



Chairo
Christian School

VRQA Report 2018

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

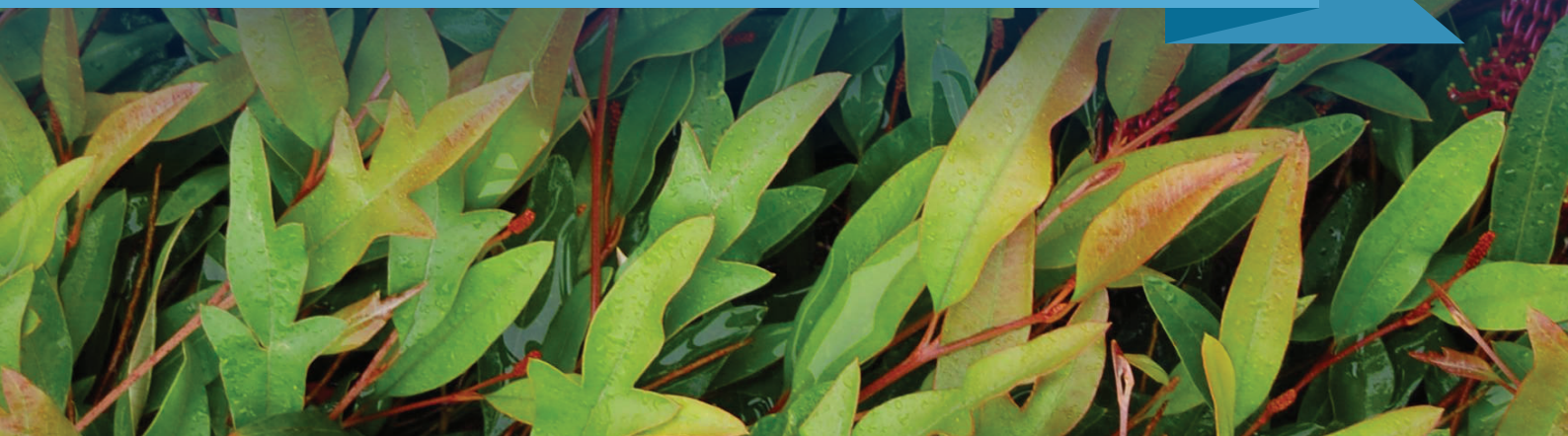


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Executive Principal's Introduction

Our mission at Chairo Christian School is clear: To provide excellence in Christ-centered education, in partnership with families, within a caring Christian environment. This report, which the Victorian Registration & Qualifications Authority (VRQA) requires annually, is a wonderful opportunity to express every part of that commitment.

Firstly, this report is able to highlight positive information about the educational experiences and programs that are relevant for every student across our five campuses. There is a richness, breadth and quality to those experiences that is consistent with who we are, and long to be, at Chairo. I trust you will be able to find out more about our Christian education by referring to information later in this report.

Secondly, as partners in the educational process, our parents/guardians and families are greatly valued, and we are committed to fostering effective and timely communication with them at all times. We seek to achieve this through an increasing range of face-to-face and electronic means, and we believe that this report is another means of fulfilling that commitment.

Thirdly, I trust this report provides you with a feel for the caring community that is Chairo – one school across many campuses. Even though the geographic, demographic and school population varies so much across our campuses, I trust information about some key events and achievements for the previous school year will highlight the continued growth, maturity and strength that we have achieved over the past twelve months.

This report specifically covers the areas of staffing and student performance in national and state testing programs, with a particular focus on senior secondary student performance and post-secondary destinations. The data provided indicates that Chairo is fulfilling its mission of providing excellent Christ-centered education that serves our students, families and local communities very well.

Simon Matthews
Executive Principal

1. Contextual Information

Chairo is affiliated with Christian Education National (CEN). This national organisation of like-minded Christian schools forms an essential part of our identity.

Chairo is located on five geographically separate sites. In 2018, we had campuses at Pakenham (pre-Kinder to Year 12), Drouin (Years 5 to 8), Drouin East (pre-Kinder to Year 4), Leongatha (Prep to Year 10) and Traralgon (pre-Kinder to Year 8).

Our three Kindergartens 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 Years 9 to 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 2018, Chairo had 1502.4 students enrolled from Prep to Year 12 across our five 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 five 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. 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 2018 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 favourably with statistically similar schools across the nation, and VCE results also comparing favourably with the Victorian state average.

Teaching and learning priorities and achievements

Following is information regarding how our teaching and learning programs operated throughout 2018:

- Students in Years 7-12 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 continue to support our LMS (learning management system) by actively engaging students and parents/guardians via this mode of communication.

