



ST CHARBEL'S COLLEGE ANNUAL REPORT

2022

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MESSAGE FROM THE BOARD



After navigating through the challenges brought about by the COVID-19 lockdowns, the 2022 academic year presented the first opportunity for school life to revert back to its normality. Staff, students and families were delighted at the possibility of resuming excursions, camps, playground activities and other school events.

Under the guidance of the College Principal, as well as the College Leadership team, the 2022 academic year operated smoothly with minimal disruption.

The College Leadership team worked tirelessly to create a new Strategic Plan for the College. As part of this process, the Leadership team consulted with, and acted upon, feedback provided by various stakeholders. The Strategic Plan identified six strategic priorities that would be fundamental to the development of St Charbel's College for 2023 through to 2028. We look forward to the implementation of this Strategic Plan in the coming years.

Further, the College Board and Leadership team invested significant time and effort in ensuring the College complied with its ongoing governance requirements. The College established a new legal entity, St Charbel's College Limited, and set up various initiatives that would allow the College to transition to the new legal entity from 1 January 2023.

During the year, the Lebanese Maronite Order elected to appoint Fr Maroun Youssef as the Superior and Principal of St Anthony's Monastery and School in Chekka, Lebanon. As a result of his appointment, Fr Maroun's appointment as Principal of St Charbel's College concluded. On behalf of the Board, as well as the Trustees of the Lebanese Maronite Order, we would like to thank and acknowledge Fr Maroun for his commitment, vision and exceptional leadership during his tenure.

Following Fr Maroun's departure, a decision was made to change the College's Leadership structure moving forward, whereby the College is overseen by a Rector and two Co-Principals. Fr Assaad Lahhoud was appointed as Rector of the College, Fr Michael Sandrussi as Co-Principal Secondary and Fr Anthony El-Kazzi as Co-Principal Primary. We continue to look forward with hope for the years to come and wish them every success in their mission.

On behalf of the Board, I would like to extend our gratitude and appreciation to the College community for their unwavering support of this College. We pray that St Charbel continues to guide you so that all we do be for the greater glory of God.

MESSAGE FROM THE PRINCIPALS



It is a great honour and blessing to be part of Saint Charbel's College. Being leaders in this College allows us to realise more and more each day just how important our responsibility is towards God and towards our community. To be at the head of this community is a position of honour, but it is also a position of service and selflessness. We are reminded of our beloved Saint Nehmetallah, whose feast day we celebrate on the 14th December. During his monastic life, he served as Assistant General of the Lebanese Maronite Order for nine years. He did not let the power and authority of this position become the basis of his decisions and actions, but always saw how his position could be at the service of the needs of others. From Saint Nehmetallah we learn that power and authority are tools to give strength to the weak and the misfortunate, so that they too may be able to enjoy all the blessings of a full and happy life. This is the approach that we take here at Saint Charbel's College.

This spirit of Saint Nehmetallah is the same spirit of Saint Charbel. It is the spirit which animated the mission of the Lebanese Maronite Order

throughout its history. The Order has always had the needs of its people at the heart of its mission. During times of persecution and suffering in Lebanon, the Order opened its monasteries to give shelter and education to its people. The Order has always stood by its people in order to ensure its future and identity as God's children.

The approach we take to leadership is based on these two examples. Many would think that leaders are at the top of the pyramid and hierarchy. This unfortunately can be taken to mean that leaders simply stand above the rest of the body, waiting for the job to get done so that it can be ticked off by all stakeholders and members of the College simply to be handed in to leadership. In this way, leadership becomes not only the top of the College hierarchy, but also the end goal. This unfortunately is not the case, nor should it be the case. Leadership does not mean to stand above, but to stand with. It means to work with and to walk with others. Leaders rather should be at the bottom of the college hierarchy so that they may be the first to serve and to lead with and among all staff so that we work together for the sake of

MESSAGE FROM THE PRINCIPALS

the students, the goal of all our efforts and time. Our students are at the top of the college pyramid, and rightly so.

In light of this, it is our mission at Saint Charbel's College to first and foremost be at the service of our students. Our college, like every other school, is a relationship of 'give and take'. Teachers and members of staff offer education to students, and students receive this education. It is therefore the students who are in a position of need in our school. They are our top priority. Along with the parents, it is part of our mission to do all that is in our power to cater for their needs, because in the end we are at their service.

In the Holy Gospel Jesus maintains that the kingdom of God belongs to children (Luke 18:16). Saint Charbel's College therefore is to reflect the kingdom of God, whereby its children are welcomed and given every opportunity to grow into responsible men and women in society.

Our students are our pride and our future. Without them, we have no identity. Let us therefore stand by their side to listen to them, to hear them out. They have dreams, stories and ideas. Let us work with them and share with them our skills and our power to make them feel at home and show them their true value, so that in turn they may learn responsibility, sacrifice and honour.

A significant stakeholder of our College community is our parents. With them we work for the good of the students. Staff and parents will enjoy celebrating their combined efforts regarding students who achieve success, and in these situations, more often than not both staff and parents are in agreement and harmony. Moreover, what is encouraging is to experience the situations wherein students are not meeting their outcomes and desired goals, because

in these situations we find that at Saint Charbel's College, staff and parents are still working together, not to shift the blame onto each other but to find solutions that cater for the students' educational and pastoral needs. Parents are partners in the College. It is comforting to know that staff will approach a parent saying, 'I need your help', or asking 'how can we work together'. This approach expresses not only concern for the student, rather also care. It is reassuring and welcoming for parents, expressing the need for a collaborative effort in education and formation, because as the saying goes, 'it takes a village'.

