  - Children whose Maronite Catholic families are known and are involved members of the parish
  - Children whose Maronite Catholic families express an understanding of and commitment to the educational and religious life of the school (eg Maronite Catholics who attend Roman Catholic parishes)
  - The contribution the student may make to the College, including the co-curricular activities
  - The ability to meet the special needs or abilities of the student
  - Whether children are already enrolled in another school
4. The school has an absolute discretion in determining the weight of each of the factors it takes into account in determining whether to offer a place for the student
5. Where a child has a disability the parents/carers must disclose all relevant information related to their child's disability and additional needs. The College will consider what reasonable adjustments, if any, are needed to meet those needs before offering a place.
6. Continued enrolment at the College is also conditional on:
  - a student abiding by the College's rules in effect from time to time, including without limitation the College Code of Conduct;
  - a student demonstrating satisfactory standards of effort, attitude and behaviour in order to continue at the College and progress to the next year level. If the Principal considers that a student is deficient in any of those areas, the student may be required to be counselled, to repeat a year level, or to leave the College;
  - a student making satisfactory academic progress, attending consistently, and the student and the parent/carer(s) observing all behavioural codes of conduct and other requirements of the school which are applicable from time to time, and
  - the College continuing to be able to meet the students' needs even with reasonable adjustments, without unreasonable hardship.
  - new students of concern may be placed on a Probationary Enrolment Period upon the discretion of the Principal.
  - non – payment of outstanding school fees may result in suspension of a student.

## **ANTI-BULLYING**

All children and young people have the right to an education that is free from discrimination, harassment and bullying. Our role model is Christ and we seek to replicate all Jesus taught in our actions and relationships with others. Through Jesus' words to "Do unto others as you would have them do unto you" and "Love your neighbour as yourself", we are called to give witness to these Christian values.

The dignity of each person created in the image of God is at the heart of this policy as is the desire to bring reconciliation and healing to situations of conflict.

- Every person at St Charbel's has a right to be treated as an individual and with dignity
- Every person at St Charbel's has a right to be able to feel safe
- Every person at St Charbel's has a right to be able to learn, free from anxiety.

## **STUDENT WELLBEING AND BEHAVIOUR MANAGEMENT**

Our aim is to know the child well and recognise good behaviour, effort and achievement at every possible opportunity. Our system involves the formal and public recognition of our students. Rewards are earned in many ways, including good behaviour or attitude, consistently high standard of effort, good attendance and punctuality, helpfulness and contribution to community service.

The aim of the rewards system is to build self-esteem therefore all teachers are encouraged to:

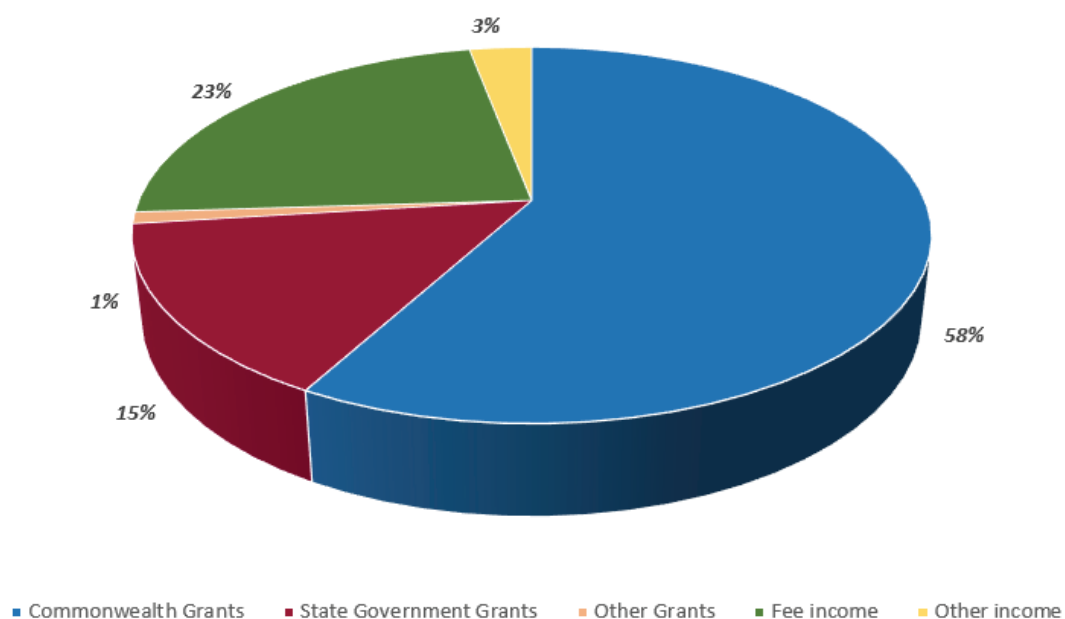
- Target the pupil's strengths
- Give frequent positive verbal feedback
- Avoid giving negative feedback in front of the pupil's peer group. If reprimanding, the teacher must always use the sandwich model.
- Publicly celebrate the pupil's successes however small
- Set rewards at an attainable level for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

