



ST CHARBEL'S COLLEGE
ANNUAL REPORT
2021

CONTENTS

Message from the Board.....	3
Message from the Principal	4
College Context.....	5
Educational Direction.....	6
Religious Education and Mission	7
Wellbeing Report	8
SRC Report.....	10
SRC Report - Primary.....	11
Student Profile - Gender and Religion	12
Data Analysis - HSC	13
National Benchmarks.....	13
Attendance Policy	14
How We Manage Non-Attendance	15
Post School Destinations	17
Rose and Retention Rates Year 10 to Year 12.....	17
Staff Profile.....	18
Professional Learning and Priority	19
Policies.....	21
Financial.....	23
Parent Feedback.....	24
Student Feedback.....	26

MESSAGE FROM THE BOARD



The year 2021 was the most difficult compared to the previous year, 2020, due to the several waves of new COVID-19 strains and the lockdown that lasted more than four months. For administrative workers, employees, and teachers to continue their work in education, they were required to have the necessary vaccinations. Parents were left bewildered and anxious about whether or not their children would need vaccinations to return to school. Because of this contentious issue, everyone was under an extraordinary strain. In addition to the social and health problems, many parents were forced into a precarious financial situation due to the lockdown. They either lost their employment or found that they could no longer rely on them. The only way for many companies to continue operating was to either liquidate their assets or seek new financing. Despite the unprecedented health, social, spiritual, and financial challenges that we went through, St. Charbel's College made substantial progress in the 2021 HSC High School Rankings.

This significant accomplishment is the result of the diligent effort put forth by the College's executive team and employees, under the direction of the College's Principal, Fr. Maroun Youssef.

My gratitude toward the School staff, who encouraged the children and their parents not to give up hope for their future and helped them quickly adjust to a new kind of living to save their academic year and future, is beyond words. The narrative will focus on our pupils and how they managed to attain essential goals despite the challenges they faced. In the same way that the fire purifies gold, our students

have shown that they place high importance on their education. Their challenges have made them increasingly resilient in their faith and academic pursuits. This accomplishment is the culmination of many years of diligent labour, encapsulating the spirituality associated with the Lebanese Maronite Order of Monks. I want to express my gratitude to the Australian government for the ongoing assistance that it provides to the educational institutions, as well as for its understanding of not mandating vaccinations for students under the age of eighteen and reconsidering the requirement faculty and staff members be immunised so that they can fulfil their roles in the education system.

As a member of the Lebanese Maronite Order, I could not be more pleased with the rapid advancements that our College has made and its projected ranking of 106 in 2021. The past year has provided us with a wealth of educational opportunities, and we are confident that life will continue to do so for as long as we are here, in the form of new experiences and complex tests. Because God will never abandon us, we should constantly be prepared to tackle any challenge and triumph over any obstacle with the help of God's might. Because we seek to bring glory to God in all that we do, our board, along with Fr. Youssef and his team, will continue to assist our students and the community in reaching new heights of success even though new problems will arise in the near future.

The Board of Trustees and I would like to extend our gratitude to the community of Saint Charbel's Parish for their unwavering support from the time this school was founded in 1983 until the present day. They have maintained this support because they believe that attending this school helps our students' faith grow and keeps them connected with their culture and the land they come from, which is the beautiful nation of Lebanon. It is an honour to work for such an excellent educational institution, and it is a privilege to deliver the 2021 Annual Report.

Fr Charbel Abboud OLM
Chairperson

MESSAGE FROM THE PRINCIPAL

As we are moving forward in the years, times have been challenging and sometimes we feel that some aspects are out of our control, and we work harder to offer the best service for God to be glorified in our mission. This would not be possible without many endurance and sacrifices. In light of this we can say that the mission of education is a biblical mission. From this point of view and based on what we are experiencing on a daily basis during the school day, I would like to talk about some factors that are making the education mission more difficult day after day.

We all agreeance that things have changed and how we live is different from what our parents or even our siblings had experienced in years past. We testify that the world around us is quickly moving and changing and there is no way to turn back or even to stop it. As a result, everyone may feel that they are forced to join the race in the hope of winning at the end. Some would have the feeling that they are overwhelmed, and things will start to drop off and some would be more capable to manage and make the best choice for their life. A clear example of this is the impact of social media on us as parents and children. How many of us would be able to live without social media and its platforms? What level of education do we have that would help us to master our time and the time of our children in a way to be more productive?

The other thing that might have a big impact on us as well is our past and how we model it. Some people who have experienced a difficult past may cross over the other side by throwing out all their values because they could not see the positive side of them. Some people may decide to do it in the right way despite not having had the best experience.

The factor that would be on the basis of any kind of educational principal is the understanding that we have surrounding our life and future. Some parents cannot say 'no' to their children or they believe that by allowing their children to do as they ask, this is showing them their love. Some parents may not have the capacity or the understanding of education. Other parents may be absent in their child's life, or they are pre-occupied with the business of their own life.

Although what has been said is very hard to accept, St Charbel's College is trying to reach out to everyone to offer help and support to its parents. We cannot but thank each staff member who are consistently working tirelessly and caring about welfare of their students



as well as their families. This is in addition to the expectations our staff is required to meet the education standards and requirements.

To meet the education standards and requirements, there is a need of reviewing, changing, updating strategies and plans and sometimes recruiting staff with varied qualifications to meet the criteria. This is often expensive, and I am not referring to monetary value but more so about the social and community impact.

I 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. I would like to 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.

To all of those who have, in their way, added to the core of the College, thank you and may the blessing of our Lord be upon you.

May we all do for the greater glory of God, "To Him Be Glory" and may Jesus and St Charbel live in our hearts forever.

We continue to look forward with hope to the years to come with a lot of hope and enthusiasm, entrusting ourselves to our Lord, His Mother, St. Charbel and all the Saints.

Fr Maroun Youssef OLM
Principal

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 2021, we aimed to nurture student academic successes through focusing on developing student learning through use of strategies that engage students in their learning. We focused on professionally developing our teachers to build their resource bank of engagement strategies in order to engage students and provide innovative learning experiences that enhance learning and foster student growth. These experiences were created and driven by their interests and allowed students to feel that they have a voice and choice in how they learn. Greater choice in their learning leads to higher levels of interest and motivation.

The year began, as a teacher would normally expect: goal setting, programming to improve student-learning experiences, parent forums, and so on. It began as a year of forward thinking, planning and organization to determine what the school wants to achieve in the future and plan how to get there by writing a new strategic plan for the coming years. Then, the arrival of the Delta variant of the COVID-19 virus sent our State into an extended lockdown.

The reversion to online learning and extended lockdown impacted individuals and families in different ways, but there were so many reasons to be grateful during this time. Our students were amazing! Their resilience and willingness to adapt was evident in the enthusiasm and effort displayed in their learning. The delivery of education during this time was crucial. Providing structure to an online school day, reinforcing remote classroom expectations and providing high standards of quality learning and assessment were key to student success. Providing predictability in a time of great uncertainty was so important to aiding student wellbeing and preparedness for learning.

Through it all, our teachers taught remotely with such dedication to their craft. They had to adapt to a new way of teaching, upskill in new technologies, convert lessons to ones that are deliverable in an online setting, create assessments and exams that can be accessed remotely, encourage students who were down, assisted those who were infected with the virus – and so many of them did that whilst home schooling their own children.

2021 was a year to be proud of and a reminder that no matter what it is we plan for, the ability to collectively adapt and respond with a sense of resilience and determination makes us better people and educators. I am so proud of what we have achieved in such a radically different way to what we could have anticipated.

Mrs Vania Bejjani
Deputy Principal



RELIGIOUS EDUCATION AND MISSION

As with the beginning of any new academic year, the plans to enhance the spiritual life of our community began with zeal and enthusiasm. Unfortunately, some of those events were not realised due to Covid-19 restrictions and lockdown.

The students continue to be a source of faith inspiration, and in particular during this second bout of devotion in isolation. The spiritual exercises did not diminish as a result of distance, rather they were fortified and more regularly attended by students from their homes. In fact, the devotions were offered almost every day of the week.

Along with the students during the lockdown period, our task of offering spiritual formation to both staff and parents remained a primary focus for the RE team. For families impacted by and suffering from the Covid-19 virus, establishing a support system was also imperative for the College. Through regular contact from staff and spiritual guidance through the Chaplaincy, our families and staff expressed gratitude for belonging to caring school community.

Upon our return to the school campus, our main focus was to reacquaint the students and parents with face to face learning, socialisation and praying in community. Given the disparity of opinions and experiences in response to a return to school plan, we felt it apt to create a platform for parents to express their concerns via a survey.



As predicted, there were an array of opinions and concerns. Through regular communication and a whole school support plan, the students safely returned to learning on campus. This of course required creativity and patience, and the awareness that the full impact of our recent experiences is yet to be realised.

We are grateful that at the eleventh hour, our Year 3 students were able to make both their First Reconciliation and First Holy Communion before the summer break. It was a very welcome end to another extraordinary year.

We look forward to good health for our families, our country, and the world.

Mrs. Joanne Mansour

Director of Religious Education and Mission (K-12)



WELLBEING REPORT

Thrive! was the key theme for the St Charbel's College community in 2021.

