



# 2021 Annual Report

Christian Education Foundation Ltd  
t/a Charlton Christian College  
Year ending 31 December 2021



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# Theme One

## A Message from Key School Bodies

### Christian Education Foundation Ltd – Chairman's Report

Christian Education Foundation Ltd - Chairman's Report by Kate Warner

As a board 2021 was another interesting and unprecedented year to navigate. The changes that COVID forced upon each of us, our community, and Charlton Christian College as a whole, were enormous. However, despite this, the year 2021 proved to be another extremely fruitful year for the College. Much to thank God for!

**College life.** The year 2021 started strong with a renewed sense and hope to 'get back to the way things were' and maintain some normality, however, as the year continued there were a number of limitations and restrictions imposed, which placed pressure on the College's community life. The latter half of the year saw added external constraints, and restrictions due to the NSW Public Health orders and mandates and the COVID global pandemic which caused many of the usual activities that form a part of "College Life"; cancelled. The restrictions and lockdowns kept families away from being allowed on site, which made it difficult for those new families who had joined the parent community to engage in person, however this also provided Charlton with a unique opportunity to find new and creative ways of engagement, and I commend the staff for their efforts during this time. The Charlton Executive and broader teaching staff displayed immense resilience and wise, measured leadership amid times of great uncertainty. I also want to acknowledge the work of the Parent Association and President Mrs Amanda Potter and her team for their work behind the scenes to build community by encouraging families to come together and support others through their fundraising activities. The previous remote learning systems that were established during 2020, were again able to be utilized and staff were released and encouraged to prepare and improve on the systems and offer an even better service to students and families. Many families have since commented how organized the online systems were and how supported the students felt, both personally and academically. It should be mentioned that Charlton students experienced strong academic results both in Naplan and in the HSC, being ranked the number one school in the Region (against both public and independent schools). Charlton staff should be praised for the versatility and creativity they displayed during this time, with the commitment to providing an excellent customer service and loving experience for the students at a time during much uncertainty. The parent and teacher conferences happened via Zoom, performances were live streamed, and the end of year Presentation night went ahead in a different online video format.

**Company Performance.** The trading results for 2021 have been very pleasing, particularly given the context of being in the middle of a global pandemic. Charlton continues to have low fees in comparison to other similar schools in the region and this was reflected in the decision, in light of the pandemic, to hold on any increase in fees for 2021. A slight increase was agreed to for 2022, along with the decision to provide families with a one-off reimbursement, by passing on some of the savings experienced due to cancelled events and activities normally experienced by the students. The families were offered the opportunity to donate this reimbursement towards a Scholarship fund for students in need. In addition, we increased our level of fee support to assist those families impacted by COVID. In 2021 we allowed in our budget for double the normal level of fee that may be needed for those families in the community facing financial insecurity and job losses. There has been minimal uptake on this, not as much that was first anticipated and despite this, our enrolments remained really strong during 2021, and interest continued to grow. Due to the demand in the waitlist, as a Board we agreed to approve a third class of Year 7 students again for 2022 and a third stream for kindergarten. At the same time, this meant that we were caused to revisit our Masterplan and projected numbers for the site, as we surpassed the 700 students mark

which was the first time in the College's history. Our marketing activities continue to raise the profile of the College with regular open days and College tours being fully booked out in advance.

**College Grounds and Infrastructure.** As discussed in the Business Manager's report, 2021 saw the completion of the Sports Courts and the associated landscaping, the build of a new kindergarten building to accommodate the additional third stream and significant investment in some capital improvements around the grounds. One of the highlights has been the new adventure playground in the junior school which was officially opened on 29 April 2022, an area that has been largely untouched previously but was well overdue for a makeover not only for the social and learning benefits, but for the overall presentation of the front of School. Our marketing manager is very relieved to see this project completed as are the rest of the planning team. Thanks to all involved in the planning of this project – including Mr Kroon, Rebecca Craig, Jon Charlton and Vicki Gunning.

**Strategic Goals.** During 2021-2022, the Board sought to implement the Strategic Plan that was created in 2018. The governance goals have seen us continue to place a significance on our own development, learning and training as Directors both for our personal growth but also to ensure compliance. Given the unusual and unprecedented events of the past two years, a decision was made by the Board to extend the Strategic plan a further period, and this will be reviewed the end of 2022 in line for 2023.

**Governance.** Principal, Mark Ash, continues to capably lead the College through the Strategic plan, setting the College up for future growth, as demonstrated in the enrolments for 2022 and projected enrolments for 2023 and 2024. Mr Ash is supported greatly by the Executive team who bring a collaboration of leadership skills and diverse experience and gifts. The College has benefited greatly from each of their contributions and input into the life of the College to date.

Given this is the last official AGM of our Company Secretary and Business Manager, Mr John Kroon, I would like to publicly thank the work of Mr Kroon during his years of service (18 years), for the integrity, wisdom and financial stewardship he has brought to Charlton Christian College. However, more than this, Mr Kroon has a heart for service and for Christian education and his presence has been felt and appreciated throughout the whole life of the college. From jumping in to drive a School bus when a bus driver is unavailable, to unblocking the gross toilets, to driving the golf cart to transport tools and equipment to our amazing maintenance and grounds staff, to negotiating contracts and managing projects and dealing with us directors in our late-night board meetings, Mr Kroon has been very much part of the heart and soul of Charlton, and we are indebted to his service and dedication over all these years. On behalf of the Board and fellow CEF members, I would like to personally thank you Mr Kroon and wish you every blessing in your future beyond Charlton.

At this same time, I would like to also thank Ms Estelle Swartz personally for all her behind the scenes assistance she has provided to the Directors and the Board Chair, and for helping coordinate the administrative side of CEF. Her help has been invaluable.

**Director update.** Following the CEF AGM in June 2021, Kate Warner was re-elected to remain in the position of Board Chair. During 2021, the Board consolidated and sought to work through the key priorities in the governance space. The Board felt buoyed by the strong financial position despite the pandemic and were grateful that the Charlton community remained largely unaffected financially, allowing us to prepare in faith for the future. During 2021, the Board was largely made up of four Directors; Kate Warner, Stephen Graham, John Crawford and Ruth Collett plus the College Principal and Business Manager as ex-officio members and the Board continued to regularly meet both in person and via Zoom and email when unable to meet in person. In the last AGM, Kate Warner reported that Board was working with a consultant, to look to the future and rebuild and renew CEF and actively looking to recruit new Directors to grow. The Board is very pleased to report that following a lot of prayer, networking and advertisements, there are two new

Directors that have been nominated to seek endorsement from the CEF members at the AGM; Mr Dj Konz and Mrs Shelley Johnson. The Board is excited at the diverse professional skillsets and strengths both of these Directors bring to the current Board. The Board has been running some internal campaigns and have some possibilities for future Director appointments on the horizon along with CEF members – some of whom are present at the AGM.

With these changes, the Board sees one of their long-term serving Directors and friend, Mr John Crawford seeing out his tenure and retiring following the AGM. On behalf of all CEF members and current and previous Directors, the current Board would like to thank Mr John Crawford for his years of service and commitment to the vision of Christian education here at Charlton.