## **COMPLAINTS AND GRIEVANCES**

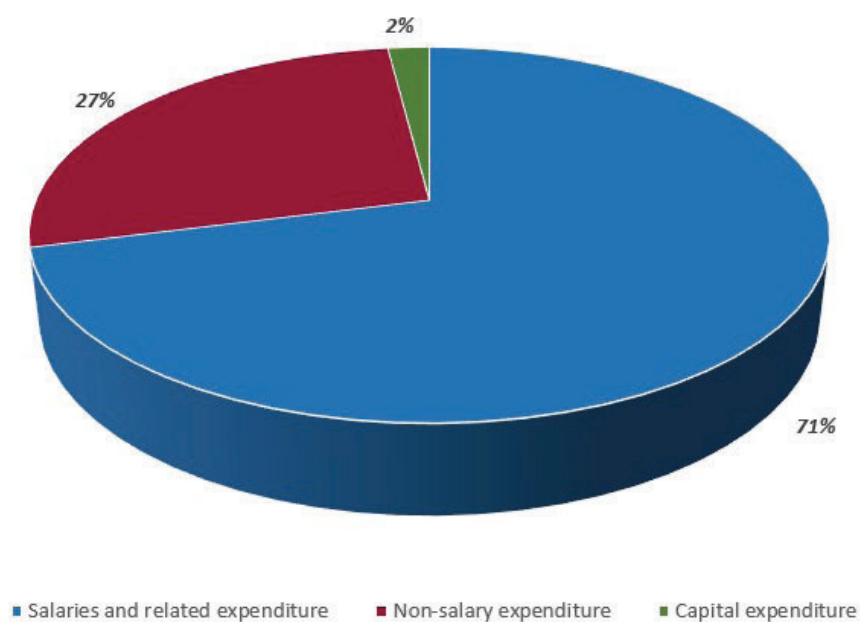
We aim to develop a positive and collaborative relationship between home and school and have clear and open communication within the community. St Charbel's College acknowledges that Parents/ Caregivers can sometimes feel concerned about something that they believe is happening in their child's school. The resolution of these concerns in every school community is vital to the well being and success of that community. It is recognised that parents and caregivers must have access to processes that allow them to resolve concerns in a supportive, conciliatory environment.

# FINANCIAL

St Charbel's College - 2024 Income



St Charbel's College - 2024 Expenditure



# STAFF FEEDBACK

The teaching of Religious Education (K-12) is typified by quality pedagogical practices that are regularly reviewed and strengthened	Students are encouraged to develop sound moral reasoning and social conscience	Teaching methods and programs used by teachers at St Charbel's College demonstrate effective 21st century educational practices	Staff employ a holistic approach to the development of the child -spiritually, emotionally, physically and academically	Detailed analysis of assessment data is carried out and feedback is provided to all staff.	Evaluation and reflection of effective teaching practice is completed at an individual level	Coordinators give priority to students during class times and activities over administrative duties
Strongly agree	Strongly agree	Strongly agree	Strongly agree	Strongly agree	Strongly agree	Agree
Neutral	Neutral	Neutral	Neutral	Neutral	Neutral	Neutral
Agree	Neutral	Agree	Neutral	Strongly disagree	Strongly Disagree	Agree
Agree	Neutral	Agree	Agree	Agree	Neutral	Agree
Strongly agree	Strongly agree	Agree	Strongly agree	Agree	Agree	Agree
Agree	Neutral	Neutral	Agree	Neutral	Neutral	Neutral
Neutral	Agree	Agree	Agree	Neutral	Neutral	Neutral
Strongly agree	Neutral	Agree	Neutral	Agree	Agree	Neutral
Neutral	Neutral	Neutral	Agree	Agree	Neutral	Neutral
Agree	Agree	Agree	Strongly agree	Neutral	Neutral	Neutral
Strongly agree	Strongly agree	Strongly agree	Strongly agree	Strongly agree	Strongly agree	Strongly agree
Strongly agree	Neutral	Agree	Agree	Strongly agree	Agree	Agree
Agree	Strongly agree	Agree	Agree	Strongly agree	Neutral	Strongly agree
Strongly agree	Strongly agree	Strongly agree	Strongly agree	Strongly agree	Strongly agree	Strongly agree
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Strongly agree	Neutral	Agree	Agree	Agree	Agree	Agree
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Agree	Agree	Agree	Strongly agree	Agree	Strongly agree	Neutral
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Agree	Agree	Agree	Strongly agree	Strongly agree	Agree	Agree
Agree	Agree	Agree	Agree	Agree	Agree	Agree
Neutral	Neutral	Agree	Agree	Neutral	Neutral	Neutral
Agree	Agree	Disagree	Agree	Agree	Agree	Agree
Strongly agree	Strongly agree	Strongly agree	Strongly agree	Neutral	Strongly agree	Strongly agree
Neutral	Neutral	Neutral	Agree	Neutral	Agree	Neutral
Strongly agree	Agree	Strongly agree	Strongly agree	Strongly agree	Strongly agree	Strongly agree
Agree	Agree	Agree	Agree	Agree	Agree	Agree
Strongly agree	Strongly agree	Strongly agree	Strongly agree	Strongly agree	Strongly agree	Strongly agree



