



Chairo  
Christian School

# VRQA Report 2019

*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 VRQA (Victorian Registration and Qualifications Authority) requires annually, is a wonderful opportunity to express every part of that commitment.

Firstly, this report highlights positive information about the educational experiences and programs that are relevant for each and every student across our five campuses. There is a richness, breadth and quality to those experiences that is consistent with who we are, and who we long to be, at Chairo. I trust that you will be able to discover 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.

Regards,

A handwritten signature in blue ink, appearing to read 'Simon Matthews', with a long horizontal flourish extending to the right.

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

# 1. Contextual Information

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

Chairo is located on five geographically separate sites. In 2019, we had campuses at Pakenham (pre-Kinder to Year 12), Drouin (Years 5 to 8), Drouin East (pre-Kinder to Year 4), Leongatha (pre-Kinder to Year 10) and Traralgon (pre-Kinder to Year 8).

Our four 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 2019, 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 predominantly 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 2019 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 2019:

- Students in Years 5–12 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 2019 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.
- 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.

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

The 2019 year was in many ways one of ongoing consolidation but was mixed with a number of exciting and significant projects that are now complete, with the benefits of these projects to be experienced for years to come.

The continual development of the Senior School facilities at Pakenham and the completion of the performing arts facilities at Drouin, along with the kindergarten at Leongatha and additional classrooms at Drouin East during the first term of the 2019, reflected the ongoing change and development of the whole school.

The Senior School facilities at Pakenham continue to develop with the completion of stage one during this year. Stage two is advancing quickly, with the plan to be completed by mid-2020. Following the completion of stage two, the Year 8 entre project is planned to commence.

Construction of the Chairo Cultural Centre, incorporating The Balfour, at Drouin was completed in early 2019, and these wonderful performing arts facilities are now available to the school and wider community. The theatre accommodates 400 people and the facilities will enable further growth of the performing arts program at Drouin.

This period of significant capital development across the school will slow slightly during 2020, but further development of roads, car parks, disabled access, playgrounds, recreation areas and services across the school will continue.

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

All of our teachers are accredited with the VIT (Victorian Institute of Teaching) and have provided satisfactory police record checks. Of the 160 teachers employed at Chairo as at Census date in 2019, the following applied:

- One hundred and thirty-six had a Bachelor of Education or a bachelor degree, of which nineteen held at least two separate bachelor degrees
- Fifty-four had a Diploma of Education/Teaching
- Forty-eight had additional graduate diplomas or certificates, of which three held at least two separate graduate diplomas or certificates
- Nineteen had additional masters degrees
- Eleven had Australian-equivalent teaching degrees from overseas tertiary level educational facilities

### 3. Workforce Composition

As at Census date in August 2019, Chairo had 1,533.4 student enrolments from Prep to Year 12 across our five campuses. In addition, we had 157 children enrolled in three-year-old and four-year-old kindergarten programs at Census date, located at Drouin East, Pakenham, Traralgon and, for the first time, Leongatha. 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:

127.4 FTE (full-time equivalent) teaching staff members were employed, involving 160 individual staff members. Of these, 81 were full-time, 76% were female and none were from declared Indigenous backgrounds.

#### Non-Teaching Staff:

79.1 FTE (full-time equivalent) non-teaching staff members were employed, involving 126 individual staff members. Of these, 24 were full-time, 72% 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 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 2019 to 31 March 2020 with the Workplace Gender Equality Agency. This report included the information below, which was accurate as at 31 May 2020.

Workplace profile									
	Women		Men		Casual			%	
	F/T	P/T	F/T	P/T	Women	Men	Total	Women	Men
<b>Board</b>	N/A (volunteers)								
<b>Principal/CEO</b>	0	0	1	0	0	0	1	0	100
<b>Key Management Personnel</b>	0	0	1	0	0	0	1	0	100
<b>Principals &amp; Other Executives</b>	3	0	1	0	0	0	4	75	25
<b>Senior Managers</b>	9	2	7	0	0	0	18	61	39
<b>Other Managers</b>	3	8	5	1	0	0	17	65	35
<b>Professionals (Teachers/IT)</b>	46	71	37	15	18	6	193	70	30
<b>Community &amp; Personal Service</b>	2	49	0	5	13	5	74	86	14
<b>Labourers</b>	0	3	4	3	1	1	12	33	67
<b>Clerical &amp; Administrative</b>	6	30	1	1	5	1	44	93	7

