



2016 Annual Report

CHRISTIAN EDUCATION FOUNDATION LIMITED
trading as CHARLTON CHISTIAN COLLEGE
YEAR ENDED 31ST DECEMBER 2016

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Theme One

A Message from Key School Bodies

Christian Education Foundation Ltd - Chairman's Report by Dr Rod Gray

During 2016 the Board's biggest challenge was finding and appointing a new Principal. The Board believes God hand was in the appointment of Mark Ash who is a very experienced Principal and has an appropriate skill-set to lead Charlton into its next phase of development and growth. He thanked the staff for the work they put into this process.

Dr Gray shared the wonderful way in which both Principals saw their association with the School as a God-given opportunity, and seek to put Him first in all they do for the College. Rod expressed his appreciation to both Principals.

Dr Gray introduced the Board and spoke about the three subcommittees being used to establish a higher level of interaction between the Board and the College Senior Executive. These are:

- Policy and Governance Committee
- Finance and Audit Committee
- Education Policy and Practice Committee

Due to relocation a board member who needed to resign from the Board, Mrs Warner was invited to join. There is one new nomination for the Board being Mr Hutchinson-Green.

Since the last AGM the new Administration Building and Staff Rooms have been finally completed, the staff car park is being used and the Library extensions completed. For the present we are holding back on any further infrastructure development.

The College is considering starting an OOSH facility and will need to rearrange rooms to allow a space for this, but plans are well advanced.

Over the past year the number of students has stabilised and has not grown. This will hopefully improve with the efforts of the Marketing Manager and improved College profile.

Rod spoke about the pressures on education in the broader community, and the move away from many of our basic Christian morals and ethics, and believe that this gives us a mandate to continue to provide the infrastructure to be able to support continuing growth in Christian education. There seems to be an attitude even among people who are not Church attending Christians that the need for alternate Christian-based education will continue to be in demand by parents who want the best for their children. CEF has the opportunity to be able to offer this in the most effective manner, and we believe, the imperative to provide it.

He acknowledged the work done by all the Board Members and the significant contributions that each has made to the successful running of the College, and governance of CEF during 2016.

Dr Gray thanked all the CEF Members for their continuing support of the College; and we would especially like to thank each one of you here for attending this AGM tonight.

Dr Gray acknowledged the guiding Hand of our Great God in providing this facility in which to educate our children, and we trust that we will continue as faithful servants in proclaiming Him to the students of this College, and in proclaiming Him within this community.

Parent's Association President Report by Amanda Potter

What a challenging year it has been for the Parent Association

Amanda Potter was elected the new President.

The PA inherited – in particular, the second hand uniform shop. Unfortunately, much of the President's time for the first seven months of my office, was spent at the hospital until my mum unfortunately passed away. With the amazing PA Team, and other incredibly dedicated volunteers especially Jenny Carlton, we were able to pull together what is today, a very functional, well organised second hand uniform shop, offering a great alternative for parents looking for uniforms, whilst raising much needed funds for the Parents Association via donations.

Mrs Potter gave her sincere thanks to Sharon Bretherton who steered the team during her absence. Also to Louise and Jo who picked up the slack when I couldn't be there – physically or emotionally, and to Peter Barry for always keeping the finances in check.

The Parent Association is excited for the year ahead at the College under the leadership of Mark Ash. There have already been some positive steps made for our college and full support of our Parents Association.

Thank you for putting your trust in me and I look forward to serving you again in 2017.

Theme Two

Characteristics of the Student Body

Charlton Christian College students come from a wide range of socio-economic backgrounds. The majority of parents do not have a degree but are blue collar workers who want a better education for their children than they were offered.

Many of our parents are committed Christians who want a strong Christian education for their children. Others are keen for the strong Christian emphasis and the life ethics and values we teach.

The College has mainly white Anglo-Saxon heritage. We have a small community of indigenous students as well as some students from other cultural backgrounds.