**Vision and plan for CEF.** Last year, you will recall for those that were here, that the Board reported that significant time was spent in 2021 working on rebuilding and reframing what CEF looks like. During these discussions, it was identified that there was a renewed need to look at the vision and purpose of CEF and membership. It appears that there may be untapped opportunities for new ministries and growth and the Board has been working closely to identify ways in which the CEF membership can grow both in size and intentionality.

The Board has spent considerable time re-establishing processes and ideas to reignite all that Christian Education Foundation could be doing to enhance all the opportunities CEF can create or are presented with. As the Board identify needs, wants, desire, opportunities, potential we will be prayerfully considering our way forward.

Some current conversation and ideas are formulating around Education for the mature, a Christian University syllabus, Theological education, an preschool and other RTO emerging affiliations.

The Board's desire was to reach out and create a larger pool of membership in CEF and to see growth both in numbers and talent/skills/experience as we all pursue the future of Charlton Christian College and further expressions of how our organisation will operate into our next five year plan. We are excited to sit here less then 12 months later and see additional members come on board.

Hopefully, you will have noticed some changes as members and we would encourage you to get involved. We have committed to producing Quarterly CEF prayer newsletter keeping you informed as we plan our next five year Vision for CEF. A new prayer group has started held up in the Sports Courts each Friday morning at 9am, all welcome. The board always appreciates your feedback, ideas, and comments as they enrich our decision-making processes. All your feedback is important.

We are excited you are with us and we are very excited about those who will catch the vision and passion for CEF and join us in the near future.

**CEF stories.** As we were planning for tonight, we wanted to share a few stories with you about the difference of Christian education in the lives of our families at Charlton Christian College.

- a) New parent at the School coming from the public sector of education commented that she walked away from the term one parent teacher interviews feeling as if her "children had been really seen". She stated when she was talking with her husband, about what the difference was, being in a Christian School and she said "the love of God is evident in the staff's life" and this flows into the way they serve God as teachers.
- b) Another long term parent spoken to during the year, said they had a faith but would not describe themselves as active Christians but they had committed to investing in the School long term and she advised that she has 'noticed the difference in their child' and the values that their children have been taught, she believes has shaped her children to be better citizens and community members.
- c) A mum who gave public testimony of the difference sending her child to Charlton has made to her own faith journey. When her child was enrolled in kindergarten, she met with other Christian parents and staff and when she had a personal time of crisis, she felt loved and supported and reconnected into a Church and made a recommitment.
- d) Recently, a child came home and asked for her mother to take her to a Church over Easter. Which she contacted the parent community to find out about possible Church services. Another mother and child from Charlton invited them along.
- e) The father who watched Chapel during remote learning and loved the music his kids were asking to play on Youtube, and he stumbled across Stephen Furtick and listened to him and the father requesting to play the 'preacher guy' and Bethel music which became the Friday night routine during lockdown. This same father, ended up getting one of Furtick's book that he then shared with one of his friends who was in prison at the time. The friend then shared with other inmates.
- f) Sharing the heart and vision for CEF, inspired a Charlton Mum to start a prayer group at the School on a Friday morning up at the top of the Sports Courts with the intent to pray over the grounds and staff and students, but also specifically over Christian education. Whilst this has just commenced recently, this group has been slowly growing and already seen much fruit. Recently, a mother came who had seen the prayer group advertised on the facebook page. She shared that she had some past affiliation with her catholic upbringing but that she was interested to see what it was about and to just observe. During the prayer time the mother felt comfortable enough to pray and prayed out loud for the first time.

These stories are just the tip of the iceberg but remind us that God is moving in our community. It also shows the difference that Christian education can make not just for the students but for the whole family.

**The Future.** With the assistance of strong marketing and intentional enrolment campaigns 2021 has seen a significant increase in student numbers, with enrolment waiting lists created for future years. This increase has been exciting for the potential of the College's future growth and other ministry ideas that may flow from this. As we look ahead, we do so with great anticipation to see the expansion of the vision of Christian education at Charlton.

Mrs Kate Warner  
**Chairman**  
 Christian Education Foundation Ltd.

# Parent's Association Report

## Parents Association Presidents Report 2021

Unfortunately, to everyone's dismay, 2021 shaped up to be much like 2020. Whilst we were able to start the year off on a better note, as the year progressed, many planned activities were not able to proceed. This was very disappointing as we endeavour to welcome new and existing families into the college.

One of the goals of the Parents Association is to build community within the college and one of the ways that we do this of course is through our events. So, with a small window of opportunity and the help of Nathan Wiggs and his Entertainment crew, we were able to put together and run a movie night just before another lockdown. The MPC was filled with cushions, beanbags, and blankets. Families filled the hall to enjoy the double feature. It was great to see our college community participate.

We found that even though events were limited, families really got behind our fundraising efforts. Our Cookie Dough fundraiser (for the Payatas feeding program) proved a real hit with a truckload of cookie dough being unloaded and shipped out. Our Mango Fundraiser was also a popular choice right before Christmas with over 100 trays of Mangos being sold and our annual Gingerbread House event was again moved online where we tried to engage the parents to participate through our Facebook page.

Our staff breakfast was also cancelled due to our inability to be on campus so instead when the opportunity presented itself to do something different, we did, by sponsoring dessert at the Staff Christmas Party – just a small way that we (the Parent cohort) can express our gratitude to all Charlton staff for the incredible job they do.

Regardless of the event type, they can only take place with people who are prepared to volunteer their time and skills to help. I am grateful for a PA team who not only share a similar passion and heart for our college but who can make things happen with very short lead time!

We are hoping that throughout 2022, we can once again bring our college community together with some fantastic family events as we want to ensure that our families, new and existing feel welcome and part of our fantastic college.

In closing, I would once again like to thank everyone for the privilege of serving Charlton. I am humbled to be part of such an amazing team. I value each one of the PA members and Charlton staff.

Praying that 2022 will open new doors and opportunities for us to continue to embrace the College Cornerstones of Love, Integrity, Faith and Empowerment.

Yours Sincerely

Amanda Potter  
**Parent Association President**

# Principal's Report

## Principal's Address (2021) to the Christian Education Foundation - AGM 2022

It's a privilege and pleasure to report to you this evening. Having just started term 2, we have much to be grateful for. Remote learning appears to be behind us, enrolments remain at the highest in the College's history, staffing is stable, the Sports courts and Middle school playground are getting great use and the Adventure Playground was opened last Friday.

Though there has been a degree of ongoing disruption due to staff and students progressively getting Covid and being absent for their 7 day isolation periods, normality has largely returned. All credit to our deputy Benton Craig and thanks to our excellent relief staff for getting us through each week of last term.

In contrast to the returning normality, the second half of last year after the 2021 AGM was 6 months of exhausting change and compromise. For everyone, it was characterised by things not done, home life disrupted, learning limited, student development curtailed, opportunities cancelled, and our sense of satisfaction from doing our best, continually frustrated by restrictions and work arounds. The ongoing changes generated more work but that didn't take us anywhere. All of this tested the community.