With all of this in mind, we would like to thank the supporters of St Charbel's College – those men and women, the parent groups and the students that are at the heart and soul of the College. We acknowledge the College Board, College Executive Team, Directors, Managers, Head of Departments, Coordinators and the whole teaching and non-teaching staff of the College, and our hard working P&F Committee. We thank every individual who has in their little way contributed to the College, knowing that there are many anonymous soldiers who will give selflessly. We thank each and every one of you. May all we do be for the greater glory of God. "To Him Be Glory" and may Christ the teacher bless us and guide us through the intercession of Mary the Mother of God, Saint Charbel, Saint Nehmetallah, Saint Rafqa, Blessed Estephan Nehme and all the Saints. In a growing community, we look forward with hope to grow together in the years to come, entrusting ourselves to our Lord, His Mother, St. Charbel and all the Saints.

COLLEGE CONTEXT

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.

EDUCATIONAL DIRECTION

In 2022, the College's educational direction was centred on establishing and re-establishing the norms of face-to-face teaching and learning, underpinned by strategic professional development. Teacher professional development focused on our ability to:

- Build strength in self and others to deepen a sense of belonging.
- Strengthen teacher approach to feedback that moves the learning forward amidst a culture of high expectations.
- To build capacity and enable a collective approach through a variety of strategies to promote a culture of critically reflective practices.

In addressing these goals, all teaching staff were involved in professional development sessions to gain a deeper understanding of these goals and then worked in Stage, Faculty and Year groups to put these them into practice. Some of the wonderful initiatives that were undertaken included the provision for as many spiritual events throughout the year giving students multiple opportunities for active faith participation.

In addition, we focused on developing staff understanding of their dual role in nurturing teacher-student relationships that are set on a delicate balance of care and pressure. Learning environments are at their best where teachers actively put the pressure on students to achieve their best, in a setting of care. We endeavoured to create a culture where students expect to be challenged in an environment, supported to grow and prosper by overcoming learning challenges. Our teaching staff diligently worked on building the capacity of one another by engaging in pedagogical discussion, observation of each other's teaching, team teaching and participated in walkthroughs. These opportunities allowed for critical self-reflection on their teaching practice and hence, create a culture of continuous improvement.



In the pursuit of excellence through reflective practices, we examined ways to continue to educate the children in a manner that is complementary to the Lebanese-Australian Maronite identity and encourage them to be the best citizens they can be. This informed a whole school approach to setting goals in our new 5-year Strategic Improvement Plan 2023-2027. This intends to drive the College's direction moving forward in order to provide students with dynamic learning experiences that are relevant to their world and provide them with the skills to thrive in a rapidly changing global world.

RELIGIOUS EDUCATION AND MISSION

In 2022, we were invited to share the message of the Gospel through accessing the Sacraments, rebuilding the confidence of the faithful to gather in places of worship.

The students at St Charbel's College never fail to be a source of faith inspiration, and we are continuously fortified by their devotion and piety. Our students' conviction to their faith is reminiscent of our Maronite forefathers and the perseverance that lead them during challenging times throughout history. Inspired by the fervour of their forefathers, the reintegration of spiritual faith formation opportunities for staff, students and parents, were well received and it was evident these opportunities were deeply missed during the pandemic. All key stakeholders: staff, students, and parents, found these liturgies lead by our Principal and Chaplains, most beneficial. Spirituality days and retreats were back on again – camps, lunchtime devotions, fundraising for communities in need, and the promotion of World Youth Day 2023 in Portugal to be attended by students and staff, made it back on the calendar. These activities positively contributed to the wellbeing of all. Opportunities to reflect both individually and as a community are deeply desired by our College community. These spiritual enhancement opportunities enhanced the learning experiences of our students and acted as measures of support for all.



WELLBEING REPORT

Reignite was the key theme for the St Charbel's College community in 2022.

This year students and staff were encouraged to **Reignite - spiritually, emotionally, socially, physically and intellectually.**

Opportunities to **reignite** throughout the year included:

- Year 7 were energetic learners who established positive relationships and time management skills in Pastoral Care, which helped them develop confidence and responsibility. From figuring out how their locker key works to playing games to develop academic and relational skills, they managed to excel.
- Year 8 showed commitment and energy in their learning, ranging from growing in empathy and creativity during the Medieval Day, to being empowered to make inspired choices for Stage 4 electives.
- Year 9 focused on forming healthy relationships with God and others in becoming responsible young men and women. This Project Compassion campaign was a passionate student led effort, which included raffles, making and selling food items and sports competitions.
- Year 10 had the mission of identifying their strengths to help decide on future careers pathways and displayed enthusiasm in subject selection for senior studies. They also worked tirelessly in promoting the Winter Appeal to give warmth to those in need.
- Year 11 were enthusiastic and self-motivated in their first senior year. The Hot Chocolate Drive (and noodles!) was highly popular on those cold winter days. It was the most successful effort in the history of the College! This is due to the students' entrepreneurial skills and the dedicated team approach.
- Year 12 displayed a courageous and inspiring effort in their studies and in serving the community. Their ability to encourage each other and lean on the support of their teachers and particularly through the powerful messages and videos they shared to lift spirits during remote learning. The spirit of generosity and willingness to serve the homeless with Maronites on Mission was uplifting and a 'life-giving' experience.

Further community experiences that encouraged us to reignite our learning:

- On a spiritual level - The Holy Rosary: prayed every Monday in the Chapel; Q and A with our Chaplain Fr Youhana; weekly Eucharistic Adoration in the Church. The interactive Prayer Group continued throughout remote learning.
- Monday assemblies celebrated achievements of students on an academic, social justice and sporting level. A key tip for growth was presented by the College Captains and members of the Prefect Team to motivate their peers. Study tips and dealing with stress were provided.
- Coding Club, Maths Club and Writing Centre to inspire students to appreciate their strengths and talents.

