



Charlotte Mason College

ANNUAL REPORT

2019

Independent School Reporting

Learning to live in goodness, truth and beauty

Contact information

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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 2019

Between our initial accreditation in June 2017 and the end of 2018, CMC grew from 15 to 60 on-campus students, and also increased from 96 to 187 distance-education students. In June 2019, the Non-state Schools Accreditation Board cancelled the school's year 11 & 12 accreditation, meaning a loss of students and funding for that co-hort. We are very grateful to the generosity and hard work of Australian Christian College Moreton and Vision International College Sydney, who accommodated our displaced Year 11 & 12 students, ensuring that every student graduated with at least one, and up to three awards from the following list (Cert III in General Education, Cert IV in Liberal Arts, Cert IV in Science and/or Diploma of Musical Theatre). Congratulations to all of these students, who overcame the difficulties of a mid-year change to their courses, and who, amid all the uncertainties, still accomplished their graduation goals. The vast majority of these students also achieved the Queensland Certificate of Education, and gained successful entry to their preferred university degree courses or other vocational goals.

Facilities Improvement Goals for 2019 included construction of a new enclosed courtyard for the Prep to Year 2 classroom; a new upstairs toilet block with two toilets, the installation of water bubblers upstairs and water trough downstairs, and the establishment of a book distribution centre at the manse house behind the main school buildings. These were all completed with money from student fees.

Curriculum Goals for 2019 included a more detailed documentation of how our education program aligns with the Australian Curriculum; and the provision to all distance education families, of a selection of quality classic literature and what Charlotte Mason called 'Living Books' rather than mere textbooks, for every grade level. This was a huge task which was bravely led by Mrs Jenny Callan.

School Community Goals for 2019 included the expansion of the 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). This has been a great success with between 90 and 120 students attending each week. While the distance education students (who had travelled from up to two hours away) participated in enrichment activities, many of their parents also attended parent training sessions conducted by Mrs Karen McNeice and Ms Helen James. topics for parent training sessions

included Charlotte Mason's education methods and the 'Love & Logic' system of behaviour management. Future goals include the establishment of these Activity Days in other regional areas to serve our families that live across Queensland.

One of our most amazing community-building activities has been the expansion of our Musical Theatre program. In 2018, we produced the 'Pirates of Penzance' musical, with many staff and most of our students performing. Whereas in 2019, we produced two musicals ('The Jungle Book' and 'The Mikado'). We hope this will be the beginning of an ambitious tradition to perform two large scale productions each year. Under the masterly direction of Mr Jack Bradford, it is hoped this will become a platform of student experience upon which to develop an accredited Diploma of Musical Theatre as part of our own Registered Vocational Training Organisation.

Future outlook

The first three years of establishing a new school is always a stressful time of constant change as the school tries to balance the two complementary priorities of compliance with all government regulations, while staying true to its philosophical distinctives, and bringing both of these priorities together in a practical, not just theoretical way.

The school community has come together to do a wonderful job at fulfilling these goals, and 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.]

Our school at a glance

School profile

Coeducational

Independent Christian school

Offering Prep to Year 12 in 2019

Student enrolments listed below..

Table 1: Student enrolments at this school

| Enrolment category | 2017 | 2018 | 2019 |
|------------------------------------|------|------|------|
| Total | 111 | 214 | 204 |
| Girls | 58 | 100 | 94 |
| Boys | 23 | 114 | 110 |
| Indigenous | 0 | 9 | 8 |
| Enrolment continuity (Feb. – Nov.) | 90% | 90% | 89% |

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 2019, there were no students enrolled in a pre-Prep program.

Characteristics of the student body

Overview

In the first two and a half years, Charlotte Mason College has attracted 63% of students from the lower socio-economic quartile of the Australian population. 18 % come from the second quartile, 13% from the third quartile and 6% from the highest socio-economic quartile of the Australian population.

Although we are a relatively new school, we have very quickly gained a reputation for being able to assist students who had not been doing well in their previous situations. Our friendly personal approach to education has enabled previously failing students to reignite their love of learning and find success.

