



Chairo  
Christian School

# VRQA Report 2016

*Warragul District Parent-Controlled Christian School  
Association Incorporated • ABN 12 451 824 370*

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## **Executive Principal's Introduction**

This report contains information that the VRQA (Victorian Registration & Qualifications Authority) requires annually, together with the key reporting areas relating to school performance that the Australian Government requires to be made publicly available to the school community and wider communities in the prescribed formats.

At Chairo Christian School (Chairo), we have a strong desire to ensure that our school community is kept fully informed regarding our programs and performance. This is in line with our stated mission, which is 'to provide excellence in Christ-centred education, in partnership with families, within a caring Christian community'.

As partners in the educational process, our parents/guardians are greatly valued, and we wish to maintain effective communication with them at all times. We achieve this through a variety of methods, including newsletters, our learning management system, website, SMS, emails, notes and letters, telephone conversations, personal interviews and surveys.

Similarly, we see this report as an opportunity to highlight useful contextual information about the type of education that occurs at a CEN (Christian Education National) school such as Chairo. Relevant aims, programs and distinctive educational features will be referred to later in this report.

Key performance and statistical data has been included and some of the major events that occurred at Chairo during 2016 have also been highlighted. As a school community, we are greatly encouraged by the continual growth and development that has occurred, and also by the ongoing health of the school.

This report specifically covers the areas of staffing and student performance in national and state testing programs, with a particular focus on Senior School student performance and post-secondary destinations. The data provided indicates that Chairo is providing Christ-centred education that meets the needs of our students. It also prepares them to confidently head out into the wider community with the required skills and abilities to make a productive contribution to society.

**Simon Matthews**  
**Executive Principal**

# 1. Contextual Information

As previously stated, Chairo is affiliated with CEN. This national organisation of like-minded Christian schools forms an essential part of our identity.

Chairo is located on four geographically separate sites. In 2016, we had campuses at Pakenham (pre-Kinder to Year 12), Drouin (Years 5 to 8), Drouin East (pre-Kinder to Year 4) and Leongatha (Prep to Year 10).

Our two ELCs (Early Learning Centres) cater for the special developmental needs of young children through the provision of three-year-old and four-year-old kindergarten programs. Our Junior Schools provide intimate learning centres for students from Prep to Year 4, our Middle Schools cater for the particular learning needs of 'emerging adolescents' in Years 5 to 8, and our Senior Schools encompass the vital period from Year 9 to Year 12.

Our Senior Schools at the Drouin and Pakenham campuses provide a broad choice of VCE subjects, with some VET offerings, while we also provide a VCAL program at Drouin. Note: our Leongatha Campus is structured more traditionally than the other campuses, with Primary (Prep to Year 6) and Secondary (Years 7 to 10) sections.

As at the Australian Government Census in August 2016, Chairo had 1,399 students enrolled from Prep to Year 12 across our four campuses. The student population is drawn from a widely spread geographic region, with students coming from as far away as Traralgon and surrounding regions in the east through to Narre Warren in the west and Foster in the south. Due to the rural locations of our four campuses, students predominately arrive at school via buses or private vehicles.

Chairo caters for students from a diverse range of backgrounds. The families of many students are involved in rural occupations, such as dairying and horticulture, with many also living in rural townships. However, the Pakenham growth corridor sees significant numbers of our students coming from urban backgrounds. Many of these families have themselves only recently relocated to the Pakenham area as the population rapidly expands. Whilst the majority of students come from Christian families, enrolments are also accepted from families that are supportive of the ethos of the school, despite having no church affiliation.

We serve the needs of families from a wide variety of socio-economic backgrounds. The *My School* website indicated that in 2016 we drew our student intake fairly evenly from across the four Index of Community Socio-Educational Advantage quartiles.

All activities and programs at Chairo are delivered from a Christian worldview perspective. This means that Christian perspectives are integrated throughout the whole curriculum rather than being added as a separate subject. Staff members participate in professional development programs that equip them to teach 'Christianly'.

Chairo continues to provide vibrant K-12 curriculum with academic outcomes comparing very favourably with statistically similar schools across the nation, and VCE results also compare favourably with the Victorian state average.

## Teaching and learning priorities and achievements

Following is information regarding how our teaching and learning programs operated throughout 2016:

- Students in Years 7, 9 and 10 were all provided with a personal learning device at information nights held across each campus for parents/guardians and students. The implementation of these devices is going well, with students having ready access to technology in all classes.

