



Chairo
Christian School

VRQA Report 2022

Chairo Parent Governed Christian Education Limited
ABN 12 451 824 370

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Executive Principal's Introduction

The Victorian Registration & Qualifications Authority (VRQA) requires all registered schools to submit an annual report (by the end of August in the following year) for publishing on the State Register. It is my privilege to introduce Chairo Christian School's annual report for 2022.

Our commitment at Chairo, as articulated in our mission statement, is clear: *to provide excellence in Christ-centred education, in partnership with families, within a caring Christian community*. This report demonstrates certain aspects of such commitment and seeks to provide meaningful information about some of the diverse educational experiences and programs that are available to students across our five campuses.

The report specifically covers the areas of staffing and student performance in national and state testing programs, with a particular focus on senior secondary student performance and post-secondary destinations. The data provides clear indications that we are fulfilling our mission at Chairo and serving our students and their families well.

Of course, we function as an inter-connected and supportive collective of students, families, staff members, company directors and others, and it is therefore appropriate to sincerely thank all members of the school community for the manner in which they contributed during the year to Chairo, and the results outlined in this report.

Students: I wish to commend our students from kindergarten through to Year 12 for all they did to learn, contribute, and grow. I particularly want to acknowledge those students who concluded their formal school education, having endured two years of learning in agile and adaptive ways through 2020 and 2021. We praise God, and acknowledge them and their families, for being able to finish as they did with such joy, focus and resolution.

Families: I appreciate each of our families for their ongoing and valued partnership with the school. At Chairo, we seek to make such partnership a hallmark of each campus, and I wish to acknowledge that it is the daily, and at-times mundane, actions of families that allow positive partnership to underpin the educational process.

Staff: I wish to affirm the amazing work done by our staff members and acknowledge their passionate and professional commitment throughout the year. Each day, safe classrooms, exciting programs, and rich experiences are planned, prepared, and presented, and this is such an important aspect of delivering on our core business: the transformation of every student!

Directors: The directors of Chairo Parent Governed Christian Education Limited continued to exercise wise, dedicated, and professional governance of the company that operates each of our campuses. Their responsibilities during 2022 included overseeing the transition of Chairo's structure from that of incorporated association to public company.

I trust that you are able to find out more about the Christian education provided at Chairo Christian School at Drouin, Drouin East, Leongatha, Pakenham and Traralgon by referring to the information within this report.

Simon Matthews
Executive Principal

1. Contextual Information

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

On 6 June 2022, Chairo's operating structure changed from that of Incorporated Association to Public Company (limited by guarantee), registered under the *Corporations Act 2001*, with the name Chairo Parent Governed Christian Education Limited.

The school is located on five geographically separate sites. In 2022, we had campuses at Pakenham (pre-Kinder to Year 12), Drouin (Years 5 to 12), Drouin East (pre-Kinder to Year 4), Leongatha (pre-Kinder to Year 10) and Traralgon (pre-Kinder to Year 8).

Our four kindergartens cater for the special developmental needs of young children through the provision of three-year-old and four-year-old programs. Our Junior Schools provide intimate learning centres for students from Prep to Year 4, our Middle Schools cater for the particular learning needs of 'emerging adolescents' in Years 5 to 8, and our Senior Schools encompass the vital period from Years 9 to 12. Note: our Leongatha Campus is structured with more traditional primary school and secondary school sections.

Senior Schools at our Drouin and Pakenham campuses provide a broad choice of VCE subjects, with some VET offerings, while we also provide a VCAL program. The decision was made in 2022, with VRQA approval, to begin Year 11 at our Leongatha Campus in 2024, followed by Year 12 in 2025.

As at the Australian Government Census in August 2022, Chairo had 1,566 students enrolled from Prep to Year 12 across our five campuses. The student population is drawn from a widely spread geographic region, with students coming from as far away as Traralgon and surrounding regions in the east through to Narre Warren in the west and Foster in the south. Due to the rural locations of our five campuses, students predominantly arrive at school via buses or private vehicles.

