

# Annual Report



Annual Reports and Financial Statements for the Year Ended 31 December 2008



## Chairo Christian School

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

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## Principal's Introduction

(Please note that this Report should be read in conjunction with the 'Annual Reports and Financial Statements for the year ended 31 December 2008.' This was distributed to all Association Members prior to the holding of the 2008 Annual General Meeting on 28 May 2009.) This Report will also be available on our website [www.chairo.vic.edu.au](http://www.chairo.vic.edu.au).

The information contained in this Report covers the thirteen key reporting areas required under the 'Australian Government Programs for Schools Quadrennial Administrative Guidelines 2005 – 2008.' These guidelines require that School Performance Information is made publicly available to the School and wider communities in the prescribed formats.

At Chairo Christian School, we always have a strong desire to ensure that our School community is kept fully informed about our School programs and performance. This is in line with our School Mission Statement which reads – "To provide excellence in Christ-centred education in partnership with families within a caring Christian community". As 'partners' in the educational process, our parents are greatly valued and we wish to maintain effective communication with you at all times.

Similarly we see this Report as providing a further vehicle to highlight the numerous opportunities for 'Value Adding' that exist at a Christian Education National School (previously known as Christian Parent Controlled Schools) such as Chairo Christian School. Many of these programs and distinctives will be referred to later in this report.

It is my pleasure to have the opportunity of presenting our Annual General Report, providing key performance and statistical data as well as highlighting the major events of 2008 at Chairo Christian School. As you read through these pages, I trust that you will be greatly encouraged by the continual growth and development that has occurred at our School. This includes the provision of further exciting and innovative programs for our students.

2008 marked another busy year in the life of our School. It was a year where we witnessed steady enrolment growth and the steady continuation of our Building Program. These aspects should foster a sense of great confidence within our Chairo Community about the future health of our School.

As previously stated, Chairo Christian School is a Christian Education National School (CEN) and membership of this national organisation of like-minded Christian Schools forms an essential part of our identity. In 2008 there were 85 schools belonging to this Association. In Victoria there are 12 CEN Schools.

Chairo Christian School is located on three geographically separate sites. In 2008, we had campuses at Pakenham (Pre-Kinder -Year 9); Drouin (Middle School: Years 5-8 and Senior School: Years 9-12) and Drouin East (Junior School: Pre-Kinder –Year 4).

Please carefully read through the pages of this Report. I am confident that they will provide you with a clear and accurate overview of the major events and programs that occurred at Chairo Christian School in 2008. This informative Report will specifically cover the areas of staffing,

professional development and student performance in National and State Testing Programs, with a close focus on Senior School student performance and post-secondary destinations. The data provided indicates that Chairo Christian School is providing 'Christ-centred' education that meets the needs of our students. It also prepares them to confidently head out into the wider community with the required skills and abilities to make a productive contribution to their society.

**Rob Bray**  
**Principal**

## ***Staff Attendance***

In 2008 teaching staff were in attendance 97.9% of available time. The 2.1% absences include periods of sick leave, other personal leave and leave without pay when staff were replaced by Casual Teachers.

## ***2. Staff Retention***

### 2008 Information as at August Census

975 students  
92 teachers with a combined FTE of 70.3  
55 non-teaching staff with a combined FTE of 33.9

Of the 92 teachers, 11 left at or by the end of 2008 making a retention rate into 2009 of 87%

### 2007 Information as at August Census

921 students  
81 teachers with a combined FTE of 63.6  
49 non-teaching staff with a combined FTE of 30.3

Of the 81 teachers, 6 left at or by the end of 2007 making a retention rate into 2008 of 93 %

*Please note that these statistics relate to staff employed from Prep to Year 12 – they do not include Kindergarten.*

## ***3. Teacher Qualifications***

Of the 92 teachers employed in 2008:

75 had a Bachelor of Education or a Bachelor Degree plus a Diploma of Education or equivalent  
17 had a Diploma of Education/Teaching  
14 had additional Graduate Diplomas or Certificates  
8 had additional Masters Degrees  
1 had a Doctorate

All our teachers are accredited with the VIT and have provided satisfactory police checks.

## ***4. Professional Development: Expenditure and Teacher participation***

The School Board and Executive Leadership Team continue to place a very high priority on Staff Professional Development, especially programs that equip our staff to deliver educational

programs from a Christian Worldview perspective. Consequently in 2008, staff who were new to teaching and /or new to our School, participated in Training Seminars jointly run by Christian Education National (CEN) and Christian Schools Australia (CSA). These Seminars were designed to help equip staff to understand what is meant by 'Teaching Christianly'. Chairo is committed to ensuring that all new staff participate in this annual program. Staff who participated in the CEN 'Developing Leaders Conference' again undertook to complete a National Institute for Christian Education (NICE) Professional Development Unit. In January 2008 Chairo Christian School sent a team of nine staff and one Board member to participate in the Transforming Education Conference held in Hobart. This Conference provided valuable professional development in a wide range of areas including curriculum development and delivery from a Christian Worldview perspective. In 2008 our Staff 'Pathways' Professional Development Program had its fourth full year of operation. This required all teaching staff to have a number of interviews with their Campus Head/Assistant Campus Head or Teaching and Learning Co-ordinator and to be involved in a number of classroom or workplace visitations. At any one time, approximately one third of our staff are also engaged in the development and preparation of a specific Project that will have proven benefits for our School and their professional practice. In the near future it is intended to expand this 'Pathways' Program to also include all non-teaching staff. There is also a strong emphasis on providing Whole School Professional Development Days, including an annual Staff Retreat, and all staff are encouraged to attend external Professional Development activities as considered appropriate.