- Teaching staff members have all undertaken training in relation to our new LMS (learning management system). They are finding this system much easier to navigate than the TASS LMS previously used and are therefore using it competently with their classes.
- Campbell Rushton-Smith and other facilitators from Edrolo have conducted small group staff training in connection with making the most of Edrolo for our Year 12 students. In addition to registering all students for the Units 3 & 4 subjects that are available through Edrolo, we made the decision to sign up to all Units 1 & 2 Maths subjects for students. This will give students an introduction to Edrolo in Year 11 and should help them understand the program and its benefits before moving onto Units 3 & 4 subjects.
- On Thursday 7 and Friday 8 April, the fourth SOAR holiday program was held at the Pakenham Campus. The SOAR workshops focus on areas of Maths, Science and Technology. Once again, we invited students from other schools to join us, and we are excited about the opportunity to partner with other Christian schools to provide excellence in the area of extension programming.
- The LOTE program continues to extend throughout the school. Language classes in both French and Indonesian are conducted at the Drouin and Pakenham campuses, while Indonesian is studied at the Drouin East Campus and French is studied at the Leongatha Campus.
- Year 12 induction days were structured in a new format for 2016 in order to improve active student participation, and to deliver a program that was better suited to student needs. The first day involved all Year 12 students from the Drouin and Pakenham campuses meeting at Old Gippsdown for a day of team-building and active problem-solving. This day was facilitated by Fitnessworx in consultation with the Year 12 Coordinators. The following day consisted of study skills workshops conducted by Elevate Education and an inspirational presentation by Eric Agyeman as guest speaker.
- Across the Drouin and Pakenham campuses, 56 students (100%) successfully completed their VCE. Of those students applying for a university placement, 100% received a first round offer. 86% of students from the Pakenham Campus received their first preference and 65% of students from the Drouin Campus received their first preference.
- The dux at the Pakenham Campus achieved an ATAR of 98.30 and the dux at the Drouin Campus achieved an ATAR of 94.30. It is pleasing to note that both of these students are products of Chairo teaching, having joined Chairo in Prep and Year 1 respectively.
- New Australian Curriculum documentation was released in late October 2015, so 2016 involved teaching staff members familiarising themselves with the new curriculum documents and curriculum format inspired by the *Transformation by Design* resource published by CEN.
- All Years 7 and 8 students participated in the *Th!nk Project*. This project allowed students to complete an individual long-term project providing them with the opportunity to demonstrate independence, creativity and originality, to plan and organise a larger project over a longer period of time, and to put into practice some of the skills they will have learned from their mentor (part of the project requirement). Skills learned throughout the project will contribute to better organisational skills and greater initiative in the years ahead.
- VCAL began at the Drouin Campus in 2016. It has been exciting to see the support that the school has given to this area. The small numbers in the program's inaugural year provided time to develop appropriate curriculum and strategies to grow the VCAL program and adequately provide for the learning needs of these students.
- Planning is being undertaken in earnest for the new Year 10 camp format ready for implementation in 2017. There are plans for five different camp options for students to choose from. Each camp will have a focus on service,

mission or leadership, thus allowing students the opportunity to consider 'head', heart and hands'. By subsidising the more-costly options with the normal costs associated with camp, we are hoping that more students will have greater accessibility to these trips.

- New classroom furniture has been installed in three Drouin Middle School classrooms. Classroom design makes a big impact aesthetically and enables students to be more effectively engaged in their learning. This new style of furniture provides more flexibility within the classroom for collaborative work and student engagement. The teacher pods encourage staff members to work with students at their desks and spend less time in the traditional 'chalk and talk' mode. This style of furnishing does not just update tables and chairs, but also allows for an update in pedagogy.
- The Design & Technology Centre opened at the Pakenham Campus, providing much-needed space and a place for Senior School students to call 'home'. The purpose-built specialist facilities have added a lot to the Middle School and Senior School program, and while the spaces being used as general purpose classrooms are not designed for large groups, they have provided the extra spaces that were needed.
- Student Performance Analyser (SPA) has replaced GradeXpert as our data collection program. This program is more efficient to use, therefore providing opportunities for more staff members to utilise the extensive data that we collect throughout a student's schooling. Sub-schools have arranged for training so that all teachers can access the vast amount of student data we have on record.
- Work continues with Karen Milkins-Hendry and ISV (Independent Schools Victoria), with a professional development course entitled *Leading from the Centre* being conducted over an 18-month period at Chairo. This course is designed to equip middle leaders with the necessary skills to work with senior leadership, and to assist teams of teachers that work with them to implement ideas at a practical level in the classroom.

### **Capital expenditure, building programs and minor capital works**

Chairo currently has four geographically separate campuses and this requires careful planning to ensure that buildings and facilities at each location are developed and maintained to a high standard, and that they continue to meet the teaching and learning needs of students, both present and future.