Chairo caters for students from a diverse range of backgrounds. The families of many students are involved in rural occupations, such as dairy or beef farming and horticulture, with many also living in rural townships. However, the Pakenham growth corridor sees significant numbers of our students coming from urban backgrounds.

Whilst the majority of students come from Christian families, enrolments are also accepted from families that are supportive of the ethos of the school, despite having no church affiliation.

We serve the needs of families from a wide variety of socio-economic backgrounds. The My School website indicated that we drew our student intake fairly evenly from across the four Index of Community Socio-Educational Advantage quartiles in 2022.

All activities and programs at Chairo are delivered from a Christian worldview perspective. This means that Christian perspectives are integrated throughout the whole curriculum rather than being added as a separate subject. Staff members participate in professional development programs that equip them to teach 'Christianly'.

Chairo continues to provide a vibrant kindergarten to Year 12 curriculum, with academic outcomes comparing favourably with statistically similar schools across the nation, and our VCE results also comparing favourably with the Victorian state average.

Teaching and learning priorities and achievements

Following is information regarding how our teaching and learning programs operated throughout 2022:

- Teachers continued to plan, implement and reflect on their classroom practise through the implementation of Chairo as a Professional Learning Community (PLC).
- Chairo introduced the Berry Street Education Model as a wellbeing-for-learning model that underpins student learning across every campus.
- All students in Years 5–12 have access to individual personal learning devices, with students therefore having ready access to technology in all classes. Information evenings regarding the proper use of such devices and the internet were held at each campus for parents/guardians and students.
- The LOTE program continues to extend throughout the school. Language classes in Indonesian are conducted at the Drouin and Drouin East campuses, while both French and Indonesian are taught at the Pakenham Campus.
- Year 12 induction days were held in January for both Drouin and Pakenham campuses at separate locations for the purpose of renewing connections between students, and between students and staff members, and to provide focus and equipping for the year ahead.

At the Drouin Campus, there were a series of sessions presented by visiting speakers, staff members and previous students. These sessions dealt with mental health, physical health, career paths, requirements for special consideration, navigating life after school and team-building activities. Lectures regarding how to maximise learning potential during Year 12 were presented by Elevate Education on the following day.

Year 12 students from the Pakenham Campus participated in a day trip to Phillip Island, where they focussed on building relationships with the Year 12 and senior leadership teams. They spent time together in team-building and recreational activities. On their return to the campus, students engaged in their annual presentation from Elevate Education.

- The VCAL program concluded in readiness for the new Vocational Major in 2023. Teachers spent the latter part of the year ensuring that programs were well-developed for those students who learn best with practical and hands-on activities.

VCAL enrolments were consistent across both the Year 11 and 12 cohorts at the Drouin Campus and students were involved in a wide range of activities including the coordination of Father's Day stalls, the design and organisation of the Product Design and Technology soft materials learning space and upskilling in small business and barista skills with the purchase of a commercial coffee machine as part of a student-run café.

VCAL enrolments at the Pakenham Campus have been consistent since implementation of this pathway in 2019. The flexibility of VCAL, which allows for tailoring of the curriculum, has resulted in increased student retention and efficacy. Students were able to participate in several practical tasks, including planning and running the Senior School Festival.

- When communicating with students and families, teaching staff members continued to support students and parents/guardians via Linc, our learning management system, by actively engaging them with learning resources, assessments and timely feedback.

Capital expenditure, building programs and minor capital works

The 2022 year was less challenging than the previous two years, but issues related to COVID-19 still had some impact on the community. The year saw the commencement and completion of several smaller projects, including a roof replacement at the Leongatha Campus, replacement of IT equipment across the school, and pathway and balustrading improvements at the Drouin Campus. A major project also commenced during the year, being the third stage of the Senior School Centre at the Pakenham Campus.

The benefits of these projects will be experienced by the school community for years to come, and further development of car parking, disabled access, playgrounds and services across the school is planned to continue.