This year students and staff were encouraged to Thrive - spiritually, emotionally, socially, physically and intellectually. To thrive – to give our best in all situations and to live out our Catholic Maronite virtues.

Opportunities to thrive 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. The life-changing Duke of Ed camp was daunting yet awe-inspiring for our students and teachers. They all returned with greater life perspective, perseverance and motivation.

This Project Compassion campaign was a passionate student led effort.

- 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 thrive:

- 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.
- 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.
- Student representatives supporting Refugee Week through attending an emotion-driven forum in the local community which developed empathy.
- Peers' Awards were presented in year groups, whereby students voted for their peers who were positive role models. This created a sense of belonging.
- 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!
- Parents and teachers continued to donate blood to the Red Cross to help save lives.
- The perseverance of teachers in presenting on-line engaging learning opportunities for students – a testimony to our teachers who always

strive to keep learning to inspire our students! A shout out to our parents who displayed patience during this time, and our students who become more driven and grateful through the experience.

- The celebration and awareness of mental health through activities such as RUOK? Yellow Day and Lift the lid on Mental Health Hat Day.
- A few talented student artists collaborated for many hours with Bankstown City Council artists to design and create a vivid mural project on the MPH wall to highlight our College virtues and to add beauty to our environment.

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. Now to a bigger and better 2022! To Him be Glory.

Mr Charlie Shalala

Director of Pastoral Care (7-12)

SRC REPORT

The SRC participated in and led various social justice and pastoral initiatives throughout 2021.

The theme of the year was THRIVE, which helped inspire the activities and achievements below:

- Contributed to formal College events as MCs, ushers and event planners, e.g. the Awards Ceremony and 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 shared our stories and insights about our esteemed College.
- Lived our College virtue of stewardship through supporting the recycling committee and donating thousands of bottles for recycling.
- Led spiritual activities: prayer sessions, including Adoration and Q and A.
- Celebrated our parents through Mass, messages and gifts for events such as Valentine's Day, Mother's Day and Father's Day.
- Empowered younger peers to contribute positively to the Student Forum in making positive changes in our College.
- Celebrated College achievements and provided 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 helped create and present Christmas cards, prepared lunch and participated in a meet and greet with students and parents.
- Assisted with school events, such as leading teams in sports carnivals and Patron's day celebrations.
- Contributed to fundraising initiatives for the Lebanon Appeal (including sporting activities)
- Promoted and supported the Project Compassion Lenten campaign.
- Collaborated with Year 10 PDHPE to serve the community through the Beat the Cold War initiative.
- Supported the Hot chocolate drive to support the Winter appeal and other community initiatives.
- Responsible for the upkeep of Homeroom and generating ideas for school improvement.
- Announced the prayer, daily bulletin and reminders to Homeroom peers.
- Created connections with inspiring videos and messages to peers during the COVID lockdown period.
- Promoted and supported the Christmas Hamper Appeal.
- Promoted and collected thank you messages from students to teachers.

SRC REPORT - Primary

We, Mia Sarkis and Daniel Ayoub were first overwhelmed with excitement and nerves to be elected as the 2021 school captains. The year was filled with chaos and obstacles although beside that was the fun, happiness and memories which we will cherish forever.

From the very beginning of the year, we were filled with motivation to make a difference in the college and be positive influences on the school community. We always agreed that our number one priority was to be good role models that students of any age can look up to. Daniel and I along with many others did things such as saying the morning prayer, running the ANZAC assembly, helping with kindergarten, creating lunchtime clubs and much more. On behalf of the SRC committee, we can confidently say that we were proud of what we were doing and we were doing it with a passion. – Mia Sarkis

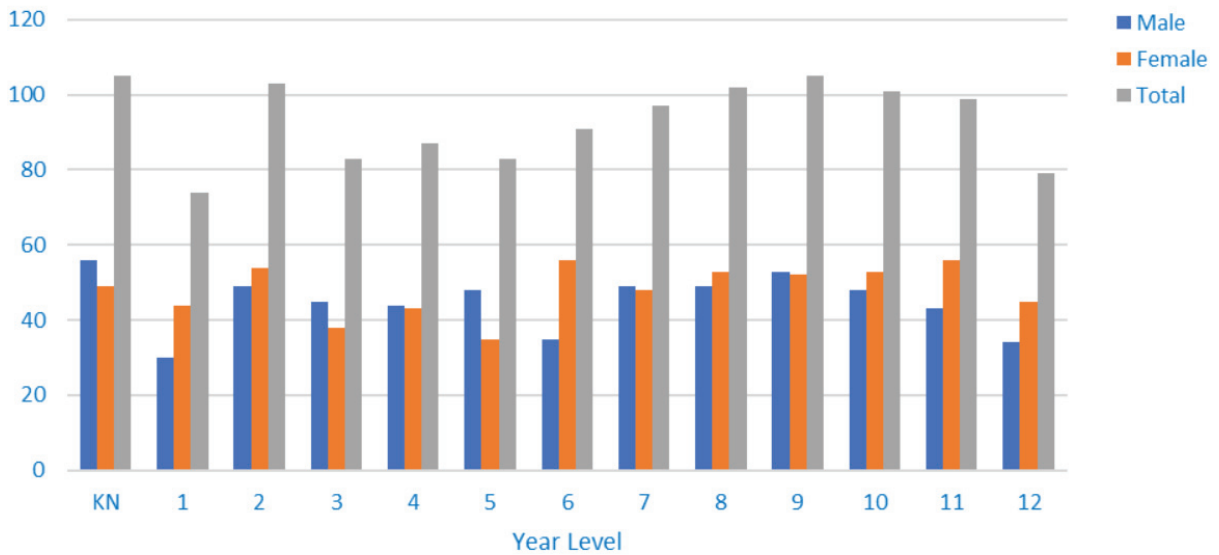
Our School Captains and Leaders hosted their own lunch clubs for primary students to attend. This included clubs such as Debate Club and Environmental Club which were completely facilitated by the leaders. These clubs insured all students felt a sense of inclusion in their school community. The Sport Captains had to create new cheers for their house colours for the Primary Athletics Carnival. Even though the carnival was not able to go ahead due to unforeseen weather circumstances, the Sport Captains assisted Ms Zalloua and Mr Tanza in creating a fun day filled with activities where all students could feel a sense of sportsmanship.

Unfortunately, for the majority of the school year all of the schools had to go back to Remote Learning during lockdown. During this time the School Captains would still lead us in prayer when there was a virtual assembly. It was a very challenging time for all involved but these students always stayed positive and showed great perseverance during this difficult time.

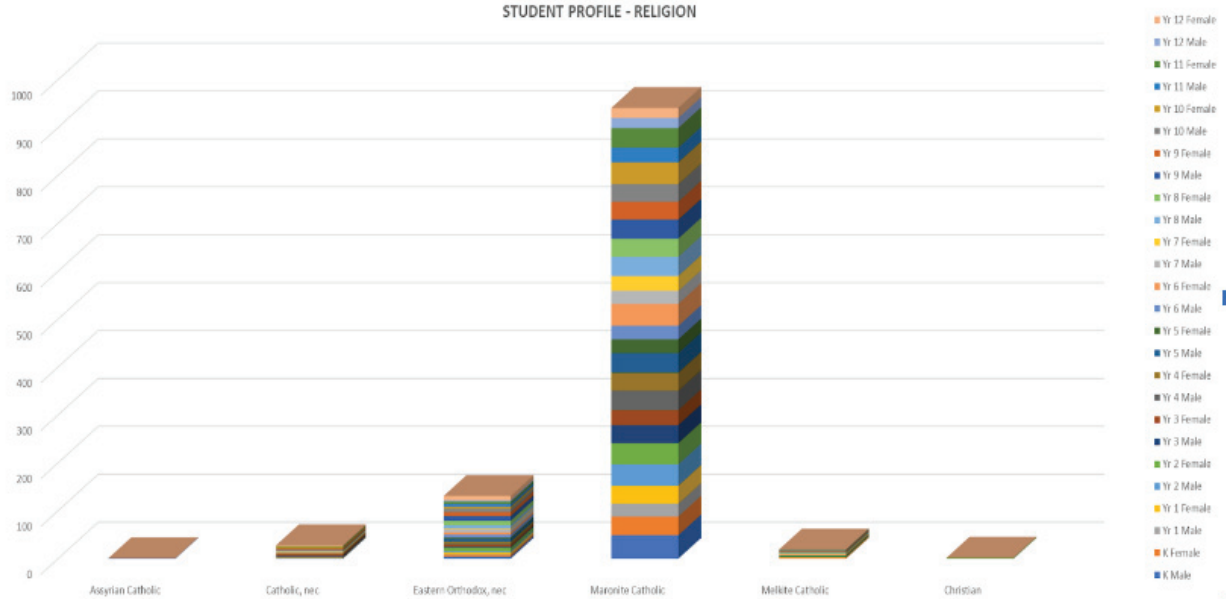
Mia Sarkis and Daniel Ayoub
Primary School Captains

