

St Mark's Coptic Orthodox College



Annual Report

2006

Prepared by Executive Staff

School Performance in State-Wide Tests and Examinations

Curriculum Report 2005

Overview

The 2006 academic year once again demonstrated the quality teaching and learning occurring at St. Mark's College. The staff and students of the College are to be commended for their efforts throughout the year and for the wonderful results attained.

Higher School Certificate

Synopsis

In 2006, 64 students (an increase of 8) sat for the New South Wales Higher School Certificate in 25 courses (an increase of 3). In total, 99% of candidates across all courses achieved marks of 50 or more (Band 2 or higher) with 49% of these placed in Band 5 and 6 (80-100 marks) and nearly 83% of candidates in Band 4 or above. Of the 44 candidates who sat for one unit extension courses (an increase of 22), all achieved 25 marks or more out of 50 with 84% of these achieving in the highest bands with 40 marks or more. In general, student achievement was at or above state level in 79% of all courses. Some notable achievements are tabulated below:

Subject	Band Range	School (%)	State (%)
Biology	5 - 6	53	30
Business Studies	5 - 6	40	30
Chemistry	5 - 6	69	36
English (Standard)	4 - 6	48	34
English (Advanced)	5 - 6	64	39
Mathematics	5 - 6	85	39
Mathematics Extension 1	E3 – E4	91	72
Mathematics Extension 2	E3 – E4	100	84
Modern History	4 - 6	100	76
PDHPE	4 - 6	86	66
Physics	5 - 6	55	37
Senior Science	5 - 6	43	33
Studies of Religion 2	4 - 6	92	77
Arabic Continuers	4 - 6	100	72
Arabic Extension	E3 – E4	100	63

The Coptic Community can once again be proud of the achievements of the students of St. Mark's College, having performed with distinction in the 2006 Higher School Certificate Examinations. On an individual basis, of the students who have contacted the school, 14 students (51 students completed their HSC this year) received UAI's of 90 or above, with our highest rated student receiving the outstanding UAI of 99.5.

One student made the individual honours list for Mathematics 2 unit, achieving the ranking of 8th in the state! Students achieved best ever marks at the College in Mathematics Extension 2 and Visual Art.

It is easy to point to these outstanding individual performances, or to look at league ladders in newspapers (that are only based on band 6 performances), but these figures do not give the complete picture and, in many cases, can give very misleading pictures.

The statistics that appear in newspapers are open to manipulation. If you wish to improve your position in the newspaper rankings you make the following decisions as a school:

1. Become selective in your enrolments, only accepting students who will perform at the highest level and boost your school statistics – it doesn't matter if you don't serve all of your community.
2. Ensure that your students only study the minimum amount of subjects, so that there is a smaller statistical base for percentage calculations. This will of course remove the safety net that additional subjects can provide for individual students, but that doesn't matter – the school will look better.
3. Only allow students to choose subjects that they will excel in. If they can't progress towards the career that they really wish to pursue, that's their problem – they can face that after they leave school.
4. Discourage students from trying to obtain a UAI, unless they are going to score band 6 results.

St. Mark's will always put our students first. We will not compromise our student's interests in order to falsely promote the image of the College. St. Mark's will always endeavour to support the entire Coptic Community, not just the select few who will contribute to favourable newspaper statistics. A thorough study of our results indicates that, in all cases, we have provided all students with the opportunity to succeed and, in most cases, the students have availed themselves of these opportunities.

In 16 out of the 23 courses students attempted, St. Mark's exceeded state averages, including: all Language courses; all Science courses; Advanced and Standard English; Mathematics 2 unit, Mathematics Extension 1 and Mathematics Extension 2; Business Studies, Modern History and Studies of Religion II; Music I; and Personal Development, Health and Physical Education. In subjects that were not as statistically successful, impressive individual results were obtained and the individual needs of students were properly provided for in all cases.