# STAFF FEEDBACK

Effective pastoral programs are embedded across the curriculum	Parents perceive that learning is challenging, engaging and meeting the needs of their children	The school actively seeks parent views and offers opportunities for involvement in planning and evaluation of school events	The school promotes parental engagement in the life of the school	Staff have a clear understanding of their rights and responsibilities with regard to a safe and supportive learning environment	Collaborative teaching, observation and feedback is effectively used to assist teachers in the development of best practice.
Strongly agree	Strongly agree	Strongly agree	Strongly agree	Strongly agree	Agree
Neutral	Neutral	Neutral	Neutral	Agree	Neutral
Neutral	Neutral	Neutral	Neutral	Neutral	Strongly Disagree
Agree	Agree	Neutral	Neutral	Agree	Neutral
Agree	Agree	Neutral	Agree	Agree	Agree
Neutral	Neutral	Neutral	Agree	Agree	Neutral
Agree	Agree	Agree	Agree	Agree	Neutral
Disagree	Neutral	Agree	Agree	Agree	Neutral
Neutral	Neutral	Neutral	Agree	Strongly agree	Agree
Neutral	Neutral	Disagree	Agree	Agree	Strongly agree
Agree	Agree	Strongly agree	Strongly agree	Strongly agree	Strongly agree
Neutral	Neutral	Disagree	Disagree	Strongly agree	Strongly agree
Strongly agree	Strongly agree	Strongly agree	Strongly agree	Agree	Strongly agree
Strongly agree	Agree	Agree	Agree	Strongly agree	Strongly agree
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Agree	Agree	Agree	Agree	Agree	Agree
Neutral	Neutral	Neutral	Strongly agree	Strongly agree	Agree
Agree	Disagree	Agree	Agree	Agree	Strongly agree
Agree	Agree	Agree	Agree	Strongly agree	Strongly agree
Neutral	Agree	Agree	Agree	Neutral	Agree
Neutral	Agree	Agree	Neutral	Agree	Agree
Disagree	Agree	Strongly agree	Strongly agree	Disagree	Disagree
Strongly agree	Strongly agree	Strongly agree	Strongly agree	Strongly agree	Agree
Neutral	Neutral	Neutral	Neutral	Neutral	Agree
Strongly agree	Agree	Strongly agree	Strongly agree	Strongly agree	Strongly agree
Agree	Agree	Agree	Agree	Agree	Neutral
Strongly agree	Strongly agree	Agree	Strongly agree	Strongly agree	Strongly agree



# STAFF FEEDBACK

Professional learning opportunities are developed in response to identified staff needs, and are informed by evidence in effective practice	Professional development opportunities and experiences provided by the College are clearly linked to professional standards	Professional learning events have resulted in increased collaboration within the College. Time is provided to all staff for planning and programming	Timely communication is provided to ensure that all staff have the opportunity to contribute to the leadership of the school.	I feel supported in my role at the College	I play a significant role in the life of the College	I know what to do in an emergency situation
Agree	Strongly agree	Strongly agree	Agree	Strongly agree	Strongly agree	Yes
Neutral	Neutral	Neutral	Agree	Strongly agree	Strongly agree	Yes
Agree	Agree	Neutral	Strongly disagree	Neutral	Neutral	Yes
Neutral	Agree	Neutral	Agree	Strongly agree	Agree	Yes
Neutral	Agree	Neutral	Agree	Agree	Agree	Yes
Neutral	Neutral	Neutral	Neutral	Agree	Agree	Yes
Agree	Agree	Disagree	Neutral	Agree	Agree	Yes
Neutral	Neutral	Neutral	Agree	Agree	Agree	Yes
Agree	Agree	Agree	Disagree	Strongly agree	Agree	Yes
Agree	Strongly agree	Strongly agree	Neutral	Agree	Agree	Yes
Strongly agree	Strongly agree	Strongly agree	Strongly agree	Strongly agree	Agree	Yes
Agree	Agree	Strongly disagree	Neutral	Strongly agree	Strongly agree	Yes
Agree	Agree	Agree	Agree	Strongly agree	Neutral	Yes
Strongly agree	Strongly agree	Strongly agree	Strongly agree	Strongly agree	Strongly agree	Yes
Agree	Agree	Agree	Disagree	Agree	Agree	Yes
Agree	Strongly agree	Agree	Neutral	Strongly agree	Strongly agree	Yes
Agree	Agree	Agree	Agree	Agree	Agree	Yes
Agree	Agree	Agree	Neutral	Strongly agree	Strongly agree	Yes
Strongly agree	Strongly agree	Agree	Strongly agree	Strongly agree	Strongly agree	Yes
Agree	Strongly agree	Strongly agree	Agree	Agree	Agree	Yes
Agree	Agree	Agree	Agree	Strongly agree	Agree	Yes
Neutral	Neutral	Disagree	Neutral	Neutral	Strongly agree	Yes
Strongly disagree	Disagree	Disagree	Agree	Strongly agree	Strongly agree	Yes
Strongly agree	Strongly agree	Agree	Strongly agree	Strongly agree	Strongly agree	Yes
Agree	Strongly agree	Neutral	Agree	Neutral	Strongly agree	Yes
Strongly agree	Strongly agree	Strongly agree	Strongly agree	Strongly agree	Strongly agree	Yes
Agree	Agree	Agree	Agree	Neutral	Strongly agree	Yes
Strongly agree	Strongly agree	Strongly agree	Strongly agree	Strongly agree	Strongly agree	Yes