- Connecting with students and parents through forums to celebrate the College's achievements and pursue in partnership, future goals and areas for growth.
- Our teacher mentors who volunteered their guidance, a comforting word and a laugh with their senior students.
- Wellbeing Coordinator visiting classrooms, interacting with students at lunch time, provided group support sessions and presenting thoughtful mental health tips to provide support and confidence to students and staff.
- Peers' Awards were presented in year groups, whereby students voted for their peers who were positive role models. This created a sense of belonging.
- Representative sport opportunities for students to encourage skills, teamwork and personal growth
- In the spirit of St Nehmetallah, students wrote thank you letters as a sign of appreciation to their teachers who had guided them as a learner. A significant highlight was the uplifting video created by the SRC to thank teachers on World Teachers' Day. The parents' messages of support were also comforting!
- Powerful testimonies from student alumni that there is life after Year 12.
- Police Liaison Officer regular visits and presentations on safe partying, responsible relationships and cybersafety to empower students to make wise decisions.
- Parents and teachers continued to donate blood to the Red Cross to help save lives.
- Parent and student forums to affirm the school success and to provide opportunities for growth.
- The celebration and awareness of mental health through activities such as RUOK? Yellow Day and Push Up Challenge.
- A few talented student artists created playground painted Chess boards for students to develop their strategic skills.

This year we were all pushed to our limits, faced personal and community challenges, yet managed to come out the other end more grateful and resilient followers of Christ.

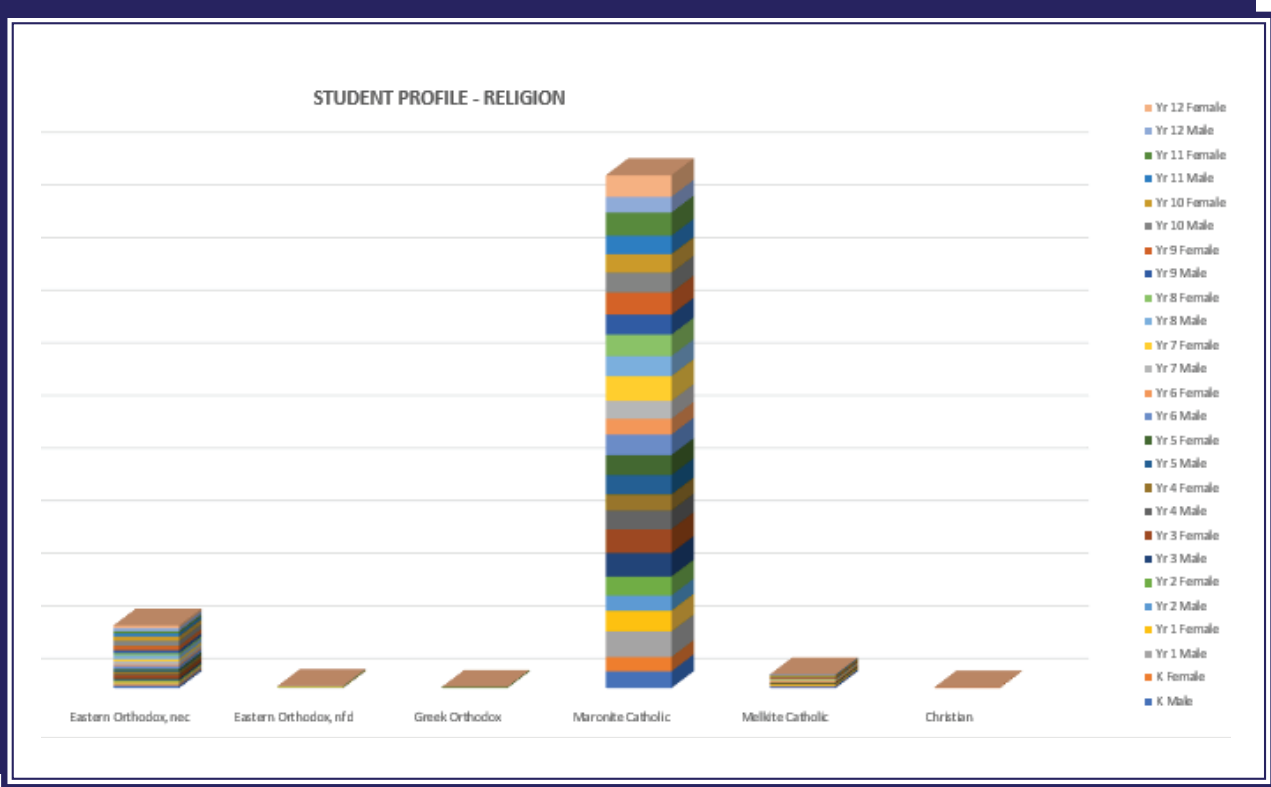
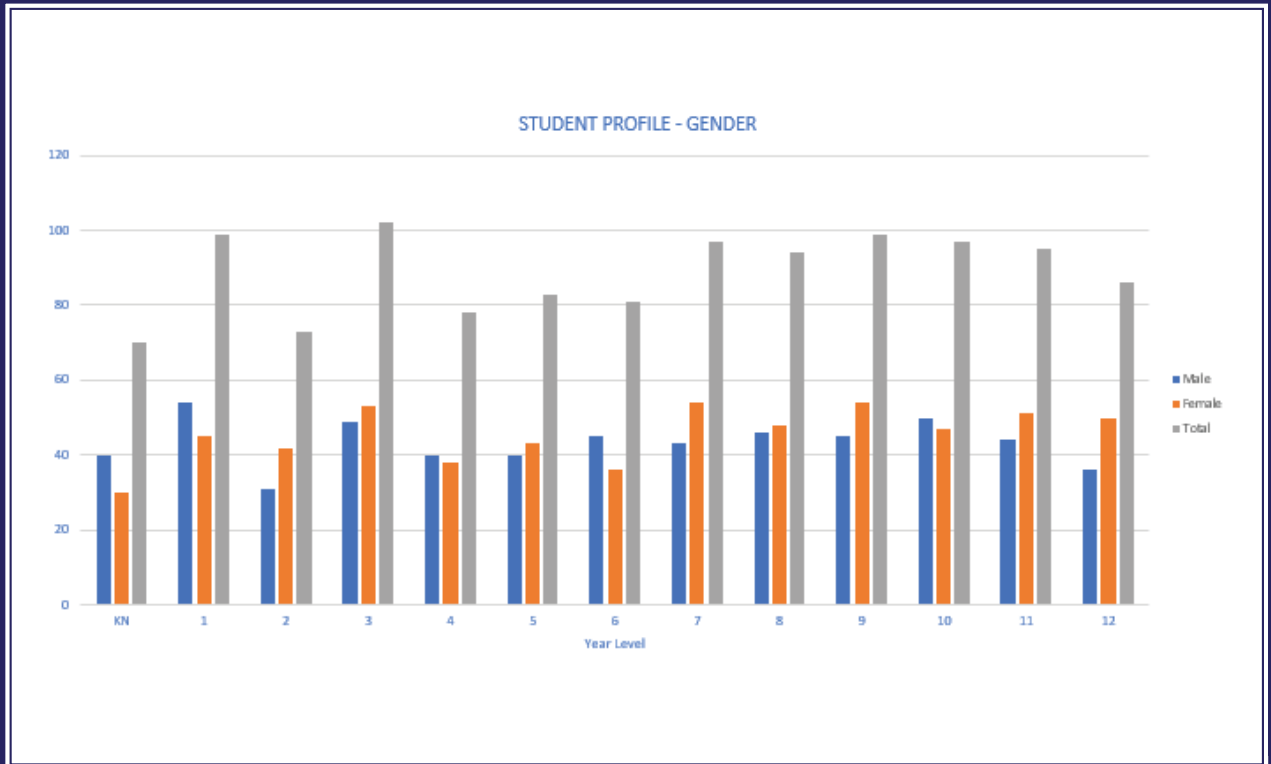
SRC REPORT