In 2008 we employed 92 teachers with a combined FTE of 70.3.

120 teacher days had to be covered by casual staff as a direct result of staff attending professional development, an average of 1.7 days per teacher. This represents a cost of \$26 000. Further professional development activities were able to occur because classes were covered by other permanent staff and other activities occurred outside of school hours, either on school days, during Student Free Days and during school holiday periods.

The School spent an additional \$60 000 directly on teacher professional development activities. This totals direct costs of \$86 000 on teacher professional development, or \$1 223 per full-time equivalent teacher.

The costs above do not take into account many hours spent on professional development activities that did not incur a financial cost or the percentage of teacher time and salary allocated to professional development activities. All teachers participated in professional development activities during the year.

The School held nine Whole School Teacher Professional Development and Staff Preparation Days. These were made up as follows:

- Term 1 start: three days
- Term 2 start: two days (includes one day for Staff Retreat)
- Term 3 start: one day
- Term 4 start: two days plus one day mid-term (First Aid Training)

## 5. *Student Attendance*

On average the percentage of students absent from school all day in 2009 was 7.2% (being 92.8% attendance).

## 6. *Benchmark Results and Comparisons with previous year*

Staff at Chairo are involved in the continual monitoring of the academic performances of our students against State and School benchmarks. Such monitoring is able to occur in a variety of ways, including the conducting of the NAPLAN (National Assessment Program – Literacy and Numeracy) Tests held at the Years 3, 5, 7 and 9 levels and through the use of formal and informal assessment procedures.

### **NAPLAN RESULTS**

This report uses the Victorian Essential Learning Standards scale.

<b>Year 9 2008</b>	<b>Chairo Mean</b>	<b>State Mean</b>
<b>Reading</b>	5.4	5.2
<b>Writing</b>	4.7	4.6
<b>Spelling</b>	4.8	4.8
<b>Grammar and Punctuation</b>	4.9	4.7
<b>* Numeracy</b>	4.8	4.8

<b>Year 7 2008</b>	<b>Chairo Mean</b>	<b>State Mean</b>
<b>Reading</b>	4.3	4.2
<b>Writing</b>	4.1	4.1
<b>Spelling</b>	4.1	4.2
<b>Grammar and Punctuation</b>	4.5	4.3
<b>* Numeracy</b>	4.1	4.1

<b>Year 5 2008</b>	<b>Chairo Mean</b>	<b>State Mean</b>
<b>Reading</b>	3.3	3.1
<b>Writing</b>	3.6	3.4
<b>Spelling</b>	3.3	3.4
<b>Grammar and Punctuation</b>	3.4	3.2
<b>* Numeracy</b>	2.8	2.8

Year 3 2008	Chairo Mean	State Mean
Reading	2.4	2.3
Writing	2.5	2.4
Spelling	2.3	2.3
Grammar and Punctuation	2.3	2.3
* Numeracy	2.0	1.9

## 7. Bench Mark Results: changes from previous year

### NAPLAN RESULTS

This report uses the Victorian Essential Learning Standards scale.

Year 9	Chairo Mean 2007	Chairo Mean 2008	% Change
Reading	5.3	5.4	+2 %
Writing	5.2	4.7	- 10 %
Spelling	5.0	4.8	- 4 %
* Numeracy	5.0	4.8	-4 %
Grammar and Punctuation	n/a	4.7	n/a

Year 7	Chairo Mean 2007	Chairo Mean 2008	% Change
Reading	4.4	4.3	-2 %
Writing	4.3	4.1	- 4 %
Spelling	4.2	4.1	- 2 %
* Numeracy	4.3	4.1	- 5 %
Grammar and Punctuation	n/a	4.3	n/a

Year 5	Chairo Mean 2007	Chairo Mean 2008	% Change
Reading	3.3	3.3	0 %
Writing	3.1	3.6	+ 16 %
Spelling	2.9	3.3	+ 13 %
* Numeracy	3.1	2.8	-3%
Grammar and Punctuation	n/a	3.2	n/a

Year 3	Chairo Mean 2007	Chairo Mean 2008	% Change
Reading	2.4	2.4	0
Writing	2.3	2.5	+ 9 %
Spelling	2.4	2.3	- 4 %

* Numeracy	2.1	2.0	- 5 %
Grammar and Punctuation	n/a	2.3	n/a

\* Referred to as 'mathematics' pre-2008

## 8. *Value Adding*

(Note: Section 8 was included in the Annual Report presented at the 2009 Chairó Christian School Annual General Meeting)

### **New Leadership Model**

In 2008, after more than two years of extensive research and consultation, the School Board announced further details of the new School Leadership Model, which is to be fully implemented in 2009. Key features included the creation of three new Deputy Principal positions. From the beginning of 2009 there will be a Deputy Principal (Teaching and Learning), Deputy Principal (Drouin) and Deputy Principal (Pakenham). Further new positions of School Section Heads (eg Head of Senior School, Drouin) have also been established. There will be some increases in time allowances at various leadership levels.

The primary purpose of this new Leadership Model is to ensure that the delivery of teaching and learning for every student at Chairó is enhanced. It is also aimed at further improving our provision of effective welfare and discipline services, including increased access for parents to School Leadership.