At the end of 2016, enrolments stood at 611

Theme Three

Student Outcomes in Standardised National Literacy and Numeracy Testing

We were very pleased with our results for 2016

Please log on and see for yourself. <http://www.myschool.edu.au/>

Theme Four

Senior Secondary Outcomes

The Granting of Records of School Achievement (Rosa)

We have policies and procedures in place with regard to the granting of Records of School Achievement available on request.

In 2016, the formal Record of School Achievement credential was awarded by the NESAs to:

Year 12:	0
Year 11:	3
Year 10:	2

Higher School Certificate Results 2016

NB: A = 'Absent' which impact on final %

Subject	Year	No. of Students	Performance band achievement by number and percentage			
			% Bands 3-6		% Bands 1-2	
			School	State	School	State
Ancient History	2016	11	100	83	0	17
	2015	-	-	-	-	-
	2014	12 + (1A)	69	83	23	17
Biology	2016	8	87	90	13	10
	2015	26	100	84	0	16
	2014	-	-	-	-	-
Business Studies	2016	31	90	86	10	14
	2015	1	100	89	0	11
	2014	13	100	88	0	12
Chemistry	2016	10	100	94	0	6
	2015	-	-	-	-	-
	2014	10	80	92	20	8
Community and Family Studies	2016	25	76	86	24	14
	2015	-	-	-	-	-
	2014	14 + (2A)	88	91	12	9
	2016	6	100	99	0	1

Design & Technology	2015	-	-	-	-	-
	2014	3	100	95	0	5
Engineering Studies	2016	-	-	-	-	-
	2015	8	100	94	0	6
	2014	-	-	-	-	-
English (Standard)	2016	26	73	86	27	14
	2015	16	88	85	12	15
	2014	36 + (1A)	80	79	20	19
English (Advanced)	2016	14	100	99	0	1
	2015	10	90	99	10	1
	2014	15	100	99	0	1
English (Extension 1)	2016	5	100	99	0	1
	2015	3	100	99	0	1
	2014	1	100	93	0	1
English (Extension 2)	2016	3	100	99	0	1
	2015	-	-	-	-	-
	2014	1	100	77	0	23
Food Technology	2016	-	-	-	-	-
	2015	7	86	79	14	21
	2014	-	-	-	-	-
IPT	2016	10	100	81	0	19
	2015	-	-	-	-	-
	2014	14	71	88	29	12
Legal Studies	2016	-	-	-	-	-
	2015	8	100	90	0	10
	2014	-	-	-	-	-
Mathematics General 2	2016	50	80	75	20	25
	2015	18	67	75	33	25
	2014	27	78	75	22	25
Mathematics	2016	16	100	92	0	8
	2015	9	45	91	55	9
	2014	11	64	91	37	9
Mathematics Extension 1	2016	1	100	97	0	3
	2015	2	50	94	50	6
	2014	5	20	84	80	16

Mathematics Extension 2	2016	-	-	-	-	-
	2015	1	0	86	100	14
	2014	2	100	86	0	14
Modern History	2016	-	-	-	-	-
	2015	3	100	72	0	28
	2014	-	-	-	-	-
Music 1	2016	7	100	98	0	2
	2015	3	100	98	0	2
	2014	3	100	97	0	3
PDHPE	2016	9	89	83	11	17
	2015	18	83	91	17	9
	2014	14	93	88	7	12
Physics	2016	-	-	-	-	-
	2015	7	86	90	14	10
	2014	1	100	91	0	9
Senior Science	2016	-	-	-	-	-
	2015	10	91	85	9	15
	2014	6	100	89	0	11
Society and Culture	2016	-	-	-	-	-
	2015	14	93	95	17	15
	2014	-	-	-	-	-
Studies of Religion II	2016	20	80	90	20	10
	2015	-	-	-	-	-
	2014	15 + (1A)	75	90	25	10
Visual Art	2016	5	100	98	0	2
	2015	-	-	-	-	-
	2014	4	100	97	0	3