2. Teacher Standards & Qualifications

At Census date in 2022, Chairo Christian School employed 159 teachers from Prep to Year 12.

All teaching staff held valid accreditation with the VIT (Victorian Institute of Teaching) and have provided satisfactory police record checks.

With regards to their primary qualification, of the 159 teachers employed at Chairo as at Census date in 2022:

- 90 held a Bachelor Degree in Education or Teaching
- 61 held a Diploma or Graduate Diploma in Education or Teaching
- 8 held a Masters Degree

Note: 13 of these qualifications were equivalent qualifications, earned from overseas tertiary level educational facilities.

Of the 159 teachers, 95 held multiple qualifications, which included:

- 16 with an additional Masters Degree
- 4 with Doctorates
- 67 with additional Bachelor Degrees
- 30 with additional Diplomas or Graduate Diplomas
- 7 with Graduate or Post Graduate Certificates

3. Workforce Composition

As at the Australian Government Census in August 2022, Chairo had 1,566.2 student enrolments from Prep to Year 12 across our five campuses. In addition to this, at Census we had 178 children enrolled in three-year-old and four-year-old kindergartens located at Drouin East, Pakenham, Traralgon and Leongatha. At Census, the number of staff members employed within the school to appropriately cater for the needs of these students and their families were as follows:

Teaching Staff:

128.45 FTE (full-time equivalent) teaching staff members were employed, involving 159 individual staff members. Of these, 81 were full-time and 75% were female.

Non-Teaching Staff:

79.47 FTE (full-time equivalent) non-teaching staff members were employed, involving 126 individual staff members. Of these, 26 were full-time and 70% were female.

Note: non-teaching staff members include classroom aides and learning support assistants, administration and finance staff, specialist support staff such as welfare chaplains and grounds & maintenance staff, and non-teaching library staff.

In accordance with the requirements of the *Workplace Gender Equality Act 2012*, Chairo lodged its annual public report for the period 1 April 2022 to 31 March 2023 with the Workplace Gender Equality Agency. This report included the information below, which was accurate as at 31 March 2023.

Workplace profile									
Worker category (as per Act)	Women		Men		Casual		Total	%	
	Full-time	Part-time	Full-time	Part-time	Women	Men		Women	Men
Board	N/A						Volunteers		
Principal/ CEO	0	0	1	0	0	0	1	0	100
Key Management Personnel	0	0	1	0	0	0	1	0	100
Principals/ Other Executives	3	0	1	0	0	0	4	75	25
Senior Managers	7	3	6	0	0	0	16	63	37
Other Managers	5	7	5	0	0	0	17	71	29
Professionals (Teachers/ IT)	48	63	23	19	38	11	202	74	26

Community & Personal Service	0	53	1	8	14	4	80	84	16
Labourers	0	2	4	3	2	0	11	36	64
Technicians And Trade Workers	0	0	3	1	0	0	4	0	100
Clerical & Administrative	6	42	0	4	8	2	62	90	10

4. Student Attendance

On average, the percentage of students absent from school each day in 2022 was 13.87% (therefore 86.13% attendance). It should be noted that this reflects a period post COVID-19 lockdowns and related distance learning, where there was a higher community expectation of not attending with mild symptoms of illness, and some took time to regain comfort with group settings. (Attendance in 2023 has again risen to above 90%.) The 2022 attendance figures are broken down by year level below:

<u>Year Level</u>	<u>Attendance</u>	<u>Absent</u>	<u>Year Level</u>	<u>Attendance</u>	<u>Absent</u>
Prep	84.06%	15.94%	7	87.37%	12.63%
1	87.01%	12.99%	8	84.62%	15.38%
2	88.08%	11.92%	9	86.23%	13.77%
3	87.37%	12.63%	10	83.05%	16.95%
4	88.08%	11.92%	11	86.50%	13.50%
5	86.54%	13.46%	12	87.02%	12.98%
6	83.78%	16.22%			
			Whole School	86.13%	13.87%

Management of Student Non-Attendance

At Chairo, we place a high priority on communicating effectively and promptly with all of our families. This is in line with our mission statement, which refers directly to the term 'in partnership with families' and impacts the way in which we respond to families in relation to student attendance.