### **Chaplaincy Program**

Our commitment to the provision of effective pastoral care to our School community was expanded in June 2007 with the appointment of a School Chaplain to work across the whole school for a period of four days a week. This was a major new initiative that has greatly enhanced the effectiveness of pastoral care and welfare delivery throughout our School. The appointment of Di McAllister to join our Chaplaincy Team during 2008, and the on-going operation of Campus and Whole School Welfare Committees, have been very positive developments in the life of our School. They have provided strong connections and direction for the Christian Distinctives Programs and a vital link in addressing some of the spiritual welfare needs of our School community. The Chaplains work in partnership with staff to offer support to all members of the School community. This includes individual support to students, parents and staff, as well as supporting teachers in the classroom and in strengthening our desire to integrate Biblical Worldview into class devotions and curriculum.

We recognize the valuable contribution of school parents and of local community and churches to our School. The Chaplains are involved in parent prayer groups on each campus and in networking with local church ministers, chaplains and service providers, with a view to

increased mutual fellowship and cooperation in meeting the practical and spiritual needs of our families.

Our Senior Chaplain, Graeme Lowe, reminds us that we work together for the glory of God and for each other's good, *"being confident of this, that he who began a good work in you (and me) will carry it on to completion until the day of Christ Jesus."* (Philippians 1:6).

## **Christian Distinctives Program**

Mrs Di McAllister has continued in her role as Chair's 'Christian Distinctives' Coordinator. She has enthusiastically led a Whole School Team, to help foster the on-going development of programs that will enhance the Christian ethos of our School. I, once again, wish to acknowledge Mrs McAllister's enthusiastic leadership of this program which has delivered many benefits for our School community.

Our 'Character First!' Program is proving to be a worthwhile educational tool, enabling teachers to plan and intentionally teach Christ-like character qualities within a biblical worldview. The resource is well-written, providing ample guidance and direction for teaching, especially for our younger students.

Our 'Character First!' Campus Coordinators have met regularly to share ideas and to plan various strategies to encourage staff, parents and the wider School community to consistently build Christ-like character. They are a very committed group who actively work alongside staff on their respective campuses.

Our Junior School Staff made effective use of a new publication of the Program that has been written from a biblical perspective. This has been a great addition to our resources. We have purchased Series One in this format and plan to buy consecutive series as they become available.

Overall, the Program is being delivered creatively and enthusiastically. The terminology of the Program is used formally and informally during teaching, weekly awards are presented to staff and students, creative displays can be found around each campus, weekly articles are published in our newsletter and there is a growing understanding that Christ-like character development is crucial in the lives of those in our School community.

In 2008 the following Christian Distinctive Programs were offered at Chair's Christian School:

- A Focus on the Family Program entitled 'No Apologies – the truth about life, love and sex', presented to Year 10 students. This was presented to Year 9 students in 2008 and will be offered to Year 9 students at the Pakenham Campus in 2009.
- In 2008 a relationships seminar was presented by Focus on the Family to our Years 7 and 8 students at both Drouin and Pakenham Campuses.
- The 'Year 8 Boys Mentoring' Program continued. This program gave the opportunity to selected Middle School boys to mentor younger boys at the Drouin East Junior School Campus. The Middle School boys planned and delivered lunchtime activities for the benefit of the younger boys. The aim was to provide positive student male role models to the younger boys and to develop relationships.

- The 'New Kids on the Block' Orientation Program was presented to all new Middle School students at Balfour Road and Pakenham. This enrichment program seeks to give new students some insights into Christian schooling in general and Chairō in particular. It introduces students to their new School's culture and aims to develop positive relationships amongst students and between students and staff. For some, it introduces the gospel for the first time and allows opportunity for discussion and prayer.
- In 2008, funding was sought for the continuation of the Mentoring Program which was granted and used to help buy new sporting equipment for Junior School and to help subsidise transport costs.

Information gained from campus surveys will provide further direction for the planning and delivery of programs for the future. Ways of addressing issues such as pornography, conflict resolution, eating disorders and the further development of a focused Bible curriculum are all being considered.

Campus Welfare Committees have continued to provide strong connections and direction for the Christian Distinctives Programs and a vital link in addressing some of the spiritual welfare needs of our School community.

## **Torque Mentoring**

TORQUE is a student mentoring program that operates for students in Year 10. Students apply to be matched with a member of the community – someone who is seen as being successful and who is a practicing Christian. These mentoring pairs meet on a fortnightly basis throughout Term 3 and Term 4. The mentoring pairs work together to build a relationship based on mutual trust, developing communication skills and allowing for the opportunity for the students to gain from the experience and wisdom of the community member. Pairs are matched according to gender and interests. In 2008, four mentoring pairs worked together.

Mentoring has a proven track record of benefiting young people. It helps to build their self-esteem, their personal skills such as communication and relationship building and their confidence. They feel valued as a result of the knowledge that someone outside the School community is willing to spend exclusive time with them. They appreciate the fact that the relationship allows an opportunity to discuss issues in a safe and non-judgmental environment. They also enjoy the activities they share with their mentors. In some cases, this program increased the connectedness that students felt with the School.

The mentors and the School also benefit from this Program. The mentors expressed their enjoyment of the relationship with a young person as it gave them a better insight into the life of an adolescent. They felt positive about being able to give something of themselves to the young people and the community.

The School benefits in terms of the increased involvement of community members in School activities. As mentors learned more about Chairō, their potential to share their knowledge with the broader community encouraged others to see our School in an increasingly positive light.