However, in "the Review" at the end of last year, I referenced the wise author of Ecclesiastes who described the cord of three strands in Chapter 4:12 *"Though one may be overpowered and two can defend themselves, a cord of three strands is not quickly broken."*

That three-strand cord is a perfect metaphor for the relationships in schools between students, teachers, and parents. When we work together there is enormous strength, power, and benefit and it was certainly needed and evident last year.

If there is one thing that will stand out for me last year it was the grace, poise and resilience of the Charlton community in face of the frustrations and difficulties, vaccination mandates, lockdowns, masks and inconvenience. And since then, we have had an excellent start to 2022.

Before I go on, I'd like to take a moment to encourage you in the vision for CEF and how what we do here at Charlton is part of the larger vision of Christian education in Australia and show the Christian schools Association video

This is the vision of Christian schooling in Australia across 295 school sites and 92,000 students. Each of those schools and students exist because of groups of people like you. They are past and current parents, church and community people who understand that without not-for-profit entities such as CEF, and people willing to step up to govern them, they can't exist.

### **How does this vision of Christian education play out at Charlton?**

At or before enrolment, families come to understand what a Christian school is and isn't. They understand that Christian in the college's name isn't just a label akin to "Grammar". They understand that Christianity isn't moralism. They know that Charlton's point of difference is the employment of staff with a personal faith in Jesus, the one who takes us as broken people and makes us right with God.

They understand that if Charlton has a reputation of care and community, it's due to God's work and not us.

They accept school life on our terms, with a biblical view of the nature of humanity and what it means for humans to flourish.

They accept devotional life, prayer, worship in chapels, Christian Life studies and overt influence and care from Christian teachers. And the impact of this is most clearly felt by new students and families, who come hoping for something better for their child

I was worried he would take a while to settle but he comes home and tells me all about his days which is wonderful. He is enjoying the Christian aspect also and taken a much more active role in his Christian journey with youth group and life group at Hope UC Gateshead, as a result of friends he has made.

It has been a great transition to high school for him and we could not be happier.

**Parent of new Year 7:**

"We have been very happy with \*\*\*'s transition to Charlton, I've spoken to Brittany twice, I've met the year 5 learning support aide and been able to touch base with the learning support team also. We have been so thrilled with the level of inclusivity and engagement we as parents have received from Charlton."

**Parent of new Year 5:**

"All the girls are loving Charlton. As parents we can honestly say we have so appreciated check-ins like this and from various other teachers too. We really notice a difference with the well-being focus you are providing as a school. We have no suggestions for better.... everything is great!!!"

**Parent of three girls across JS, MS and SS:**

"These are the stories of families who come to Charlton looking for, whether they get it or not, an environment powered by the Gospel. And when they get their son or daughter back after being in a dark place, or when they see the power of the home-school partnership, their relief and appreciation is humbling."

But their thanks are not always from some victory. Sometimes it's just as they leave.

**Parent of exiting Y10:**

"I would like to advise you that \*\*\* will not be returning to Charlton for term2 as she is struggling with mental health issues which we need to address. We are hoping to get her into a mental health program which will take 2 to 3 months of intensive therapy as soon as possible."

"I would like to thank you for the opportunity given to \*\*\* over the last 3 years the support she has received at school has been amazing."

I will leave the capital, property, and financial matters to Business Manager to report on in his final report to CEF and what an encouraging way to finish his time of exceptional service on it is, and close with a reference to the current School Improvement plans.

After the disruptions of 2020 and 2021, the Board approved an extension of the period to the end of 2023 and there is a great deal happening in each of our 10 strategic Goal areas.

Despite the disruptions, there is no complacency. It is exciting and it is an honour to be pushing forward to make schooling at Charlton the very best it can be for God's glory.

Mark Ash  
Principal

## 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 university degree but are blue-collar workers who want a better education for their children than they were offered.

Some 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 and enrol with an understanding of the Christian distinction and of how faith is expressed in College life and learning.

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 2021 enrolments stood at 701

## Theme Three

### Student Outcomes in Standardised National Literacy and Numeracy Testing

We were very pleased with our results for 2021

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 2021, the formal Record of School Achievement credential was awarded by the NESA to:

Year 12:	3
Year 11:	5
Year 10:	8

## Higher School Certificate Results 2021

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
<b>Ancient History</b>	2021	-	-	-	-	-
	2020	10	80	84	20	16
	2019	-	-	-	-	-
	2018	13	92	83	8	17
	2017	-	-	-	-	-
	2016	11	100	83	0	17
<b>Biology</b>	2021	-	-	-	-	-
	2020	13	100	87	0	13
	2019	10	90	85	10	15
	2018	-	-	-	-	-
	2017	22	100	88	0	0
	2016	8	87	90	13	10
<b>Business Studies</b>	2021	-	-	-	-	-
	2020	12	100	82	0	18
	2019	-	-	-	-	-
	2018	8	100	97	0	3
	2017	-	-	-	-	-
	2016	31	90	86	10	14
<b>Chemistry</b>	2021	-	-	-	-	-
	2020	9	100	91	0	9
	2019	-	-	-	-	-
	2018	9	67	89	33	11
	2017	-	-	-	-	-
	2016	10	100	94	0	6
<b>Community and Family Studies</b>	2021	-	-	-	-	-
	2020	15	100	90	0	10
	2019	-	-	-	-	-
	2018	11	91	84	9	16
	2017	-	-	-	-	-
	2016	25	76	86	24	14
<b>Design &amp; Technology</b>	2021	-	-	-	-	-
	2020	10	100	98	0	2-
	2019	-	-	-	-	-
	2018	8	100	97	0	3
	2017	-	-	-	-	-
	2016	6	100	99	0	1
<b>Drama</b>	2021	11	100	99	0	1
<b>Engineering Studies</b>	2021	9	100	90	0	10
	2020	-	-	-	-	-
	2019	-	-	-	-	-
	2018	-	-	-	-	-
	2017	11	82	90	18	10
	2016	-	-	-	-	-
<b>English (Standard)</b>	2021	24	83	90	17	10
	2020	24	79	89	21	11
	2019	14	71	88	29	12
	2018	14	78	85	22	15