Major capital expenditure that occurred in 2016 in order for the school to continue to achieve these outcomes included:

- The purchase of a parcel of land strategically adjacent to the Pakenham Campus to meet current and future growth needs of the campus
- Commencement of construction of a performing arts centre at the Drouin Campus
- Completion of the Design and Technology Centre and Middle School classrooms at the Pakenham Campus
- Road, carpark and services upgrades at the Pakenham and Drouin campuses

In relation to minor capital, expenditure of note included:

- The continued roll out of personal learning devices across campuses, improvements to our network, and development of our whole school learning management system
- Playground upgrades and additions at the Drouin East, Leongatha and Pakenham campuses
- Upgrades of furniture and musical instruments across campuses
- Continued investment in library resources

Finally, Flinders Christian Community College outlined to us a proposal to enhance the long-term future of Christian education within the wider Gippsland region by Chairo assuming ownership and management of their Traralgon Campus from 2018. Again, after much evaluation and deliberation, we were convinced of the long-term benefits of this

proposal, for our existing Chairo community and for the Christian community in the Traralgon area, who we now look forward to welcoming in the future.

Chairo continues to be blessed as a result of the ongoing provision of excellent buildings and resources. However, it is the quality of our teaching staff that has the greatest impact on learning outcomes for students. Chairo continues to attract applications from high-calibre teachers. Throughout 2016, our teachers continued to engage in a wide range of professional development programs aimed at further enhancing their abilities to develop and deliver 'excellence in Christ-centred education'.

### **ICT Strategic Plan Update**

Technology continues to develop at a rapid rate and we are aware of the importance of enhancing the teaching and learning process in this area. The PLD (personal learning devices) program at Chairo has significant teaching and learning benefits for students and staff members and, as such, the program was extended to include Years 9 and 10 in 2016. The Years 5–6 iPad program was consolidated and time was also spent researching the priorities for the next ICT plan for 2017 onwards.

### **SOAR (Student Opportunities that are Academically Rewarding)**

Chairo views the provision of opportunities for all students to develop their strengths and talents as a priority, and as such is excited about the educational possibilities delivered through the SOAR program. This academic enrichment program provides a variety of workshops throughout the year for students who demonstrate high academic potential. These workshops enable students to work with like-minded peers as they learn to think outside the box and apply their knowledge and skills in a variety of settings.

### **Th!nk Magazine**

Chairo has always placed great emphasis on the quality of our teaching and learning programs. Three years ago, we published our first edition of the *Th!nk* teaching and learning magazine. Two editions of *Th!nk* were published in 2016. Some of the stimulating topics covered in these editions included Linc (our learning management system), Introduction to Faculty Coordinators, Christian Education, Engaging in Professional Development, Chaplaincy and Student Welfare, Connecting with the Community, Music and the new Performing Arts Centre being constructed.

### **Outreach and Community Service**

These areas continue to be distinctive features of the programs offered at Chairo. Students of all ages are encouraged to develop an outreach and service focus whereby they actively seek opportunities to serve other groups within our local and wider communities. This represents a logical outworking of our Christian worldview approach to teaching and learning. Jesus Christ said that it is 'more blessed to give than to receive', and through numerous programs, Chairo students are encouraged to actively assist those in the community who are less fortunate than themselves. Our Senates and SRCs (Student Representative Councils) are also actively involved in fundraising events for worthy community organisations.

In 2016, many outreach and community service programs occurred at all Chairo campuses:

#### **Pakenham Campus:**

Some structural changes were made to the Senate at the Pakenham Campus in 2016. The Senate is now made up of four Year 11 students, the four Year 12 captains and the four house captains. The Senate has been committed to organising chapel services, staff versus student events, fundraisers and other activities designed to encourage and energise the student body. Our Senate team also represented Chairo at numerous external events, doing their best to bring a greater partnership with our local communities.

### Drouin Campus:

The Drouin Middle School SRC was involved in a range of events that built community and also assisted a number of worthwhile causes. Among the SRC's efforts were a whole school Biggest Morning Tea, a tin collection to assist with building a roof on an educational community centre in South Sudan, a food drive for the local Foodbank, and a fundraiser for the Red Cross over the Easter period. In addition, the students organised inter-house sporting competitions, attended leadership training events, participated in the Anzac Day parade, and played an active part in assisting with chapel services and other special events.

The Drouin Senior School Senate aimed to serve not only the immediate school community but people across the world. The annual trivia night raised over \$1,400 for Olivia's Place, a local organisation that provides support and resources for people during pregnancy and early parenting. The Senate ran a successful evening that was full of fun and community-building activities.

The Senate also served the student body by running a variety of activities, including the greatly anticipated Senior School Social with a 'time warp' theme. Another highlight initiated by students was the inter-house lunchtime sporting competition. The finals of these generally coincided with casual clothes days, which raised money for various charities in our local community.