## **Devotions**

One of the key ways in which the program at Chairo Christian School 'adds value' to the lives of our students is through the systematic provision of 'devotional' opportunities for all students. Each day begins with a twenty minute Student Devotion, delivered in class groups. Other regular opportunities for spiritual growth and development occur in the form of Chapel Services, School Assemblies featuring guest presenters and Whole School Worship Services and Inter-School 'Ecumenical' gatherings. However, due to the growth in enrolment numbers, it has proven to be increasingly difficult to find an available building to house our Whole School events. Consequently such gatherings may occur on a campus basis in 2009. The content of these programs enriches the spiritual growth of our students as well as developing positive self-image and resiliency skills. An official review of our Devotions Program across the School will also occur in 2009.

In 2008 a number of meetings, involving our Chaplain and Chairo staff members was held to discuss how best to promote Bible literacy amongst our students. Currently there is also a curriculum program entitled 'Year 9/10 Bible' which delivers a systematic introduction to the Old and New Testaments over a two year period. This Program has a two period per week time allocation. One clear suggestion was that we strongly promote VCE 'Bible' courses amongst our students, with a view to successfully offering these in 2010. Further meetings to discuss these and other initiatives will occur in 2009.

## **Mission and Community Service Programs**

These areas continue to be distinctive features of the programs offered at Chairo. Students of all ages are encouraged to develop a mission and service focus whereby they actively seek opportunities to serve other groups within our local and wider communities. Once again, many students have participated in programs such as 'Service Week' where they display initiative and energy to assist the elderly, local community groups and other members of our wider community in need of practical help. As well as this, many students from our Senior School spend extended periods of time assisting Christian Mission Organisations and campsites in the maintenance of their properties and programs.

Our Student Senate and Student Representative Councils (SRC's) are also actively involved in fundraising events for worthy community organisations. These are usually supported through the operation of a Casual Clothes Day each term.

Chairo Christian School once again sent a Teaching Team of three staff and nine students to our Sister School in Jiujiang, China. The usual mid-year visit by a team of staff and students from our Sister School occurred in August with eight students and a teacher spending two weeks at Chairo.

In 2008 we saw the continuation of the exchange program started in 2006, between Chairo and Colegio Alborada de Puente School in Chile with a visit to Chairo by Daniel Fernando Vargas Matheus. In 2009, Chairo again plans to send a small group of our students on exchange to

Colegio Alborada de Puente Alto. We are confident that this program is providing wonderful opportunities for our Senior School students.

Chairo Christian School also continues to host a small number of Exchange Students from a variety of overseas countries. In the first half of 2008 we hosted Mikko Laulajainen (Year 11) who hailed from Sweden and in the second half of 2008 Federica Rabajoli (Year 11) from Italy spent time at our Drouin Campus Senior School.

In June 2008 a group of ten staff, parents and students went to Darwin and joined Youth With a Mission (YWAM) on a cross-cultural mission outreach. The group worked in the Aboriginal community of Beswick, ministering mostly to the children of the community and providing support and encouragement to the small church that exists in the community. This inaugural mission outreach was a great success and a second group of Senior Students will have this same opportunity in 2009.

At our Pakenham Campus a program called FOCUS is run. F.O.C.U.S. aims to Foster Opportunities, Challenges, Unity and Service through the participation of students in a variety of learning activities, in the regular classroom and beyond. Extra-curricular activities, such as Camp, Service Week, and other planned activities will make a major contribution to the F.O.C.U.S curriculum. The intention of this course of study is to assist students to develop an appropriate understanding of themselves, of others and of the world that God has created. It also assists students to understand the principles of relationships between people, God and the world in which they live. The knowledge, skills and Christian values students acquire in this study should enable them to participate as confident, responsible and active citizens in society.

## **Student Leadership**

2008 has been another significant year for our Student Leaders. Each year students are encouraged to nominate to become members of the Senate (Senior School Drouin and Pakenham Campuses) or Student Representative Councils (Middle School Drouin). One further advantage of being a school that operates three distinct learning communities –Junior, Middle and Senior- is that we provide an extra level for Student Leadership. Hence Year 4 students also have a leadership role and at Years 8 and 12 we elect Student Leaders to become our Captains and Vice-Captains. The Senate and SRC meet regularly to discuss issues of importance to our students and to make recommendations for further action. They also organise Casual Clothes Days and other social events, designed for the enjoyment of the School community but also with the purpose of raising funds for worthy community programs. Once again in 2008 many of these leaders had the opportunity to participate in Leadership Training Programs and to meet with Student Leaders from other schools. Our Student Leaders also play a very active role in the running of each of our Presentation Evenings at the conclusion of our School Year. In 2008 Student Leaders displayed initiative in organising, compering and providing musical presentations for a number of these events.

At Drouin Middle School the previous Bible Reading Program and a Program called Footsteps have been combined. Students meet to share and pray together, and participate in a Bible study. Middle School teacher, Jenni Merriel continues to provide support for this student program.

In 2008 Chairo again partnered with 'Cornerstone Community Inc.', a Christian organization that is active in developing Christian Student Leadership. After an interview process, three Year 10 students were selected to participate in a one week Leadership Camp held at Swan Hill. Our students, who trained with young Christian students from a number of schools, returned to Chairo with great enthusiasm and commitment, determined to be active Christian Leaders within our School community.

A number of Senior School Student Leaders, along with some Chairo Staff, attended the Victorian Youth Prayer Breakfast. They joined with students from numerous other Victorian Christian Schools.

The four Chairo Senior School Captains and Vice-Captains joined with the Student Leadership Teams from the six other regional Secondary Colleges to participate in the 'Synergy' Student Leaders Breakfast. This event required members of each School Leadership Team to describe their Student Leadership structure and to outline the proposed Leadership vision and strategies

## **Teaching and Learning Programs**

Chairo Christian School delivers a K-12 program at our Drouin Campuses and in 2008, a K-9 program was run at our Pakenham Campus. Chairo teaches according to the framework of the Victorian Essential Learning Standards (VELS) and the Victorian Certificate of Education (VCE) as administered by the Victorian Curriculum and Assessment Authority (VCAA).