Number of Year 12 students who sat for HSC	43
Number of HSC courses offered	19
% students who achieved >50% marks	99
% students who achieved 80-100 marks	41
% students who participated in VET	42
Number AQF Certificate III or above	1

Theme Five

Teacher Qualifications and Professional Learning

Description	Total
Number of teachers with Teacher education qualifications from a higher education institution within Australia or as recognized within the National Office of Overseas Skills Recognition guidelines	0
Number of teachers with a bachelor degree from a higher education institution within Australia or as recognized within the National Office of Overseas Skills Recognition guidelines	48

Professional Learning

Description	Number of staff participating
Literacy	75
Christian Schooling	71
Leadership	85
IT	10
Other	80
Total	321

Theme Six

Workforce Composition

School Staff 2016	Non-indigenous	Indigenous
Teaching staff	47	1
FTE Teaching staff	43.6	.8
Non-teaching staff		42
FTE Non-Teaching staff		23.6

Theme Seven

School Attendance, and Retention Rates and Post-School Destinations

Year	Percentages
Kinder	94.67%
Year 1	93.24%
Year 2	93.75%
Year 3	93.02%
Year 4	93.55%
Year 5	92.30%
Year 6	91.44%
Year 7	91.58%
Year 8	93.13%
Year 9	89.58%
Year 10	93.41%
Year 11	91.06%
Year 12	92.83%
Whole School	92.42%

Management of School Non-Attendance

- An sms is sent to parents each day for each student not at school without an explanation.
- A pattern of absence is followed by PC teachers and Stage Leaders

Post School Destinations

Post-compulsory destinations included University, Technical Schools, Traineeships and Apprenticeships and the workforce.

Retention Rates

Retention of Year 10 through to Year 12	68.33%
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Theme Eight

Enrolment Policy

The Enrolment Policy and Conditions of Enrolment are found in the Appendix to this Report.



Enrolment, Guidelines
Policy and Procedures

Prepared by	Don Shalbyson
Number of pages	Four
Date revised	August 2016
Class for review	November 2017
Monitored by	College Board
Revised by	College Board

Theme Nine

Other School Policies

Policy	Changes in 2016	Access to full text
<p>Student welfare</p> <p>The school seeks to provide a safe and supportive environment to support the mental, physical and emotional wellbeing of students through programs that:</p> <ul style="list-style-type: none"> meet the personal, social and learning needs of students provide early intervention programs for students at risk develop students sense of self-worth and foster personal development... 	<p>In 2016 the policy was revised to include the provision to follow up on student attendance issues as an integral part of student welfare.</p>	<p>The full text of the school's student welfare policy can be accessed by request from the principal.</p>
<p>Anti-bullying</p> <p>The school policy provides processes for responding and managing allegations of bullying including the contact information for the local police School Liaison and Youth Liaison Officers.</p>	<p>In 2016 the school's anti-bullying policy and procedures were reviewed. The policy implemented included the role of and processes for contacting support services available to the school community including the local police School Liaison</p>	<p>The full text of the school's anti-bullying policy can be accessed by request from the principal,</p>

	Police and the Youth Liaison Officers.	
<p>Discipline</p> <p>The school expressly prohibits corporal punishment and does not explicitly or implicitly sanction the administering of corporal punishment by non-school persons, including parents, to enforce discipline at the school.</p> <p>All behaviour management actions are based on procedural fairness. Parents are involved in the processes of procedural fairness when sanctions result in suspension and expulsion of a student. Disciplinary actions do not include exclusion.</p>	<p>The discipline procedures were reviewed in 2016. The policy implemented in 2016 includes revised processes for disciplinary action that are based on procedural fairness</p>	<p>The full text of the school's discipline policy can be accessed by request from the principal</p>
<p>Complaints and grievances resolution</p> <p>The policy uses as appropriate, procedural fairness in dealing with complaints and grievances and includes processes for raising and responding to matters of concern identified by parents and/or students. These processes incorporate how parents raise complaints and grievances and how the school will respond.</p>	<p>No changes were made in 2016</p>	<p>The full text of the school's complaints and grievance resolution policy can be accessed by request from the principal,</p>

