
Charlotte Mason College

Independent school reporting 2020

Learning to live in goodness, truth and beauty

ANNUAL REPORT

Charlotte Mason College
Authored by: College Board



Contact information

Postal address	30 Narangba Rd.,Kallangur, QLD 4503
Phone	07 31862954
Email	reception@cmc.qld.edu.au
Webpages	Additional information about Charlotte Mason College is located on: <ul style="list-style-type: none">• The website https://cmc.qld.edu.au• The My School website
Contact person	Ms Tina Magann ph: 0731862954 reception@cmc.qld.edu.au

Charlotte Mason College in 2020

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. This school is for those parents who value the unique Christian 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 2020

Between our initial accreditation in June 2017 and the end of 2018, CMC grew from 15 to 55 on-campus students, and also increased from 96 to 150 distance education students.

Accreditation Victory:

In June 2019, the Non-state Schools Accreditation Board (NSSAB) cancelled the school's year 11 and 12 accreditation, meaning a loss of students and funding for that co-hort. The story of the success of those senior secondary students is recorded in the 2019 Annual School Report.

NSSAB also tried to cancel the school's Prep to Year 10 accreditation (on the basis that the school's curriculum planning documents did not sufficiently show that it was delivering the Australian Curriculum). However, the school Board made an appeal to the Qld Civil & Administrative Tribunal (QCAT).

In March 2020 the school welcomed two independent (but NSSAB approved) auditors to conduct a detailed analysis of the school's education program and its policies and procedures for the delivery of the program. The Auditors first conducted an off-campus document audit including interviews with teachers in March and April (off-campus due the COVID-19 lockdowns), and then in June/July visited the campus to further ascertain our compliance in the classroom. After an extended period of rigorous auditing, the auditors presented a findings-report to QCAT & NSSAB, which stated the school was 100% compliant. After a surprise on-campus visit to view classroom practice, in July, the auditors presented extra findings in a supplementary report to QCAT, confirming our compliance. NSSAB eventually dropped the matter and QCAT decided in favor of Charlotte Mason College. This was a great victory for the school.

As this challenge was a long and drawn-out process going for over two years (from our first audit in April 2018 to the final QCAT decision in September 2020) special thanks go to the three Principals/Acting Principals during that time -- Bruce McNeice (April 2018 to April 2020), Catherine McNeice (April to June 2020), and Frine Lupke (from July 2020) -- who led the team of dedicated teachers through this busy time of official scrutiny.

Facilities Improvement Goals for 2020 included a library space for students to access living books and for staff to use for devotion times before school. A staff room space

has been allocated for staff to use during break times. The resource Centre has been relocated from the Manse House to the top level of the church building next to the IT office.

Curriculum Goals for 2020 included ongoing improvement on documentation of how our education program aligns with the Australian Curriculum; and the provision to all distant education families of a selection of quality classic literature and what Charlotte Mason called 'Living Books' rather than mere textbooks for every grade level. Furthermore, CMC teachers and DE learning advisors and the curriculum coordinator reimagined the Home Tutor Guides in order to improve content and structure of these very valuable resources. CMC has implemented a Learning Management System (part of 'The Alpha School System' or TASS) where students, parents, teachers, and staff can access resources, submit activities and assessments, mark rolls and log communication. CMC's academic reporting is also managed through TASS during reporting periods. Due to COVID-19 and school closure CMC has rolled over to regular ZOOM lessons delivering teaching and learning to all students in all learning areas during this time. These regular timetabled lessons showed to be a great success in supporting students studying via our distance education mode, and as such have now been incorporated into our Distance Education delivery format.

Enrichment and Extension Program.

The Enrichment and Extension Program at Charlotte Mason College began in July 2020. Some of the things that have been implemented include:

- Differentiated subject work provided to students who have been identified via the following available tests:
- PAT testing available for all students
- CogAT testing currently available for students aged 5-6 years.
- GL Verbal and Non-Verbal Reasoning Online testing available for students aged 8-13
- Individual Zoom lessons for our Distance Education students who have been provided differentiated work
- Assistance has been provided to all teachers to provide a differentiated approach in their classrooms

For 2021, the goals of the Enrichment and Extension Program are:

- Attend the annual Queensland Association of Gifted and Talented Children (QAGTC) conference and look at how new strategies can be implemented in the classrooms / school as a whole
- Work on improving the referral and testing processes to ensure that all students are being targeted effectively
- Continue providing differentiation support for teachers to provide effectively for their students

School Community Goals for 2020 included the expansion of the weekly enrichment day held each Thursday for distance education students to join with on-campus students for musical theatre, sports activities, science experiments, literature, and mathematics experiences. This has been a great success with between 90 and 100 students attending each week under guidance and regulations of Queensland Health and our COVID-safe plan. While the distance education students (who have travelled from areas such as Toowoomba, Sunshine Coast, Gold Coast etc.) participated in enrichment activities, many of their parents also attended parent training sessions conducted by staff.

During the third week in July, the college engaged parents in teacher parent interviews for both on-campus and distance education families. Distance education families were given this opportunity to collaborate one on one with teachers via Zoom links.