- 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 conducted in 2018 for the purpose of improving 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.
- Across the Drouin and Pakenham campuses, 76 students (100%) successfully completed their VCE. Of those students applying for a university placement, 92% received a first round offer.
- The dux at the Pakenham Campus achieved an ATAR of 92.7 and the dux at the Drouin Campus achieved an ATAR of 99.1. It is pleasing to note that both of these students are products of Chairo teaching, having joined Chairo in pre-Kinder and Prep respectively.
- 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 program had 26 students throughout 2018.
- A new Year 10 camp format initiated in 2017 was repeated with great success in 2018. There were different camp options for students to choose from. Each camp had a focus on service, mission or leadership, allowing students the opportunity to consider how to engage their 'head, heart and hands'.

Capital expenditure, building programs and minor capital works

The 2018 year was a period of consolidation and was mixed with a number of exciting and significant projects that are in the process of being completed, with the benefits of these projects to be experienced in years to come.

Chairo continued to enhance the long-term future within the wider Gippsland region by assuming the ownership and management of the Traralgon Campus from the start of 2018. The tremendous benefits of this campus, both for the community in the Traralgon area and the whole Chairo community, are already being felt.

Celebrating forty years of Christian education at the Leongatha Campus was a highlight during the year as we reminisced with the local community. With the completion of facilities for the start of 2019, the new kindergarten at Leongatha will add further benefits to the campus and local community.

Junior School and library facilities at the Pakenham Campus were completed during the year and the first stage of development of new facilities for Senior School have commenced, with completion expected in mid-2019. Following completion, the second stage of the project will commence and be completed during 2020. Following these exciting developments, plans are in place to add further Middle School facilities.

Construction of the Chairo Cultural Centre – incorporating The Balfour – at the Drouin Campus was basically completed by the end of 2018, and these wonderful performing arts facilities will be available to the school and wider

community early in the 2019 year. This facility will accommodate more than 350 people and enable us to further grow the performing arts program at Drouin.

This period of significant capital development across the school will slow during 2019, but further development of roads, car parks, recreation areas and services across the school will continue.

2. Teacher Standards & Qualifications

All of our teachers are accredited with the Victorian Institute of Teaching (VIT) and have provided satisfactory police record checks. Of the 150 teachers employed at Chairo as at Census date in 2018, the following applied:

- One hundred and twenty-eight had a Bachelor of Education or a bachelor degree, of which twenty held at least two separate bachelor degrees
- Fifty-six had a Diploma of Education/Teaching
- Thirty-nine had additional graduate diplomas or certificates, of which one held at least two separate graduate diplomas or certificates
- Twenty-one had additional master degrees
- Nine had Australian equivalent teaching degrees earned from overseas tertiary level educational facilities

3. Workforce Composition

At Census date in 2018, Chairo had 1,502.4 student enrolments from Prep to Year 12 across our five campuses, with our Traralgon Campus opening in 2018. In addition to this, at Census date we had 149 children enrolled in three-year-old and four-year-old kindergarten programs at Drouin East, Pakenham and, for the first time, Traralgon. As at the Australian Government Census in August 2018, the number of staff members employed within the school to cater for the needs of these children and their families were as follows:

Teaching Staff:

122.7 FTE (full-time equivalent) teaching staff members were employed, involving 150 individual staff members. Of these, 76 were full-time, 73% were female and none were from declared Indigenous backgrounds.

Non-Teaching Staff:

74.8 FTE (full-time equivalent) non-teaching staff members were employed, involving 112 individual staff members. Of these, 22 were full-time, 71% 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; and non-teaching 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 2018 to 31 March 2019 with the Workplace Gender Equality Agency. This report included the information below, which was accurate as at 31 May 2019.

Workplace profile									
	Women		Men		Casual			%	
	Full time	Part time	Full time	Part time	Women	Men	Total	Women	Men
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/ Other Executives	2	0	2	0	0	0	4	50	50
Senior Managers	9	4	6	0	0	0	19	68	32
Other Managers	2	6	4	0	0	0	12	67	33
Professionals (Teachers/ IT)	48	67	35	12	21	10	193	70	30
Community & Personal Service	1	43	1	5	16	4	70	86	14
Labourers	0	3	5	4	1	1	14	29	71
Clerical & Administrative	5	29	1	2	5	1	43	91	09

4. Student Attendance

On average, the percentage of students absent from school all day in 2017 was 8.28% (therefore 91.72% 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	92.87%	7.13%	7	92.64%	7.36%
1	90.03%	9.97%	8	90.72%	9.28%
2	91.92%	8.08%	9	90.62%	9.38%
3	92.69%	7.31%	10	90.69%	9.31%
4	92.54%	7.46%	11	92.27%	7.73%
5	91.39%	8.61%	12	91.63%	8.37%
6	93.07%	6.93%			
			Whole School	91.72%	8.28%

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 requested on the return of students to school.