The College and Coptic communities can be justifiably proud of the achievements of all of the students who completed their studies at St. Mark's in 2006. We thank the

community and parents for their support, the students for their efforts and all of the staff of the College, all of whom have contributed to this success. In particular, we thank the teachers for their efforts, which went above and beyond professional requirements and clearly demonstrated their love for their students.

We look forward to continued success in 2007, with God's blessings and your continued support.

School Certificate

School Certificate results are summarised in the table below:

Test	Number of students	Performance Band Achieved by %	
		Bands 1 – 2	Bands 3 - 6
English – Literacy	51	4	47
Mathematics	51	9	42
Science	51	5	46
Australian History, Civics and Citizenship	51	3	48
Australian Geography, Civics and Citizenship	51	2	49

The 2006 School Certificate also saw the introduction of testing in Computing Skills. All St Mark's students were deemed to be Highly Competent (67%) or competent.

With virtually every student at the College progressing to further studies, the School Certificate Examinations are not as crucial to St. Mark's students as they are in many other schools and, as such, they do not necessarily receive the same level of interest and attention from our students. Despite this, our students have performed particularly well, demonstrating superior understanding in English, Mathematics, Science and Computing.

In English, 41% of St. Mark's students were placed in the top two bands (there are 6 bands in total), compared to 31% across the state. In Mathematics, 37% of our students placed in the top two bands, compared to only 19% across the state. Similarly, in Science, 33% of our students, compared to 29% across the state, were placed in the top two bands. For Computing, all of students were rated competent, with 67% rated highly competent – the highest rating awarded. This compares to 57% across the state.

Our students have a history (no pun intended) of not performing as well in the social sciences at this level. We have struggled to overcome ingrained community perceptions that these disciplines are not as important as English, Mathematics and Science. Our

Geography results were much better this year, being on a par with state averages in the top two bands, but well ahead of state levels when the top three bands are considered (77% at St. Mark's compared to 66% for the state). Our top end performance in History was poor, but again, when we compare the depth of results over the top three bands, we have done reasonably well (57% at St. Mark's compared to 52% for the state).

Our challenge, as a College Community, is to convince the students of the importance of the School Certificate Examinations. There are very few occasions when we have the opportunity to accurately gauge our progress against external standards. It is critical that our students perform to their potential so that we get a true picture of their relative performance and so that we can attain a thorough understanding of any weaknesses that may need correction, in order to better assist our students with their progression towards their HSC.

For the students, these examinations represent an important opportunity to familiarise themselves with the processes of external examinations and to practise the study techniques that they will apply to their HSC Examinations. Good habits formed early in the piece are just as hard to break as poor ones!

I would like to congratulate our Year 10 Students on their results and know that they will go on to bigger and better things. My thanks go to the parents who have assisted them on their journey and to the Coptic Community who have supported all of our endeavours. Results of this quality cannot be achieved without the efforts of a talented and dedicated staff across all areas of the College. Many thanks go to the teachers and administrative staff who contribute so ably and so willingly.

Literacy and Numeracy Assessments in Years 3, 5, 7 & 8

Results for the BST and the Writing Assessment are summarised in the table below:

2005 Test	Year 3		Year 5	
	Band 1	Bands 2 - 5	Bands 1 - 2	Bands 3 - 6
Basic Skills Test (BST)				
Aspects of Literacy	3%	97%	2%	98%
Aspects of Numeracy	3%	97%	7%	93%
Writing Assessment	3%	97%	0%	100%

Our Year 3 results were particularly pleasing and indicate that the Spalding approach, which had been trialled through Years K – 2, has been effective in addressing our previous concerns over literacy. Numeracy results are also dramatically improved. A number of special programmes have been initiated, which appear to be helping to improve standards. For our Year 5 students, 100% of students registered improvements in literacy, while 90% of students registered an improvement in numeracy in Year 5 compared to their Year 3 performance.