Theme Ten

School Determined Priority Areas for Improvement

A: Professional Community
AQ: Quality Christian staff - "Christ-focused education of excellence, within a positive, creative, challenging and caring community." The fostering of a cohesive and supportive Christ-centred community where teachers, parents and students work together for the greater good of each person
AE: Excellence in Teaching and Learning "The pursuit of excellence and the attainment of each student's spiritual, academic, sporting, creative and leadership potential."
AG: Governance and Administration Effective communications
B: Personal/ Leadership Development Teachers are leader/learners, Staff giftings aligned with roles and responsibilities, Interface/impact between College and community
C: Pastoral care and Spiritual Development Development of a Christ Centred Learning Community The fostering of a cohesive and supportive Christ-centred community where teachers, parents and students work together for the greater good of each person Continuing spiritual development which encourages spiritual growth in our students and colleagues "The nurture and strengthening of each student in the Christian faith and lifestyle" "The support and development of staff: professionally, physically and spiritually"
D. Physical Facilities and Resources Facilities that are in good order and which support the vision and aims of the College to provide education of excellence and to support staff The provision of a secure, caring, challenging and positive learning environment for each child The support and development of staff: professionally, physically and spiritually.

Theme Eleven

Initiatives Promoting Respect and Responsibility

Charlton Christian College has the Four R's as a foundation for the Student Code of Conduct which is found in our Discipline and Nurture Policy.

They are our 4 R's - Reverence for God: Respect for Others: Reliability: Responsibility

The Christian Life Studies teachers are now required to have a service component to their student assessment which takes students into the Local Community to places such as the local Nursing Homes; John Hunter Hospital Children's Ward; repair and maintenance of a needy person's home; cleaning neighbourhood footpaths; so that we can become more intentional about helping others. They are also required to develop programs which reflect the LIFE Cornerstones of Love, Integrity, Faith and Empowerment.

During 2016 another overseas Mission trip to Manila in the Philippines was held. Some photos are to be found on our Facebook page. It was a truly growing experience for our students and staff. Students recognise the value of serving others; have developed a more positive approach to different cultures; and an awareness of the difficulties of living in poverty. This year our first Junior School Mission Trip was organised. One student with a parent. It was an eye opener for children as well as their parents. Another will be held next year under the planning and supervision of Vicki Gunning our Head of Junior School.

Nepal: A group of senior students planned to visit Nepal to assist the school, church and other ministry areas there, one of which is rescuing young women from prostitution. Unfortunately, the political upheaval following from the earthquake meant the trip had to be cancelled. A Mission Trip to Darwin to work with Indigenous students was successful piloted. A trip to Uganda did not occur due to substantial costs and a lack of personnel.

We also promote the You Can Do It! Program

You Can Do It! Education's main purpose is to support communities, schools, and homes in a collective effort to optimise the social, emotional, and academic outcomes of all young people.

Its unique contribution is in identifying the social and emotional capabilities that all young people need to acquire in order to be successful in school, experience wellbeing, and have positive relationships including making contributions to others and the community (good citizenship).

YCDI's mission is to realise, through the following beliefs and actions:

The building of social, emotional, and motivational capacity of young people rather than on their problems and deficits.

The encouragement of prevention, promotion, and intervention efforts (school, home and community) in order to build the social and emotional strengths of young people.

The development of a strength-building approach, where YCDI seeks to build the capabilities of adults (community, school, home) associated with positive outcomes in young people.

The 5 Keys of YCDI! Education

Our core purpose is the development of young people's social and emotional capabilities, including:

- Confidence (academic, social)
- Persistence
- Organisation
- Getting Along, and
- Resilience.