## PARENT FEEDBACK

[illegible]





## STUDENT FEEDBACK

St. Charbel's College offers a wide range of programs that allow students to connect with religious and spiritual life	Religious Education programs are meaningful and are reviewed and strengthened regularly	Students are increasingly engaged in the faith of the College and Church community	Student evaluations and assessments reflect experiences of authentic learning and of critical thinking	I am made aware of areas for improvement in my learning at the earliest possible time	Student leadership is active in promoting the social, emotional and spiritual wellbeing of students	Pastoral Care is increasingly interactive for students to allow maximised engagement	Students, parents and staff have a clear understanding of their rights and responsibilities with regard to a safe and supportive learning environment	I know what to do in an emergency situation	I feel supported at the school	My teachers care about me	My parents support decisions made by the school
Agree	Agree	Agree	Disagree	Neutral	Agree	Neutral	Agree	Yes	Yes	Strongly agree	Agree
Strongly agree	Strongly agree	Strongly agree	Neutral	Agree	Agree	Neutral	Agree	Yes	Yes	Neutral	Agree
Strongly agree	Strongly agree	Strongly agree	Strongly agree	Agree	Agree	Agree	Agree	Yes	Yes	Strongly agree	Agree
Agree	Agree	Agree	Agree	Neutral	Agree	Neutral	Agree	No	Yes	Agree	Agree
Agree	Agree	Agree	Neutral	Agree	Strongly agree	Neutral	Neutral	Yes	Yes	Neutral	Agree
Neutral	Neutral	Disagree	Neutral	Disagree	Disagree	Strongly disagree	Strongly agree	Yes	No	Agree	
Strongly agree	Strongly agree	Strongly agree	Strongly agree	Agree	Agree	Agree	Strongly agree	Yes	Yes	Strongly agree	Strongly agree
Strongly agree	Disagree	Disagree	Agree	Neutral	Agree	Neutral	Disagree	Yes	No	Neutral	Disagree
Strongly agree	Strongly agree	Agree	Strongly agree	Strongly agree	Agree	Agree	Strongly agree	Yes	Yes	Strongly agree	Strongly agree
Neutral	Neutral	Strongly disagree	Neutral	Neutral	Strongly Disagree	Strongly disagree	Disagree	Yes	Yes	Neutral	Neutral
Agree	Agree	Agree	Agree	Neutral	Agree	Agree	Agree	Yes	Yes	Agree	Agree
Strongly agree	Strongly agree	Strongly agree	Agree	Agree	Agree	Disagree	Strongly agree	Yes	Yes	Neutral	Strongly agree
Strongly agree	Strongly agree	Strongly agree	Agree	Agree	Agree	Disagree	Strongly agree	Yes	Yes	Neutral	Strongly agree
Neutral	Disagree	Neutral	Neutral	Neutral	Disagree	Neutral	Agree	Yes	Yes	Neutral	Neutral
Strongly agree	Agree	Strongly agree	Disagree	Disagree	Neutral	Disagree	Disagree	No	No	Disagree	Neutral
Agree	Strongly agree	Strongly agree	Agree	Strongly agree	Agree	Agree	Strongly agree	Yes	Yes	Agree	Agree
Agree	Agree	Strongly agree	Neutral	Agree	Agree	Strongly disagree	Disagree	No	Yes	Disagree	Strongly agree