Results for ELLA and SNAP are summarised in the table below:

2005 Test	Percentage of students achieving Elementary Band or higher	
	Year 7	Year 8
English Language and Literacy Test (ELLA)	100	100
Writing	100	100
Reading	100	100
Language	100	98
Secondary Numeracy Assessment Program (SNAP)		
Numeracy	100	100
Number	100	100
Measurement	98	95
Space	100	100
Data	100	100
Patterns and Algebra	97	96

The results in ELLA for Year 8, when compared to Year 7, showed that our standards are continuing to rise against external indicators, with over 90% of students recording overall progress in literacy.

SNAP results are continuing to trend upwards in all areas, reflecting the improvements made to the curriculum after analysing earlier results. College results are above state average in every SNAP category. The vast majority of students in Year 8 improved upon their Year 7 results.

These represent our College's best ever results.

Teacher Standards

There were 45 Full-time teachers employed at the College with 43 fully accredited, with credentials from a tertiary teacher training institution from Australia or overseas. Two had degrees and were undertaking study in a diploma of education. All overseas teachers had their qualifications reviewed and then endorsed by the Department of Education, Catholic Education Office or the AIS. There were 3 part-time teachers employed. One was a fully qualified teacher. Two have tertiary qualifications and were undertaking a study in a teaching diploma.

All teachers are encouraged to attend a variety of in-service training and all teachers attend at least one in-service yearly. All teachers had their First Aid Certificate renewed in July. Some attained a variety of sports coaching certificates.

Retention Rates

In 2006 the retention rates in Years K to 6 were approximately 95%. In Years 6 to 7 nearly all students continued at St Mark's College and enrolments increased in Yr 7 by 11%. In Years 7 to 10 enrolments grew slightly with almost 100% retention rates for existing students. New enrolments created a growth in enrolments as the 2005 Year 10 cohort moved into Year 11. Enrolments increased slightly due to the community's support of the College and its strong religious, pastoral and academic programmes.

College Policies

Child Protection

The School's "Child Protection Policy" details legislative requirements (Ombudsman Act 1974, Child Protection Act 1998, Commission for Children and Young People Act 1998, Children Care and Protection Act 1987 and Amendment Act 2003 and Children and Young Persons' Protection Act 1998. This introduction briefly explains the procedures to be followed, with the Head of College in reporting instances of abuse to the appropriate authorities.

Advice is given and professional development days are set aside to outline to staff the "Do's and Don'ts" when dealing with children under their care and explains how to be aware of behavioural signs of physical, verbal or sexual abuse. The procedures for dealing with, and the reporting of, these incidents are discussed at length and are set in place for staff to follow.

Two staff members have received training from the AIS in conducting investigations and are responsible for the process. Any allegations raised against staff are taken seriously and the school follows the process as recommended by The Association of Independent Schools and the NSW Independent Education Union: 'Protocols for Internal Investigation and Disciplinary Proceedings'. Any behaviour that has been found to be reportable conduct is passed on to the appropriate authorities (DOCS, Ombudsman and the

Commission for Children and Young People) by the Head of Agency (Head of College). Information is passed on to students through Coptic Orthodox Studies, PDHPE and Pastoral Care lessons and at special assemblies. Parents are made aware of Child Protection issues raised through the College Newsletter or notes sent home. Employees are screened prior to employment through an extensive interview process, with follow up calls to previous employers and referees, and by completing a Prohibited Employment Declaration Form.

Anti-Bullying

This policy is clearly outlined in the school diary which is disseminated to all within the community. It defines bullying as “any single or repetitive act whose intent is to cause hurt or unhappiness” and details types. Teacher responses and sanctions are outlined.

Occupational Health and Safety

Occupational Health and Safety refers to the relevant legislation, incident prevention and management, obligations of employer and employees, and Workers’ Compensation requirements of the College and staff. A College OHS Committee has been formed and regularly reviews policy and situations on a term basis.

Risk Management

Risk Management describes how to identify and manage risks in all aspects and areas of College life. It includes a Risk Management Checklist and Risk Management Procedures with sample plans.