Central to the development of these 5 Key Foundations is instilling in young people 12 Habits of the Mind, including:

- Accepting Myself
- Taking Risks
- Being Independent
- I Can Do It
- Giving Effort
- Working Tough
- Setting Goals
- Planning My Time
- Being Tolerant of Others
- Thinking First
- Playing by the Rules, and
- Social Responsibility

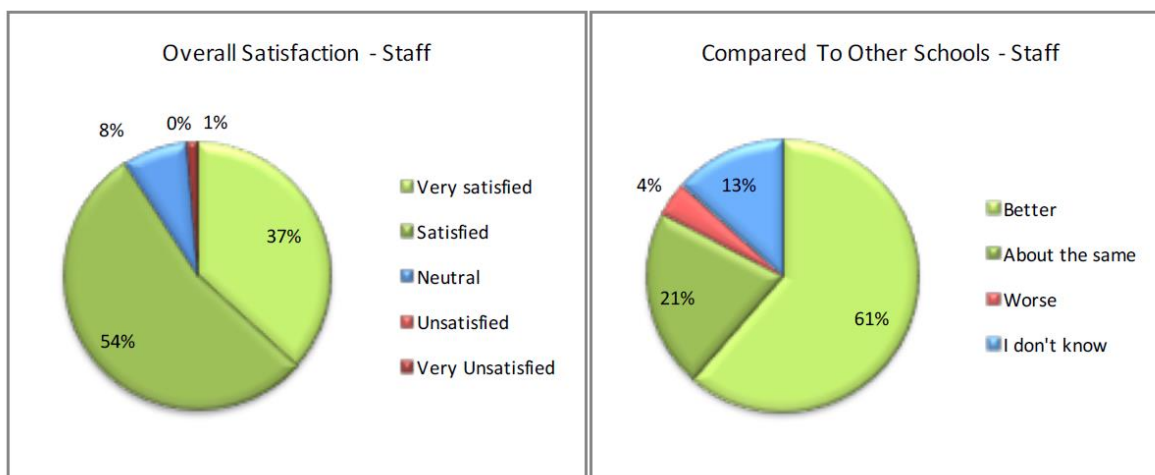
This last point includes the values of Caring, Doing Your Best, Freedom, Honesty, Integrity, Respect, Responsibility, Understanding, Tolerance, and Inclusion.

Theme Twelve

Staff Satisfaction

We are very grateful for the 76 staff responses received and we are humbled and encouraged by the support for the College. The significance of your contribution and commitment can never be underestimated.

Responses from teaching staff came equally from the 3 sub-schools. 91% of respondents were very satisfied or satisfied with the College while 61% felt that Charlton compared favourably with other schools.



In relation to each of the aspects of the survey, perceptions of the College's strengths are shown below. They are a strong affirmation that our College values are being expressed in an authentic way.

The areas for development will be explored so that we have a better understanding of the underpinning causes for concern so that appropriate action can be taken. In both categories, there is very close alignment between the perceptions of staff and parents.

	Staff perception of greatest strengths	Staff perception of areas for development
VALUES & MISSION	Positive Christian values and behaviour reflected by staff	Communicated concerns of students and parents are consistently resolved
	The school's vision and mission are clearly stated and integrated into school life	Response to communicated concerns of students and parents is consistently timely
	Appropriate Christian emphasis	
FACILITIES & RESOURCES	Presentation / maintenance of buildings and grounds	Nil