Student attendance rolls are marked electronically at the start of, and during the course of, the school day. Notification of student absences, where no explanation has been received, is forwarded promptly to parents/guardians via an SMS message. If not provided earlier, a parent/guardian explanatory note outlining the reason for an absence is requested upon return to school.

Home group, core or class teachers are expected to personally contact the parents/guardians of a student in their class who has been absent for a number of days. This provides both pastoral care support and a further accountability process in relation to the absence. The number of student absences is also recorded in student semester reports.

5. Senior Secondary Outcomes

Statistics from our VCE cohorts	2021	2021	2022	2022
	DRN	PAK	DRN	PAK
No. of students enrolled in VCE Units 3 & 4	62	85	70	100
No. of students enrolled in a VCE VET Certificate	15	37	14	30
Percent of satisfactory VCE completion	100	95	100	100
% of eligible students applying for tertiary places via VTAC	72	74	71	88
Of those students, % of students obtaining a first round offer	95	100	97	90
Average ATAR	70.95	59.25	61.80	61.80
Highest ATAR	98.85	77.90	96.55	91.80
Median study score	30	28	28	27
Percent of study scores of 40 or above	4.5	3.5	4.9	3.7
Percent of students attaining an ATAR score greater than 80	21	0	10	15
Percent of students attaining an ATAR score greater than 70	55	22	38	30
Percent of students attaining an ATAR score greater than 60	72	44	49	63
Percent of students attaining an ATAR score greater than 50	97	67	79	78

6. National Literacy and Numeracy Testing Student Outcomes

Chairo is committed to quality assurance through the monitoring of student data. Three main sources of data are used for monitoring: NAPLAN, standardised testing (such as PAT) and VCE.

NAPLAN Results using the NAPLAN Scale

This report uses the NAPLAN scale. Chairo scores are shown in the upper row for each year level and can be compared to statistically similar schools (SIM) and all schools (ALL) in the lower row.

2022	Reading		Writing		Spelling		Grammar & Punctuation		Numeracy	
Year 3	454		439		416		445		420	
	SIM 443	ALL 448	SIM 427	ALL 422	SIM 421	ALL 418	SIM 439	ALL 433	SIM 405	ALL 400
Year 5	509		484		494		492		484	
	SIM 514	ALL 510	SIM 490	ALL 484	SIM 507	ALL 505	SIM 502	ALL 499	SIM 491	ALL 488
Year 7	553		536		543		535		547	
	SIM 548	ALL 543	SIM 536	ALL 530	SIM 551	ALL 547	SIM 539	ALL 533	SIM 551	ALL 546
Year 9	610		577		587		601		597	
	SIM 588	ALL 578	SIM 571	ALL 560	SIM 583	ALL 577	SIM 539	ALL 533	SIM 590	ALL 584

2021	Reading		Writing		Spelling		Grammar & Punctuation		Numeracy	
Year 3	464		443		435		459		425	
	SIM 447	ALL 438	SIM 433	ALL 425	SIM 427	ALL 421	SIM 440	ALL 443	SIM 410	ALL 403
Year 5	512		478		493		506		490	
	SIM 519	ALL 511	SIM 433	ALL 425	SIM 508	ALL 504	SIM 509	ALL 503	SIM 501	ALL 495
Year 7	551		515		546		534		554	
	SIM 546	ALL 542	SIM 527	ALL 522	SIM 551	ALL 548	SIM 538	ALL 533	SIM 554	ALL 550
Year 9	597		559		595		601		593	
	SIM 585	ALL 577	SIM 559	ALL 551	SIM 586	ALL 580	SIM 581	ALL 573	SIM 593	ALL 588

7. Parent/Guardian, Student and Teacher School Satisfaction

Chairo highly values the opinions of our students, parents/guardians and staff members. Their responses help us to better provide for the social, emotional and spiritual welfare of our students.