Policies for Emergencies and Critical Events

Policies for Emergencies and Critical Events define procedures and drills, duties, and the possible need for Counselling subsequently. The Deputy Head of College oversees, reviews and implements policy. Emergency Drills are conducted each term for the whole College Community.

Excursions

Teachers are responsible for Risk Assessment before excursions. Preparatory activities, procedures for organising, procedures following an accident, and student/adult supervision ratios are documented.

Professional Standards

Professional Standards refers to the responsibilities of staff for students in their care during class time and at play/sport times. It explains the use of grounds and facilities, and it details security (eg. locking all classrooms when no teacher present). Overall responsibility for College security is in the hands of the Deputy Head of College.


Student Attendance


Student Attendance refers to attendance requirements and the sanctions that flow from inadequately explained absences. Duties include: using rolls to record absences; contacting parents; seeking formal notes; or contacting the appropriate authorities.

Complaints and Resolving Grievances


1. Curriculum


Junior School

 Complaints and grievances are referred to, and resolved by, Classroom Teachers, Junior School Stage Leaders, Junior School Head, Head of Curriculum and the Head of College. All complaints are investigated and, depending on the severity of the Complaint, any, or all, of the persons mentioned above may be involved in the resolution.

 Curriculum matters are governed by Board of Studies Requirements and College Assessment and Reporting Policies.


Senior School


 Complaints and grievances are referred to, and resolved by, the Classroom Teachers, Heads of Faculties, Head of Curriculum and the Head of College. All complaints are investigated and, depending on the severity of the complaint, any, or all, of the persons mentioned above may be involved in the resolution.

 Curriculum matters are governed by Board of Studies Requirements and College Assessment and Reporting Policies.

2. Welfare

Junior School

 Complaints and grievances are referred to, and resolved by, the Classroom Teachers, Junior School Stage Leaders, Junior School Head, Deputy Head of College and the Head of College. All complaints are investigated and, depending on the severity, of the complaint, any, or all, of the persons mentioned above may be involved in the resolution.

 Welfare complaints may also involve the College Priest, College Counsellor, School Investigator or/and external bodies (eg DOCS or other Child Protection Authorities).

Senior School

✎ Complaints and grievances are referred to, and resolved by, the Classroom Teachers, House Tutors, House Patrons, Deputy Head of College and the Head of College. All complaints are investigated and, depending on the severity of the complaint, any, or all, of the persons mentioned above may be involved in the resolution.

✎ Welfare complaints may also involve the College Priest, College Counsellor, School Investigator or/and external bodies (eg DOCS or other Child Protection Authorities).

Enrolment Policy

The College is a fully comprehensive co-educational school from Kindergarten to Year 12, underpinned by religious values and operating within the policies of the NSW Board of Studies. Parents and students are interviewed by the Head of College prior to enrolment. Parents are expected to provide all the appropriate documentation from preschool or other schools, including: academic, pastoral, administrative and medical information. The Christian ethos of the College and the pastoral policy is expected to be upheld and fully supported by the parents and the students.

Procedures:

1. All applications are processed within the School's Enrolment Policy.
2. Each applicant's educational needs are assessed and considered, through the collation and viewing of information.
3. Strategies are identified and reviewed based on the needs of the applicant, before enrolment takes place.
4. The responses derived from the interview are considered regarding their willingness to be a part of the School Community and to support the School's Ethos.
5. Parents are informed formally of the outcome.

The School had an enrolment of 586 students in 2006 from Kindergarten to Year 12 - 263 in the Junior School (K-6). Our student population comes from a vast area of Sydney and its outer metropolitan area and have varied social and language backgrounds. A number of students are ESL and some require special needs. In addition, some enrolments include overseas students.

Student Welfare Policy

A Christian College


✎ The College seeks to provide a safe and supportive environment which minimises risk of harm and ensures that students feel secure. St Mark's College supports the physical, social, academic, spiritual and emotional development of all students.