The Senate was also involved in further engaging students in leadership opportunities through the creation of an SRC (Student Representative Council) facilitated by the Senior School vice-captains. The students on the SRC were elected by their peers in each year level. The SRC was crucial in supporting and initiating various student events, providing feedback and suggestions to the Senate, and helping to communicate and engage the wider student population with regard to Senate events throughout the year.

### Drouin East Campus:

Drouin East Campus students and their families contributed to the following fundraisers during 2016:

- Term 1: Crazy Hair Day fundraising for the Leukaemia Foundation
- Term 2: First Aid Day fundraising for The Warragul Hub
- Term 3: Jump Rope for Heart fundraiser for the Heart Foundation
- Term 4: Walk the Wall (walking and collecting rice) fundraiser for International China Concern

### Leongatha Campus:

Students at the Leongatha Campus were involved in a number of outreach and community service programs during 2016. Years 5 and 6 students were regularly involved in the local Meals on Wheels program. Other events included Very Important Persons Day and the 40 Hour Famine 24-Hour Runathon.

All students from Prep to Year 10 were involved in two service days, where they participated in a number of activities including street stalls to raise funds for Syrian refugees, gardening for local senior citizens, visits to local nursing homes, food donations and a visit to the Salvation Army, and regeneration works at the Phillip Island Penguin Parade.

Chairo staff members and students were once again involved in a trip to the Northern Territory known as GLEAN (Go, Learn, Experience, Apply, Nurture). This was the ninth consecutive year that we have sent a team to participate in this fourteen-day program. As part of the program, students and staff members receive three intensive days of training provided by YWAM (Youth with a Mission).

In 2016, we had one team of students, together with three staff members and two accredited parent/guardian helpers. The team went to Beswick, a remote aboriginal community located near Katherine. This trip provides an opportunity for our staff members and students to serve the people of the community, and each other, as they grow and strengthen



their faith in God during this time. This program also presents excellent opportunities for students to form strong friendships with the community and to learn more about the land and aboriginal culture.

### **Camps and Excursions**

Students at Chairo have the opportunity to be involved in a wide variety of stimulating experiences that take them well beyond the classroom. Many of these events have a focus on healthy outdoor educational activities. The programs are designed to be age-appropriate, with the duration and challenges of the activities increasing as children move to higher year levels.

### **Sporting Activities**

Chairo students are regularly engaged in a wide variety of sporting activities. During 2016, students were again involved in sports at house, inter-school, regional and state levels. Chairo is affiliated with a number of sporting bodies and, as a growing school, our sporting achievements are flourishing. Timetabled Sport and Physical Education sessions on a weekly basis continue to be an integral part of our curriculum.

The Drouin Campus is affiliated with SSV (School Sport Victoria) as part of the Tarago District for primary levels and the West Gippsland Division for secondary levels. Teams and individual athletes who qualify at these levels have progressed to Gippsland and State finals. The Drouin Campus also entered eight teams in the State All Schools Netball Championships.

At the Years 3–6 level at the Pakenham Campus, students are able to compete in District swimming, cross country and athletics, as well as take part in weekly inter-school matches in basketball, netball, AFL football, soccer, softball, cricket, tennis, tee ball and volleyball. We also compete against Christian schools in swimming, cross country and athletics as part of CSEN (Christian Schools Events Network).

Years 7–12 students at the Pakenham Campus compete in swimming, athletics and cross country as part of CSEN. They also have the opportunity to compete in inter-school weekly sport competitions in basketball, volleyball, softball, tennis, AFL football, badminton, golf, soccer, netball, cricket, table tennis and baseball. Students who qualify can also represent Victoria at the National Christian Schools Sports competition held biannually on the Gold Coast for a week. All students participate in Sport and Physical Education lessons throughout the week.

### **Cultural and Community Events**

Students throughout the school are strongly encouraged to participate in a variety of cultural events that occur at both house and inter-school levels. These include chess, theatre sports, public speaking and debating, music and dance.

Many students and staff members choose to be involved in the various theatre productions that occur at each of our campuses, usually on an annual basis. Many hours are put into the rehearsals in order to ensure the successful presentation of these events. In 2016, Drouin Senior School and Middle School students presented an outstanding performance of *The Sound of Music*. *Joseph and His Amazing Technicolour Dreamcoat* was the title of the production presented by students from our Pakenham Campus, while the Leongatha Campus presented *Fiddler on the Roof Jnr*. Staff members and students are to be congratulated on their willingness to use their gifts and talents in such a creative manner.

ArtSmartz is an evening where VCE students from the arts and technology areas display and showcase their work. Fine food was provided by students from the Food Technology class and visitors were able to look through student folios and admire a variety of art and technology products. The aim of this evening is for future Arts students to see what is possible in the subjects offered and to ask questions of the relevant teachers.