	2017	37	84	86	16	14
	2016	26	73	86	27	14
<b>English (Advanced)</b>	2021	9	100	99	0	1
	2020	12	100	99	0	1
	2019	14	100	99	0	1
	2018	11	100	99	0	1
	2017	13	92	99	8	1
	2016	14	100	99	0	1
		2015	14	100	99	0
<b>English (Extension 1)</b>	2021	-	-	-	-	-
	2020	3	100	93	0	7
	2019	-	-	-	-	-
	2018	-	-	-	-	-
	2017	4	100	99	0	1
	2016	5	100	99	0	1
	2015	5	100	99	0	1
<b>English (Extension 2)</b>	2021	-	-	-	-	-
	2020	2	100	90	0	10
	2019	-	-	-	-	-
	2018	-	-	-	-	-
	2017	1	100	99	0	1
	2016	3	100	99	0	1
	2015	3	100	99	0	1
<b>Food Technology</b>	2021	9	89	85	11	15
	2020	-	-	-	-	-
	2019	16	100	89	0	11
	2018	-	-	-	-	-
	2017	9	100	92	0	8
	2016	-	-	-	-	-
	2015	-	-	-	-	-
<b>Industrial Technology</b>	2021	10	80	80	20	20
	2020	-	-	-	-	-
	2019	5	100	80	0	20
	2018	5	100	80	0	20
<b>IPT</b>	2021	-	-	-	-	-
	2020	10	100	92	0	18
	2019	-	-	-	-	-
	2018	-	-	-	-	-
	2017	-	-	-	-	-
	2016	10	100	81	0	19
	2015	10	100	81	0	19
<b>Legal Studies</b>	2021	11	82	86	18	14
	2020	-	-	-	-	-
	2019	9	100	83	0	17
	2018	-	-	-	-	-
	2017	12	92	92	8	8
	2016	-	-	-	-	-
	2015	-	-	-	-	-
<b>Mathematics Standard 1</b>	2021	2	100	89	0	11
	2020	4	100	88	0	12
<b>Mathematics Standard 2</b>	2021	15	100	93	0	7
	2020	15	93	76	7	24
	2019	24	100	83	0	17
	2018	17	100	81	0	19
	2017	18	83	75	17	25
	2016	50	80	75	20	25
	2015	50	80	75	20	25
<b>Mathematics Advanced</b>	2021	10	90	94	10	6
	2020	10	90	96	10	4
	2019	12	100	92	0	8
	2018	7	100	93	0	7
	2017	7	100	91	0	9

	2016	16	100	92	0	8
<b>Mathematics Extension 1</b>	2021	5	100	94	0	6
	2020	-	-	-	-	-
	2019	4	100	95	0	5
	2018	-	-	-	-	-
	2017	3	100	97	0	3
	2016	1	100	97	0	3
<b>Modern History</b>	2021	11	100	94	0	6
	2020	-	-	-	-	-
	2019	9	78	86	22	14
	2018	-	-	-	-	-
	2017	9	78	86	22	14
	2016	-	-	-	-	-
<b>Music 1</b>	2021	-	-	-	-	-
	2020	10	100	98	0	2
	2019	5	100	98	0	2
	2018	5	100	98	0	2
	2017	4	100	99	0	1
	2016	7	100	98	0	2
<b>PDHPE</b>	2021	9	89	86	11	14
	2020	18	95	84	5	16
	2019	9	100	89	0	11
	2018	10	100	86	0	14
	2017	18	83	81	17	19
	2016	9	89	83	11	17
<b>Physics</b>	2021	9	89	91	11	9
	2020	-	-	-	-	-
	2019	9	89	86	11	14
	2018	-	-	-	-	-
	2017	9	89	89	11	11
	2016	-	-	-	-	-
<b>Society and Culture</b>	2021	11	100	94	0	6
	2020	-	-	-	-	-
	2019	12	83	94	17	6
	2018	-	-	-	-	-
	2017	14	100	94	0	6
	2016	-	-	-	-	-
<b>Software Design &amp; Development</b>	2021	6	85	89	15	11
	2020	-	-	-	-	-
	2019	8	75	87	25	13
	2018	-	-	-	-	-
	2017	9	56	90	44	10
	2016	-	-	-	-	-
<b>Studies of Religion II</b>	2021	-	-	-	-	-
	2020	-	-	-	-	-
	2019	-	-	-	-	-
	2018	-	-	-	-	-
	2017	-	-	-	-	-
	2016	20	80	90	20	10
<b>Visual Arts</b>	2021	-	-	-	-	-
	2020	8	100	98	0	2
	2019	-	-	-	-	-
	2018	3	100	99	0	1
	2017	-	-	-	-	-
	2016	5	100	98	0	2

Number of Year 12 students who sat for HSC	36
Number of HSC courses offered which we taught at Charlton Campus	19
% students who achieved > 50% marks ( 76/76)	100%
% students who achieved 80-100 marks ( 24/76)	32%
% students who participated in VET (41/76)	54%
Number AQF Certificate III or above	0

## Theme Five

### Professional Learning

Description	Number of staff participating
• Pedagogy	52
• Performance and Development	52
• Implementation of NSW Curriculum	52
• Assessment	52
• Staff Culture and Pastoral Care	52
• Christian Schooling	52
• IT	52
• Compliance	52
<b>Total</b>	

### Teacher Accreditation

Level of accreditation	Number of teachers
• Provisional	2
• Proficient	50
<b>Total</b>	

### Teacher Qualification

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	52
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 but without formal teacher qualifications	0

## Theme Six

### Workforce Composition

School Staff 2021	Non-indigenous	Indigenous
Teaching staff	51	1
FTE Teaching staff	43.8	0.75
Non-teaching staff	60	
FTE Non-Teaching staff	29.04	



## Theme Seven

### School Attendance, and Retention Rates and Post-School Destinations

Year	Percentages %
Kinder	94.3
Year 1	94.1
Year 2	93.5
Year 3	93.1
Year 4	92.6
Year 5	93.7
Year 6	92.9
Year 7	93.1
Year 8	92.4
Year 9	93.0
Year 10	89.8
Year 11	87.0
Year 12	87.7
Whole School	92.7

### Management of School Non-Attendance

A 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, Apprenticeships, and the workforce.

### Retention Rates

Retention Rate - % of Year 10 Students who completed Year 12 (27/46)	59%
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## Theme Eight

### Enrolment Policy

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

## Theme Nine

### Other School Policies

Policy	Details	Access to full text
<p><b>Student welfare</b> 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"> <li>• meet the personal, social and learning needs of students</li> <li>• provide early intervention programs for students at risk</li> <li>• develop students sense of self-worth and foster personal development...</li> </ul>	<p>The College has policies covering</p> <ul style="list-style-type: none"> <li>• Harassment</li> <li>• Support of Students at Risk</li> <li>• Anti-Racism</li> <li>• Discipline &amp; Behaviour Management</li> <li>• Referring students to Counselling</li> <li>• Students with Disabilities</li> </ul>	<p>The full text of the school's student welfare policies can be accessed by request from the Principal.</p>
<p><b>Anti-bullying</b> 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>The school's Harassment policy and procedures (including Bullying) were reviewed.</p>	<p>The full text of the school's anti-bullying policy can be accessed by request from the Principal.</p>
<p><b>Discipline</b> 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. 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 and 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><b>Complaints and grievances resolution</b> 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</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

### Our Strategic Goals 2018 – 2022

In 2017, a set of strategic goals were developed to guide the next phase of the College's development.

**1. Christian Culture**

Goal: To ensure that the Biblical principles in our Vision and Mission are lived out in all aspects of College Life.

**2. Students**

Goal: To provide opportunities and support for students to access all aspects of College life so that they can make the most of their God given potential.

**3. Staff**

Goal: To continue to foster a positive Christian culture and support staff through professional development and in their spiritual, physical and mental well-being.

**4. College Infrastructure**

Goal: To maintain and improve the standard of our facilities, IT infrastructure and grounds.

**5. Teaching and Learning**

Goal: To create an effective learning culture in which students are able to achieve their full academic potential.

**6. Administration and Internal Operations**

Goal: To strive for best practice in management systems, procedures and communications that meets the needs of the College community.

**7. Governance**

Goal: To provide stable, committed and effective Governance.