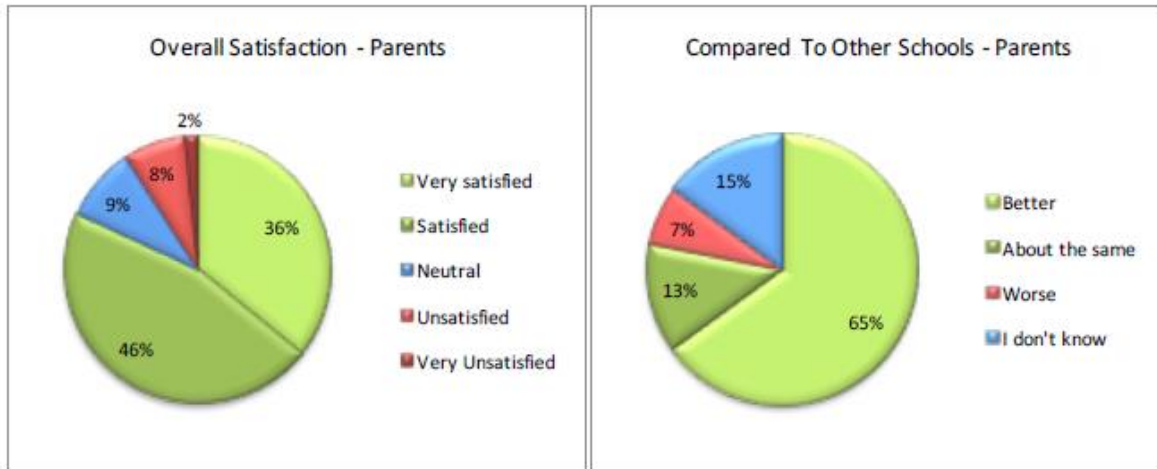
	Equipment and resources available to pupils	
	Equipment and resources available to teachers	
COMMUNITY SPIRIT	Friendly and helpful office staff The school's friendly / inclusive / supportive atmosphere	Positive morale among parents
	Staff / teachers are approachable and available	
COMMUNICATION	Effective methods are used for internal parent, student and staff communications	Student reporting process
	Consistently effective marketing and promotion to the wider community	
	The school uses an appropriate range of media/technologies in school	
STUDENT DEVELOPMENT & CARE	Teachers display a caring attitude to students	Preparation for transitioning children between grades
	Teachers gladly provide help and support to students when needed	
	Safe and secure environment	
STAFF DEVELOPMENT & CARE	Safe working environment	Encouragement of work / life balance
	Understanding and flexibility shown when personal matters arise	Fair distribution of rostered and extracurricular responsibilities
	Provision of personal, spiritual and professional support as required	
	Empowerment of staff to make a positive difference	
	Fair and equitable place to work	
ACHIEVEMENT OPPORTUNITIES	The school provides learning support programs for identified students	Provision of Pathway and Career guidance s
	Choice of sports opportunities available	Academic results
		Provision for gifted and talented student
AFFORDABILITY & VALUE	Overall value for money	Availability of scholarships
	Appropriate level of School fees	Availability of fee assistance

These perceptions above will be integral to the development of our next Strategic Plan. Staff will be invited to be involved in sessions with the College Board and parents in Semester One as we identify, clarify and debate what should be our strategic goals to drive our work over the next five years.

Parent Satisfaction

Charlton Christian College strives for ongoing improvement for the good of students and thus for God's glory. This is at the heart of why the College undertook its recent parent, staff and student perception surveys.

We are very grateful for. The 199 parent survey responses received represented a healthy 36% response rate. Overall, we are humbled and encouraged by the support for the College and the work of staff as we partner with our parents. 79% of respondents were very satisfied or satisfied with the College while 65% felt that Charlton compared favourably with other schools.



In relation to each of the aspects of the survey, perceptions of the College's strengths are shown below and affirm what we value as a College Board and Executive. The areas for development will be explored so that we have understanding of underpinning causes so that appropriate action can be taken. We will keep you informed of our progress.

	Parent perception of greatest strengths	Parent perception of areas for development
VALUES & MISSION	Positive Christian values and behaviour reflected by staff	Nil
	Appropriate Christian emphasis	
	The school's vision and mission are clearly stated and integrated into school life	
FACILITIES & RESOURCES	Presentation / maintenance of buildings and grounds	Equipment and resources available to teachers
	Equipment and resources available to pupils	
	Convenient drop off / pick up access and parking at the school	
	Friendly and helpful office staff	Nil