The SRC participated in and lead various social justice and pastoral initiatives throughout 2022.

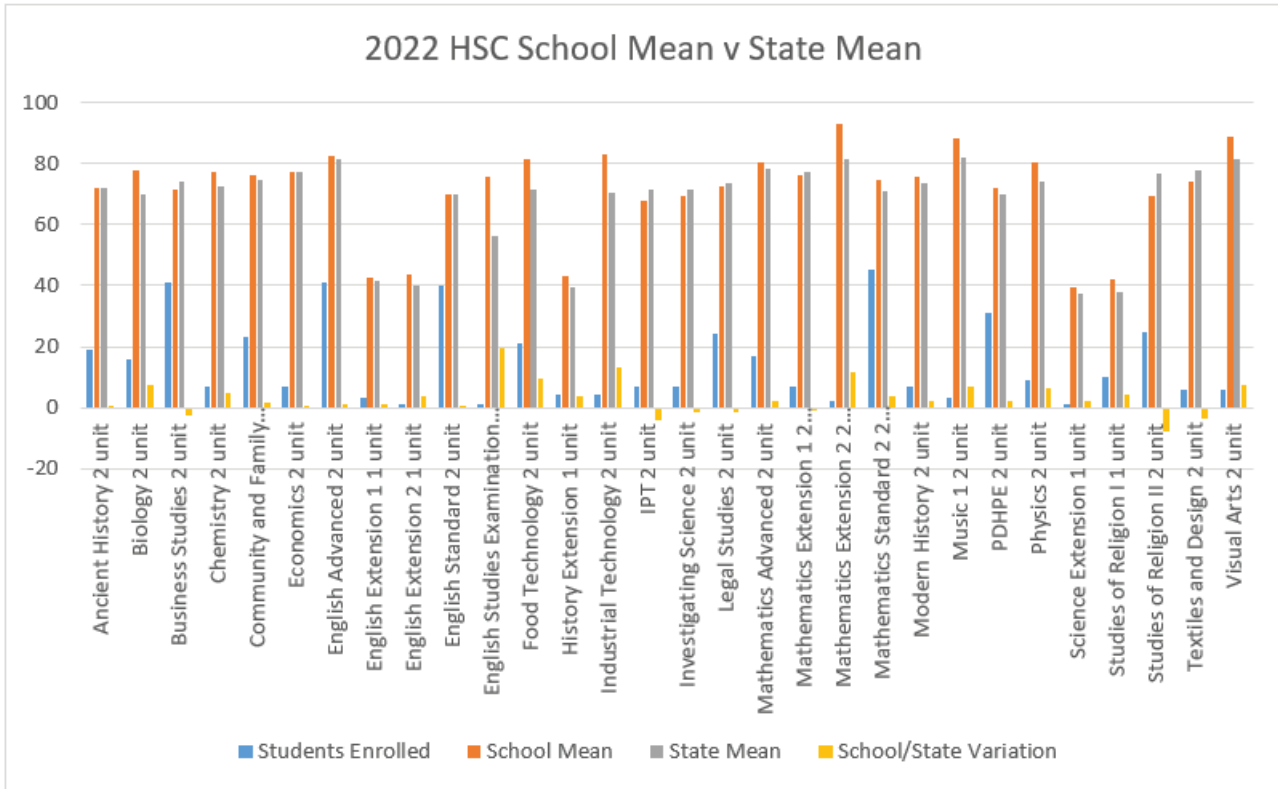
The theme of the year was REIGNITE, which helped inspire connectedness and community achievements, particularly below:

- 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.
- 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 and 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 and Q and A
- Celebrated our parents through Mass, messages and gifts, for events such as Valentine's Day, Mother's Day.
- Served breakfast to dads on Father's Day
- Empowered younger peers to contribute positively to the Student Forum in making positive changes in our College.
- Celebrated College achievements and providing uplifting and practical weekly 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 and Patron's day celebrations. This included sports competition between Teachers and students.
- Contributed to fundraising initiatives for the Lebanon Appeal (including sporting and raffles)
- Promoted and supported the Project Compassion Lenten campaign.
- 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.
- Announce the prayer, daily bulletin and reminders to Homeroom peers.
- Promoted and supported the Christmas Hamper Appeal.
- Promoted and collected thank you messages from students to teachers.