Strongly agree	Strongly agree	Strongly disagree	Neutral	Strongly agree	Agree	Strongly disagree	Agree	Yes	No	Agree	Strongly agree
Strongly agree	Strongly agree	Agree	Neutral	Neutral	Neutral	Strongly disagree	Neutral	No	Yes	Agree	Agree
Agree	Agree	Agree	Disagree	Disagree	Strongly Disagree	Strongly disagree	Neutral	No	No	Neutral	Neutral
Strongly agree	Strongly agree	Agree	Neutral	Agree	Neutral	Strongly disagree	Agree	No	Yes	Neutral	Strongly agree
Neutral	Neutral	Neutral	Neutral	Disagree	Strongly Disagree	Strongly disagree	Strongly disagree	Yes	No	Neutral	Neutral
Strongly agree	Strongly agree	Strongly agree	Agree	Agree	Agree	Agree	Strongly agree	Yes	Yes	Agree	Strongly agree
Agree	Disagree	Disagree	Agree	Agree	Neutral	Strongly disagree	Neutral	Yes	Yes	Neutral	Neutral
Agree	Agree	Neutral	Neutral	Agree	Agree	Strongly disagree	Disagree	Yes	No	Strongly disagree	Neutral
Strongly agree	Strongly agree	Strongly agree	Agree	Agree	Agree	Agree	Agree	Yes	Yes	Agree	Neutral
Strongly agree	Strongly agree	Strongly agree	Strongly agree	Agree	Neutral	Neutral	Strongly agree	Yes	Yes	Agree	Strongly agree
Agree	Agree	Strongly agree	Neutral	Neutral	Neutral	Disagree	Agree	Yes	Yes	Agree	Agree
Strongly agree	Strongly agree	Strongly agree	Strongly agree	Strongly agree	Strongly agree	Strongly agree	Strongly agree	Yes	Yes	Strongly agree	Strongly agree
Agree	Agree	Strongly agree	Agree	Agree	Strongly agree	Neutral	Strongly agree	Yes	Yes	Strongly agree	Strongly agree
Strongly agree	Strongly agree	Agree	Disagree	Disagree	Agree	Disagree	Strongly disagree	Yes	Yes	Disagree	Agree
Strongly agree	Agree	Agree	Strongly disagree	Disagree	Neutral	Disagree	Strongly disagree	Yes	No	Strongly disagree	Disagree
Strongly agree	Strongly agree	Strongly agree	Agree	Agree	Agree	Neutral	Agree	Yes	Yes	Agree	Agree
Agree	Agree	Agree	Agree	Agree	Neutral	Neutral	Agree	Yes	Yes	Strongly disagree	Disagree
Strongly agree	Neutral	Neutral	Neutral	Agree	Strongly agree	Agree	Agree	Yes	Yes	Agree	Agree
Agree	Agree	Agree	Disagree	Disagree	Agree	Disagree	Strongly disagree	Yes	Yes	Disagree	Agree
Strongly agree	Strongly agree	Agree	Strongly disagree	Disagree	Neutral	Disagree	Strongly disagree	Yes	No	Strongly disagree	Disagree
Strongly agree	Strongly agree	Strongly agree	Agree	Agree	Agree	Neutral	Agree	Yes	Yes	Agree	Agree
Agree	Agree	Agree	Agree	Agree	Neutral	Neutral	Agree	Yes	Yes	Strongly disagree	Disagree
Strongly agree	Neutral	Neutral	Neutral	Agree	Strongly agree	Agree	Agree	Yes	Yes	Agree	Strongly agree
Agree	Agree	Agree	Disagree	Disagree	Agree	Disagree	Disagree	Yes	No	Disagree	Agree
Strongly agree	Agree	Agree	Agree	Agree	Neutral	Neutral	Agree	Yes	Yes	Strongly disagree	Disagree
Strongly agree	Agree	Agree	Agree	Agree	Neutral	Neutral	Agree	Yes	Yes	Agree	



