



Charlotte Mason College

ANNUAL REPORT

2017

Independent School Reporting

Learning to live in goodness, truth and beauty

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School overview

Charlotte Mason College is a co-educational Christian private school that provides Primary and Secondary classroom and distance-education based on the philosophy of Charlotte Mason which has guided Charlotte Mason schools around the world for over 120 years. At **Charlotte Mason College** (or CMC) we are concerned that children should not merely acquire knowledge and skills, but should have opportunity to experience an abundant life within all that is good, true and beautiful.

CMC families pursue lifestyles of....

...'**goodness**' – through Christian character training via the disciplined development of the habits needed for success in life. The CMC program employs Charlotte Mason's gentle common-sense methods of child training.

...'**truth**' – through the search for knowledge in the sciences, humanities and the arts. Students engage with quality classic literature from the great thinkers and leaders throughout history; they engage with what Charlotte Mason called 'living books' and real-life practical experiences; and

...'**beauty**' – by maintaining a warm, loving, positively affirming atmosphere in the home or classroom; setting up an aesthetically beautiful and ordered learning environment; and by becoming familiar with classic artworks and music composers.

The relatively small size of the school contributes to a friendly school community with the opportunity for all children to be understood and appreciated. The school is for those parents who value the unique Christian classical liberal-arts approach that a Charlotte Mason education offers, and for those who see that the education of their child is not the school's job alone.

School progress towards its goals in 2017

After 21 years as a family operated Home-education support service, we were extremely excited to announce that as of 23rd June 2017, Charlotte Mason College had become a government accredited non-state school and school of distance education. We commenced the school with 15 on-campus students, growing to 24 by the end of the year; and also 96 distance-education students.

Facilities: the school has been blessed to be able to lease an unused activity hall from the Pine Rivers Uniting Church, as well as the manse-house that is not needed by the church at present. The church grounds also include a nature reserve and playing field. The Church Auditorium is booked by the school when needed. The school has also booked the sporting facilities on the property next door to the church (Frederick Marsden Youth Centre). We have been blessed to have occasional access to the dining hall, swimming pool and soccer field of the Youth Centre next door.

Curriculum Goals for 2017 include the use of Australian Curriculum compliant resources that are also compatible with the Charlotte Mason methods. Teachers have begun their training in the Charlotte Mason method.

School Community Goals for 2017 included the establishment of a weekly activities program for distance education students to join with on-campus students for musical theatre, sports and games, science experiments and technology classes (computer coding). Unfortunately, we were not able to secure enough committed families to launch this program at the moment. However, we hope to do so in 2018. Future goals also include the establishment of a performing arts program.

Future outlook

There is a great sense of enthusiasm amongst the families involved with the College. Parents have been providing extra-curricular enrichment tuition, and have donated resources.

We are off to a great start. The school community has come together with support and prayer as we dedicate all we do to the service of Jesus Christ, and aim to help students experience an abundant life. The future for

CMC looks particularly bright as we establish this first Charlotte Mason School in Australia and move towards creating a network of Australian CM schools.

[NOTE: When we say first Charlotte Mason School in Australia, we mean at the current time. There were at least two Charlotte Mason schools in Australia in the 1930s, as well as other remote students learning via correspondence through the Parents' National Education Union in England.]

Our school at a glance

School profile

Coeducational

Independent Christian school

Offering Prep to Year 10 in 2017

Student enrolments listed below..

Table 1: Student enrolments at this school

Enrolment category	2017
Total	111
Girls	58
Boys	23
Indigenous	0
Enrolment continuity (Feb. – Nov.)	90%

Notes:

1. Student counts are based on the Census (August) enrolment collection.
2. Indigenous refers to Aboriginal and Torres Strait Islander people of Australia.
3. [pre-Prep](#) is a kindergarten program for Aboriginal and Torres Strait Islander children, living in 35 Aboriginal and Torres Strait Islander communities, in the year before school.