Chairo students continued to participate enthusiastically in a range of community arts events. These included activities such as the West Gippsland Music and Drama Eisteddfod, the Xpressions Student Drama Festival and GIS Artzfest and MusArtz.

Another community event where Chairo students represent our school is the annual Anzac Day ceremonies. Middle School students from the Drouin Campus also participated in a Remembrance Day service held in November. Chairo students lay wreaths in memory of fallen soldiers at a number of these ceremonies. Chairo staff members and students continue to be represented at the four-day Farm World event held each year at Lardner Park.

### **Music Program**

Music is a vital component of any school's curriculum offerings. All Chairo campuses offer a variety of vibrant music programs provided both by Chairo music staff and a range of instrumental music tutors. The following is a brief overview:

#### Drouin East Campus:

Students in Prep to Year 2 explored many aspects of music, learning more about beat, pitch, tempo, dynamics and rhythm. They also increased their skill in the playing of percussion instruments. Students in Years 3 and 4 further expanded their musical repertoire. They created musical pieces and began to learn how to play the descant recorders. Students in Years 2 to 4 also had the opportunity to join the school choir, performing at several school functions and at some local aged care facilities.

#### Drouin Campus:

In Middle School, students in Year 5 learnt to play a brass or woodwind instrument, while all other students explored various aspects of music, developing their understanding of how music works by focusing on the elements of music. There was continued growth in Senior School in terms of the number of students involved in the music program. Some highlights included the GIS MusArtz festival (also involving our Middle School students) and several concerts and other performance opportunities, each showcasing the musical skills of our students. Last year also saw eleven students participating in VCE music classes.

#### Leongatha Campus:

Music continued to be a vibrant part of the school community at the Leongatha Campus in 2016. All primary classes participated in weekly classroom music lessons and music electives continued to run successfully for secondary students. Students were provided with opportunities to participate in instrumental music. The Junior Band, consisting of students from Years 3 to 6, regularly performed at school assemblies and other school functions. The Senior Band also performed at a number of local community events, including Carols in the Drome at Christmas and the Korumburra Agricultural Show's Battle of the Bands. Secondary students also participated in the MusArtz inter-school music festival. A highlight for the year was a cabaret with secondary students working together to provide the entertainment, catering and staging of this wonderful event.

#### Pakenham Campus:

The music program at the Pakenham Campus continued to go from strength to strength in 2016. We had five choirs (some with 60 members), symphonic winds, concert band, big band, two string orchestras and a variety of ensembles and small groups. Demand for individual instrumental lessons remained strong as part of the private instrumental music program. Many students are choosing VCE Music and the Pakenham Campus is currently offering Music Performance (both group and solo), Music Investigation and Music Style & Composition as VCE subjects. The music festivals were a highlight for the year, with every Junior School and Middle School student participating in the events.

The music department has a full program of concerts and performances each year. These include Music on the Lawn, High Tea, music soirees, eisteddfods, the Middle School and Senior School Music Festival, the Junior School Music Celebration, the CSSN Band and Choir Festival, out-of-school performances, and the band tour.

The quality of performances continues to grow as the students mature and increase their skills. In the highly successful Junior School production, *Joseph and His Amazing Technicolored Dreamcoat*, the pit orchestra was made up of Middle School and Senior School instrumental students.

### **Indonesian Language and Cultural Exchange Program**

In 2016, twelve students from Years 9 and 10 at our Drouin and Pakenham campuses who were studying the Indonesian language participated in the Indonesian Language and Cultural Exchange Program. The itinerary was specifically designed to maximise opportunities for students to practice their language skills in a variety of authentically Indonesian cultural settings.

Once again, the program included a homestay experience, as well as attending a variety of classes at SPH International and visits to various Indonesian cultural and heritage sites. At all times, the emphasis was on the development of the oral language skills of students. Students confirmed that this trip provided an incentive for many of them to continue their formal studies of the Indonesian language.

### **Student Leadership**

At Chairo, we place great emphasis on training our students to become effective leaders. We believe that every student has leadership abilities. We deliberately aim to seek out leadership training programs that are designed specifically with Christian students in mind. These leadership skills are invaluable assets to our school community and will one day be of great benefit to the wider society as Chairo students graduate. 2016 was another year that saw many key student leadership training initiatives taking place.

One of Chairo's regular forums for student leadership is our Senates and SRCs. These groups are run by students, with the assistance of a staff liaison member, and provide opportunities for students to demonstrate initiatives in many areas. A number of these groups also conduct their own extensive student leadership training programs.

In 2016, CEN and CSA, the two major Christian school organisations in Australia, held their annual conference for the training of Christian student leaders. This two-day leadership program was held at Oasis Christian Youth Camp. Many young student leaders from Christian schools throughout Victoria were in attendance. Chairo had six students who participated, drawn from our Drouin, Pakenham and Leongatha campuses.