**8. Service to Others**

Goal: To increase student involvement and opportunity in community service and mission and so develop a greater awareness of the needs of others.

**9. College Community**

Goal: To continue to strengthen the relationships between students, parents and staff to provide a supportive, respectful and inclusive atmosphere.

**10. External Community and Marketing**

Goal: To have every family within the Westlakes region familiar with Charlton's distinctives, what the College can offer their children, and the community.

# Report on progress on Strategic Objectives 2021

Achieved or Much progress	Some progress	Limited or no progress	NA Not applicable at this time
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Aspect	Progress
<b>1. Christian Culture</b>	
Goal: To ensure that the Biblical principles in our Vision and Mission are lived out in all aspects of College Life.	
a) Christian vision, culture and practice	
Staff have deeper understanding of the vision, purpose and culture of Christian schooling and how we work, teach and live out our Christian life	
b) Church partnerships	
Ensure that a full range of local pastors and youth workers are given the opportunity to engage with the College as appropriate (eg Chapels, CLS, devotions, Counselling).	
c) CLS	
Improved CLS through the quality, coherence and consistency of Years 7-12 CLS/CPR programs.	
<b>2. Students</b>	
Goal: To provide opportunities and support for students so that they can make the most of their God given potential	
a) Organisation and self-management	
i) Launch a new Stage 3 diary and implement its use effectively with students, staff and parents	
ii) Ensure effective use of the 7-12 diaries to compliment the "Homework" initiative	
b) VET	
Enhance the suite of non-ATAR offerings and specifically plan towards the offering of VET Construction	
c) Co-curricular offerings	
Investigate 7-12 after-school sport offerings and build on the multi-sport day success of 2020.	
<b>3. Staff</b>	
Goal: To continue to foster a positive Christian culture and support staff through professional development and in their spiritual, physical and mental well-being.	
a) Staff Check-In	
Implement and evaluate the next phase of the staff Check-in process	
b) Skill development in HQ (7-12)	
Support the skill development across the 9 skill areas and ensure correct presentation to parents.	

<b>4. College Infrastructure</b>	
Goal: To maintain and improve the standard of our facilities, IT infrastructure and grounds.	
a) Master Planning	
Complete the College Master Plan and begin the proposed staging of its implementation.	
b) Capital Works	
Implement the agreed capital works program.	
c) Signage	
Develop and begin to implement a campus signage plan	
<b>5. Teaching and Learning</b>	
Goal: To create an effective learning culture in which students are able to achieve their full academic potential.	
• Pedagogy	
Enhance teachers' toolkits in teaching critical new content.	
• K-6 assessment	
Develop the quality, consistency, and streamlining of assessment in K-6 Maths	
• Writing	
K -6	
Consolidate "7-Steps" with continued integration of VCOP and align with assessment	
Stage 5	
Introduce Cold Writes into Year 9 English including student feedback and goal setting processes	
7-12	
Upskill staff in the use of PEEL in the context of the higher levels of ALARM and include learning experiences in programs and assessment of it in rubrics	
• Student laptop use:	
Establish processes to ensure a balance of handwriting in bookwork and typing in all subjects across 7-12.	
• Homework	
Create and implement a set of guidelines for students, staff and parents for 7-12 homework to support the implementation of the Homework policy	
<b>6 Administration and Internal Operations</b>	
Goal: To strive for best practice in management systems, procedures and communications that meets the needs of the College community.	
a) Improved Risk assessment and management:	
Develop electronic risk assessments for VTRs	

b) Streamlined 7-12 Reporting	
Take next steps towards progressive reporting through HQ	
c) Digital workflows	
e-forms and digital workflow for purchasing and monitoring of expenditure	
d) First Aid training	
Develop and implement a triennial First Aid training for staff	

**7 Governance**  
**Goal:** To provide stable, committed and effective Governance.

a) CEF membership:	
To raise the profile of CEF, develop a vision and strategy to increase and engage current membership by the end of 2021.	
b) Board formation:	
To achieve greater diversity within the Board structure with the appointment of at least two additional Directors in the next 12 months.	
c) Board evaluation and policies:	
To complete an annual Board evaluation process and develop governance polices for the Board.	
d) Board Professional Development:	
To complete mandatory CSA training and identify and implement professional development needs..	
e) Vision:	
To oversee the revisiting and renewal of the College's vision in preparation for a 2023 Strategic Plan.	
f) People and Culture:	
Oversee the development of a process for building expertise in leaders for maximizing staff effectiveness and overall well-being.	

**8 Service to Others**  
**Goal:** To increase student involvement and opportunity in community service and mission and so develop a greater awareness of the needs of others

Opportunities for Student service:	
To resource/seek greater opportunities with the view engage in service action directly at the College or with local agencies and/or churches.	

**9 College Community**  
**Goal:** To continue to strengthen the relationships between students, parents and staff to provide a supportive, respectful and inclusive atmosphere.

a) Improved Year 4 into Year 5 Transition	
---	--

Implement the plans for improved Junior School to Middle School transition..	
b) Playschool	
Support and oversee playschool.	

<b>10 External Community &amp; Marketing</b>	
Goal: To have every family within the Westlakes region familiar with Charlton's distinctives, what the College can offer their children, and the community	
a) Lead Generation and Conversion	
• Complete the implementation of enquiry tracking and online enrolment processes	
• Maximise marketing and lead generation from campaigns around our distinctives	
b) Private Buses	
Complete the improved allocation system of students to buses and investigate transport options in the face of school growth.	

## 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.

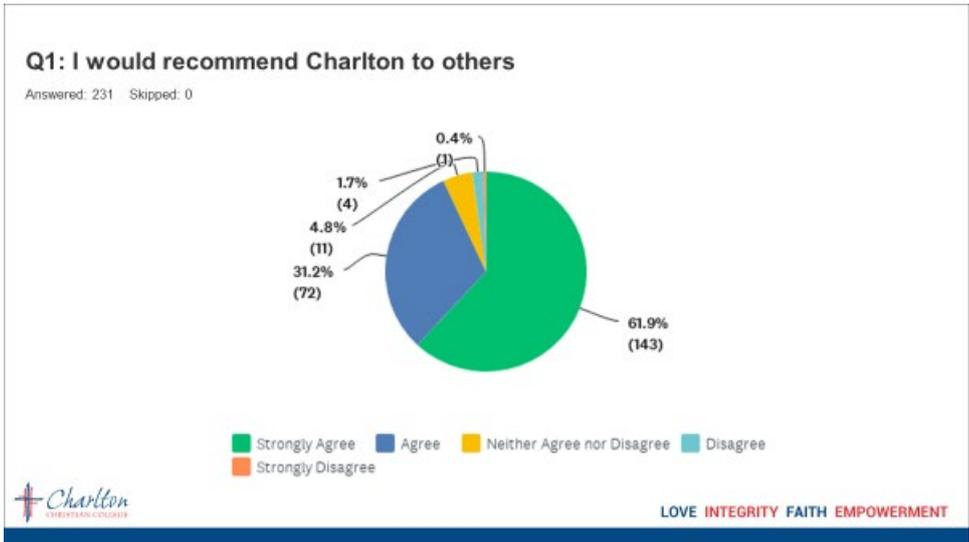
The College believes in the building of social, emotional, and motivational capacity of young people rather than on their problems and deficits. Its policies and practice are also based on the encouragement of prevention, promotion, and intervention efforts (school, home and community) in order to build the social and emotional strengths of young people.