## STUDENT FEEDBACK

St. Charbel's College offers a wide range programs that allow students to connect with religious and spiritual life	Religious Education programs are meaningful and are reviewed and strengthened regularly	Students are increasingly engaged in the faith of the College and Church community	Student evaluations and assessments reflect experiences of authentic learning and critical thinking	I am made aware of areas for improvement in my learning at the earliest possible time	Student leadership is active in promoting the social, emotional and spiritual wellbeing of students	Pastoral Care is increasingly interactive for students to allow maximised engagement	Students, parents and staff have a clear understanding of their rights and responsibilities with regard to a safe and supportive learning environment	I know what to do in an emergency situation	I feel supported at the school	My teachers care about me	My parents support decisions made by the school
Strongly agree	Strongly agree	Strongly agree	Strongly agree	Agree	Strongly agree	Neutral	Neutral	Yes	Yes	Agree	Strongly agree
Agree	Neutral	Neutral	Agree	Strongly agree	Agree	Agree	Neutral	Yes	Yes	Agree	Agree
Strongly agree	Strongly agree	Strongly agree	Strongly agree	Strongly agree	Strongly agree	Strongly agree	Strongly agree	Yes	Yes	Strongly agree	Strongly agree
Agree	Strongly agree	Strongly agree	Agree	Agree	Strongly Disagree	Disagree	Neutral	Yes	Yes	Agree	Neutral
Agree	Neutral	Agree	Neutral	Neutral	Strongly agree	Agree	Strongly agree	Yes	Yes	Neutral	Neutral
Neutral	Agree	Neutral	Neutral	Neutral	Neutral	Neutral	Neutral	Yes	No	Strongly disagree	Neutral
Strongly agree	Agree	Agree	Strongly agree	Strongly agree	Agree	Strongly agree	Strongly agree	Yes	Yes	Agree	Strongly agree
Neutral	Neutral	Neutral	Strongly agree	Neutral	Neutral	Neutral	Neutral	No	Yes	Neutral	Neutral
Agree	Agree	Strongly agree	Agree	Agree	Strongly agree	Agree	Agree	No	Yes	Neutral	Agree
Strongly agree	Strongly agree	Agree	Agree	Agree	Strongly agree	Neutral	Agree	Yes	Yes	Agree	Strongly agree
Agree	Neutral	Neutral	Agree	Agree	Agree	Agree	Agree	Yes	Yes	Agree	Agree
Agree	Agree	Agree	Neutral	Agree	Strongly agree	Agree	Agree	Yes	Yes	Neutral	Neutral
Neutral	Disagree	Neutral	Neutral	Neutral	Strongly Disagree	Strongly disagree	Neutral	Yes	Yes	Agree	Agree
Strongly agree	Agree	Neutral	Strongly agree	Agree	Disagree	Agree	Agree	Yes	Yes	Strongly agree	Agree
Neutral	Neutral	Neutral	Agree	Agree	Neutral	Neutral	Agree	Yes	Yes	Agree	Agree
Neutral	Agree	Strongly agree	Agree	Agree	Neutral	Disagree	Agree	Yes	Yes	Agree	Strongly agree
Strongly agree	Neutral	Agree	Agree	Agree	Agree	Neutral	Strongly agree	Yes	Yes	Strongly agree	Agree
Agree	Agree	Agree	Agree	Agree	Agree	Disagree	Neutral	Yes	Yes	Neutral	Agree
Agree	Agree	Agree	Agree	Agree	Agree	Agree	Agree	Yes	Yes	Strongly disagree	Neutral
Agree	Agree	Agree	Agree	Agree	Agree	Agree	Disagree	Yes	Yes	Neutral	Disagree
Agree	Agree	Agree	Agree	Agree	Agree	Neutral	Disagree	Yes	Yes	Neutral	Neutral
Agree	Agree	Neutral	Neutral	Agree	Strongly agree	Agree	Agree	Yes	Yes	Agree	Neutral
Strongly agree	Strongly agree	Strongly agree	Strongly agree	Strongly agree	Strongly agree	Agree	Strongly agree	Yes	Yes	Strongly agree	Strongly agree
Neutral	Strongly agree	Strongly agree	Strongly agree	Agree	Agree	Agree	Strongly agree	Yes	Yes	Strongly agree	Agree
Strongly agree	Strongly agree	Agree	Strongly agree	Agree	Strongly agree	Neutral	Strongly agree	Yes	Yes	Strongly agree	Agree
Agree	Agree	Strongly agree	Strongly agree	Agree	Neutral	Agree	Agree	Yes	Yes	Strongly agree	Agree
Neutral	Agree	Neutral	Agree	Strongly agree	Neutral	Neutral	Agree	Yes	Yes	Strongly agree	Agree
Agree	Strongly agree	Strongly agree	Agree	Strongly agree	Strongly agree	Strongly agree	Strongly agree	Yes	Yes	Agree	Agree
Strongly agree	Strongly agree	Strongly agree	Strongly agree	Strongly agree	Strongly agree	Strongly agree	Strongly agree	Yes	Yes	Agree	Agree
Neutral	Agree	Neutral	Agree	Agree	Neutral	Neutral	Agree	Yes	Yes	Strongly agree	Agree
Agree	Strongly agree	Strongly agree	Agree	Strongly agree	Neutral	Neutral	Agree	Yes	Yes	Agree	Agree
Strongly agree	Strongly agree	Strongly agree	Strongly agree	Strongly agree	Strongly agree	Strongly agree	Strongly agree	Yes	Yes	Agree	Agree
Agree	Agree	Agree	Neutral	Neutral	Agree	Disagree	Neutral	Yes	Yes	Agree	Agree
Strongly agree	Strongly agree	Strongly agree	Strongly agree	Strongly agree	Strongly agree	Strongly agree	Strongly agree	Yes	Yes	Agree	Agree
Agree	Agree	Agree	Agree	Agree	Agree	Agree	Agree	Yes	Yes	Agree	Agree
Strongly agree	Strongly agree	Strongly agree	Strongly agree	Strongly agree	Strongly agree	Strongly agree	Strongly agree	Yes	Yes	Agree	Agree
Agree	Agree	Agree	Agree	Agree	Agree	Agree	Agree	Yes	Yes	Agree	Agree
Strongly agree	Strongly agree	Strongly agree	Strongly agree	Strongly agree	Strongly agree	Strongly agree	Strongly agree	Yes	Yes	Agree	Agree
Agree	Agree	Agree	Agree	Agree	Agree	Agree	Agree	Yes	Yes	Agree	Agree
Strongly agree	Strongly agree	Strongly agree	Strongly agree	Strongly agree	Strongly agree	Strongly agree	Strongly agree	Yes	Yes	Agree	Agree
Agree	Agree	Agree	Agree	Agree	Agree	Agree	Agree	Yes	Yes	Agree	Agree
Strongly agree	Strongly agree	Strongly agree	Strongly agree	Strongly agree	Strongly agree	Strongly agree	Strongly agree	Yes	Yes	Agree	Agree