In 2017, there were no students enrolled in a pre-Prep program.

Characteristics of the student body

Overview

In our first year of accreditation as a school, the majority of students have transferred from being independent homeschoolers, to joining our school. With over 20 years experience equipping and supporting homeschooling families, Bruce & Karen McNeice have developed a large client base of families who passionately care about the education of their children, and are searching for an alternate education service that understands their needs. Charlotte Mason College aims to provide such a service.

Average class sizes

Table 2: Average class size information for each phase of schooling

Phase of schooling	2017
Prep – Year 3	5
Year 4 – Year 6	10
Year 7 – Year 10	9
Year 11 – Year 12	N/A

Note:

The [class size](#) targets for composite classes are informed by the relevant year level target. Where composite classes exist across cohorts (e.g. year 3/4) the class size targets would be the lower cohort target.

Curriculum delivery

Our approach to curriculum delivery

The Charlotte Mason (CMC) program has contextualised the Australian Curriculum content and achievement standards into a feast of living books, cultural artworks and ideas to provide the mental food-for-thought that will nourish your child's mind and heart. The CMC Program is a Christian Classical Liberal Arts Education. As such, it is a broad general and cultural education that does not stream students in a narrowly focused way. We are looking to develop the whole person, and help the student prepare for life and for many varied opportunities in the future.

Co-curricular activities

During 2017, the students were excitedly involved in preparations for a renaissance feast, in which they dressed in period costume and performed music and dances from that era, as well as presentations from their history research and projects. They also participated in regular Ballroom dancing classes, regular swimming sessions, and a weekly basketball coaching session.

How information and communication technologies are used to assist learning

During 2017, a few lap-top computers are used for older on-campus students needing to do independent research; but most of the learning is through quality literature in books.

Computer technology is being explored further to aid the distance education students to connect with teachers and other students through video lessons, plus Skype and Zoom conferencing; and as a way for the students who live in distant regional areas to participate in the Campus Enrichment Program. The internet reception is poor at the College buildings, so we hope to invest in better infrastructure next year.

Social climate

Overview

The on-campus day-school, being small in numbers has a unique family feel, where everyone is known and appreciated. Parents and visitors have commented on the peaceful atmosphere, where the children feel safe and happy.

The multi-age nature of the on-campus classroom also provides opportunity for a unique family-like culture amongst students and staff.

One of the things Charlotte Mason pondered as a young teacher was – How do we lift children above their nature? She found the answer was not through either punishment or reward; but simply through the discipline of habit training. Specific habits include focussed attention; neat and accurate work; courtesy,

respect & kindness; and emotionally staying your best self. Therefore, we assist the children to develop new habits that will positively form their character, so they can be more successful in life.

All teachers are being trained to be pastoral, and we have a full-time chaplain (Troy Beer), who has a significant HR and pastoral role amongst staff, students, and parents.

Parent and community engagement

In the lead up to the newly accredited school opening in June 2017, parents were very involved in sourcing equipment, furniture, and education resources for the school. Most of the staff also worked voluntarily in the months leading up to accreditation and the first few months after opening. This invaluable assistance and passion is greatly appreciated. Parents have also been involved in consultation toward making decisions and improvements to the provision of the diverse needs of the students.

Staff Training for a Supportive & Respectful Learning Environment

The philosophy and aims of learning intervention support students with learning difficulties and disability. Our aim is to involve everyone in the school community to work together in supporting each student and helping them to reach their individual potential. Inclusive practices are promoted for all students at CMC. School based management requires flexibility and responsiveness to the educational needs of every student. By identifying the educational needs and support requirements for a whole range of students in a school, management then assists in the promotion of best practice in the teaching of students with learning challenges. Staff at CMC were offered ongoing professional development in best practices for inclusion, planning for all learners and differentiation.