The school's target market is not so much those with special needs, but the Christian population and those interested in a classical liberal arts education with traditional family values. However, it is a testimony to the effectiveness of Charlotte Mason's methods that these methods are effective with children of all ability levels. This is borne out by the fact that although the school had nearly double the national average of special-needs students, yet every Senior student graduated with a tertiary preparation certificate, and the majority of these graduates gained successful entry into university degree programs.

Average class sizes

Table 2: Average on-campus classroom size information for each phase of schooling

| Phase of schooling | 2017 | 2018 | 2019 |
|--------------------|------|------|------|
| Prep – Year 3 | 5 | 15 | 9 |
| Year 4 – Year 6 | 10 | 17 | 18 |
| Year 7 – Year 10 | 9 | 18 | 15 |
| Year 11 – Year 12 | N/A | 10 | 5 |

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 2019, one day per week has been set aside for 'Campus Enrichment Program', in which our distance education students have opportunity to join in enrichment activities with the on-campus students. Enrichment activities include Musical Theatre training and performance, music lessons (instrumental or voice), sports and games, coding & computer literacy, science experiments, creative arts, and dance.

How information and communication technologies are used to assist learning

During 2019, the school maintained a bank of lap-top computers enough for students in two classrooms at a time, to be able to use the computers for educational purposes. The computers are used strictly as a tool for learning, to supplement the education program. However, Charlotte Mason College is careful not to substitute computer-based learning as an easy option instead of real teaching and personal interaction. Computer-based learning is not a high priority in the Charlotte Mason philosophy. We prefer to engage the students with real books, tutorial discussion and hands-on activities, rather than sit them in front of a computer all day.

Toward the end of 2019, the use of computer technology was expanded further to aid the distance education students to connect with teachers and other students through Zoom-video lessons with individual and group conferencing; and as a way for the students who live in distant regional areas to feel more connected. The lessons learnt during this trial phase of video-conferencing have built a good foundation for expanding this service in 2020.

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.

This has also been largely due to the implementation of Charlotte Mason's method of discipline and the 'Love & Logic' approach to behaviour management. Charlotte Mason said: "*Habits are to life as rails are to a train*".

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 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, computers, 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.

As we have moved into the second and third year of operation, parents have continued to be supportive, and have offered their time for tutoring and co-curricular activities.

The school has established a routine of two musical theatre productions each year. A tradition has been started, where the students put on a special performance for the residents of the aged care facility next door to the school. This has been enthusiastically received.

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. A feature of this training was the inclusion of the 'Love & Logic' system of behaviour management.

School disciplinary absences

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

| Type of school disciplinary absence | 2017 | 2018 | 2019 |
|-------------------------------------|------|------|------|
| Short suspensions – 1 to 10 days | 0 | 2 | 0 |
| Long suspensions – 11 to 20 days | 0 | 0 | 0 |
| Exclusions | 0 | 0 | 0 |
| Cancellations of enrolment | 0 | 0 | 0 |

Note:
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.

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 | 2017–2019 |
|-------------------|-----------|
| 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.

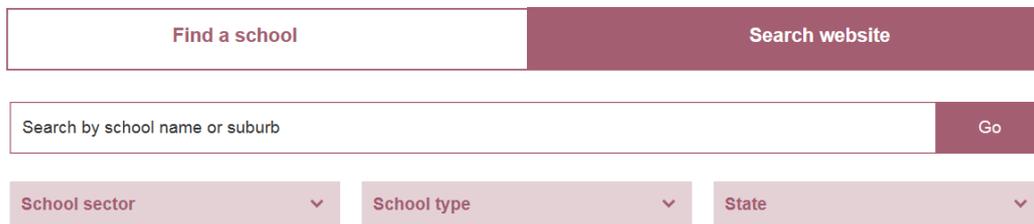
School funding

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.



