



Chairo
Christian School

VRQA Report 2021

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

Table of Contents

Executive Principal's Introduction	3
1. Contextual Information	4
2. Teacher Standards & Qualifications	6
3. Workforce Composition	6
4. Student Attendance	8
5. Senior Secondary Outcomes	9
6. National Literacy and Numeracy Testing Student Outcomes	9
7. Parent/Guardian, Student and Teacher School Satisfaction	10
8. Post School Destinations (Year 12)	10
9. Income Broken Down by Funding Source	11

Executive Principal's Introduction

Our mission at Chairo Christian School is clear: to provide excellence in Christ-centred education, in partnership with families, within a caring Christian environment. This report, which the VRQA (Victorian Registration & Qualifications Authority) requires annually, is a wonderful opportunity to express every part of that commitment.

Firstly, this report is able to highlight positive information about the educational experiences and programs that are relevant for every student across our five campuses. There is a richness, breadth and quality to those experiences that is consistent with who we are, and long to be, at Chairo. I trust that you will be able to find out more about the Christian education that we provide by referring to information within this report.

Secondly, as partners in the educational process, our parents/guardians and families are greatly valued, and we are committed to fostering effective and timely communication with them at all times. We seek to achieve this through an increasing range of face-to-face and electronic means, and I believe that this report is another means of fulfilling that commitment.

Finally, my hope is that this report provides you with a feel for the caring community that is Chairo – one school across multiple campuses. Despite the geographic, demographic and school population varying significantly across our campuses, I trust that information about some key events and achievements for the previous school year will highlight the continued growth, maturity and strength that we have achieved over the past twelve months.

This report specifically covers the areas of staffing and student performance in national and state testing programs, with a particular focus on senior secondary student performance and post-secondary destinations. The data provided indicates that Chairo is fulfilling its mission of providing excellent Christ-centred education that serves our students, and their families and local communities, very well.

Simon Matthews
Executive Principal

1. Contextual Information

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

The school is located on five geographically separate sites. In 2021, 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.

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. Note: our Leongatha Campus is structured with more traditional Primary School (Prep to Year 6) and Secondary School (Years 7 to 10) sections.

As at the Australian Government Census in August 2021, Chairo had 1,545 students enrolled from Prep to Year 12 across our five campuses. The student population is drawn from a widely spread geographic region, with students coming from as far away as Traralgon and surrounding regions in the east through to Narre Warren in the west and Foster in the south. Due to the rural locations of our five campuses, students predominantly arrive at school via buses or private vehicles.

Chairo caters for students from a diverse range of backgrounds. The families of many students are involved in rural occupations, such as dairying and horticulture, with many also living in rural townships. However, the Pakenham growth corridor sees significant numbers of our students coming from urban backgrounds. Whilst the majority of students come from Christian families, enrolments are also accepted from families that are supportive of the ethos of the school, despite having no church affiliation.

We serve the needs of families from a wide variety of socio-economic backgrounds. The My School website indicated that in 2020 we drew our student intake fairly evenly from across the four Index of Community Socio-Educational Advantage quartiles.

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

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

Teaching and learning priorities and achievements

Following is information regarding how our teaching and learning programs operated throughout 2021:

- Students in Years 5–12 all 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.
- Teaching staff members continue to support our learning management system by actively engaging students and parents/guardians via this mode of communication.
- The LOTE program continues to extend throughout the school. Language classes in Indonesian are conducted at the Drouin and Drouin East campuses, and 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 that were designed to inform, challenge and entertain. 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 in a double period session by Elevate Education on the following day.

Year 12 students from the Pakenham Campus were treated with a day trip to Phillip Island, where they were able to concentrate on building relationships with the Year 12 coordinating team and senior leadership team. They spent time together at Smiths Beach in team-building and recreational activities before having lunch at San Remo. On their return to the campus, students engaged in their annual presentation from Elevate Education.

- 2021 was another challenging year for our VCAL students, who learn best with practical and hands-on activities. Due to pandemic-related lockdowns and restrictions, some projects had to be put on hold and others challenged students to problem-solve and think of other ways to achieve their goals.

VCAL students at the Drouin Campus undertook a range of projects around their own homes, such as filming themselves cooking, reorganising their bedroom or office spaces, performing small construction jobs, gardening or painting walls. The VCAL Father's Day Stall had to be conducted online and students came up with alternative solutions to running the usual face-to-face events. Despite the many challenges and disruptions caused by COVID-19, the students embraced online and remote learning by adapting the way they work, utilising technology in new ways and learning new skills.

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. Due to the significant time spent in remote learning during the year, the program required a shift from being practically orientated to a more theoretical approach. However, students were able to participate in several practical tasks, including planning and running the Senior School Festival.

Capital expenditure, building programs and minor capital works

The 2021 school year was similar to the 2020 school year due to the impact of COVID-19, and it included the completion of several smaller projects including a roof replacement at the Leongatha Campus, playground improvements at the Traralgon Campus and pathway and balustrading improvements at the Drouin Campus. The benefits of all these projects will be experienced by the school community for years to come.

The Senior School facilities at the Pakenham Campus continue to develop with stage three to commence during the 2022 year, with plans to add further classrooms in the future.

The period of significant capital development across the school continued to slow during 2021 but further development of car parks, disabled access, playgrounds, recreation areas and services across the school will continue.