COMMUNITY SPIRIT	Staff / teachers are approachable and available	
	The school's friendly / inclusive / supportive atmosphere	
COMMUNICATION	Effective methods are used for internal parent, student and staff communications	Partnership with local churches for mutual benefit
	Timely communications providing adequate notice from the school	
	Scheduling of opportunities to discuss student progress	
STUDENT DEVELOPMENT & CARE	Teachers display a caring attitude to students	Preparation for transitioning children between grades
	Safe and secure environment	Tutoring / mentoring by staff to support students
	Teachers gladly provide help and support to students when needed	
ACHIEVEMENT OPPORTUNITIES	Students are given opportunities to achieve to the best of their ability	Provision for gifted and talented students
	Appropriate class sizes	Provision of Pathway and Career guidance
	Realistic educational expectations for students	Academic results
AFFORDABILITY & VALUE	Overall value for money	Availability of scholarships
	Variety of payment options / plans	Ancillary costs (Uniforms etc)

The perceptions above will be integral to the development of our next Strategic Plan. Parent representatives will be involved in sessions with the College Board and staff in semester 1 as we identify, clarify and debate what should be our strategic goals to drive our work over the next five years.

Theme Thirteen

Financial Information

The financial performance of the College for the year ended 31/12/16 is responsible and indicates the Company is in a sound financial position.

The following observations and comments are made to assist in understanding the financial result. Total recurrent income of \$9,817,828 is 4% more than previous year. This figure excludes Capital Grants

The source of this income was	2016	Total
College fees	27%	\$2,733,320
Federal Grants	54%	\$5,275,337
State Grants (inc interest subsidy)	18%	\$1,765,974
Other	1%	\$43,197

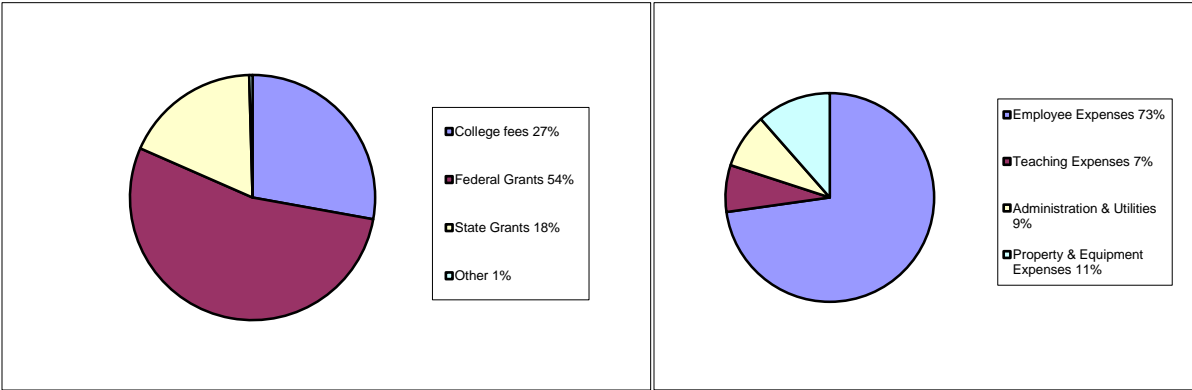
Capital income including Government grants: \$1,200,982

Total recurrent expenditure: \$9,940,839 and is approximately 9.1% above previous year.

Break down of expenditure	2016	Total
Employee Expenses	73%	7,233,923
Teaching Expenses	7%	720,004
Administration & Utilities	9%	846,184
Property & Equipment Expenses	11%	1,140,728

Capital Expenditure \$3,274,673

Christian Education Foundation has net assets totalling \$12,291,762 and is able to pay its debts as and when they become due and payable.



Theme Fourteen

Publication Requirements

This report and all Policies mention within are published on our website www.charlton.nsw.edu.au

Its availability is advertised in the first College Newsletter of Term Three.

The Report is uploaded onto the NESA Website (RANGS) by the 30th June each year.

A hard copy of the Report is available in full upon request.

Policies and Procedures are in place to ensure that the Report is available to the Minister upon request.