# Theme Twelve

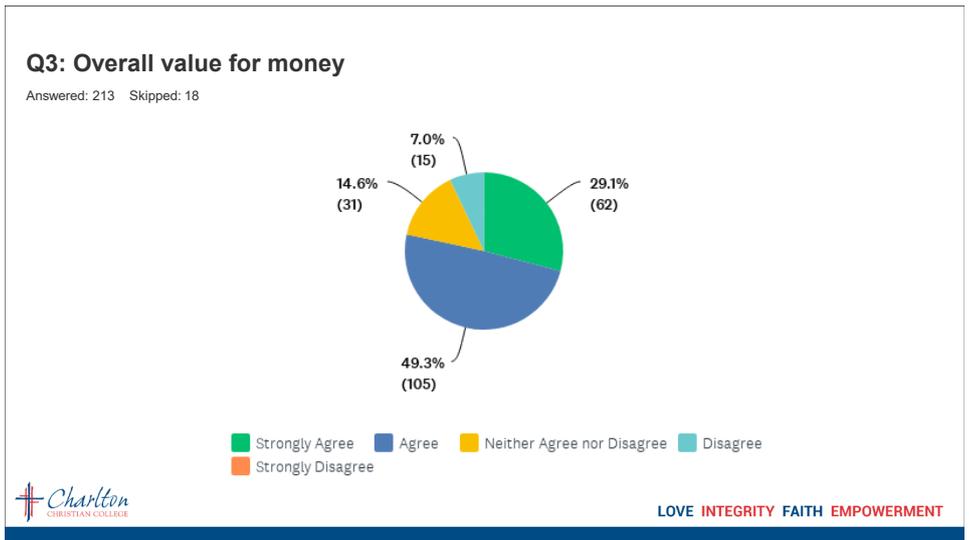
## Parent Satisfaction

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 2019 parent, staff, and student perception surveys.

## Overall Satisfaction



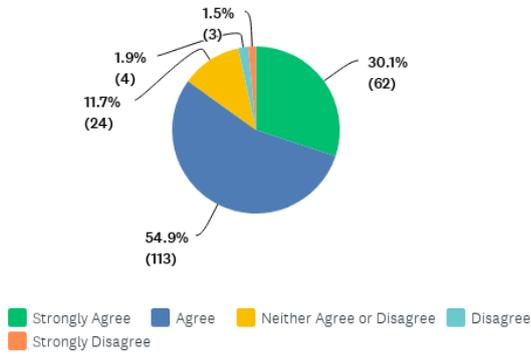
## Affordability & Value



# Leadership & Admin

## Q6: Day to day organisation and management is effective

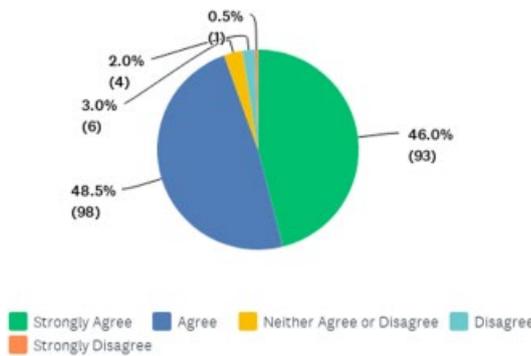
Answered: 206 Skipped: 25



LOVE INTEGRITY FAITH EMPOWERMENT

## Q18: Office staff are friendly and helpful

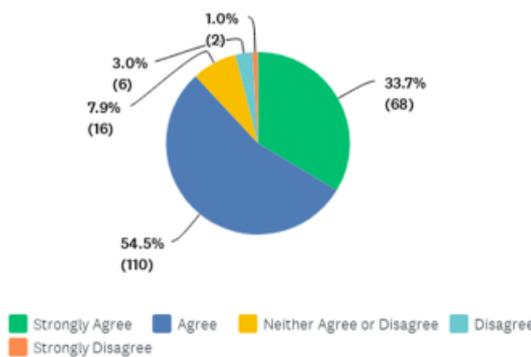
Answered: 202 Skipped: 29



LOVE INTEGRITY FAITH EMPOWERMENT

## Q17: Teaching staff are approachable and available

Answered: 202 Skipped: 29

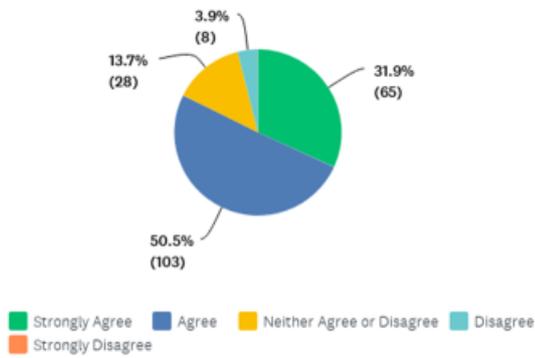


LOVE INTEGRITY FAITH EMPOWERMENT

# Facilities & Resources

## Q9: Appropriate facilities to support the Teaching Programs are present

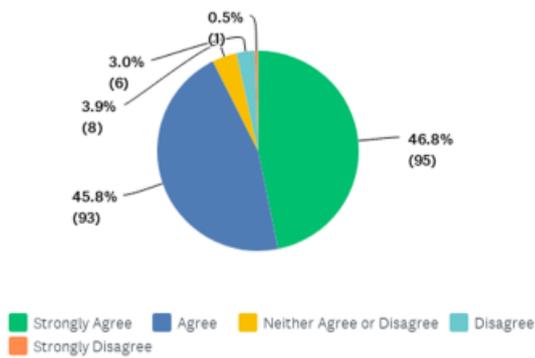
Answered: 204 Skipped: 27



LOVE INTEGRITY FAITH EMPOWERMENT

## Q12: The College's Facilities are clean and well maintained

Answered: 203 Skipped: 28

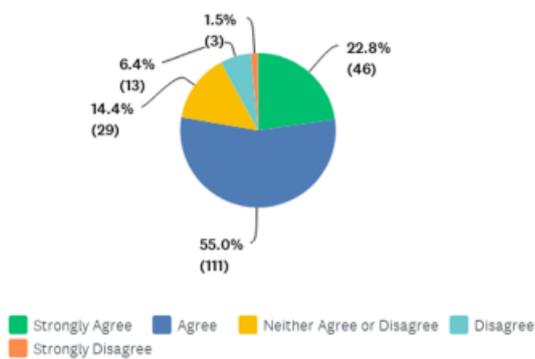


LOVE INTEGRITY FAITH EMPOWERMENT

# Community

## Q19: The partnership between staff and parents is evident

Answered: 202 Skipped: 29



LOVE INTEGRITY FAITH EMPOWERMENT

## Staff Satisfaction

High staff satisfaction is indicated by low turnover of both teaching and non-teaching staff along with strong word of mouth of staff in the community attracting applicants for new positions.

There was close to unanimous staff endorsement of the most recent CSA multi-site enterprise agreement and no industrial action was taken.