STUDENT PROFILE - GENDER AND RELIGION

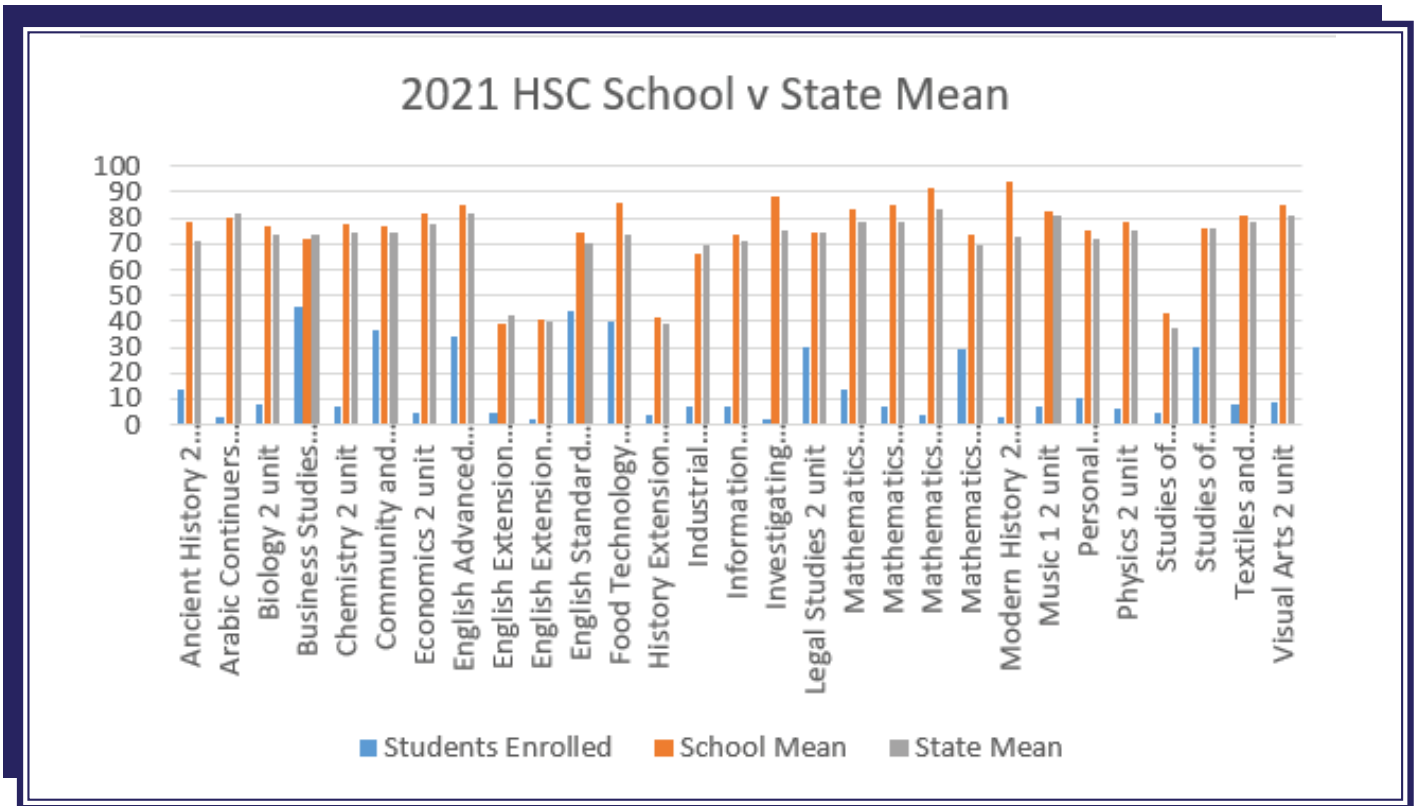
STUDENT PROFILE - GENDER



STUDENT PROFILE - 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. Unfortunately due to Covid-19 NAPLAN testing was cancelled for 2021 and so there are no statistics to include for this year.

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.

Mr Charlie Shalala

Director of Pastoral Care (7-12) and

Ms Maree Kelly

Director of Primary School

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.

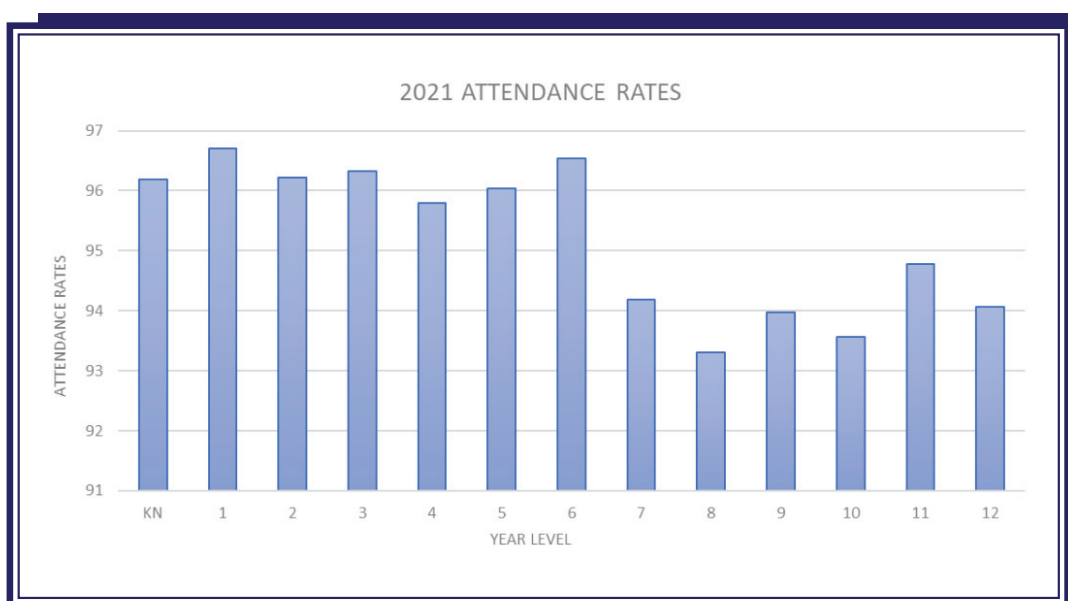
1. A first letter of concern is created by the Year Coordinator and given to the parent which states the concerning pattern of days absent.
2. A second letter of concern is sent when there is still a concern in the number of days absent.
3. A third letter of concern is given where little improvement 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.

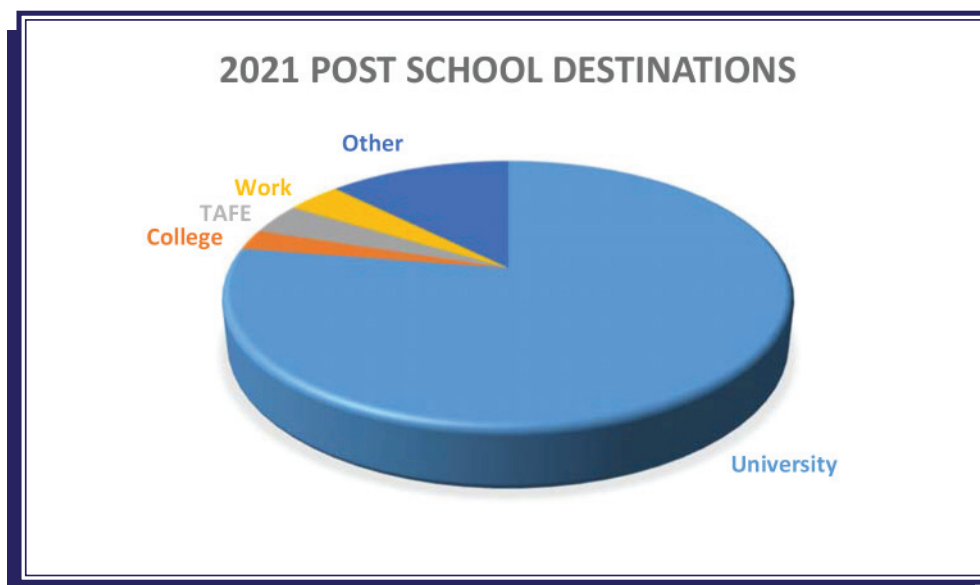
STUDENT ATTENDANCE PLAN

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.

Mrs Vania Bejjani
Deputy Principal



POST SCHOOL DESTINATIONS



Studying externally delivered vocational education and training (EVET) courses while at school programs gave 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 2021, a total of one student from Year 12 completed the EVET course in Construction and one student completed the EVET course in Automotive. These programs allowed students to take part in TAFE studies while being enrolled at the College.

Out of the 80 students who graduated from Year 12, 62 enrolled at university, 2 enrolled at college, 3 enrolled in TAFE courses, 3 are working full time and 10 students did not indicated their post school destination.