In January 2016, Chairo once again sent four Year 12 Senior School captains from 2015 to participate in the Compass Christian Student Leadership Training Program. These were the two school captains from our Drouin and Pakenham campuses respectively. This training program is a national initiative organised by the Australian Christian Lobby and held annually in Brisbane. This was the ninth year that Chairo students have participated. It aims to equip young people to be effective Christian leaders as they leave secondary school to enter the wider world of work and tertiary training.

Drouin Middle School provided numerous opportunities to nurture leadership skills in our students. The SRC involves students from each class meeting weekly to discuss and consider the ideas and opinions of their peers. On several occasions during the year, leadership breakfasts were held to bring our potential leaders together to undertake workshops or listen to guest speakers. The aim was to give students tools to add to their leadership 'toolbox'. Students have frequent opportunities to organise events for the student body, which assists in developing leadership and management skills.

Drouin Senior School captains and vice-captains again participated in two Synergy Student Leaders Breakfasts. In

2016, Warragul Regional College hosted the first breakfast held in March and Chairo hosted the second breakfast held in August. These events saw our student leaders joining with those from the six other regional secondary schools to discuss leadership vision and strategies. They were also challenged by guest speakers who shared aspects of their leadership journeys.

Each year, Senior School student leaders from both our Pakenham and Drouin campuses join together with student leaders from Christian schools throughout Victoria to participate in the Victorian Youth Prayer Breakfast. They pray for the needs of our schools, for our state and national leaders, and for our wider world, and they listen to a guest speaker who encourages them in leadership and their Christian walk.

At the Leongatha Campus, both primary and secondary student leaders attended a GRIP student leaders training day that provided useful tools for further discussion regarding the attributes of a strong leader and what it takes to work as a team during their regular meetings. They participated in coordinating the 40 Hour Famine 24-Hour Runathon and other fundraising projects, including Crazy Hair Day for the Leukemia Foundation. Student leaders had an active role in aspects of regular whole school and section assemblies, led 'buddies' activities, coordinated regular house sporting events during lunchtimes, and organised staff versus student events.

## **2. Teacher Standards & Qualifications**

All of our teachers are accredited with the VIT and have provided satisfactory police record checks. Of the 128 teachers employed at Chairo in 2016, the following applied:

- One hundred and six had a Bachelor of Education or a bachelor degree, of which thirteen held at least two separate bachelor degrees
- Fifty-one had a Diploma of Education/Teaching
- Forty had additional graduate diplomas or certificates, of which three held at least two separate graduate diplomas or certificates
- Twelve had additional master degrees
- Seven had Australian equivalent teaching degrees earned from overseas tertiary level educational facilities

## **3. Workforce Composition**

In 2016, Chairo had 1,399 student enrolments from Prep to Year 12 across our four campuses. In addition to this, we had 115 children enrolled in three-year-old and four-year-old kindergarten. As at the Australian Government Census in August 2016, the number of staff members employed within the school to appropriately cater for the needs of these children and their families were as follows:

### Teaching Staff:

106.3 FTE (full-time equivalent) teaching staff members were employed, involving 128 individual staff members. Of these, 64 were full-time, 68% were female and none were from declared Indigenous backgrounds.

### Non-Teaching Staff:

61.0 FTE (full-time equivalent) non-teaching staff members were employed, involving 94 individual staff members. Of these, 24 were full-time, 67% were female and none were from declared Indigenous backgrounds.

Note: non-teaching staff members include classroom aides and assistants; administration and finance staff; specialist support staff such as chaplains, grounds and maintenance staff; and library staff.

In accordance with the requirements of the *Workplace Gender Equality Act 2012*, Chairo lodged its annual public report for the period 1 April 2016 to 31 March 2017 with the Workplace Gender Equality Agency. This report included the information below, which was accurate as at 8 June 2017.

<b>Workplace profile</b>									
	<b>Women</b>		<b>Men</b>		<b>Casual</b>		<b>Total</b>	<b>%</b>	
	<b>Full time</b>	<b>Part time</b>	<b>Full time</b>	<b>Part time</b>	<b>Women</b>	<b>Men</b>		<b>Women</b>	<b>Men</b>
Board	N/A						Volunteers		
Principal/ CEO	0	0	1	0	0	0	1	0	100
Key Management Personnel	0	0	1	0	0	0	1	0	100
Principals	1	0	3	0	0	0	4	25	75
Senior Managers	7	4	8	0	0	0	19	58	42
Other Managers	1	3	2	0	0	0	6	67	33
Senior Teachers	15	26	13	6	0	0	60	68	32
Other Teachers	22	23	11	4	12	5	77	75	25
Other Professionals	0	0	5	0	7	5	17	53	47
Labourers	0	2	7	1	1	1	12	25	75
Clerical & Administrative	5	25	1	2	3	0	36	92	8
Community & Personal Service	0	37	0	5	11	2	55	87	13
<b>Total</b>	<b>51</b>	<b>120</b>	<b>52</b>	<b>18</b>	<b>34</b>	<b>13</b>	<b>288</b>	<b>71</b>	<b>29</b>