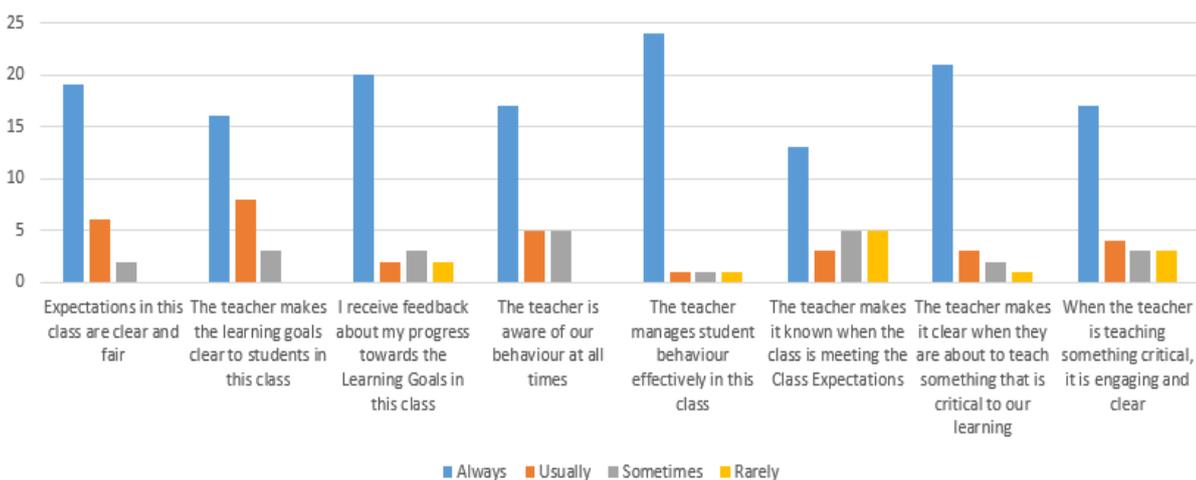
The annual staff check- in process was undertaken with each staff member meeting with a supervisor. This year, these were expanded to include learning support aides.

Teaching staff benefit from high quality NESA registered professional learning and a performance and development process. Staff evaluations of the professional learning on their E-TAMS reveals a very high degree of satisfaction with this learning.

## Student Satisfaction

Students in Years 5 -12 provided feedback to teachers on their effectiveness of their practice through anonymous student surveys and staff receive this feedback. Data shows a very high level of student satisfaction across the board.

An example is shown below.



One thing that the teacher does and should keep doing to help my learning is.....
Very good teacher, should get a raise!
writing examples of the questions on the board at the beginning of the lesson
I can't think of anything
Aiming to make the work a bit easier
Very Good, Very Nice
explaining the questions well
Letting us work at our own pace during the exercise.
Keep the PowerPoints! Love the animations Sir!
Letting all the students work at their own pace.
Very Good
the PowerPoints
Letting all of the students work at their own pace and having different levels of difficulty of work for students. Also the homework we need to complete is clear and the work in class is always clear as well.

The examples at the start of the lesson and breaking down the questions to clearly show us how to do it and he should keep doing the PowerPoints.
One time you gave us time to write down the heading and get everything set up before you started talking. I was able to listen and know what you were talking about because i wasn't behind copying down what's on the board.
<b>One thing that my teacher should do that they don't currently do to help my learning is</b> .....
Nothing much, probably the most constructive teacher that has taught me. Extremely happy with Mr. ****
Very Good, Very Nice
keep their eye on people who are having trouble, always check on people and their work
taping
Slow down when they are explaining the examples and exercise.
Very Good, Very Nice
Go through the examples and questions slower please
when we ask to revisit chapters actually revisit the chapters instead of saying that you will and then not doing it.
I can't think of anything
Taking more time with students individually and give them personal feedback on their class work and homework, also coming around the classroom more to check up on everyone and if they are doing the right thing.
Do stuff for visual learners
slow down and give us some more time to write, that way we can listen and know what to do.

## Theme Thirteen

### Financial Information

The financial performance of the College for the year ended 31 December 2021 is responsible and indicates the Company is in a sound financial position.

**Total recurrent income** of \$12,908,473 and is approximately 6% less than previous year. This figure excludes Capital Grants.

The source of this income was	2021	Total
College fees	\$3,092,142	24%
Federal Grants	7,680,619	59%
State Grants (inc interest subsidy)	2,093,126	16%
Other	42,586	1%

Capital income including Government grants: \$478

**Total recurrent expenditure:** \$10,897,892 and is approximately 3% above previous year.

Break down of expenditure	2021	Total
Employee Expenses	8,113,786	74%
Teaching Expenses	610,478	6%
Administration & Utilities	1,095,328	10%
Interest and Depreciation Expenses	1,078,291	10%

Capital Expenditure \$3,890,863

Christian Education Foundation has net assets totalling \$16,741,984 and is able to pay its debts as and when they become due and payable.

## Theme Fourteen

### Publication Requirements

This report and all Policies mentioned within are published on our website [www.charlton.nsw.edu.au](http://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.



## Enrolment Guidelines **Policy and Procedures**

Prepared by	Principal
Number of Pages	Nine
Date Revised	December 2019
Date for Review	December 2020
Monitored by	CEF Board
Review By	CEF Board

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## Vision and Mission

Charlton Christian College aims to provide affordable Christian education which develops all students in a Godly way towards a perceptive, critical (discerning) and compassionate understanding of the society in which we live.

We aim to help our students to develop 'wisdom', which can be described as the ability to look at and respond to life from God's perspective. We believe that this is best achieved through grounding in the Word of God toward a lifestyle, which expresses the values and attitudes contained in the Bible

## Mission Statement

"Charlton Christian College will strive to provide Christ-focused education of excellence, within a positive, creative, challenging and caring community."

This is summed up in our College Motto: "Equipping for Life"

This Motto has led to the development of: Charlton Christian College: Cornerstones (Ephesians 2:20-22) Equipping for a life of:

### **Love**

Col 3: 12-14

Demonstrating God's love within a merciful and just community.

### **Integrity**

Romans 5: 3-5

Building character and excellence through courageous discipleship

### **Faith**

Ephesians 3:12;

Growing a people of hope, freedom and wisdom through confidence in the Work of Jesus

Christ.

### **Empowerment**

John 14:12

Developing a body of passionate and radical Christians, ready to transform their world.

We believe that as our College fulfils its task of equipping students for life it will have a significant impact for the Kingdom of God in the Western Lakes Region and beyond.

This education will be provided in the first instance for parents who have a commitment to Jesus as Saviour and Lord and who regularly attend their local Church. Other wider community members who understand the principles upon which our school is built and wish to participate wholeheartedly in the life of our school, will be welcomed into the College community.

## Rationale

Charlton Christian College was set up to minister primarily to Christian families through providing a high quality education that reflects the Christian world view and way of life as it is revealed to us in the Scriptures.

We believe that it is parents who are given the responsibility of bringing up their children and that the parents enlist the support of educational institutions to help them in this task. Because of the original desire of the Christian Education Foundation to provide a holistic Christian education for the children in the College, we therefore make enrolment available firstly, to those children who have at least one parent active in the spiritual life of a Church or where the child he or she shows a strong Christian commitment.