STUDENT PROFILE - GENDER AND RELIGION

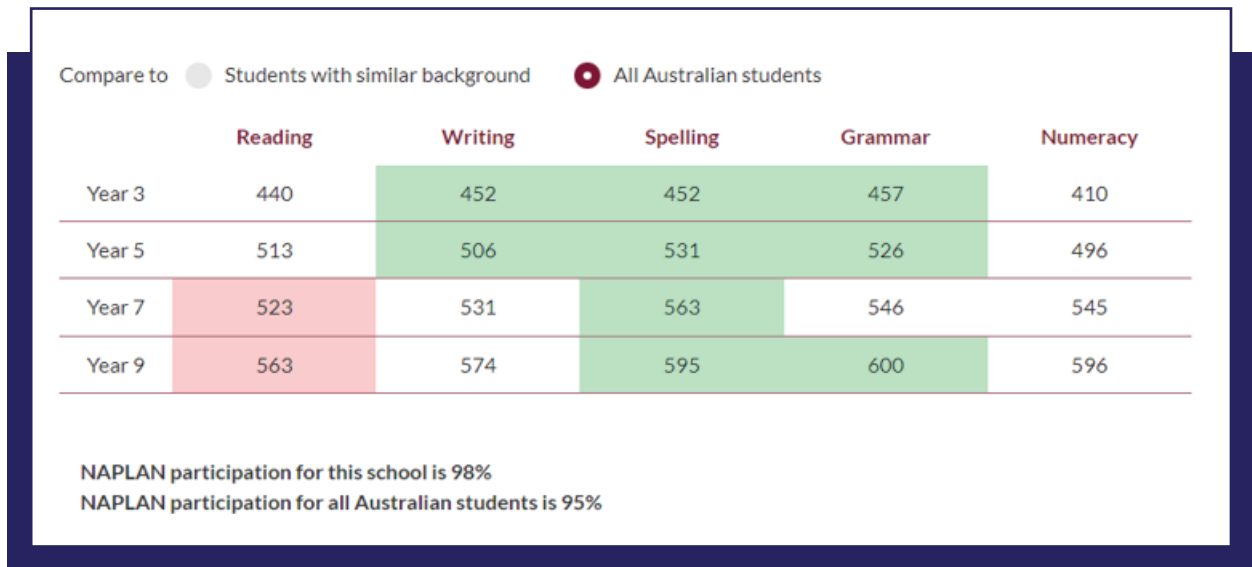


DATA ANALYSIS - HSC



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.



Interpreting the table

Selected school's average when compared to all Australian students

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

In years 3 and 5, our students performed above average in writing, spelling and grammar. They were close to the national average in Reading and Numeracy.

In year 7, our students performed above average in spelling and were close to average in writing, grammar and numeracy.

In year 9, our students performed above average in spelling and grammar, and were close to average in numeracy and writing.

Both years 7 and 9 were below average in reading.

ATTENDANCE POLICY SUMMARY

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.

HOW WE MANAGE NON-ATTENDANCE

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

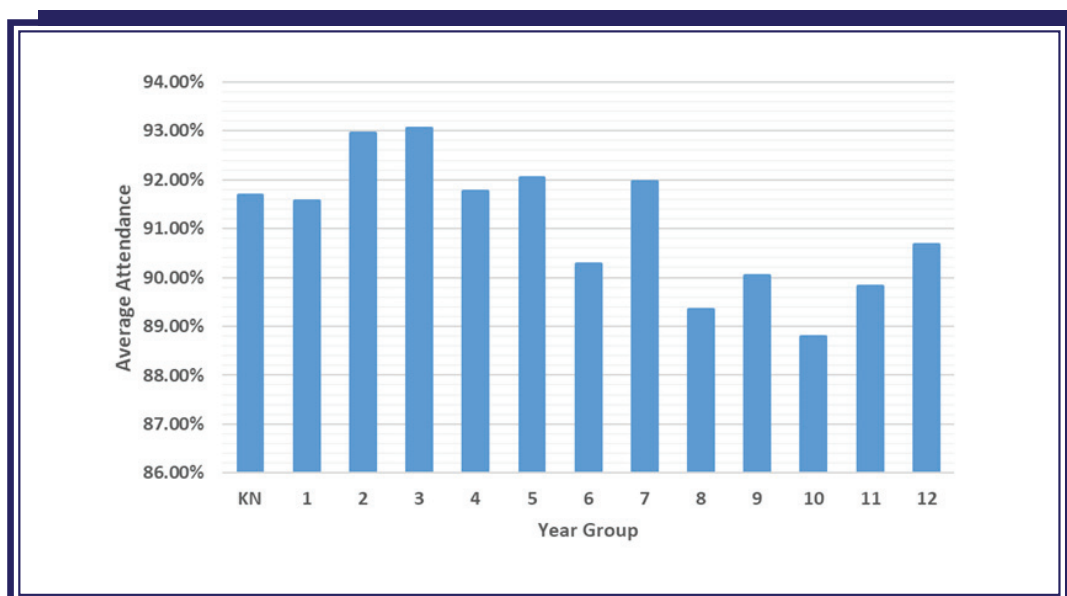
Letters of concern are used at various stages of the process to minimise absences.

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.