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



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

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 | 14 | 14 | 1 |
| Full-time equivalents | 11.5 | 11.5 | 1 |

*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 | 6 | |
| Graduate Diploma etc.* | 4 | |
| Bachelor degree | 14 | |
| Diploma | 1 | |
| Certificate | 4 | |

Professional development

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2019 were \$22,430

The major professional development initiatives are as follows:

- FISH Philosophy – Staff Culture Training
- LEM Phonics Training.
- Independent Schools Qld – Seminars & Workshops.
- Institute for Excellence in Writing – Instructor's Accreditation
- The Alpha School System (TASS) online admin system training
- Certificate IV in Training & Assessment
- Diploma of Vocational Education
- Certificate IV in Liberal Arts
- Graduate Certificate in Leadership

The proportion of the teaching staff involved in professional development activities during 2019 was **100%**.

Staff attendance and retention

Staff attendance

Table 10: Average staff attendance for this school as percentages

| Description | 2017 | 2018 | 2019 |
|--|------|------|------|
| Staff attendance for permanent and temporary staff and school leaders. | 99 | 99 | 98% |

Proportion of staff retained from the previous school year

From the end of the previous school year, 93% of staff were retained by the school for the entire 2019.

Performance of our students

Key student outcomes

Student attendance

The overall student attendance rate in 2019 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 | 2018 | 2019 |
|--|------|------|------|
| Overall attendance rate* for students at this school | 95 | 93.5 | 98% |
| Attendance rate for Indigenous** students at this school | N/A | N/A | 100% |

Table 12: Average student attendance rates for each year level at this school

| Year level | 2017 | 2018 | 2019 |
|------------|------|------|------|
| Prep | N/A | N/A | 99 |
| Year 1 | N/A | 100 | 99 |
| Year 2 | N/A | 98 | 99 |
| Year 3 | N/A | 96 | 99 |
| Year 4 | N/A | 100 | 99 |
| Year 5 | N/A | 97 | 99 |
| Year 6 | N/A | 95 | 99 |

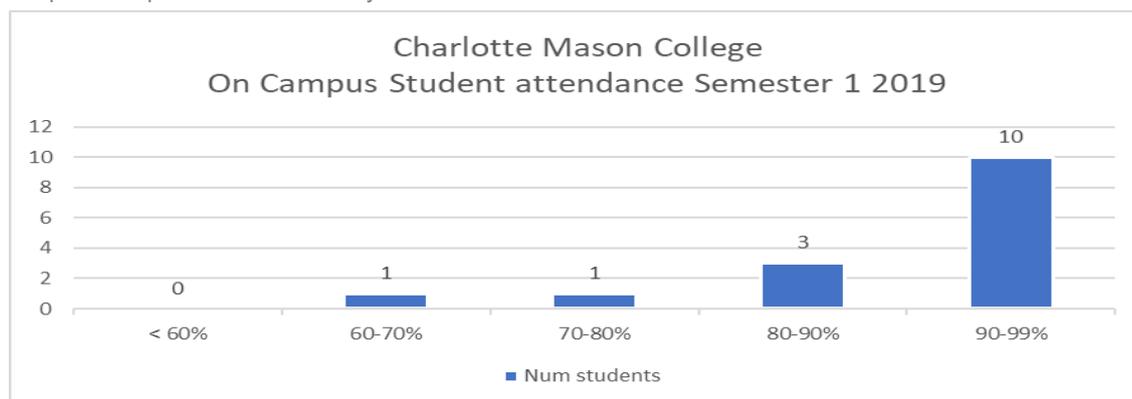
| Year level | 2017 | 2018 | 2019 |
|------------|------|------|------|
| Year 7 | N/A | 91 | 99 |
| Year 8 | N/A | 70 | 98 |
| Year 9 | N/A | 89 | 99 |
| Year 10 | N/A | 92 | 99 |
| Year 11 | N/A | N/A | 99 |
| Year 12 | N/A | N/A | 99 |

Notes:

- Attendance rates effectively count attendance for every student for every day of attendance in Semester 1.
- Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).
- DW = Data withheld to ensure confidentiality.

Student attendance distribution

Graph 1: Proportion of students by attendance rate



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.