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>2016</u>	<u>2017</u>	<u>2018</u>
Number of students enrolled in VCE 3 & 4 Units	156	172	135
Number of students enrolled in a VCE VET Certificate	58	51	61
Percent of satisfactory VCE completion	100	98	100
Percent of eligible students applying for tertiary places through VTAC	75	76	88
Of those students, percent of students obtaining a first round offer	100	90	92
Average ATAR	61.40	62.25	63.15
Highest ATAR	98.30	96.50	99.1
Median study score	30	29	29
Percent of study scores of 40 or above	6.50	4.30	5.78
Percent of students attaining an ATAR score greater than 80	24.00	22.00	20
Percent of students attaining an ATAR score greater than 70	37.00	37.00	39
Percent of students attaining an ATAR score greater than 60	53.00	55.00	53
Percent of students attaining an ATAR score greater than 50	65.00	68.00	72

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.

2018	Reading		Writing		Spelling		Grammar & Punctuation		Numeracy	
Year 3	458		425		429		447		429	
	SIM 439	ALL 434	SIM 415	ALL 407	SIM 424	ALL 418	SIM 437	ALL 432	SIM 410	ALL 408
Year 5	531		482		513		515		511	
	SIM 515	ALL 509	SIM 471	ALL 465	SIM 508	ALL 502	SIM 509	ALL 504	SIM 497	ALL 494
Year 7	555		511		548		550		559	
	SIM 544	ALL 542	SIM 512	ALL 505	SIM 548	ALL 545	SIM 547	ALL 544	SIM 544	ALL 548
Year 9	598		553		586		592		613	
	SIM 592	ALL 584	SIM 557	ALL 542	SIM 591	ALL 583	SIM 588	ALL 581	SIM 595	ALL 596

2017	Reading		Writing		Spelling		Grammar & Punctuation		Numeracy	
Year 3	439		424		418		436		418	
	SIM 432	ALL 431	SIM 423	ALL 414	SIM 421	ALL 416	SIM 444	ALL 439	SIM 411	ALL 409
Year 5	514		480		497		512		503	
	SIM 503	ALL 506	SIM 478	ALL 473	SIM 501	ALL 501	SIM 500	ALL 499	SIM 494	ALL 494
Year 7	551		514		548		552		558	
	SIM 547	ALL 545	SIM 519	ALL 513	SIM 549	ALL 550	SIM 541	ALL 542	SIM 554	ALL 554
Year 9	588		555		590		582		600	
	SIM 585	ALL 581	SIM 563	ALL 552	SIM 586	ALL 581	SIM 577	ALL 574	SIM 592	ALL 592

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

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.

2018 saw the introduction of the Gallup Student Poll surveys conducted with students in Years 5–12. The school has made a commitment to conduct, analyse and plan from these surveys over a three-year period. In 2018, students were also surveyed through the Independent Schools Victoria (ISV) LEAD Survey tool. There is commitment to conduct the LEAD surveys every two years, with staff members and families being surveyed in the alternate years.

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) (Information not yet to hand)

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

	<u>2016</u>	<u>2017</u>	<u>2018</u>
Total completed Year 12 (actual number)	111	75	To be added when available
Tertiary Applications and Offers			
Tertiary applicants (actual number)	82	53	
University offers %	86	88	
TAFE/VET offers %	14	12	
Any tertiary offer %	91	98	

‘On Track’ Data Survey – June results not yet released

In Education and Training – June

University enrolled %	41	50
TAFE/VET enrolled %	19	14
Apprentice/trainee %	6	14
Deferred	25	4

Not in Education and Training – June

Employed %	9	14
Looking for work %	0	4

9. Income Broken Down by Funding Source

Chairo operated five campuses during 2018 in relatively low socio-economic areas (SES funding level of 94) in rural Victoria and on the Melbourne metropolitan fringe. In 2018, 25.8% of students came from families that were able to claim the Camps, Sports & Excursions Fund (CSEF), indicating that they held a Health Care Card or 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 2018, as reported in our financial statements, our total operating income was \$28,647,012. Of this, 52.1% came from Australian Government recurrent grants, 16.7% from State Government recurrent grants, 24.6% from tuition fees and 6.6% from other sources.

In 2018, 1,503 students were enrolled across our five campuses from Prep to Year 12. Our operating margin (excluding depreciation) was 8.4%. 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 2018, Chairo had borrowings of \$7,009,033.

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