School disciplinary absences

Table 6: Count of incidents for students recommended for school disciplinary absences at this school

Type of school disciplinary absence	2017	Note:
Short suspensions – 1 to 10 days	0	School disciplinary absences (SDAs) are absences enforced by a school for student conduct that is prejudicial to the good order and management of the school.
Long suspensions – 11 to 20 days	0	
Exclusions	0	
Cancellations of enrolment	0	

Environmental footprint

Reducing this school's environmental footprint

Charlotte Mason College works from premises leased from the Pine Rivers Uniting Church and is billed a portion of the Church's Electricity & Water charges based on Student numbers and Electricity meter readings taken by the Church treasurer. Exact KWh & KL usage figures are not supplied to CMC by the Church, as we do not work off separate meters.

However, as a school community, care is taken to ensure that electricity and water usage is kept to a minimum. Air conditioners are used only as deemed necessary for staff and student well-being and comfort and lights and other electrical devices are switched off outside of school/working hours. It is hoped that, as we grow, we will be able to install Solar Panels and Water tanks to further minimise our dependence on external sources for electricity & water and, subsequently, reducing our environmental impact.

Table 7: Environmental footprint indicators for this school

Utility category	2017
Electricity (kWh)	N/A*
Water (kL)	N/A*

Note:

Consumption data is compiled from sources including ERM, Ergon reports and utilities data entered into OneSchool* by schools. The data provides an indication of the consumption trend in each of the utility categories which impact on this school's environmental footprint.

*OneSchool is the department's comprehensive software suite that schools use to run safe, secure, sustainable and consistent reporting and administrative processes.

School funding

School income broken down by funding source

School income, reported by financial year accounting cycle using standardized national methodologies and broken down by funding source is available via the [My School](#) website.

How to access our income details

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

4. Click on 'Finances' and select the appropriate year to view the school financial information.

Note:

If you are unable to access the internet, please contact the school for a hard copy of the school's financial information.

Our staff profile

Workforce composition

Staff composition, including Indigenous staff

Table 8: Workforce composition for this school

Description	Teaching staff*	Non-teaching staff	Indigenous** staff
Headcounts	9	7	0
Full-time equivalents	7.2	6.6	0

*Teaching staff includes School Leaders.

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Qualification of all teachers

Table 9: Teacher qualifications for classroom teachers and school leaders at this school

Highest level of qualification	Number of qualifications	
Doctorate	1	*Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate.
Masters	2	
Graduate Diploma etc.*	2	
Bachelor degree	5	
Diploma	1	
Certificate	1	

Staff attendance and retention

Staff attendance

Table 10: Average staff attendance for this school as percentages

Description	2016	2017
Staff attendance for permanent and temporary staff and school leaders.	n/a	99

Performance of our students

Key student outcomes

Student attendance

The overall student attendance rate in 2017 is shown in the table below.

Tables 11–12 show attendance rates at this school as percentages.

Table 11: Overall student attendance at this school

Description	2017
Overall attendance rate* for students at this school	95
Attendance rate for Indigenous** students at this school	N/A

NAPLAN

Parents should note that NAPLAN by design, tests the student's achievement based on the learning covered in the previous two to three years. Therefore, being a new school, the NAPLAN results really apply to learning done prior to enrolling with Charlotte Mason College. Also, a large percentage of the school's distance education parents opted out from taking the NAPLAN test this year. However, for those who are interested, our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 NAPLAN tests are available via the [My School](#) website.

How to access our NAPLAN results

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.

Find a school Search website

Search by school name or suburb Go

School sector School type State

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

View School Profile

4. Click on 'NAPLAN' to access the school NAPLAN information.

School profile NAPLAN Attendance Finances VET in schools Senior secondary Schools map

Notes:

1. If you are unable to access the internet, please contact the school for a hard copy of the school's NAPLAN results.
2. The National Assessment Program – Literacy and Numeracy ([NAPLAN](#)) is an annual assessment for students in Years 3, 5, 7 and 9.