ROSA AND RETENTION RATES YEAR 10 TO YEAR 12

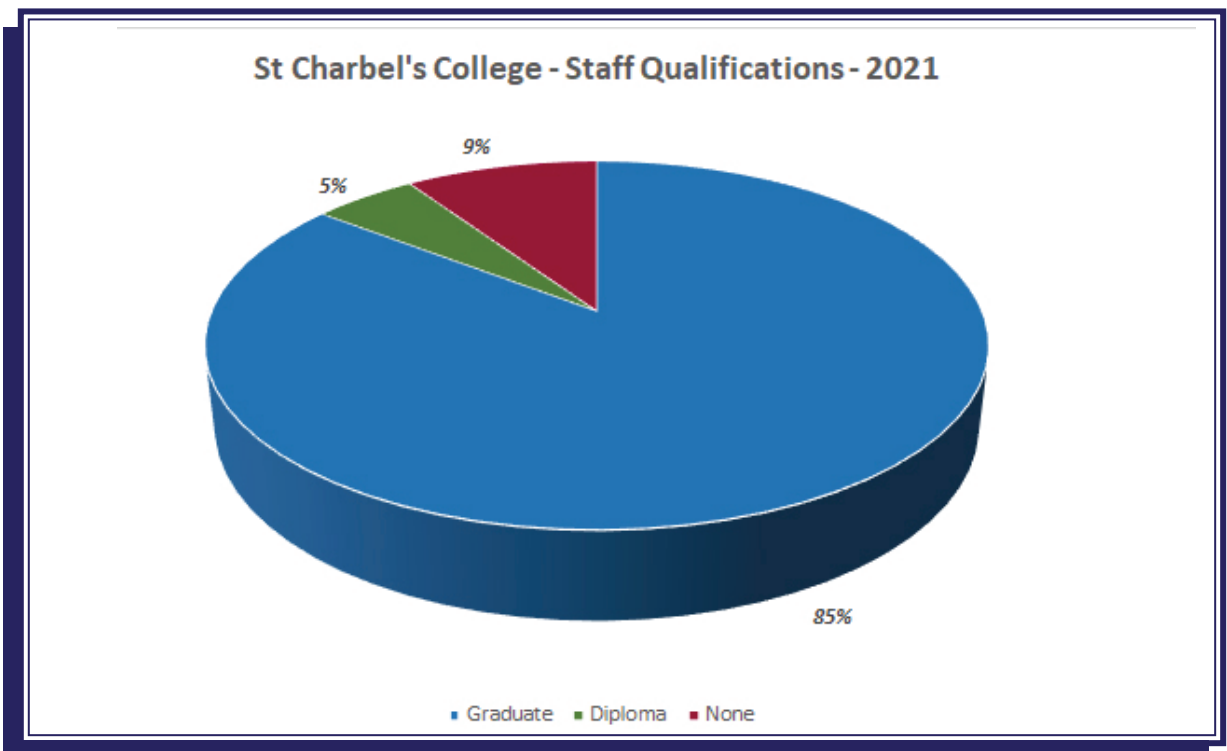
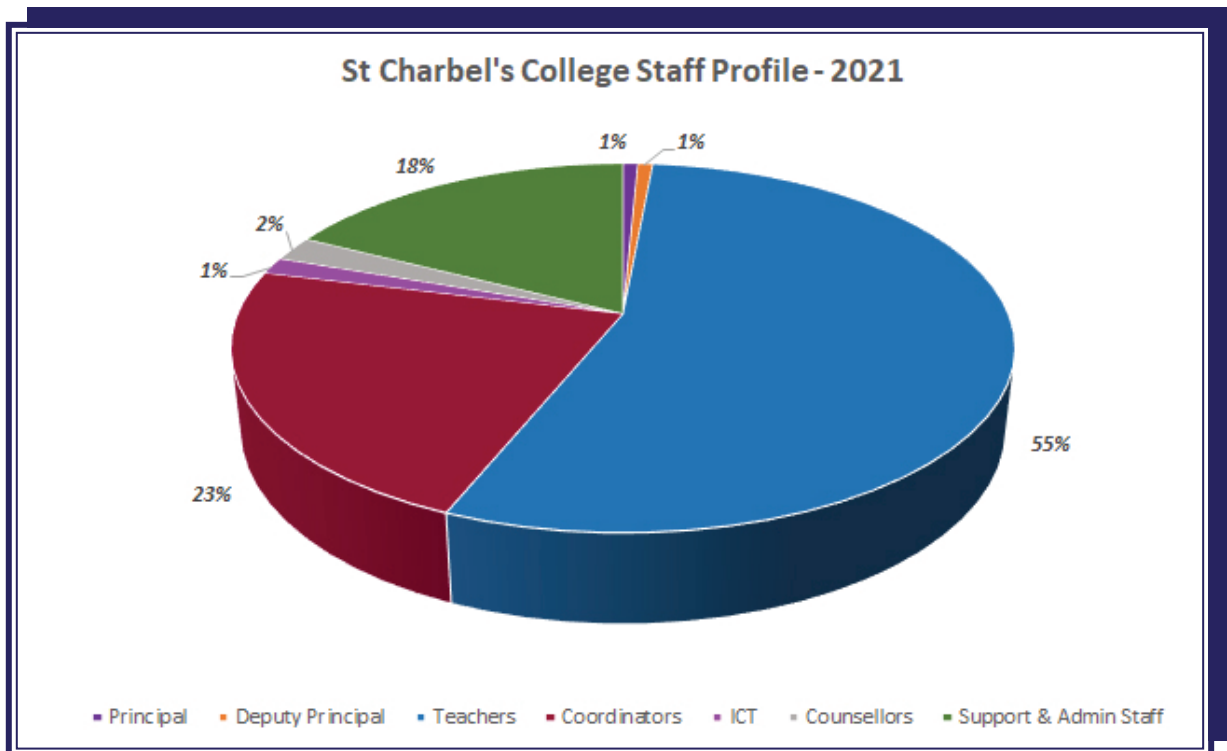
In 2021, twelve students chose a vocational or work pathway in preference to completing their HSC.

Year 10 – twelve students left the college and were subsequently awarded a Stage 5 ROSA

Year 11 - No students left the college and therefore no Preliminary ROSA's were awarded.

St Charbel's College had an actual retention rate from the Stage 5 (Year10) 2019 to the Higher School Certificate 2021 of 87%.

STAFF PROFILE



Mr John Taouil
Business Manager

PROFESSIONAL LEARNING AND PRIORITY

This year presented us with further challenges regarding Professional Learning. With Covid-19 present within the community, staff once again experienced changes and impacts to how professional learning was delivered.

St Charbel's College staff are constantly and consistently designed to support our school's strategic directions as identified in our school plan, and their individual SMART Goals. The focus for 2021 was:

Apply positive education practices as informed by the Pastoral Care Framework

Embed innovative teaching practices to engage students and enhance their learning

To build capacity and enable a collective approach through a variety of strategies to promote a culture of critically reflective practices

In 2021, the College continued the practice of Monday Coordinator sessions and Wednesday afternoon Professional Development for all teaching staff. The College continued its investment of time in Classroom Observations and implementation of professional learning communities. These strategies provided another means of formalised collegial learning, which increases a teacher's 'toolbox' by giving greater exposure to a repertoire of strategies, as well as seeing effective interactions between staff and students beyond the walls of one's own classroom.



PROFESSIONAL LEARNING AND PRIORITY

Due to Covid-19 restrictions and working remotely, our staff opted for online courses and webinars. The total school expenditure on teacher professional learning in 2021 was \$30,000.

Areas of focus for 2021 included:

- Dynamic Learning
- HSC analysis
- Explicit teaching
- LNAP
- Teaching Mathematics
- Mental Health support
- Differentiation
- Building Leadership Capacity
- Unpacking the syllabus
- Talk for writing
- Coding
- Visible learning for literacy
- 7 steps of writing
- Energetic education

In 2022, with the return to face-to-face teaching leadership identified some needs of staff and students regarding reintegration back to 'normal' school life. As a result our 2022 goals will be:

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

Ms Paola Illuzzi

Director of Leading and Learning

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.