#### 4. Student Attendance

On average, the percentage of students absent from school all day in 2016 was 6.42% (therefore 93.58% attendance). This is broken down by year level below:

<u>Year Level</u>	<u>Attendance</u>	<u>Absent</u>	<u>Year Level</u>	<u>Attendance</u>	<u>Absent</u>
Prep	92.92%	7.08%	7	93.52%	6.48%
1	92.16%	7.90%	8	93.57%	6.43%
2	94.22%	5.78%	9	93.91%	6.09%
3	93.21%	6.79%	10	92.11%	7.89%
4	94.66%	5.34%	11	91.98%	8.02%
5	93.95%	6.05%	12	90.89%	9.11%
6	93.63%	6.37%			
			<b>Whole School</b>	<b>93.13%</b>	<b>6.87%</b>

## Management of Student Non-Attendance

At Chairo, we place a high priority on communicating effectively and promptly with all of our families. This is in line with our mission statement, which refers directly to the term 'in partnership with families', and impacts the way in which we respond to families in relation to student attendance.

Student attendance rolls are marked electronically at the start, and during the course of, the school day. Notification of student absences, where no explanation has been received, is forwarded promptly to parents/guardians via an SMS message. If not provided earlier, an explanatory note from parents/guardians outlining the reason for a student absence is also required on the return of students to school. These notes are appropriately filed.

Home group, core or class teachers are expected to personally contact the parents/guardians of a student in their class who has been absent for a number of days. This provides both pastoral care support and a further accountability process in relation to the absence. The number of student absences is also recorded in student semester reports.

## 5. Senior Secondary Outcomes

Statistics from our VCE cohort	<u>2014</u>	<u>2015</u>	<u>2016</u>
Number of students enrolled in VCE 3 & 4 Units	107	156	172
Number of students enrolled in a VCE VET Certificate	54	58	51
Percent of satisfactory VCE completion	100	100	98
Percent of eligible students applying for tertiary places through VTAC	84	75	76
Of those students, percent of students obtaining a first round offer	97	100	90
Average ATAR	63.19	61.40	62.25
Highest ATAR	93.45	98.30	96.50
Median study score	31	30	29
Percent of study scores of 40 or above	3.20	6.50	4.30
Percent of students attaining an ATAR score greater than 80	40.00	24.00	22.00
Percent of students attaining an ATAR score greater than 70	44.00	37.00	37.00
Percent of students attaining an ATAR score greater than 60	58.00	53.00	55.00
Percent of students attaining an ATAR score greater than 50	73.00	65.00	68.00

## 6. National Literacy and Numeracy Testing Student Outcomes

Chairo is committed to quality assurance through the monitoring of student data. Three main sources of data are used for monitoring:

- NAPLAN
- Standardised testing (such as PAT)
- VCE.

NAPLAN (National Assessment Program – Literacy and Numeracy) tests conducted for Years 3, 5, 7 and 9 students assist teachers in their assessment of students and the school in the assessment of teaching practices and programs.

## NAPLAN Results using the NAPLAN Scale

This report uses the NAPLAN scale. Chairo scores are shown in the upper row for each year level, compared to statistically similar schools and all schools in the lower row.

2016	Reading		Writing		Spelling		Grammar & Punctuation		Numeracy	
Year 3	447		438		420		456		416	
	SIM 427	ALL 426	SIM 425	ALL 421	SIM 419	ALL 420	SIM 437	ALL 436	SIM 402	ALL 402
Year 5	514		486		501		518		511	
	SIM 501	ALL 502	SIM 476	ALL 476	SIM 494	ALL 493	SIM 506	ALL 505	SIM 495	ALL 493
Year 7	561		528		544		555		558	
	SIM 543	ALL 541	SIM 520	ALL 515	SIM 546	ALL 543	SIM 542	ALL 540	SIM 547	ALL 550
Year 9	593		573		589		590		589	
	SIM 579	ALL 581	SIM 551	ALL 549	SIM 580	ALL 580	SIM 568	ALL 569	SIM 583	ALL 589