Chairo recognizes that all areas of curriculum come under the Lordship of Jesus Christ. Our teaching staff are continually receiving training designed to equip them to present material from a Christian Worldview perspective and encourage students to develop critical thinking skills and a Biblically-informed sense of discernment. Of course, a Christian education is not only about training thought – it is also about building relationship and modeling Christian living. Our staff members continually strive to provide this sort of caring and nurturing learning environment.

The Chairo School day begins with devotions and then moves on in a multitude of possible directions. Students receive education across the eight Key Learning Areas (KLAs) in a range of dynamic and interesting ways. Our classrooms continue to be enriched by technology but our students also have numerous opportunities to learn experientially, going beyond the classroom walls and encountering learning experiences on camps, excursions, sporting and cultural activities and community service.

Academic results, as measured by NAPLAN testing and VCE results, continue to show a trend for above state-average performance. School leavers have accessed a range of course and career opportunities including those requiring a high ENTER score.

In 2008 Chairo, along with many other schools, was selected to participate in an extensive audit process carried out by the Victorian Registration and Qualifications Authority (VRQA). This process focused on many areas, including the quality of our curriculum. Chairo Staff saw this as an opportunity to rigorously examine every area of our curriculum delivery across the entire School. The final result was that curriculum programs were even further developed and refined

from a Christian Worldview perspective. The VRQA were fully satisfied with the outcome of this audit process.

As indicated earlier in this report, in August 2008 we officially informed our entire Chairo School Community that we had appointed three Deputy Principals as a key part of our new Leadership Model. The appointment of Peter Wells as our Deputy Principal (Teaching and Learning) means that there is a greatly increased leadership time allowance in this vital area. We are most appreciative of the valuable contributions made by Mr Wells throughout 2008 when he worked with us on a part-time basis as our Teaching and Learning Coordinator.

## **Learning Assistance – Special Literacy and Numeracy Programs**

### **Learning Support Programs**

Chairo Christian School seeks to provide for individual needs in a range of ways. Each campus is staffed by Learning Support Teachers and a number of teacher assistants. The Learning Support Staff work with teaching staff to identify students with special needs, and devise and implement plans and programs to assist these students in their academic, social and emotional development.

Programs are provided in the following areas:

- *In-class support:*

Support is provided for teachers through the dissemination of relevant information to assist their understanding of student needs and required accommodations for the classroom. The nature of support is dependent upon the needs of the student, but may involve extra teaching or teacher assistant support within the classroom and/or modification of curriculum.

- *Disabilities and Impairments Program:*

Students with a disability or impairment as defined by criteria guidelines for funding are supported within the mainstream classroom according to educational need. A Student Support Group is formed for each of these students and an Individual Education Plan is developed.

- *Literacy and Numeracy Intervention Programs:*

At our Junior and Middle School Campuses, a range of withdrawal programs to support literacy and numeracy development for students experiencing difficulties are implemented. These may take the form of individual tutoring or tutoring in small groups. They include Reading Recovery, Corrective Reading-decoding, Comprehension Groups and Numeracy Groups using games to support learning.

- *VCE Learning Skills and Study Support:*

Support is provided for identified students with additional needs in VCE to assist with understanding of task requirements, planning and time management.

- *Special Arrangements for VCE Examinations:*

Students with disabilities, impairments or illness who meet the approved criteria set by the VCAA may receive special provision for examinations. This is generally in the form of extra reading time, extra writing time or rest breaks.

- *Professional Learning*

Currently the Learning Assistance Team is focusing on enhancing the process of developing Individual Education Plans (IEPs). This is assisted through the provision of consultancy support from the Association of Independent Schools Victoria (AISV). Staff are also involved in a variety of professional learning activities both within the School and externally. In 2008, the whole School participated in two on-campus seminars on Individual Education Planning and Assistive Technology for the Classroom.

Regular team meetings are also held to address student needs and to pray for students.

- *Resourcing*

A range of software, texts, materials and assistive technology devices are utilized throughout the School to support students with additional learning needs.

## **Innovative Programs**

Chairo continues to provide numerous innovative programs for our students. Many of these are now well established and their educational value has been clearly demonstrated. There is a recognition that students have preferred learning styles and staff at Chairo are conscious of tailoring programs that best meet the learning needs of individual students. Well known programs include 7/8 BATS (Business and Technology Students); 9/10 Technology; 7/8 PAC (Performing Arts Class) and 7/8 VAC (Visual Arts Class).

Wherever you look at Chairo, you can find examples of new curriculum innovations. Examples of these exciting activities and programs include the Hybrid Human Powered Vehicle, hovercraft construction, the 'Hoof and Hook' Cattle Program, Equestrian Program, Corriedale Sheep Showing, cattle breeding, lamb breeding and selling of carcass, firewood splitting and sales, bridge building competition, egg sales, vegetable production and the 'Waste Wise' Program as well as numerous other examples. At the Pakenham Campus 'Clubs' at the Junior School level, and 'Enrichment' at the Middle School level are run where parents come into the classes to share their knowledge and expertise with a small group of students. The FOCUS Program, as described earlier, is another clear example of an innovative program.