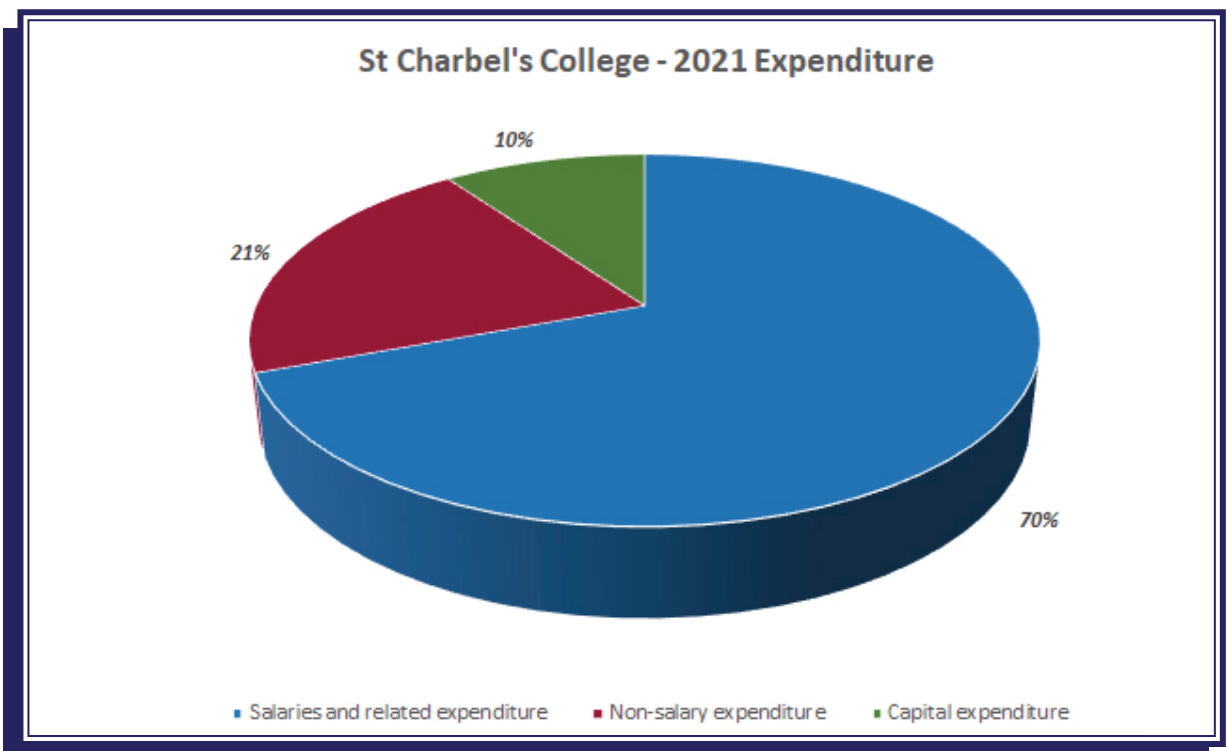
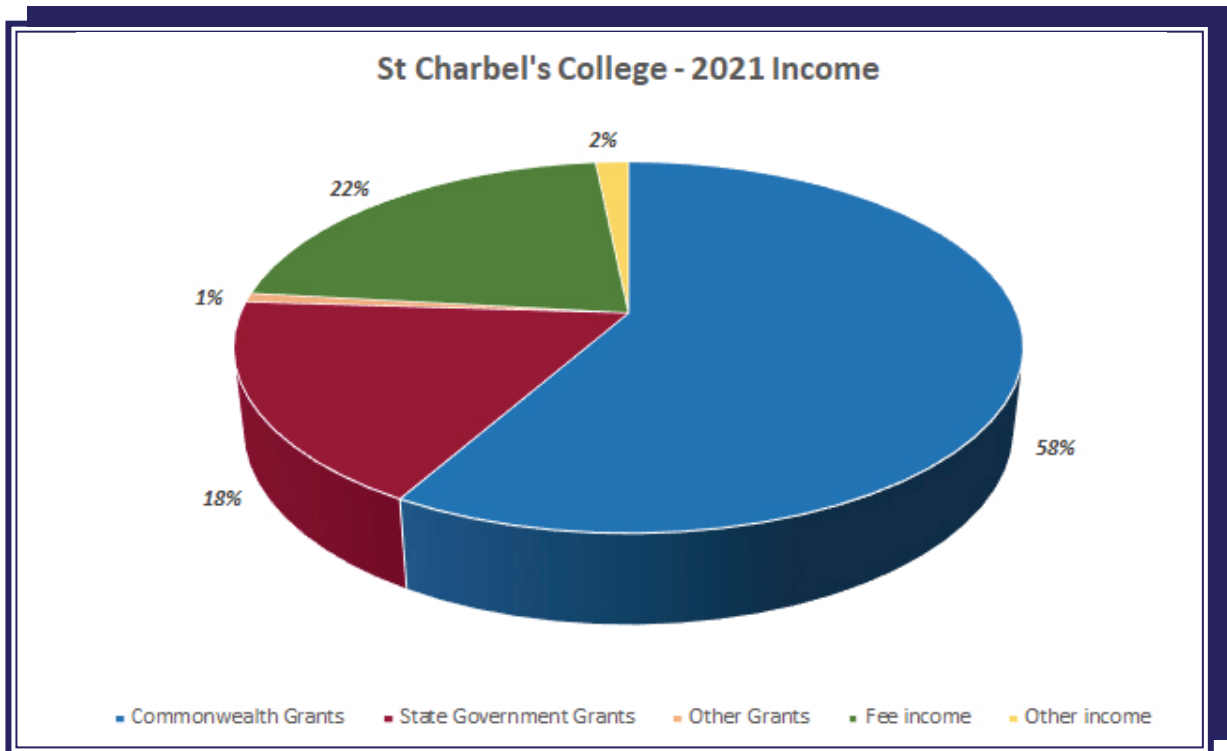
Mr Charlie Shalala

Director of Pastoral Care (7-12) and

Ms Maree Kelly

Director of Primary School

FINANCIAL



Mr John Taouil
Business Manager

PARENT FEEDBACK

Priority Area	Short-Term Goals	Long-Term Goals
Mission	<ul style="list-style-type: none"> - Incorporate scripture in Religion lessons - Familiarising students with the Bible, e.g. how to find passages - more connection to Jesus through the Saints - Personal time in the Church - Teaching right and wrong through religion, e.g. resisting temptation 	<ul style="list-style-type: none"> - Community Service – Being Others centred
Teaching & Learning	<ul style="list-style-type: none"> - More spoken Arabic, more songs, stories - Review Arabic textbook used - English translation of Arabic homework - Homework quality – differentiation and feedback from teacher - Consistent feedback about school work / assignments - Tutorials for parents 	<ul style="list-style-type: none"> - Improve Arabic T & L - Homework quality – differentiation and feedback from teacher - STEM program - Effective Parent helpers/involvement
Wellbeing	<ul style="list-style-type: none"> - Highway Heroes continued implementation, parent workshop - Lunchtime activities: parent run clubs with staff support - Digii Social: Digital Citizenship for Stage 3 students - Parent workshops: staff, Helena, experts - Give quiet students more opportunities, e.g. Mass readings - Positive feedback 	<ul style="list-style-type: none"> - Playground play skills - Parent Education (Google classroom, Parenting, Bullying, Drugs) - Etiquette programs for students
Resources	<ul style="list-style-type: none"> - Improve Sentral app - More playground seating - Canteen app - Library ebooks 	<ul style="list-style-type: none"> - Upgrade of facilities (playground, classrooms and buildings) - Parent education on use of Sentral

PARENT FEEDBACK

Priority Area	Short-Term Goals	Long-Term Goals
Mission	<ul style="list-style-type: none"> - Celebrate the particular Saints feast days 	<ul style="list-style-type: none"> - Parent formation
Teaching & Learning	<ul style="list-style-type: none"> - communication with parents about what the students are learning (term planner) - promote and communicate extra-curricular opportunities. e.g debating, public speaking - investigate how students want to be organised. e.g relevance of diary, term planner - communicate positive initiatives that are taking place in the classroom and as extra-curricular activities - Update assessment procedures/policy to reflect (Number and timing of assessment tasks, type of tasks, feedback processes etc) 	<ul style="list-style-type: none"> - Develop a process that ensures consistency and continuity of extra-curricular opportunities. e.g debating, public speaking - Introduce real world learning and community connections to enrich learning in all subjects. E.g. careers adviser to find lawyers, scientists to come and speak with kids, etc - raising expectations for student learning (student goal setting and differentiated learning) and to create real world learning experiences beyond the classroom
Wellbeing	<ul style="list-style-type: none"> - educate parents on how they can ask their children about what happened in their day to elicit positive responses) - Inform teachers of perception of parents - review the Yr6 to Yr7 transition process - update semester reports to reflect student's extra and co curricular activities 	<ul style="list-style-type: none"> - shift perception that staff are deficit focussed - parent education about mental health, parenting, relating to teenagers, etc. - Help students to be more resilient - Opportunities for parent and child relationship building workshops/tips
Resources	<ul style="list-style-type: none"> - Better access to parent portal and information available to parents - Review of BYOD program by Craig and Vince (School supplied V BYOD laptops) 	<ul style="list-style-type: none"> - Upgrade of facilities (playground, green space, classrooms and buildings) - Parent education on use of Sentral - Place newsletters on Sentral or website (not on another platform) - Too many apps/platforms - All textbooks to go online
Other	<ul style="list-style-type: none"> - more awards/recognition for those students who always do the right thing 	<ul style="list-style-type: none"> - introduce school camps