## 4. Student Attendance

On average, the percentage of students absent from school all day in 2019 was 8.96% (therefore 91.04% 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	91.29%	8.71%	7	93.01%	6.99%
1	91.54%	8.46%	8	90.10%	9.90%
2	91.40%	8.60%	9	87.46%	12.54%
3	92.24%	7.76%	10	91.25%	8.75%
4	91.34%	7.46%	11	89.35%	10.65%
5	92.69%	7.31%	12	91.31%	8.69%
6	90.50%	9.50%			
			<b>Whole School</b>	<b>91.04%</b>	<b>8.96%</b>

### Management of Student Non-Attendance

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 of, 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 the student 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

<b>Statistics from our VCE cohort</b>	<b><u>2017</u></b>	<b><u>2018</u></b>	<b><u>2019</u></b>
Number of students enrolled in VCE Units 3 & 4	172	135	147
Number of students enrolled in a VCE VET Certificate	51	61	60
Percent of satisfactory VCE completion	98	100	100
Percent of eligible students applying for tertiary places through VTAC	76	88	68
Of those students, percent of students obtaining a first round offer	90	92	87
Average ATAR	62.25	63.15	64.70
Highest ATAR	96.50	99.1	95.75
Median study score	29	29	29
Percent of study scores of 40 or above	4.30	5.78	3.88
Percent of students attaining an ATAR greater than 80	22.00	20	23
Percent of students attaining an ATAR greater than 70	37.00	39	43
Percent of students attaining an ATAR greater than 60	55.00	53	55
Percent of students attaining an ATAR greater than 50	68.00	72	77

## 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 students in Years 3, 5, 7 and 9 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.

2019	Reading		Writing		Spelling		Grammar & Punctuation		Numeracy	
Year 3	434		440		433		449		416	
	SIM 438	ALL 432	SIM 429	ALL 423	SIM 424	ALL 419	SIM 447	ALL 440	SIM 413	ALL 408
Year 5	508		477		505		510		500	
	SIM 513	ALL 506	SIM 481	ALL 474	SIM 505	ALL 501	SIM 506	ALL 499	SIM 500	ALL 496
Year 7	563		527		549		558		567	
	SIM 556	ALL 546	SIM 524	ALL 513	SIM 553	ALL 546	SIM 553	ALL 542	SIM 563	ALL 554
Year 9	590		552		580		579		602	
	SIM 591	ALL 581	SIM 561	ALL 549	SIM 589	ALL 582	SIM 584	ALL 574	SIM 600	ALL 592

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

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

We highly value 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 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.

In 2019, Chairo continued with the Gallup Student Poll surveys, which were 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 2019, families and staff members were also surveyed through the ISV (Independent Schools Victoria) LEAD Survey tool. There is commitment to conduct the LEAD surveys every three years, aligning the survey so that students, families and staff members are all surveyed in the same period.

### Parent Exit Surveys

Whenever a family leaves the school, parents/guardians are given the opportunity to complete an exit survey to provide feedback about their family's 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>	<u>2019</u>
Total completed Year 12 (actual number)	111	75	89	88

### Tertiary Applications and Offers

Tertiary applicants (actual number)	82	53	62	60
Any tertiary offer %	91	98	98	93
University offers %	86	88	94	93
TAFE/VET offers %	14	12	6	7

### 'On Track' Data Survey – June results not yet released

#### In Education and Training – June

University enrolled %	41	50	48.8
TAFE/VET enrolled %	19	14	7.0
Apprentice/trainee %	6	14	9.3
Deferred	25	4	4.7

#### Not in Education and Training – June

Employed %	9	14	18
Looking for work %	0	4	11

## 9. Income Broken Down by Funding Source

Chairo operated five campuses during 2019 in relatively low socio-economic areas (SES funding level of 94) in rural Victoria and on the Melbourne metropolitan fringe. In 2019, low income families with a Health Care Card or Pension Card claimed the CSEF (Camps, Sports & Excursions Fund) for 24.2% of Chairo students.

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 2019, as reported in our financial statements, our total operating income was \$30,413,299. Of this, 52.8% came from Australian Government recurrent grants, 15.4% from State Government recurrent grants, 23.4 from tuition fees and 8.4% from other sources.

In 2019, 1,538 students were enrolled across our five campuses from Prep to Year 12. Our operating margin (excluding depreciation) was 4.2%. 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 2019, Chairo had borrowings of \$8,357,776.

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