It is also important to remember that Chairo Christian School provides an excellent Kindergarten Program at both the Pakenham and Drouin East Campuses. These are also innovative programs in that they offer opportunities for families to enroll their children in 3 Year Old and 4 Year Old Kindergarten Programs that are presented from a clear Christian Worldview perspective. Many parents are prepared to travel long distances to place their children in such a nurturing environment.

These programs, and many others, provide Chairo students with the opportunity to demonstrate their specific skills and talents across a wide range of areas.

## **Sporting Activities**

Chairo students are regularly engaged in a wide variety of sporting activities. Once again in 2008, students have been involved in sports at House, Inter-School and Interstate levels. Chairo is affiliated with numerous sporting bodies and, as a strongly growing school, our sporting achievements are flourishing. We are involved in a range of sporting organisations including the Gippsland Independent School Sports Association (GIS); Tarago Sports; West Gippsland Zone Sporting Association; Pakenham Schools District and Zone Competitions; CEN (Christian Education National) Swimming Carnival, Inter-school Equestrian Competitions and the International Netball Trials. Timetabled Sport and Physical Education sessions on a weekly basis continue to be an integral part of our curriculum. For the first time in 2008 Chairo students participated in a new sporting organization called 'Christian Schools Sporting Network' (CSSN).

## **Camps and Excursions**

Students at Chairo Christian School are privileged to be involved in a wide variety of stimulating experiences that take them well beyond the classroom. Many of these events have a focus on healthy outdoor educational activities. The programs are designed to be age appropriate with the duration and challenges of the activities increasing as children move to higher year levels. Excursions occur regularly throughout the year and take our students to such diverse locations and events as Myuna Farm, the Melbourne Aquarium; the Melbourne Markets; the Jewish Holocaust Centre; Old Gippsdown; Gumbuya Park; IMAX; Melbourne Zoo; Walhalla; Healesville Sanctuary; Coal Creek; Sovereign Hill (Ballarat); Caves in Labertouche; Kryal Castle; Scienceworks and the Polly Woodside Museum, to name just a few. Camps are held from Year 3 to Year 12.

Our Camping Program is a highlight of each School Year for many students. Some of the destinations include CYC Cowes; Mount Hotham Ski Camp; Canberra; Melbourne; Allambee; Camp Coolamatong on the Gippsland Lakes; Mill Valley Ranch; Forest Edge; hikes along the Mitchell River and in Wilson's Promontory; Queenscliff and the Great Ocean Road.

## **Cultural Events**

Students throughout the School are strongly encouraged to participate in a variety of cultural events that occur at both House and Inter-School levels. These include areas such as Chess, Theatre Sports, Public Speaking and Debating, Music and Dance. Many students and staff choose to be involved in the various School Productions that occur at each of our campuses, usually on an annual basis. Many hours of dedication and commitment are put into the rehearsals to ensure the successful presentation of these events. In 2008 our Senior and some Middle School students presented 'Beauty and the Beast', held at the West Gippsland Arts Centre. 2008 was the second time that a Drouin Middle School Production was presented. It was titled 'Wonder in Aliceland'. Our Pakenham Campus students were involved in their end-of-year production called 'The Little Drummer Boy'.

In 2008 Chairo was again involved in a Music and Performing Arts Workshop. Our Performing Arts Class (PAC) worked together with staff and students from three other smaller Gippsland Schools to provide a stimulating program of creative activities, culminating in a performance concert to which parents were invited. For the first time this Workshop was held off-site at Delhuntie Park Campsite in Trafalgar East.

Participation in events such as these clearly develop numerous skill areas including performing arts, music, song and dance as well as the more technical 'back stage' skills of lighting, sound and set construction. These events were thoroughly enjoyed by the many parents and friends who came to provide enthusiastic support. For the third year, our Years 7/8 PAC Class was successfully involved in the Wakakirri Story-Dance Competition. The students composed a story and backing music, and then presented this story through dance. Unfortunately the organizers of the Wakakirri Program have informed all schools that it will no longer operate at the secondary level in 2009.

Many of our students have taken the opportunity to participate in our Instrumental Music Program which was reviewed in early 2008. As a result of the review, Chairo appointed Mrs Deanna Tabensky as the Coordinator, along with several excellent instrumental teachers and the program has since been a resounding success with timetabled lessons during term time, and opportunities for students to learn voice, guitar and piano. It is hoped to extend our offerings in this program in 2009.

## **The Staff Team**

The Staff at Chairo Christian School continue to be an inspiring and dedicated team who are determined to deliver high quality educational outcomes for our students. They are always willing to go 'beyond the call of duty', putting in countless extra hours on School Camps and excursions, in Production rehearsals, sporting events or at extra meetings designed to enhance effective communication between home and School. Whether staff members work directly in the classrooms, in Office Administration, Finance, IT or as part of our Maintenance Team, they always have the best interests of our students at heart and seem able to find the time to listen to students and to provide words of encouragement.

At Chairo our staff place a high priority on their Pastoral Care role. We are confident that the personal welfare and spiritual needs of our students are of great importance to each member of our Staff Team. Grade, Core and Homegroup Teachers, in particular, develop fruitful relationships with the students in their care. As previously mentioned, the addition of a second Chaplain to the Chairo Staff Team, announced towards the end of 2008, will further enhance the effectiveness of the Pastoral Care Program offered to our students.

## **School Development Plan**

In 2003, as part of our Registered Schools Board inspection, the Chairo Executive Leadership Team initiated a School Development Plan that provides guidelines for the timing of reviews of key curriculum, Student Services and other operational areas of our School. In 2008 a number of

these Reviews were begun or were still operating from the year before. These Review areas included: New School Management Model, First Aid, Information Technology, Camps and Excursions, Technology (Metal, Wood and Art) and Instrumental Music Program. The recommendations that come from the Review Committees help ensure that we are maintaining 'Best Practice' in all of these areas.