STUDENT FEEDBACK

WELLBEING - WHAT STUDENTS ARE HAPPY WITH	WELLBEING - WHAT STUDENTS WISH FOR
HAPPY	WISH FOR
Good relationship with all teachers	
Providing year 11 & 12 students with a mentor who can guide them and increase their emotional wellbeing in such a stressful time of their lives.	Reschedule sport carnivals if cancelled. Increase school holidays. No holiday homework
Mentoring has been effective as a median for individual progression	One day during the week one stage should do more sport and get more exercise
School Counsellor	Extra layers for sport uniform during winter
Assembly allows for self reflection and acknowledge the positives	Canteen to charge less for food and make forks and spoons for free. Free Trivias. More morning prayers eg. an extra Hail Mary and Our Father . Less homework - Scientifically proven homework doesn't help you.
Elevate sessions, talks help and keep PC enjoyable. Learnt everyday skills that are relevant to our ages. Targeting needs at the right times. Vaping - driving - bullying	Gym under library to open
We got back to in-person last year so swiftly & in an orderly manner.	Shift canteen control to private company. This MUST happen. Accept electronic payment
Teachers notice if there are wellbeing concerns and will address privately. eg. Mental health family life.	Common room for senior students. Microwave/Kitchenette. CANTEEN - include more tasteful options for students eg. Wedges Wrap
Spirituality day was an eye opener from everyone. The speaker really connected with everyone.	Create relax & destress zones around the school with places to sit and calm down for a few minutes
The school provides a counsellor if anyone is going through a hard time.	I wish PC lessons focussed more towards contemporary issues; drinking, smoking ,drugs etc. Rather than being wholly made up of tips for study.
I really liked the spirituality day, the speaker was very good and it was very engaging.	I wish they provided the mentorship for students in year 7-12 rather than just Year 11-12
Canteen Products. Class PC Lessons . Very social community.	Camp for Year 12
PC lessons are interactive . Elevate	More pastoral care lessons, there hasn't been enough pastoral care lessons
In health lessons its good to learn how to use social media because it gets us ready for the world.	Overnight school camps that are based on Pastoral care
Recycling bottles. Morning activities. Sport lesson interactive and fun. Highway heroes help kids overcome difficulties on the playground and at home. Clam down box. Fidget box.	Teachers don't provide suitable feedback for us to improve
Health Lessons / Pizza Jersey Day/Mr Tanza - Pastoral Care	Stop changing our coordinators
We feel supported from our year coordinator. The boy and girl sessions (when we were seprate and had conversations with our teachers)	Some elevate sessions are repetitive and irrelevant
We learn to cope and relate in the right ways against cyber bullying and online harrasement with plays and techniques to help ourselves	We should be allowed to use phones on recess and lunch
Coordinators help with issues such as bullying and making friends. All School councellors are accessible for any personal issues.	More interactive PC Lesson (Fun). No more elevate
Going to camp helped bond with our teachers and peers. Camp also helped us challenge real life problems and count our blessings	Too much focus on uniform and sock. Focus more on behaviour rather than always on appearance.
Homeroom teachers communicate with us and talk to us about life (Mr Zada)	Need more inspirational posters around the school.
Pastoral care helps us with real life issues. Teachers motivate us to follow the four R's.	Need to sometime provide more real life situations and how we can apply our morals and values to our life.
How teach us how to take care of ourselves. How they make it fun to be healthy. How highway heroes gives examples of how to stay healthy and make it entertaining	Increase in learning clubs like maths club etc.
Morning activities (Pastoral Care)/Helping others that are struggling/Highway heroes	I wish there was more emphasis on mental health
Im happy that the pastoral care are helping the kids and see if they are ok.	Notice more about students achievements
More lunch clubs	More highway hero lessons. Pastoral care lessons once a week. More resilience lesson.
Having people/teachers go to when you don't feel comfortable speaking to others (Pastoral Care/Coordinator/Leaders)	More lessons about your social life. More social communication for students. More teamwork activities.
Teachings encourage more kind and positive behaviour	Elevate is not effective. Some teachers don't write learning intention or syllabus dot point.
Getting the chance in the morning to do some physical exercrise before you start your day	I wish for the sensory toys to be passed along to all classes
Support against bullying and encourage good behaviour	Stress mangement help and not get in trouble if homework not completed due to being to busy with helping parents, siblings etc.
Calm down kit to release stress.	More public speaking competition to help us gain confidence. Example. Poetry
I enjoy the amount of PC	More realistic PC sessions, dearing with "Real Life" problems ie. taxes, work place justice system, coreer options, depression and harrasement
Celebrating students achievements are really motivating and uplifting	Better haircut for boys
I enjoy the teaching on the reality of social media eg. documentaries in Pastoral Care	More Religion lessons
I like how the teachers make the students feel welcomed when they are hurt, get an award and all of the above "KEEP IT UP TEACHERS"	
Pastoral care helps me to take a second to think of what to do within the week	
I enjoy the difference of assignments in art like theory and prac	
Teachers are supportive and encourages students. They talk about Maronite Virtues	
Teachers are very supportive . The help to perserve and be more resilient	
Pastoral care should occur more often	
We can interact with each other	
During pastoral care we get time to communicate with each other	
Year Co-ordinator always there for us. (Shoutout to Mrs Hitti)	
The school supports confidence	
Study lessons are beneficial	
Pastoral care is interactive. Teaches us skills to manage current situations eg. study skills, time management. Teachers are supportive. Award Ceremonies	
Good opportunity to take a break from studies	
The school acknowledges students achievements	
Teachers are supportive and help us embrace our Maronite values and the 4 r's	

RESOURCES - WHAT STUDENTS ARE HAPPY WITH	RESOURCES - WHAT STUDENTS WISH FOR
HAPPY	WISH FOR
I like how the school has a laptop borrowing policy for students who may not have access	Classrooms should be heated and warmer during the winter. Students are prone to getting sick therefore missing out on learning/important days
Chem & Crunch. English lessons afterschool on Monday. Writing centre. Maths and Munch	Bigger desks. Better and more comfortable chairs
I enjoy that the school has such a wide TAS department with resources like projectors, Mac Desktop, cameras, vinyl cutters, embroidery machines etc.	More quality art products ie. paints, brushes, pre-paid canvases. Update art rooms, more space for art and creative subjects. Open up drama class in senior year. More subject availabilities
The library's website has access to a vast amount of resources that assist with tasks (i'd love to see it grow)	We need airconditioners and heaters
Able to use the hall once a week	Electric devices need to be upgraded, laptops, computers and ipads are outdated
Table tennis/basketball court	Opening up the gym will help students stay fit
Librarians help with research skills and assessments and other library skills	New projectors
EDROLO is awesome! Thankyou	More opportunities to communicate with students in a class, in a way we can learn from each other instead of dead silent all lesson, which bores us all out and makes everyone zone out.
	Canteen need to be improved with less processed food, better quality food and a diverse food opportunities other than the simple burgers and wraps
Central is very good give us a sense at responsibility	Better internet
Sporting facilities eg. MPH & Basketball courts & Laptops	Environmental community needs to be improved as there is rubbish everywhere
Careers advisors is helpful/excursions/incursions	Tissue Boxes
Good heating and cooling	Wish for grass in our school so that during sport we can do more activities
Supply of resources to the students. Supply of laptops/ipads	A constructive way of having fun. eg. one day a week set amount of people/grades to participate in sports and lunch at Roberts Park.
Library is accessible with different kinds of books and laptops	More time to be in the hall
How the teachers monitor what we're doing on our on laptops. Enough area for primary to play on	Better school bell
Equipment we use is well provided and fun . Added grass. Plenty for us to keep us entertained & have fun	More outside space as our school is expanding, outside space is necessary. More grass area
I am happy how e have enough buildings and air conditions. I am happy that the canteen has food from our culture	Make the available resources within the library more contemporary, primarily regarding year and 12 resources
That the library is open before and after school for studentsto study or print	I wish the high school playground wasn't over run by the primary students.
I am happy with the items in the canteen	MORE BINS (both recycling & regular)
I am happy for having sports activities to keep our blood pumping	Learning space is limited
Provides laptops, ipads etc. Borrowing in library and hours	S-Building bathrooms. Doors are too short, especially for boys.
I like the gym and it's cover	Bathrooms in the buildings N . Zero toilets should be used by students
Fake grass helps prevent injuries from falling down or tripping	Not enough bathrooms and toilets don't flush in S Block bathrooms
I like the different resources in the library eg. printing and books.	Study common room will allow us a space to collaborate academically, being more supportive with each other.
Online applications like KWL help lessons easier to learn in religion	Access to academic journal. J Star
I appreciate the fact that teachers let you go to your desired destination, location on recess and lunch to feel free and comfortable in your environment and surroundings	The lockers on recess and lunch get very crowded in S2
It's good that the canteen is open early for students that haven't eaten breakfast	S2 lockers are horrendous too crowded
Library/books. BYOD / Music equipment eg. keyboards and guitars	Teachers should not be allowed to take students properties
We have one pastroal care lesson a week. We have a gym & library	For Gym to open in Term 3
Re-paint the Green walls in the S Building	Hope to maintain basketball courts and to possibly clean bathrooms more often
	Please for the canteen to not charge for forks as sometimes people drop their normal forks and have no money
	Should have access to electronic payment EFTPOS or loaded ID cards. Water should be cheaper than soft drinks. Canteen workers can be a bit rude. Should have a set list visible to students. Don't charge for forks/spoons. Individual items are 3 or 4 times more expensive than other schools. Allow food tech students to volunteer in canteen
	Make higher quantities. Ladies should wear gloves. Greater variety needed
	I wish for more shaded areas
	Kids should be allowed to play basketball in the hall at recess and lunch due to the fighting caused to the ones outside.
	Better Internet
	For easier IT support
	Teachers should post more on google classroom , so people who are away or didn't finish the homework they could log on and see what they have to do.
	More shelter in the playground and areas to stay in when it rains or it' really hot
	We could start to pay for food in the canteen with our school identity cards which is easier for students to carry.
	Canteen would help more students purchase food if they were to invest in an eftpos machine.
	I wish more books could be online. I wish more equipment in the playground
	Certain grades in different areas to prevent injuries . Less false language between students.
	If children wish they can bring their own stationary. More healthy food in the canteen.
	I'd wish on the playground there would be days for different grades for sports equipment and they have to bring it back if they don't they get a warning and three warnings is a lunch detention. I wish we have more homework on laptops then books.
	Students hotspots in class allowing students to access games
	We need more library sessions Eg. Weekly
	Introduce more sports equipment during recess and lunch
	I wish that the canteen sells more healthier items.
	Drop prices in the canteen at least 50c. Put less homework set every week and less work set for overtime or home.
	I wish for more benches and seating areas for our lunch and recess breaks
	I wish for the restroom doors and toilet seat to be repaired
	Icepacs in classroom
	Period 5 to be a free lesson if the class have haved (Primary). Children have a say in what they want to do for sport. If the carnival is cancelled to reschedule it not to cancel it. If you stay back at school, bring your phone with office permission.
	Bigger & better lockers. Tissue boxes in classroom
	More charging points in the S Building
	Calender on MACOS instead of diaries.
	Students should not need laptops/devices in year 5. If they need a device the school should provide.
	School diaries are not worth while.
	Locker system based on height.
	Strong wifi and internet in the S Building
	BYOD is very bad