2015	Reading		Writing		Spelling		Grammar & Punctuation		Numeracy	
Year 3	454		431		428		453		422	
	SIM 428	ALL 426	SIM 420	ALL 416	SIM 411	ALL 409	SIM 438	ALL 433	SIM 401	ALL 398
Year 5	494		479		498		511		495	
	SIM 497	ALL 499	SIM 478	ALL 478	SIM 497	ALL 498	SIM 501	ALL 503	SIM 490	ALL 493
Year 7	556		510		542		547		553	
	SIM 548	ALL 546	SIM 512	ALL 511	SIM 549	ALL 547	SIM 547	ALL 541	SIM 545	ALL 543
Year 9	608		563		592		590		609	
	SIM 586	ALL 580	SIM 550	ALL 547	SIM 590	ALL 583	SIM 577	ALL 568	SIM 596	ALL 592

2014	Reading		Writing		Spelling		Grammar & Punctuation		Numeracy	
Year 3	435		419		422		424		427	
	SIM 423	ALL 418	SIM 404	ALL 402	SIM 412	ALL 412	SIM 429	ALL 426	SIM 406	ALL 402
Year 5	513		476		495		516		501	
	SIM 505	ALL 501	SIM 470	ALL 468	SIM 497	ALL 498	SIM 506	ALL 504	SIM 489	ALL 488
Year 7	555		509		544		543		540	
	SIM 547	ALL 546	SIM 513	ALL 512	SIM 543	ALL 545	SIM 545	ALL 543	SIM 546	ALL 546
Year 9	598		562		582		595		603	
	SIM 584	ALL 580	SIM 555	ALL 550	SIM 583	ALL 582	SIM 577	ALL 574	SIM 588	ALL 588

## 7. Parent/Guardian, Student and Teacher School Satisfaction

Chairo highly values the opinions of our students, parents/guardians and staff members. Their responses help us to better provide for the social, emotional and spiritual welfare of our students.

As a CEN school, we recognise the educational partnership that exists between home and school. Consequently, we invite regular responses from our school community. These responses are gathered in a variety of ways, including a formal range of surveys, the holding of parent-teacher-student interviews, the use of student diaries as a means of communication, and the opportunity for parents/guardians to request informal interviews with specific staff members or to write letters or emails regarding significant matters.

Information derived from the sources specified above is carefully analysed. Such information is frequently discussed at appropriate school meetings. Feedback of this nature is considered to be vital as the school prepares strategic plans and master plans for further development.

### Parent Exit Surveys

Whenever a family leaves the school, they are given the opportunity to complete an exit survey to provide feedback about their experiences at Chairo, both positive and negative. These surveys reinforce the high level of satisfaction that exists amongst our families, while parents/guardians who express concerns provide valuable information to help us to improve.

## 8. Post School Destinations (Year 12)

See 'On Track' data below as also published in the *Herald Sun*:

### Published Post Year 12 Destination Information:

VCAA school number:	01890
VCAA school name:	CHAIRO CHRISTIAN SCHOOL
Address locality:	DROUIN

<b>'On Track' Data Survey – June</b>	<b><u>2014</u></b>	<b><u>2015</u></b>	<b><u>2016</u></b>
Total completed Year 12 (actual number)	72	55	111

### Tertiary Applications and Offers

Tertiary applicants (actual number)	31	43	82
University offers %	87	81	86
TAFE/VET offers %	6	19	14
Any tertiary offer %	94	100	91

### In Education and Training – June

University enrolled %	68	35	41
TAFE/VET enrolled %	13	23	19
Apprentice/trainee %	6	9	6
Deferred	3	16	25

### Not in Education and Training – June

Employed %	10	16	9
Looking for work %	0	0	0



## 9. Income Broken Down by Funding Source

Chairo operates four campuses in relatively low socio-economic areas (SES funding level of 94) in rural Victoria and on the Melbourne metropolitan fringe. In 2016, 24.2% of students came from families able to claim the Camps, Sports & Excursions Fund, indicating they held a Health Care/Pension Card and were on low incomes.

In line with this background and the school's ethos, fee policies allow for parents/guardians across all socio-economic quartiles who desire a Christian education for their children to access our school, while ensuring income is maintained at a level which, with good management of resources, ensures excellent educational outcomes.

In 2016, as reported in our financial statements, our total operating income was \$23,277,408. Of this, 51.6% came from Australian Government recurrent grants, 15.5% from State Government recurrent grants (including bus conveyance allowances), 24.5% from tuition fees, and 8.4% from other sources.

In 2016, 1,399 students were enrolled across our four campuses from Prep to Year 12. Our operating margin (excluding depreciation) was 11%. Chairo is a not-for-profit entity and any cash operating surpluses are entirely used to further develop and maintain the school. Our Pakenham Campus is in a growth corridor of Melbourne and capital development needs are consistent there as numbers grow each year.

As at the end of 2016, Chairo had borrowings of \$2,385,783.

----- End of Report -----