Some examples of our community-building activities have been incursions such as the opportunity to learn about birds and experience handling birds of all types, ages, and stages. A Science incursion with 'Street Science' which gave students the opportunity to experiment and learn hands-on. One of our excursions involved taking students to Ice world for Ice skating. Years 5 and 6 students had an opportunity to visit the Caboolture Historical Village. Year 7-10 students enjoyed an end of year celebration by going to Settlement Cove Lagoon for a swim and a game of Put-Put.

Future outlook

The Principals of other schools have advised us that the first three to five 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; then bringing both of these priorities together in a practical, not just theoretical way. The college is continuously improving on government policy, curriculum development and delivering an excellent wholistic education to all students. 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.

Our School at a glance

School profile

Coeducational

Independent Christian school

Offering Prep to Year 10 in 2020

Student enrolments listed below.

Table 1: Student enrolments at this school (On-campus + Distance Education)

Enrolment category	2017	2018	2019	2020
Total	111	214	220	180
Girls	58	100	106	96
Boys	53	114	114	84
Indigenous	0	9	8	11
Enrolment continuity (between February & November)	90%	90%	89%	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 2020, 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 had attracted 63% of students from the lower socioeconomic 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 aligns with the Alice Springs (Mparntwe) Education Declaration that ‘places all our students at the center of their education by emphasizing the importance of meeting the individual needs of all learners.’ As a Christian school we attract a percentage Christian population and those interested in a classical liberal arts education with traditional family values. It is a testimony to the effectiveness of the college’s inclusive policy, teacher dedication and Charlotte Mason’s methods that are effective with children of all ability levels.

Average Class sizes

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

Phase of schooling	2017	2018	2019	Phase of schooling	2020
Prep – Year 3	5	15	9	Prep – Year 2	10
Year 4 – Year 6	10	17	18	Year 3 – Year 4	11
Year 7 – Year 10	9	18	15	Year 5 – Year 6	12
Year 11 – Year 12	N/A	10	5	Year 7 – Year 8	11
				Year 9 – Year 10	11
				Year 11 – Year 12	N/A

Curriculum delivery

Our approach to curriculum delivery

The Charlotte Mason College (CMC) program has contextualized 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 2020, 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 2020, 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. Distance Education students engaged in regular timetabled Zoom lessons. The College implemented a 'Learning Management System' in April 2020 where students and parents have access to digital resources, assessment tasks, set activities, teacher feedback and progress reports.

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 behavior 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 focused 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.

Parent and community engagement

As we have moved into the 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. Parent teacher conferences were held in Term 3 to extend on parent involvement in their students learning. Engagement in our parent training has been successful in building ongoing community during Thursday College Enrichment Days.

Staff Training for a Supportive and 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. During 2020, 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 behavior management.

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's 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, including indigenous staff

Table 3: Workforce composition for this school

Description	Teaching Staff*	Non-teaching staff	Indigenous**staff
Headcounts	12	24	0
Full-time equivalents	9.4 FTE	17.3 FTE	0

*Teaching staff includes School Leaders.

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

Qualification of all teachers

Table 4: Teacher qualifications for classroom teachers and school leaders at this school

Highest level of qualification	Number of qualifications
Doctorate	1
Masters	2
Graduate Diploma	2
Bachelor degree	7
Diploma	0
Certificate	0

Professional development

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2020 was \$8,537

The major professional development initiatives are as follows:

- External consultant – Staff Culture Training
- LEM Phonics Training.
- Independent Schools Qld – Seminars & Workshops.
- The Alpha School System (TASS) online admin system training
- Graduate Certificate in Leadership

The proportion of the teaching staff involved in professional development activities during 2020 was 100%.

Staff attendance and retention

Staff attendance

Table 5: Average staff attendance for this school as percentages

Description	2017	2018	2019	2020
Staff attendance for permanent and temporary staff and school leaders	99%	99%	98%	95%

Proportion of staff retained from the previous school year

From the end of the previous school year, 85% of staff were retained by the school for the entire 2020.

Performance of our students

Key student outcomes

Student attendance

The overall student attendance rate in 2020 is shown in the table below. Tables 6–7 show attendance rates at this school as percentages.

Table 6: Overall student attendance at this school

Description	2017	2018	2019	2020
Overall attendance rate* for students at the school	95	93.5	98%	95%
Attendance rate for indigenous** students at this school	N/A	N/A	100%	90%

Table 7: Average student attendance rates for each year level at this school

Year Level	2017	2018	2019	2020
Prep	N/A	N/A	99	95
Year 1	N/A	100	99	96
Year 2	N/A	98	99	94
Year 3	N/A	96	99	96
Year 4	N/A	100	99	95
Year 5	N/A	97	99	94
Year 6	N/A	95	99	96

Year Level	2017	2018	2019	2020
Year 7	N/A	91	99	95
Year 8	N/A	70	98	94
Year 9	N/A	89	99	95
Year 10	N/A	92	99	95
Year 11	N/A	N/A	99	N/A
Year 12	N/A	N/A	99	N/A