TEACHING & LEARNING - WHAT STUDENTS ARE HAPPY WITH	TEACHING & LEARNING - WHAT STUDENTS WISH FOR
HAPPY	WISH FOR
Feedback is effective for improvement	More allocated study time in class - study periods for seniors
Edrolo is very effective	Not all acknowledgements are acknowledged for eg: Extra curricular - Same students are acknowledged every year
Continue - Learning intentions Syllabus dot point	Less bookwork. Some teachers avoid all laptop work but other teachers approve. Our notes are all over the place in various places so why use BYOD.
Positive relationship between teachers and students in senior years	Some teachers set too much homework especially for seniors. Having us to overload with work, with less time to study and commit to physical activities.
The vast and passionate college staff	Air Conditioners don't work in most of the classrooms
Teachers always make themselves available	All Students should attend grade sport. No Classes during Thursday spor and year 12's should have sport. As it influences people to partake in physical activity increasing concentration on study
The teachers are effective in engaging students whilst providing an effective and fruitful lesson	More accessible room for feedback in normal classroom setting day-to-day and by everyone not just SRC. Some teachers take feedback personally
Mr McConville/Mrs Kalpakoulas	Allow Drama for Year 11-12
Opportunities to see teachers for different subjects outside of class. Hours in various clubs (Chem and crunch, maths club, English and writing centres)	Every subject should fall under the timetable
Teaching and learning/learning hub and Library	No Studies in the library
Google Classroom - All resources in one place	I wish that the religion lessons in Yr7-12 were less directed towards learning content that we are already well aware of but that the lessons are more discussion based (at least 75% of the lesson) as that assists in preparing and furthering our thought more.
Good preparation for exams from 7-12	Offer Psychology courses/studies and Art Ext
Study sessions provided during exam block.	Make Music 2 and Music extension available. Most Students avoid music because music 1 is bad scaling, however music 2 and extension scale much better.
Extra learning opportunities such as : Maths Club & English class Tuesday after school	Give year 12 camps (we deserve it)
Excursions and opportunities to learn outside of school facilities	Bring back the paddle, get rid of negative notes
The Class learning environments are very open and inviting . Everyone is allowed to have an input in class discussions	Less homework during exam block
Learning hub for extra support	More revision sessions during exam block
Prayers to begin lessons/I like the addition of laptops/Educational Games /Lots of subjects	Wish for a more diverse learning criteria with learning about different cultures other than our Lebanese values so that in the real world we understand different culture and we are not confronted in life after school.
I love how the teachers help us during recess and lunch when we need help . (Shoutout to Mrs Roumanous)	We need more relatable teachers.
Having a good connection with your teachers	Lessons need to stop being full of powerpoints and just reading, instead explain thoroughly
Lessons are interactive	Scared to ask teachers questions, need to help the feel in the learning environment
Good class discussion happen in some lessons	Teaching us how to write emails
The feedback given (Miss Katrib)	Bigger elective classes such as, foodtech, music and art
Teachers teach the topic well to the students. How lessons are fun	Safer rooms especially S-building. eg. powerpoints are all over the place and are hazardous
How teachers turn off class comments on google classroom front page. Teachers give more than enough instructions before lessons	Teachers should take time to get to know the students
I am happy how full the lessons are	Time of classes /more outside classes
Im happy that there is more online learning then books	More elective classes/excursions
Getting the experience for Year 6 to go to camp every year	More Excursions for Year 10/Camp
Great education system/Excursions and learning opportunities and interactions	Get more teachers like Ms Michael, Mr & Ms Zada, Mrs Boutros Mr Taouk and Ms El-Agha
Introduce IT systems more frequently and more programming	Go into more depth about countries and literal geography. Teachers should be more active in class and be more interactive with students
I am happy for online websites that the school has provided	More practical learning as teachers can over speak
It's good that teachers give thorough feedback on assignments and tests instead of just giving marks back.	We need better lockers and more locker space (S Building is horrible)
I enjoy the hands on lessons of music, Art and Tech	Our work is all over the place as not all teachers approve of laptop use
Ongoing are presented online, and is more accessible to students	More chemistry experiments for younger grades
I like the idea about how teachers allow you to speak to them after the lesson to speak about the areas were they don't understand or for personal reasons	Younger teachers to connect more with students
I enjoy the use of google classrooms	Teachers have to be more engaging in their lessons
I like the balance of online and hand-written work like a teacher teaches and writes notes then summarise info by kahoot	Maths Club should be after school and a little longer with more complexity
I like how they provide art sessions (visual arts, textiles) because it allows the students creative moments to speak out loud. It allows them to feel safe, calm and creative.	All teachers should use google classroom every time after class for absent students or for upcoming exams
I enjoy the variety of information events like elevate	Teachers to inform us on an equipment list before they give us assignments
Happy about that we have access to extra help eg. Learning Hub	Get priests to get involved in RE lessons to answer, observe and explain things to us
Teachers upload and give out homework tasks which were learnt in class.	Many teachers have "FAVOURITES" and do not treat all students equally and show advantages and more respect towards naughtier students (eg. Ms George)
Technology is fun but shoutout to Miss Mardini on Elias A.	That the house colours are more across the board and not only sports related
Holiday assignments keep busy and fun during holidays. Support from teachers and peers. English and Religion are my favourite subjects. Sport is fun. Library has good books.	Homework is unnecessary to the topic/content being learnt
Music this term was great. Shoutout to Mr Valenti	I wish more lessons could be taught outside. I wish more homework could be online so our bags aren't too heavy. I wish we could have more activities
Food tech is the best with Mr Taouk	Use devices more. If needed kids can stay in and learn more about the subject they are confused with teachers
Maths is the best - Shoutout to Ms Boutros	Less homework due to the fact that students have outdoor activities
Teachers care about our learning and our education . Teachers help us reach our best ability	Less homework so we can go outside. More sports days
We should have 2 sport days a week	I wish there would be less homework for more time with family and sports lessons after school.
Teacher help us with our education	Explicit essay writing skills and workshops. Study skills are a personal choice
	Offer more subjects - Drama, Engineering Studies and Science Extension
	Encourage students to take higher levels of maths and english. Encourage students to do science .
	More excursions that relate to subjects.
	STOP holiday assessments
	MORE PE Prac lessons
	Bigger lockers
	Too many assignments at once.
	I wish for more lessons in the library such as history each class is working on
	Homework should be based on revision
	Less assignments or assignments spaced out so we have enough time to complete everything stress free
	Teachers to give out more feedback in order to help the students improve
	Using our computers for programming and instead of just using it for research
	A way that one person speaks at a time in classes
	Increase religion lessons based on the bible once a week
	Use ipads and laptops more in lessons. More Co-Curricular sport. Reschedule sport carnival instead of canceling it
	More break times during lessons so children can get ready
	More game learning assessments like minecraft
	More class work to be provided on devices