We recognise the educational partnership that exists between home and school and therefore invite regular responses from our school community. These responses are gathered in a variety of ways, including a formal range of surveys, the holding of parent-teacher-student interviews and regular home/school communication.

Parent Governance

The constitution requires that the board of directors of the company that operates Chairo comprises a majority of members who are parents with children in the school. This is a clear and current means of ensuring the values, opinions and sentiments of parents are heard and responded to across the school. Company members are also predominantly current or recent past parents, giving them the opportunity to provide feedback through general meetings and the election of parents as directors.

Student Feedback

Each student meets in a core-group gathering with a consistent teacher each day. As part of this gathering, information is sought and shared with students, including immediate and ongoing feedback on the emotional, social, academic and spiritual welfare of each student.

Parent Exit Surveys

Whenever a family leaves the school, they are given the opportunity to complete an exit survey to provide feedback about their experiences at Chairo, both positive and negative. These surveys reinforce the high level of satisfaction that exists amongst our families, while parents/guardians who express concerns provide valuable information that helps drive improvements.

Staff Feedback

There are formal and informal opportunities for staff members to receive and provide feedback about Chairo as a workplace. An annual 'listening tour' is conducted by the Executive Principal and Human Resources Manager, with staff members at each campus being invited to open meetings (or 1:1 meetings by request) to raise matters that are of concern to them as employees and colleagues. All staff members are also informed of major financial and operational considerations and decisions for the coming twelve months in campus meetings held in Term 4 each year.

8. Post School Destinations (Year 12)

Post Year 12 Destination Information:

VCAA school numbers:	01890 (Drouin Campus), 13404 (Pakenham Campus)
VCAA school name:	CHAIRO CHRISTIAN SCHOOL
Address locality:	DROUIN and NAR NAR GOON

	<u>2021</u>	<u>2021</u>	<u>2022</u>	<u>2022</u>
	DRN	PAK	DRN	PAK
Total completed Year 12 (actual number)	42	30	42	49

Tertiary Applications and Offers

Tertiary applicants (actual number)	21	17	30	41
Any tertiary offer	97%	100%	97%	100%
University offers	96%	94%	83%	95%
TAFE/VET offers	4%	6%	17%	5%

Summary data of 'On Track' voluntary government survey of graduates (2022 Cohort data not released at time of this report)

	<u>2020</u>	<u>2020</u>	<u>2021</u>	<u>2021</u>
	DRN	PAK	DRN	PAK
Cohort participation rate in survey	51.0%	38.1%	47.6%	42.9%

Of those who participated in survey

In Education and Training (June following graduation):

University enrolled	40%	63%	30%	33%
TAFE/VET enrolled	4%	6%	5%	0%
Apprentice/trainee	24%	6%	20%	17%
Deferred	4%	6%	25%	8%

Not in Education and Training (June following graduation):

Employed	24%	19%	10%	34%
Other	4%	0%	10%	8%

9. Income Broken Down by Funding Source

Chairo operated five campuses during 2022 in relatively low socio-economic areas (SES funding level of 92 and DMI of 92) in rural Victoria and on the Melbourne metropolitan fringe. In line with this background and the school's ethos, fee policies allow for parents/guardians across all socio-economic quartiles who desire a Christian education for their children to access our school, while ensuring income is maintained at a level that, with good management of resources, ensures excellent educational outcomes.

In 2022, as reported in financial statements, our total operating income was \$35,852,112. Of this, 55.7% came from Australian Government recurrent grants, 17.2% from State Government recurrent grants, 22.0% from tuition fees and 5.1% from other sources.

In 2022, 1,566 students were enrolled across our five campuses from Prep to Year 12. Our operating margin (excluding depreciation) was 9.1%. Chairo is a not-for-profit entity and any cash operating surpluses are entirely used to further develop and maintain the school. Our Pakenham and Drouin campuses are in growth areas of Victoria and capital development needs will be consistent as the numbers grow each year.

As at the end of 2022, Chairo had borrowings of \$5,570,000.

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