2008 saw the first full year of operation of the Board Education Committee (BEC) which acts as a sub-committee of the School Board. This Committee comprises Board and staff representatives and has a major on-going role in the review of curriculum programs. The BEC works in close partnership with the Education Council, which is chaired by Peter Wells, Deputy Principal (Teaching and Learning). The Education Council always comprises members of the School Executive Leadership Team as well as other invited staff, depending on the topics being discussed. This Committee meets seven times each year and considers a wide range of curriculum programs and new initiatives.

## **Strategic Plan**

We are fortunate to have a School Board that is committed to ensuring that Chairo has an effective Strategic Plan in place. 2007 saw the implementation of the first stages of a 2007 – 2012 Strategic Plan. 2008 has seen a further consolidation of this implementation program. One important step in 2008 was the convening of the Parent Induction Review Committee, a Board sub-committee. This Committee met to make recommendations in relation to strategies designed to strengthen the 'partnership' between School and Home. The Board continually receives Strategic Plan Updates through which they can monitor the degree to which key components of this Plan are being realized. The ultimate aim is that Chairo Christian School will continue to provide the highest quality Christian Worldview Teaching and Learning Programs for our students.

## **Building Program**

It is always exciting when a school has the opportunity to undertake new building initiatives. 2008 certainly saw on-going building activity throughout the School. Many projects were completed and some new ones started – as listed below:

- Completion of the new Information Technology facilities at Drouin Campus
- Completion of the renovation of the Drouin Campus Administration Building
- Building of a new shed for BATS/Technology and associated refurbishment of classrooms at the Drouin Campus
- Commencement of the new Hall/Gymnasium at Pakenham Campus (completed early 2009)
- Sealing of the main car park at Pakenham Campus
- Construction of covered walkways and pergola areas at the Pakenham Campus
- Redevelopment of the Drouin East basketball court area
- Continuation of installation of air-conditioning into priority areas at all three campuses

Our Chairo School community has much to be grateful for and I would encourage all of us to be thankful for God's generous provision in this area.

## **9. Years 9 & 10: Average Standardised Assessment**

### Year 10 students

There are no Standardised Assessments available for this group of students.

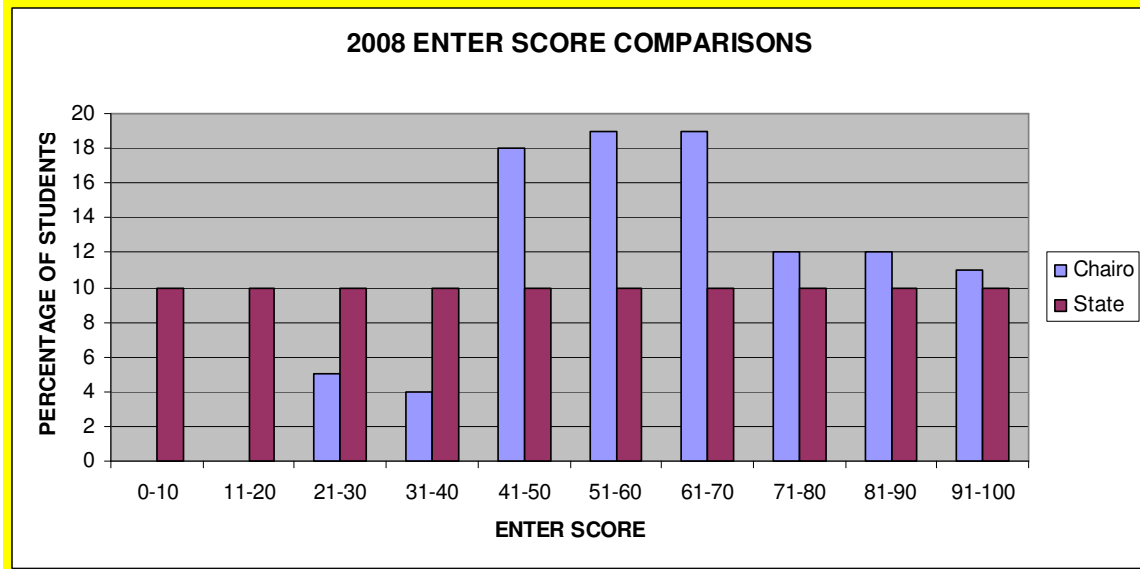
### Year 9 students: NAPLAN results

Overall Year 9 NAPLAN data shows the median Chairo result to be at the expected VELs Level 5 across Reading, Writing, Spelling, Numeracy, Grammar and Punctuation: equal to or slightly above the state average on all assessed areas. This has been the case in both 2007 and 2008.

## **10. Senior Secondary Outcomes: Data**

### **Statistics from our VCE Cohort 2008**

Number of students enrolled in a VCE 3&4 Unit	99
Number of students enrolled in a VCE VET Certificate	21
Percent of satisfactory VCE completion	100
Per cent of eligible students applying for Tertiary places through VTAC	85
Of those students, percent of students obtaining a first round offer	81
Average ENTER	63.7
Highest ENTER	98.4
Median Study Score	30
Percent of Study Scores of 40 or above	8
Percent of students attaining an ENTER score greater than 80	23
Percent of students attaining an ENTER score greater than 70	35
Percent of students attaining an ENTER score greater than 60	54
Percent of students attaining an ENTER score greater than 50	73



Chairo has had a consistent performance on two key VCE measures: Median STUDY SCORE and % of STUDY SCORES ABOVE 40. The data is shown below.