Parents, who are not practising Christians, may offer their children for enrolment at the school with the understanding that the premises in the above paragraphs will be the corner-stones of our teaching and learning within the school. Subject to the Categories prioritised below, their child/ren may be accepted into the school after acceptance of the Conditions of Enrolment including the Statement of Faith upon which the College is founded and which undergirds the way in which we approach all facets of school life.

## **Christian Ethos**

At all times it is imperative that the Christian Ethos of the school is not placed in jeopardy by the enrolment of children, where the students or family may directly oppose or subvert the objectives of the school. In particular, families actively involved in or declaring membership of religions or beliefs/practices which are not in agreement with the College's Statement of Faith and Conditions of Enrolment will not be enrolled. The discretion to refuse or annul an enrolment remains with the Board or its delegate.

Should the parent or student cease to uphold the terms of the Statement of Faith or exhibit behaviour or conduct which is inconsistent with the Statement of Faith, or become a member of a group whose beliefs are inconsistent with the Statement of Faith, then the school reserves its right to terminate the enrolment of that child.

## **Special Needs**

Children who meet our College guidelines but have special learning difficulties, a physical handicap or social-emotional issues that may impact on their educational progress or pastoral care will be accepted providing the school is able to adequately cater for their special needs without jeopardising the progress of other students or causing undue hardship to staff. Budgetary constraints will also be a consideration for high needs students requiring one-on-one aid time.

## **Disclosure**

It is expected that the information provided in the Application for Enrolment, Pre-Enrolment meeting and Enrolment Interview, amounts to a full disclosure of all cognitive, physical, social, psychological and emotional issues that may impact on the child's educational progress or pastoral care.

Parents who do not disclose relevant details of a child's special circumstances may be in breach of the Conditions of Enrolment.

## Priority Categories

In keeping within this framework, the following categories show the priority order in which we accept students:

### **Category 1**

Siblings of children already enrolled in the school

### **Category 2**

Children transferring from other Christian schools

### **Category 3**

Children with at least one parent/guardian actively involved in a Christian church

### **Category 4**

Children involved in the life of their Local Church (Youth group, Brigades etc.) who have their parents' support for their application.

### **Category 5**

Other children, whose parents support the aims and Statement of Faith of Charlton Christian College, at the Principal's discretion.

In all of the above, the College would conclude that in enrolling the child, we are offering a service for these families and committing ourselves to the task of providing an education that is Christ-focussed and academically relevant to our culture and society, whilst complying with the regulations of statutory authorities as we are instructed in Scripture.

## Prerequisites for Enrolment

Enrolment is contingent on parents accepting the Conditions of Enrolment in the Application for Enrolment; and which were signed by the parent(s) / guardian(s) prior to enrolment.

## Appeals

As the Board is responsible for determining the general principles under which the school operates, it will not consider appeals against unsuccessful applicants, but will pass them on to the Principal for decision.

## Procedures

1. An Application fee of \$55 (\$70 two or more children) is paid prior to the enrolment process. Regardless of the outcome of the interview/assessment, the fee is non-refundable.
2. The Registrar will arrange for the family to be given a covering letter, with instructions regarding how the application should proceed, School Prospectus, information regarding current fees, Enrolment Application plus any other information, considered appropriate
3. When the Application Form and supporting documents are returned, the child's application/ information is then given to the appropriate Head of School who will recommend either a/an

- Pre-Enrolment meeting with Head of School, Principal and specialist staff such as the LS Coordinator or Counsellor
  - Enrolment interview with one or more staff listed above
4. At either or both meetings above, the College seeks to understand the cognitive, physical, social, psychological and emotional issues that may impact on the child's educational progress or pastoral care, reach agreement on parental expectations and to reach agreement on how the student's needs will or can be met.
  5. Sibling enrolment must include the child and at least one parent/guardian. These interviews will be conducted by the Head of School.
  6. All persons responsible for the enrolment of the child/children must sign the Conditions of Enrolment.
  7. Applicants are advised of the outcome of their successful application in writing as soon as is practical after the interview.
  8. Upon acceptance of this offer, applicants are to pay an Enrolment Bond of \$500 (per family). This payment secures the enrolment. No child is to attend school unless the Enrolment Bond has been paid and all necessary paperwork completed. The Bond will be refunded at the completion of the student's or family's schooling, provided that a term's written notice of their intention to withdraw the child is given.
  9. If vacancies do not exist in any of the classes being applied for, the family is advised in writing of the outcome and the student is placed in a prioritised waiting pool for that class.
  10. Unsuccessful applicants are advised in writing.
  11. As appropriate, new families should be invited to a Parent Information Evening.

### Kindergarten Enrolment:

12. Following receipt of an Application for Kindergarten enrolment, an online survey or questionnaire will be provided to the child's attending Preschool. The questionnaire seeks information relating to the student's readiness to commence Kindergarten and any needs they may have which will require additional support.
13. If either the student Application, or the Pre-school Questionnaire raises concerns, then a "Pre-enrolment" meeting with the parents is arranged to understand the nature of the child's needs, the type and level of support required and to understand the hopes and expectations of the parents.
14. To determine the level of support required for a student commencing Kindergarten the College may contact the Preschool directly or arrange a visit to the Centre to speak with staff and observe the child in the Pre-school environment.
15. All children who have applied to commence Kindergarten will undertake an internal readiness assessment. Assessments are conducted in mid Term 3 each year or later if enrolment is after this time. Teachers will provide feedback to parents regarding their child's readiness after the Assessment.

16. If there is no legal requirement for a child to commence school the year they have applied for, the College may recommend that the child's enrolment be delayed. If this is the case, the parents will receive a letter, providing a deadline upon which they need to notify the College if their child is to start or not. The letter will also contain a clause stating that if the child commencing their schooling at the younger age then repeating Kindergarten the following year is not an option.
17. If both the Pre-school and our internal assessment state that the child is not ready to commence Kindergarten, then the College has the right to refuse an early start.

## Commencement

The Registrar completes the relevant administration and passes the details of the child's timetable, House, PC teacher and relevant background to all involved in the start-up process.

On the student's first day at school, he/she will be met by a Buddy and/or PC teacher, Stage leader or Head of School.

## Orientation and Commencing a Future School year:

The parent(s) and/or the student are invited to an appropriate orientation day/evening (e.g. Kindergarten Orientation morning, Middle School Orientation day etc).

A letter confirming the procedure for first day of attendance is forwarded to the parent(s) at the end of the previous year

## Conditions of Enrolment

Successful applicants will be required to agree to the Conditions of Enrolment, as determined from time to time by the Board. These are attached to the Application Form as well as included in the prospectus. Serious breaches of these conditions may result in the suspension and/or exclusion of the student. This agreement is between the parents/guardians and the College

## Bursaries

These are offered on successful application. They are generally based upon the capacity of the family to pay. Applications will provide information regarding family income and expenses. Concessions are reviewed on an annual or more frequent basis as determined by the Business Manager.

## Changes to this Policy

This policy can only be changed by resolution of the Board after consultation with the Principal.