MISSION - WHAT STUDENTS ARE HAPPY WITH	MISSION - WHAT STUDENTS WISH FOR
HAPPY	WISH FOR
The amount of times we go to mass.	For Canteen to sell Lent Meals for the Orthodox
I love how every term we are focused on a particular charity or cause. It keeps us humble and other focussed, not self-focussed.	Religion lessons are more centered around history rather than today's issues. Dry lessons need to be engaging.
Charity Work - Would love to see more	To have Religion lessons more about issues within the outside world eg. how to be closer to our Religion. We don't know how to target real life issues and we don't know how to project maronite values.
Having Mass every second Tuesday I find incredible as it helps us in meditating on and strengthening our faith, particularly to assist us from losing ourselves in a secular and human guided society	There should be more Religion presenters and those knowledgeable about the faith to come instead of some PC lessons
Priests are always available for students. They participate in daily activities.	Alter serving lessons for students in mass
Strong sense of Maronite identity developed through frameworks. Patrons day keeps this up and allows us to celebrate.	Maronites on a mission to be more accessible to students of lower grades.
Good talks and seminars on Catholic faith that are relevant and appropriate for our context.	Mass should always be every second week and guaranteed
Good charity opportunities for students. We are able to get involved. Students led and centred initiatives are very successful and fulfilling eg. Hot Choc and Noodles	Teaching the purpose and meaning behind the mass will increase participation
Many Religious activities like : - Adoration/Rosary/ Q&A. To influence people to get closer to our faith. Canteen caters for lenten dietary requirements	Have the Church open during school days so that during recess, lunch and studies students have a safe place to meditate and relax.
Within our religion lessons, there are many references to how our faith is relevant in our society. Religion lessons are very discussional	Would like to see more focus on how to defend the faith in a contemporary society
Religion lessons are very insightful. More hands on initiatives/Beat the Cold/Caritas Aust. Spirituality days are interesting and helpful	Mass to be moved to Friday last period of every week
Project Compassion is good because it is hands on	Soup Kitchen and active fundraisers outside of school grounds for years 10-12
Im happy that the school keeps their core values in a changing world	More grade adoration time on a Tuesday instead of mass all the time.
Im happy every grade in this school can participate in LMO Masses. I like the daily morning prayer. I like the acknowledgement of our National Anthems. Reading the gospel in class	More should be spoken about on our place and perception in society. It should be more open to speak about how we would be treated in society and how to experience life living in faith
Fr Youhanna visits our classes for religion lessons.	Religion lessons should not be sugar-coated and need to address modern issues in depth. Students need to be able to respond to these issues and be knowledgeable about them.
Jersey Days/Pizza day donations	Girls grade sports should be more widespread - Less bowling
Interactive religion lessons. Engaging with priests and with Father Youhanna especially in the playgrounds and with Q&A	Offer confession during lunch times during the week
Happy about how we develop our catholic values, so it could be used in the real world.	Should be more lessons for Religion, similar to English/Maths/Science. Content should also be more student/wellbeing based.
Eucharistic adoration during lunch Q&A on lunch	Should spread out lessons in a week to learn religion evenly in a fortnight
I am happy about how we get to research the virtue of the week. I am happy how at mass the priest asks questions. I am happy about how the school raises so much money.	Celebrate more with patrons days and lithurgic events.
The way they teach virtues. How we celebrate the feast days. I like how the priests include the children in mass. How we have included more Arabic in mass. I like how we help the needy in Lebanon and Australia	More charity (sports events) with teachers
How we celebrate and what we do on patrons day. Choir singing and participating in masses on Friday. Beat the cold war.	There is more religion lessons/The children starting charities/During important month's we say prayers.
How we learn about our Mother Mary. I like how they make mass fun and serious . I like how they do fundraising like jump rope for heart.	I wish that we could have religion and virtues two times a week . Choir as a lunch time club.
I am happy about how the pastoral care really care. I am happy how there is so much resilience. I am happy that highway heroes was broughtup because it is helping alot of our students	I'd like during mass more people sing or participating with everyone. I'd like Fr Youhanna to come to our classes to talk about important stuff.
Teachings of virtues encourage people to use it in their everyday life. The way how we are taught of them.	Participating in Mass (Students)/Specific RE Lessons priests comes in to talk more about it/Every second Friday bring in dollar donation. (a donation for a specific charity)
I am happy for praying every morning with the school	Year 11/12 studies in Catholic thought /Lessons designed for more real world applications (ie. someone denying your faith)
Different children having the chance to alter serve at mass. Going to weekly masses	I wish for a new prayer in the morning
Learning about the teachings of God.	Trivia after religion lessons to see who payed attention. Reward - Merit/house points
The priests thoroughly explains bible meaning through questions.	If someone gets hurt during class they shouldn't go to sickbay instead they can relax in class so they can still participate in the lesson
Pastoral care helps all grades studying when the time comes (elevate)	Less Homework/No Assignments over the holidays so we can rest but during the holidays reading log to fill in
Happy with the amount of content learned in Religion	More Religion lessons/Less homework less stress/more excursions/free time session daily/more sports days/more fund arabic lessons/clean up session last period three times a week
Happy about being thorough with Religion lessons.	Pray decade of Rosary after/during religion lessons/more religion then maths and english/Assignments at different times/Fun, educational games during lessons.
I enjoy the homily that deals with living in a contemporary world.	More Religion lessons
I enjoy participating in Mass, I hope that the priest can explain the Gospel. Slow it down for people who take a long time to understand	We should use phones at recess and lunch
Religious activities at lunchtimes.	More fundraisers for charities
Maronites on mission : Year 12 students on food run	No holiday assignments
Continue all charity initiatives. All inclusive	Wish for no holiday homework/Wish for learning hub to be open on Thursdays
	I wish for the whole of primary to go to church every Friday
	Stop only talking about God's love for us. When you teach the faith you teach all of it such as God's hat for SIN. So teach that
	Teachers should rather engage with students because in my religion classes the teachers don't engage much and make students do work on their own.
	Talk about how and why girls should dress modestly
	How can we possibly understand God's mercy without understanding the gravity of our sins./Talk more about the affects of the sins we commit and how we must go to receive communion in the state of grace
	Not enough discussion about the wrong things on social media and why we shouldn't get influenced by it.

OTHER - WHAT STUDENTS ARE HAPPY WITH	OTHER - WHAT STUDENTS WISH FOR
HAPPY	WISH FOR
Overall Great School	Bring back Healthy Harold before the end of the year
Studies	More time for recess and lunch
Thursday sport is done well. Encouraging physical activity.	Don't let teachers take your recess and lunch from you
Extra-curricular HSIE activities like mock trial and history debating competition	Library cards used for credit cards for canteen
Thursday sports very enjoyable	Big Day . Mac Application/Assignment Countdown/App Store Paid App
Approachable teachers. Social community with a lot of similarities	Maybe a calendar instead of a diary like a monthly one where the key events are there and where one can put their assignments
Timetable is very effective and the 5 periods are the most helpful and maximising for our learning.	More academically driven extra curricular activities/just started debating and mock trials. Do more competitions for other subjects eg. science, maths and english for senior years.
I'm happy that there is hand ball	Drama for Year 11 & 12 Environment . Fill up customised water bottles from water stations to minimise plastic bottles.
Teachers teach well. Canteen charges less for food (because we are not rich)	Allow students to wear more layers in extreme weather be more lenient.
I like the idea of having different types of clubs. (sewing and maths clubs) because it can help people that needs it	Bathrooms need to be cleaner. Launch a campaign
	Hair Policy Should be Updated. Less strict on hair cuts. It does not affect our learning, which is the entire purpose at coming to school. I understand we need to look presentable, but teachers need to meet students in the middle and compromise
	Recycle paper (we don't do it)
	Students should choose their grade-sport as they would be demotivated to participate in a sport they don't like.
	Traffic down the stairs, when leaving school, recess etc. (unsafe)
	More Mufti-days/Winter Items like blankets should be allowed/School beanies and scarfs/sports jumpers.
	Big day countdown for assignments
	Warmer jackets and pants (sports) with hoods and better materials/Blazers should be worth the \$180 that we spend more quality materials used.
	Renovate the classrooms/ S- building walls painted.
	New bigger lockers to fit more things
	Phone permitted at lunch and recess
	More competitions to compete within the school eg. Science Competitions/ Soccer and Basketball Gala Days
	We shouldn't have to sign our diaries because if we don't we get in trouble.
	Air Fresheners in the classrooms especially the S Building
	20 min sleep time during the day
	The canteen closes too early. It should stay open until the end of lunch because some people may still be hungry and have no food
	More Tissue Boxes
	Allow students hotspot if the WIFI does not work
	No homework and assignments during school holidays
	We should do more awards for students every Monday
	St Charbels Day where students can have fun and do whatever they want (it can be when the school was established)
	More involvement with house colours in regards to points and events
	More access of elevators for injured students
	Canteen should sell Hot Chips and more food varieties and cutlery should be free
	Late notes should not be given out as often as it is. If students are late, teachers should not be giving out detentions
	More instructions for assignments on holidays/Ice Packs/Air Conditioning/token and points to appreciate your house colour
	Canteen charges less for food (we are not rich)
	Big Day Counter/Studies
	Year 12 Camps
	Paint S Block Rooms White. Gym is not effective was of space. Handball was better
	Pay pass at canteen
	Every lesson should be on the timetable
	More sports competitions. Eg. Soccer/NRL/Basketball/Knockout Finals
	Have different gala day sports that students enjoy eg. basketball
	More Excursions & Incursions
	Better access to teachers
	More time to move to next classes
	High school students should be able to see siblings in primary during recess and lunch
	Stop standing in front of the class thinking that students will stop speaking because they won't. Discipline students in a better way.
	In sports lessons we could practice skills for a particular sport in a lesson then the next lesson use those skills in a game.
	More sports lessons during the week
	Better Internet
	Use Games to create assignments/Less Homework/Less copying pages, discuss topics and learn them by asking questions/ More educational games/ More Q&A Time/Allowed to bring own resources.
	Force girls to NOT wear shorts that stick up their backsides
	Make skirts up to the knees
	Allowed to access blocked websites