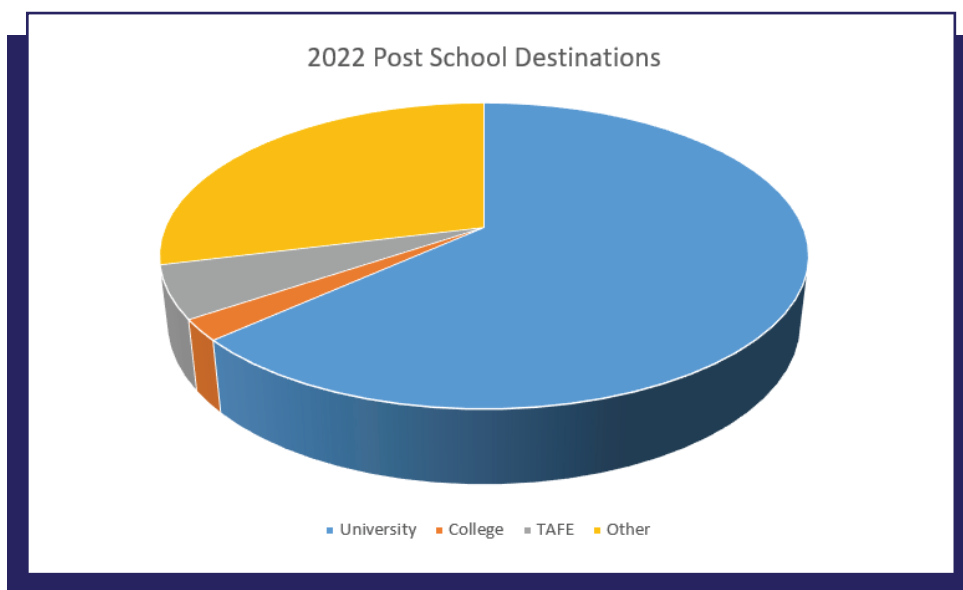
An agreed attendance improvement plan is created through consultation with delegated staff member(s), parent and student.

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.



POST SCHOOL DESTINATIONS



Studying externally delivered vocational education and training (EVET) courses while at school programs give 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 2022, a total of one student from Year 12 completed an EVET course in Construction, two students completed an EVET course in Automotive and one student completed an EVET course in Early Childhood. These programs allowed students to take part in TAFE studies while being enrolled at the College.

Out of the 85 students who graduated from Year 12, 57 are attending university, 2 are studying at college, 5 are enrolled in TAFE courses, 1 is taking a gap year and 20 students have not indicated their post school destination.

ROSA AND RETENTION RATES YEAR 10 TO YEAR 12

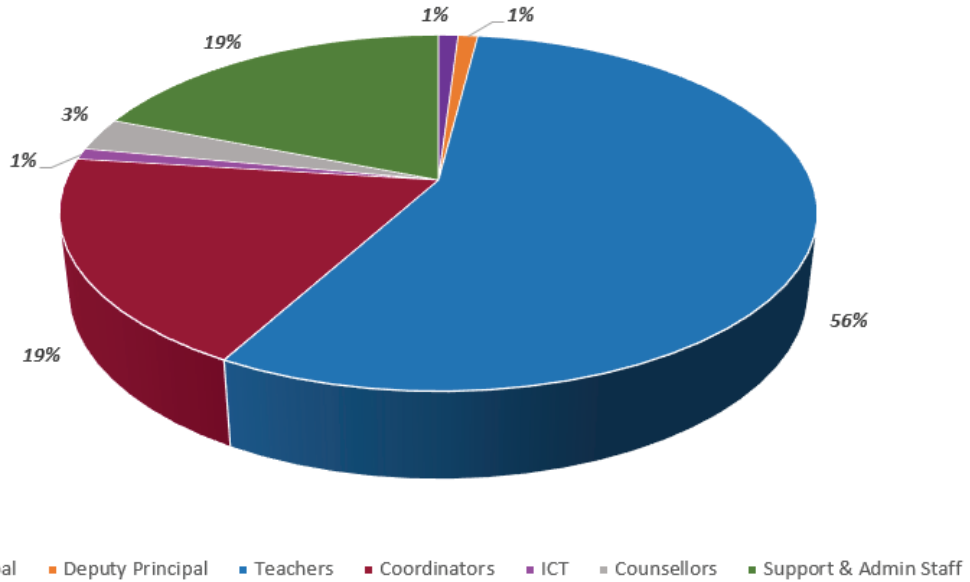
In 2022, 11 students chose a vocational or work pathway in preference to completing their HSC. Year 10 – 9 students were awarded a Stage 5 ROSA.

Year 11 - 2 students were awarded a Preliminary ROSA.

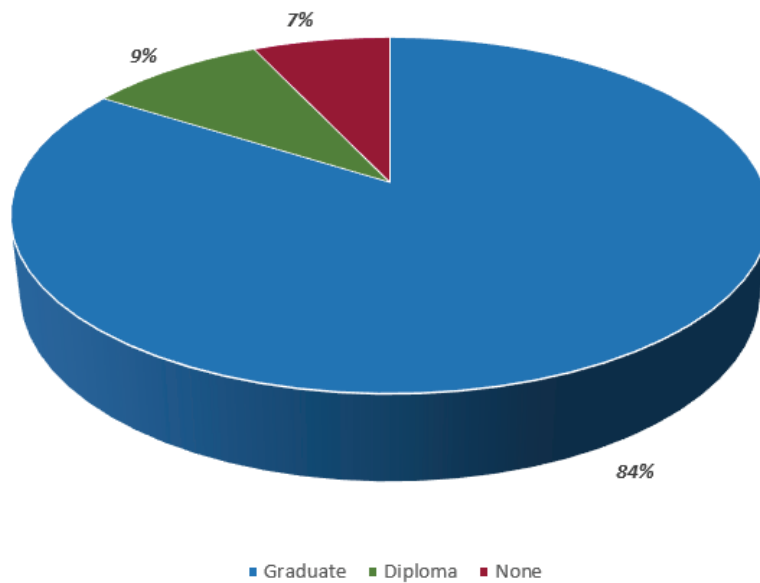
St Charbel's College had an actual retention rate from the Stage 5 (Year10) 2020 to the Higher School Certificate 2022 of 89%.