## STUDENT FEEDBACK

	Religious Education programs are meaningful and are reviewed and strengthened regularly	Students are increasingly engaged in the faith of the College and Church community	Student evaluations and assessments reflect experiences of authentic learning and critical thinking	I am made aware of areas for improvement in my learning at the earliest possible time	Student leadership is active in promoting the social, emotional and spiritual wellbeing of students	Pastoral Care is increasingly interactive for students to allow maximised engagement	Students, parents and staff have a clear understanding of their rights and responsibilities with regard to a safe and supportive learning environment	I know what to do in an emergency situation	My teachers care about me	My parents support decisions made by the school
St Charbel's College offers a wide range of programs that allow students to connect with religious and spiritual life	Agree	Agree	Disagree	Neutral	Disagree	Agree	Neutral	Yes	Strongly disagree	Neutral
	Strongly agree	Neutral	Strongly agree	Strongly agree	Strongly agree	Neutral	Strongly agree	Yes	Agree	Agree
	Strongly agree	Strongly agree	Agree	Agree	Agree	Agree	Strongly agree	Yes	Strongly agree	Strongly agree
	Strongly agree	Strongly agree	Neutral	Agree	Agree	Agree	Strongly agree	Yes	Agree	Strongly agree
	Strongly agree	Agree	Agree	Neutral	Neutral	Neutral	Agree	Yes	Neutral	Neutral
	Agree	Strongly agree	Strongly agree	Strongly agree	Agree	Agree	Strongly agree	Yes	Agree	Agree
	Neutral	Agree	Neutral	Neutral	Agree	Neutral	Agree	Yes	Agree	Neutral
	Agree	Agree	Neutral	Agree	Neutral	Disagree	Agree	Yes	Neutral	Neutral
	Strongly agree	Strongly agree	Strongly agree	Strongly agree	Strongly agree	Strongly agree	Strongly agree	No	Neutral	Neutral
	Strongly agree	Disagree	Agree	Strongly agree	Strongly agree	Neutral	Agree	Yes	Strongly agree	Strongly agree
	Strongly agree	Strongly agree	Strongly agree	Agree	Agree	Agree	Agree	Yes	Agree	Neutral
	Strongly disagree	Strongly disagree	Strongly disagree	Strongly Disagree	Strongly Disagree	Strongly disagree	Strongly disagree	No	Strongly disagree	Strongly disagree
	Strongly agree	Agree	Neutral	Agree	Strongly agree	Strongly agree	Agree	Yes	Strongly agree	Strongly agree
	Strongly agree	Neutral	Neutral	Agree	Strongly agree	Strongly agree	Agree	Yes	Agree	Strongly agree
	Agree	Agree	Agree	Agree	Disagree	Disagree	Neutral	Yes	Neutral	Neutral
	Neutral	Strongly agree	Agree	Neutral	Strongly agree	Neutral	Strongly agree	Yes	Strongly agree	Neutral
	Agree	Agree	Neutral	Agree	Neutral	Agree	Strongly agree	Yes	Neutral	Strongly agree
	Strongly disagree	Strongly disagree	Strongly disagree	Strongly Disagree	Strongly Disagree	Strongly disagree	Strongly disagree	No	Strongly disagree	Strongly disagree
	Agree	Strongly agree	Neutral	Agree	Agree	Neutral	Strongly agree	Yes	Neutral	Agree
	Agree	Neutral	Agree	Agree	Neutral	Strongly Disagree	Neutral	Yes	Neutral	Neutral
Neutral	Strongly agree	Agree	Strongly disagree	Neutral	Strongly Disagree	Agree	No	No	Agree	
Strongly agree	Strongly agree	Agree	Neutral	Agree	Agree	Agree	Yes	Yes	Agree	
Strongly agree	Strongly agree	Strongly agree	Neutral	Disagree	Neutral	Agree	Yes	Yes	Strongly agree	
Strongly agree	Strongly agree	Strongly agree	Strongly agree	Strongly agree	Agree	Strongly agree	Yes	Agree	Strongly agree	
Strongly agree	Strongly agree	Strongly agree	Strongly agree	Strongly agree	Strongly agree	Strongly agree	Yes	Agree	Strongly agree	
Strongly agree	Strongly agree	Strongly agree	Strongly agree	Strongly agree	Strongly agree	Strongly agree	Yes	Agree	Strongly agree	
Strongly agree	Strongly agree	Strongly agree	Strongly agree	Strongly agree	Strongly agree	Strongly agree	Yes	Agree	Strongly agree	