2. Teacher Standards & Qualifications

At Census date in 2021, Chairo Christian School employed 165 teachers from Prep to Year 12.

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

With regards to their primary qualification, of the 165 teachers employed at Chairo as at Census date in 2021:

- 94 held a Bachelor Degree in Education or Teaching
- 66 held a Diploma or Graduate Diploma in Education or Teaching
- 5 held a Masters Degree

Note: 16 of these qualifications were equivalent qualifications, earned from overseas tertiary level educational facilities.

Of the 165 teachers, 102 held multiple qualifications, which included:

- 18 with an additional Masters degree
- 3 with doctorates
- 67 with additional Bachelor Degrees
- 27 with additional Diplomas or Graduate Diplomas
- 13 with Graduate or Post Graduate Certificates
- 1 with an Associate degree

3. Workforce Composition

As at the Australian Government Census in August 2021, Chairo had 1,551.4 student enrolments from Prep to Year 12 across our five campuses. In addition to this, at Census we had 189 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 children and their families were as follows:

Teaching Staff:

123.5 FTE (full-time equivalent) teaching staff members were employed, involving 165 individual staff members. Of these, 72 were full-time, 76% were female and none were from declared Indigenous backgrounds.

Non-Teaching Staff:

83.0 FTE (full-time equivalent) non-teaching staff members were employed, involving 141 individual staff members. Of these, 27 were full-time, 73% were female and none were from declared Indigenous backgrounds.

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 2021 to 31 March 2022 with the Workplace Gender Equality Agency. This report included the information below, which was accurate as at 31 March 2022.

Workplace profile									
	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	2	9	4	0	0	0	15	73	27
Professionals (Teachers/ IT)	45	64	23	22	26	13	193	70	30
Community & Personal Service	1	48	1	7	13	0	70	89	11
Labourers	0	2	3	3	1	0	9	27	73
Technicians And Trade Workers	0	0	3	1	0	0	4	0	100
Clerical & Administrative	6	33	0	4	7	1	51	90	10

4. Student Attendance

On average, the percentage of students absent from school all day in 2021 was 7.49% (therefore 92.51% attendance). This is broken down by year level below:

<u>Year Level</u>	<u>Attendance</u>	<u>Absent</u>	<u>Year Level</u>	<u>Attendance</u>	<u>Absent</u>
Prep	97.08%	2.93%	7	93.04%	6.96%
1	93.04%	6.96%	8	89.95%	10.05%
2	92.87%	7.13%	9	92.16%	7.84%
3	93.78%	6.22%	10	91.37%	8.63%
4	92.85%	7.15%	11	91.77%	8.24%
5	89.83%	10.17%	12	93.43%	6.57%
6	91.48%	8.52%			
			Whole School	92.51%	7.49%

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	2019	2020	2021	2021
			DRN	PAK
No. of students enrolled in VCE Units 3 & 4	147	132	62	85
No. of students enrolled in a VCE VET Certificate	60	38	15	37
Percent of satisfactory VCE completion	100	100	100	95
% of eligible students applying for tertiary places via VTAC	68	87	72	74
Of those students, % of students obtaining a first round offer	87	94	95	100
Average ATAR	64.70	64.95	70.95	59.25
Highest ATAR	95.75	98.80	98.85	77.9
Median study score	29	29	30	28
Percent of study scores of 40 or above	3.88	2.00	4.5	3.5
Percent of students attaining an ATAR score greater than 80	23	21	21	0
Percent of students attaining an ATAR score greater than 70	43	44	55	22
Percent of students attaining an ATAR score greater than 60	55	64	72	44
Percent of students attaining an ATAR score greater than 50	77	77	97	67

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 compared to statistically similar schools and all schools in the lower row.

In 2020, due to the COVID-19 pandemic and the ensuing lockdowns, NAPLAN testing was cancelled. This decision was made by the Victorian Curriculum and Assessment Authority (VCAA) concerning all schools in Victoria in order to help teachers and students cope better with online learning.

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

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

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.

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

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>2019</u>	<u>2020</u>	<u>2021</u> DRN	<u>2021</u> PAK
Total completed Year 12 (actual number)	88	93	42	30

Tertiary Applications and Offers

Tertiary applicants (actual number)	60	55	21	17
Any tertiary offer %	93	96	97	100
University offers %	93	98	96	94
TAFE/VET offers %	7	2	4	6

'On Track' Data Survey – 2021 data not yet released

In Education and Training – June

	<u>2019</u>	<u>2020</u>
University enrolled %	56.3	40
TAFE/VET enrolled %	3.1	4
Apprentice/trainee %	6.3	24
Deferred	15.6	4

Not in Education and Training – June

	<u>2019</u>	<u>2020</u>
Employed %	6.3	24
Looking for work %	12.5	4

9. Income Broken Down by Funding Source

Chairo operated five campuses during 2021 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 2021, as reported in financial statements, our total operating income was \$33,487,208. Of this, 55.1% came from Australian Government recurrent grants, 19.1% came from State Government recurrent grants, 22.1% came from tuition fees and 3.7% came from other sources.

In 2021, 1,551 students were enrolled across our five campuses from Prep to Year 12. Our operating margin (excluding depreciation) was 11.3%. 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 2021, Chairo had borrowings of \$4,424,000.

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