STAFF PROFILE

St Charbel's College Staff Profile - 2022



St Charbel's College - Staff Qualifications - 2022



POLICIES

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:

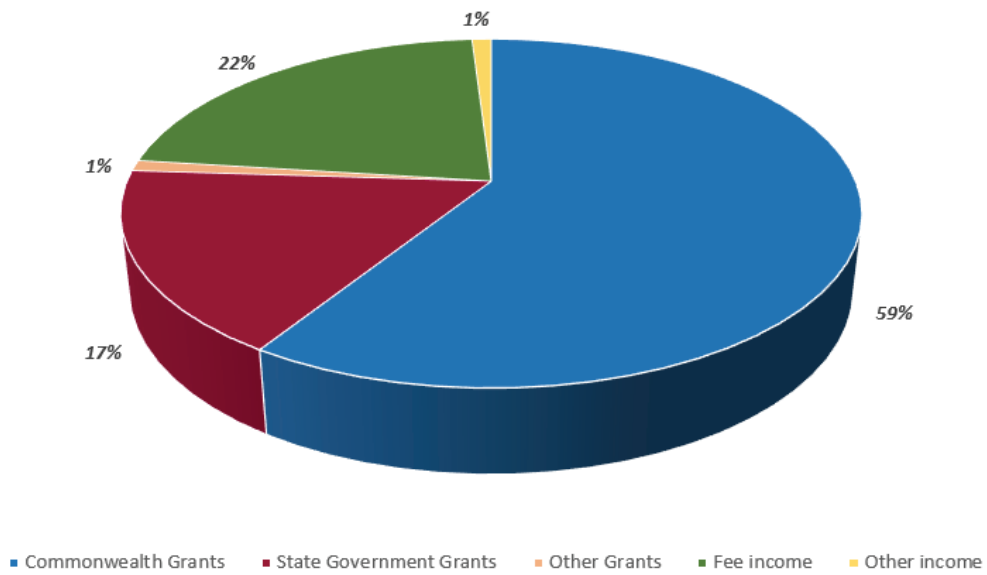
- Target the pupil's strengths
- Give frequent positive verbal feedback
- Avoid giving negative feedback in front of the pupil's peer group. If reprimanding, the teacher must always use the sandwich model.
- Publicly celebrate the pupil's successes however small
- Set rewards at an attainable level for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

COMPLAINTS AND GRIEVANCES

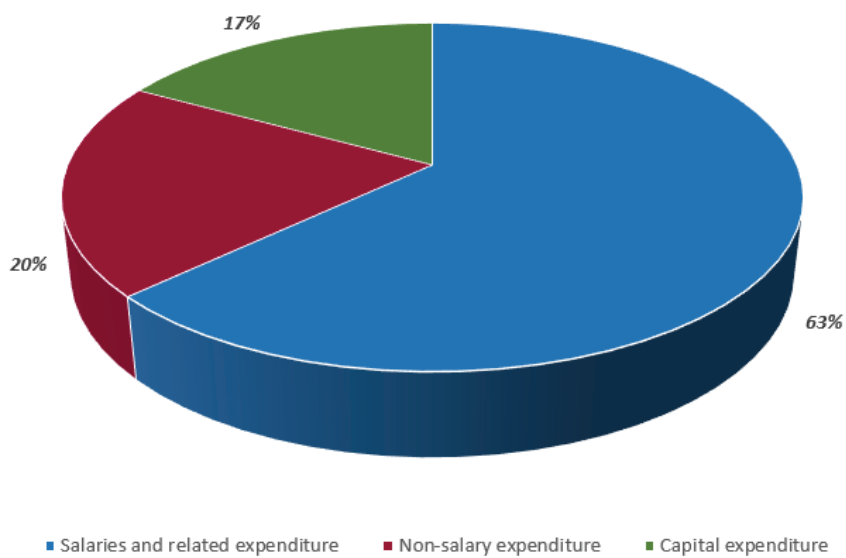
We aim to develop a positive and collaborative relationship between home and school and have clear and open communication within the community. St Charbel's College acknowledges that Parents/ Caregivers can sometimes feel concerned about something that they believe is happening in their child's school. 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 - 2022 Income