Strongly agree	Strongly agree	Strongly agree	Strongly agree	Strongly agree	Strongly agree	Strongly agree	Yes	Agree	Strongly agree	
Strongly agree	Strongly agree	Strongly agree	Strongly agree	Strongly agree	Strongly agree	Strongly agree	Yes	Agree	Strongly agree	
Strongly agree	Strongly agree	Strongly agree	Strongly agree	Strongly agree	Strongly agree	Strongly agree	Yes	Agree	Strongly agree	
Strongly agree	Strongly agree	Strongly agree	Strongly agree	Strongly agree	Strongly agree	Strongly agree	Yes	Agree	Strongly agree	
Strongly agree	Strongly agree	Strongly agree	Strongly agree	Strongly agree	Strongly agree	Strongly agree	Yes	Agree	Strongly agree	
Strongly agree	Strongly agree	Strongly agree	Strongly agree	Strongly agree	Strongly agree	Strongly agree	Yes	Agree	Strongly agree	
Strongly agree	Strongly agree	Strongly agree	Strongly agree	Strongly agree	Strongly agree	Strongly agree	Yes	Agree	Strongly agree	
Strongly agree	Strongly agree	Strongly agree	Strongly agree	Strongly agree	Strongly agree	Strongly agree	Yes	Agree	Strongly agree	
Strongly agree	Strongly agree	Strongly agree	Strongly agree	Strongly agree	Strongly agree	Strongly agree	Yes	Agree	Strongly agree	
Strongly agree	Strongly agree	Strongly agree	Strongly agree	Strongly agree	Strongly agree	Strongly agree	Yes	Agree	Strongly agree	
Strongly agree	Strongly agree	Strongly agree	Strongly agree	Strongly agree	Strongly agree	Strongly agree	Yes	Agree	Strongly agree	
Strongly agree	Strongly agree	Strongly agree	Strongly agree	Strongly agree	Strongly agree	Strongly agree	Yes	Agree	Strongly agree	
Strongly agree	Strongly agree	Strongly agree	Strongly agree	Strongly agree	Strongly agree	Strongly agree	Yes	Agree	Strongly agree	
Strongly agree	Strongly agree	Strongly agree	Strongly agree	Strongly agree	Strongly agree	Strongly agree	Yes	Agree	Strongly agree	
Strongly agree	Strongly agree	Strongly agree	Strongly agree	Strongly agree	Strongly agree	Strongly agree	Yes	Agree	Strongly agree	
Strongly agree	Strongly agree	Strongly agree	Strongly agree	Strongly agree	Strongly agree	Strongly agree	Yes	Agree	Strongly agree	
Strongly agree	Strongly agree	Strongly agree	Strongly agree	Strongly agree	Strongly agree	Strongly agree	Yes	Agree	Strongly agree	
Strongly agree	Strongly agree	Strongly agree	Strongly agree	Strongly agree	Strongly agree	Strongly agree	Yes	Agree	Strongly agree	
Strongly agree	Strongly agree	Strongly agree	Strongly agree	Strongly agree	Strongly agree	Strongly agree	Yes	Agree	Strongly agree	
Strongly agree	Strongly agree	Strongly agree	Strongly agree	Strongly agree	Strongly agree	Strongly agree	Yes	Agree	Strongly agree	
Strongly agree	Strongly agree	Strongly agree	Strongly agree	Strongly agree	Strongly agree	Strongly agree	Yes	Agree	Strongly agree	
Strongly agree	Strongly agree	Strongly agree	Strongly agree	Strongly agree	Strongly agree	Strongly agree	Yes	Agree	Strongly agree	
Strongly agree	Strongly agree	Strongly agree	Strongly agree	Strongly agree	Strongly agree	Strongly agree	Yes	Agree	Strongly agree	
Strongly agree	Strongly agree	Strongly agree	Strongly agree	Strongly agree	Strongly agree	Strongly agree	Yes	Agree	Strongly agree	
Strongly agree	Strongly agree	Strongly agree	Strongly agree	Strongly agree	Strongly agree	Strongly agree	Yes	Agree	Strongly agree	
Strongly agree	Strongly agree	Strongly agree	Strongly agree	Strongly agree	Strongly agree	Strongly agree	Yes	Agree	Strongly agree	
Strongly agree	Strongly agree	Strongly agree	Strongly agree	Strongly agree	Strongly agree	Strongly agree	Yes	Agree	Strongly agree	
Strongly agree	Strongly agree	Strongly agree	Strongly agree	Strongly agree	Strongly agree	Strongly agree	Yes	Agree	Strongly agree</	