**VCE PERFORMANCE FIGURES 2005-2008**

	Median Study Score 2005	% Study Scores ≥40 2005	Median Study Score 2006	% Study Scores ≥40 2006	Median Study Score 2007	% Study Scores ≥40 2007	Median Study Score 2008	% Study Scores ≥40 2008
Chairo C.S.	31	8	31	5	31	9	30	8
State Average	30	7	30	7	30	7	30	7

**11. Student Retention: (Year 9 students retained to Year 12)**

Most departures from School before Year 12 are due to students gaining employment or apprenticeships before completion of VCE and from family relocations.

Retention rate for 2008 Year 12's is 75% of those from Year 9 in 2005. (59 out of 77).

## **12. Post School Destinations (Year 12, 2008)**

See below 'On Track' Data published in the [Herald Sun](#)

### **PUBLISHED POST YEAR 12 DESTINATION INFORMATION 2008**

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

#### **'On Track' Data Survey – June 2009**

Total completed Year 12 (Actual Number)	60
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#### **Tertiary Applications and Offers**

Tertiary Applicants (Actual Number)	31
University Offers %	52
TAFE/VET Offers %	35
Any Tertiary Offer %	84

#### **June 2009**

##### **In Education and Training**

University enrolled %	26
TAFE/VET enrolled %	24
Apprentice/Trainee %	12

##### **Not in Education and Training**

Employed %	9
Looking for Work %	3
Deferred %	26

## **13. Parent, Student and Teacher Satisfaction Data**

Chairo Christian School highly values the opinions of our students, parents and staff. Your responses help us to better provide for the social, emotional and spiritual welfare of our students.

As a Christian Parent Controlled School (CPCS), (now known as Christian Education National (CEN) as of June, 2008), we recognize 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. These include a formal range of surveys, the holding of Parent-Teacher-Student Interviews, the use of the Student Diary as a communication vehicle and the opportunity for parents to request informal interviews with specific staff or to write letters regarding significant matters.

Information derived from the sources specified above are carefully analysed. Such information is frequently discussed at appropriate School Meetings and feedback of this nature is considered to be vital as the School creates Strategic Plans and a Master Plan for further development.

## **Surveys**

Chairo Christian School carries out a variety of surveys. Some of these are given specifically to exiting Year 12 students and to all parents who have children at the Years 4, 8 and 12 levels. The Parent Surveys were undertaken in 2006 and again occurred in 2008. They will continue to be carried out on an annual basis. (These are the senior students at each of our School sections – Junior, Middle and Senior Schools – and parents are thus in a position to comment with some authority on the operations of that specific campus.) All families are also invited to complete an Exit Survey upon completion of their time at Chairo. This Survey enables the School to better identify any expressed areas of concern as well as highlighting areas of significant parental satisfaction. Staff opinions are also surveyed periodically.

### **AISV 'Staff Satisfaction Survey' 2008**

In 2008 Chairo Christian School participated in a major 'Staff Satisfaction Survey – Sector and School Report' conducted independently by the Association of Independent Schools of Victoria (AISV). This was an extensive survey where data was obtained from some 3492 staff from 30 schools.

In 2008 participants at Chairo Christian School included teaching and non-teaching staff. There was a 77.5% participation rate for the survey (100 of 129 nominated staff responding to all questions). The focus of the survey related to staff perceptions of their work environment in five key domains: Morale, Leadership Support, Peer Support, Goal Congruence and Professional Development.

Survey results indicated a high level of staff satisfaction in relation to all of the key domains. The mean survey results for Chairo staff participating in this survey were outlined in the official AISV Report Document. In the categories of Morale, Leadership Support, Peer Support and Goal Congruence the Report stated 'The mean for staff at Chairo is considerably higher than the mean across participating schools'. In the category of Professional Development the Report stated 'The mean for staff at Chairo is somewhat higher than the mean across participating schools'.

In our follow-up briefing with an AISV representative, we were commended for the exceptionally positive and encouraging results that the survey had revealed. This indicated a very high level of staff satisfaction at Chairo Christian School.

Surveys of staff, students and parents will continue to be conducted on a regular basis and the feedback used in our planning in order to further develop the effectiveness of our programs and the appropriateness of our resources and facilities.

### **School Program Reviews**

Chairo has a regular on-going program of School Reviews which encompass a wide range of School programs from curriculum, camps and excursions, Student Welfare, Canteen, Occupational Health and Safety through to ICT systems and delivery. Many of these committees have parent representatives on them. This ensures that parent perspectives can be provided throughout the process. All have staff representatives, sometimes from each campus, ensuring

that staff opinions are able to be clearly presented and heard. Reviewing of educational programs and delivery can occur via a variety of committees including the Board Education Committee, Education Council and the Executive Leadership Team.

2008 Reviews occurred (or were ongoing) in the following areas:

Early Childhood, especially Kindergarten  
9/10 Bible Program  
Parent Induction  
Information and Communication Technology (ICT)  
Music

**Principal and Senior Executive Reviews/Appraisals**

In 2007 all members of the Executive Team underwent a Performance Review. As an integral part of this process a representative sample of staff and parents from the School Campuses had the opportunity to complete extensive anonymous surveys. Information provided through these surveys played a role in shaping Interview Questions for the subsequent reviews/appraisals. In 2008 the Principal underwent an annual appraisal process. At the end of 2008 three Deputy Principals were appointed as part of a new Leadership Model. All three will undergo annual appraisals from 2009.