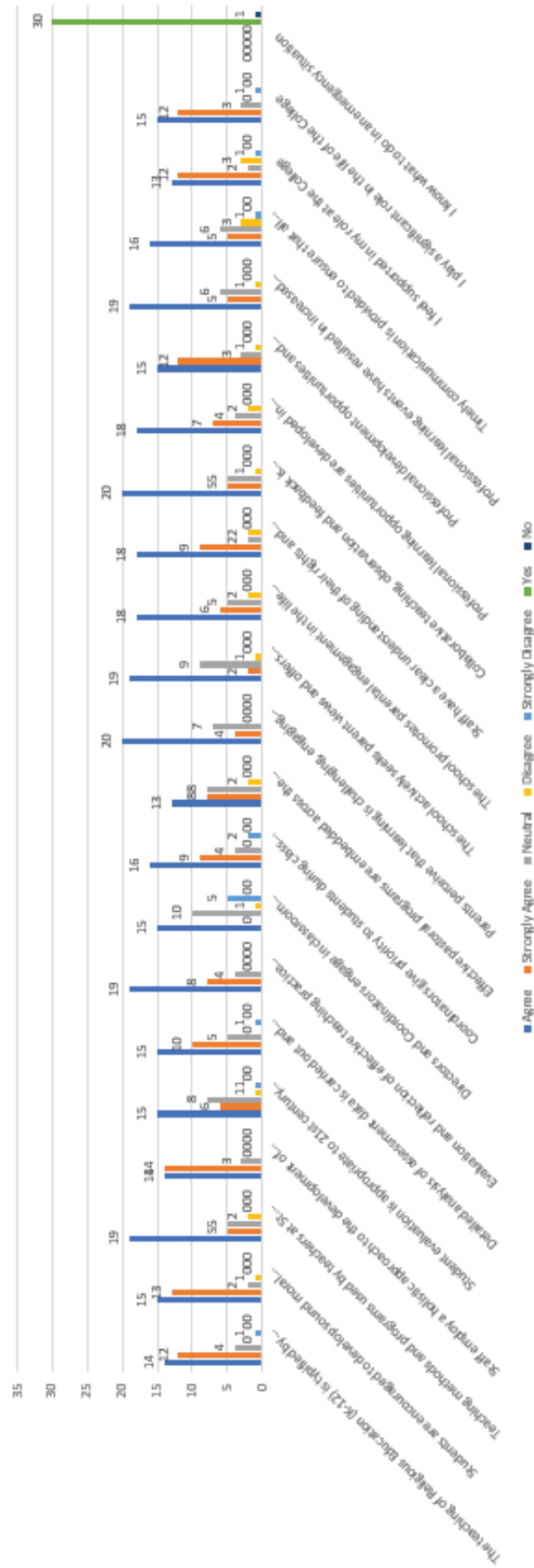


St Charbel's College - 2022 Expenditure



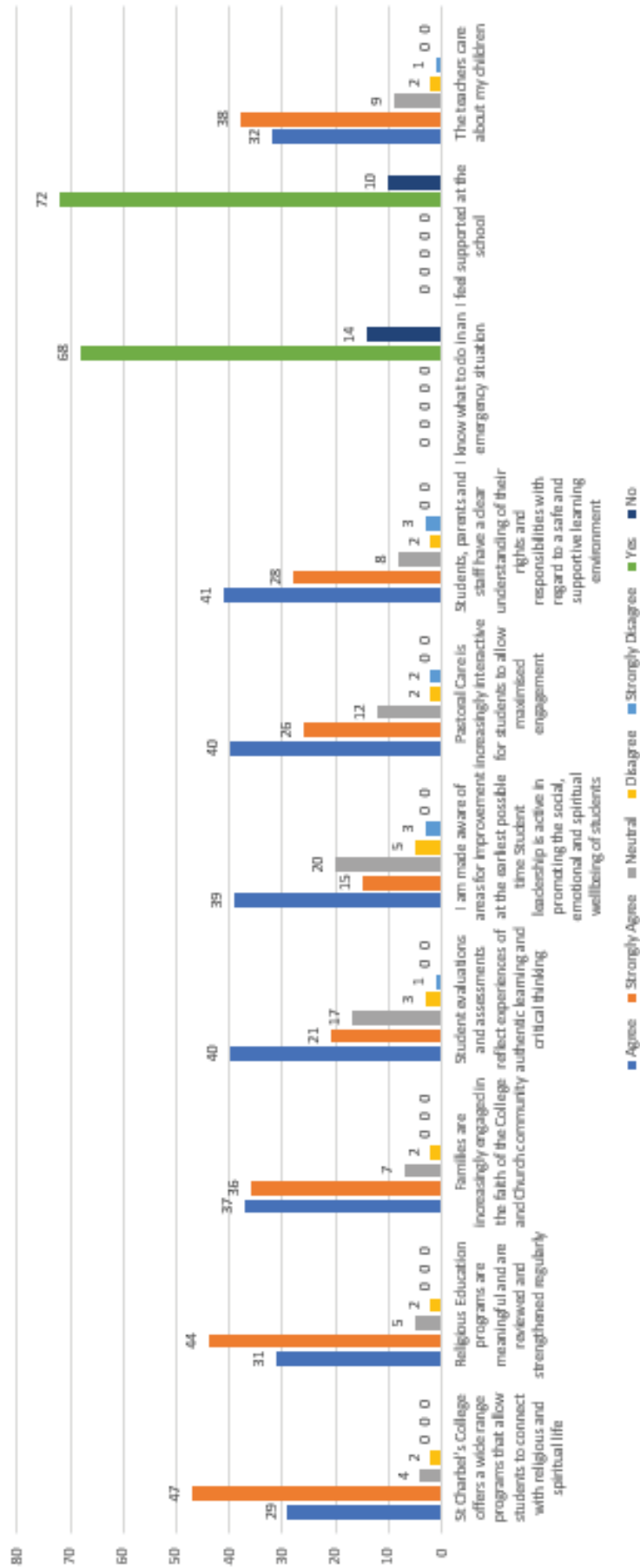
STAFF FEEDBACK

Staff Feedback

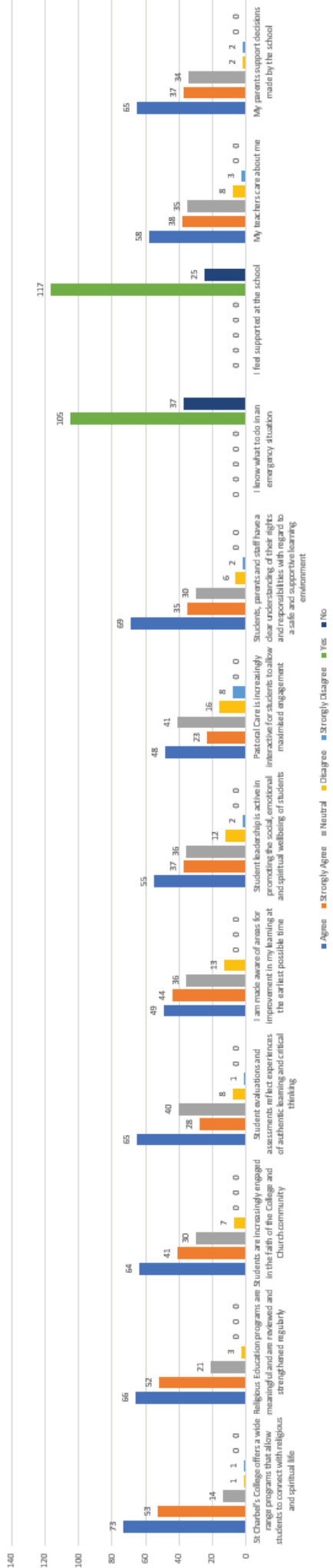


PARENT FEEDBACK

Parent Feedback



Student Feedback



STUDENT FEEDBACK