✎ The College implements measures designed to promote the safety and well-being of students. The College exercises its professional judgement as to what is required and will include in its consideration such matters as:


- a) appropriate levels of supervision;


- b) security of buildings;
- c) procedures in case of fire (Evacuation Policy);
- d) use of grounds and facilities;
- e) travel on College related activities; and
- f) other appropriate matters.


The implementation of these requirements and procedures will be monitored for compliance from time to time.


 All employees (both teaching and non teaching) are screened for 'Child Protection' prior to the commencement of employment at the College.


 Appropriate measures are taken by College Staff to seek to ensure that all students are adequately cared for and supervised while undertaking both on-site activities, bearing in mind the type of activities and the age of the students involved.

 Genuine care for the students is in our hearts at all times – even when student behaviour has been frustrating. Bad behaviour must not be taken personally, but, rather, professionally. It should be dealt with firmly, but without ceasing to communicate the teacher's care for the student. Some form of resolution and restoration of the relationship between the teacher and the student is necessary after disciplining. Follow up of students in distress is essential. *"For I will not contend forever, nor will I always be angry. For the spirit would fail before Me and the souls which I have made" (Isaiah 7:16)*


 If a student feels genuine care from their teacher, they will generally be willing to accept almost anything from them.


 These principles are reinforced regularly in staff and faculty meetings and briefings – at every opportunity.


 Existing staff who go outside these principles are counselled and advised appropriately by the College Leadership Team.

 Only teachers who are capable of effectively implementing the Christian aspect of the College's belief statements are employed.


Professional Support

 The College employs a Counsellor (2 day per week for 2006). Teachers refer students to her, or students may approach her independently. The counsellor works in concert with staff, parents and parish to meet students' needs.

 Parish Priests who visit the College may also be used as a resource for counselling students and/or parents where appropriate.

 The College Counsellor will be a resource person who can refer people on to other professionals as required.

Welfare Committee

 A committee made up of the Deputy Head of College (Chairperson), Junior School Head, COS Head, Administration Head, House Patrons & College Counsellor meet fortnightly to assess the needs of individual students who are facing problems and work towards finding solutions, including rigorous review and follow-up of strategies.

✎ Mentors from among the staff are assigned to individual students by the Committee. Plans are devised and put in place for helping students. This might include the teacher asking about the student on a daily basis, encouraging, praising good efforts and behaviour, liaising with other staff, counselling, or simply being a “friend”. We all know how powerful such individual relationships can be.

Building Love and Other Virtues

✎ Staff create opportunities to mix with students informally: interaction with students when teachers are on playground duty; coaching of sporting teams; and pastoral care period. This increases the respect and love of the students for the staff and enhances the love and care of the staff for the students.

✎ A House System is in place in the College. All students are members of one of four Houses. In the Senior School each House has four House Groups consisting of students from Years 7 to 12. This allows students to have the opportunity to mix with students from different Year Groups and Year 11 & 12 students are encouraged to become both good role models and a support mechanism for the Year 7 to 10 students. House Tutors also have the opportunity to play a stronger pastoral role. The House System allows a rapport to develop and deepen and makes caring for the students easier.

✎ Pastoral Period occurs once a week. During this period House Tutors conduct Pastoral lessons with students. Topics are determined by the Head of COS or the Welfare Committee, depending on student needs.

✎ School Assemblies take place on a daily basis. It is a time where, as a school, we pray together, acknowledge achievement (academic, sporting, positive behaviour) and incorporate activities that teach etiquette, courtesy and cooperation.

✎ Years 5 to 12 students all attend Retreats each year. The programs for each Retreat include time for staff and students to pray and to play together, to get to know one another and to participate in activities that develop cooperation. This is especially helpful for Year 7 whose transition to a new stage of education is made easier as they feel welcomed and at ease with their new teachers.

The Student Welfare Policy and associated procedures is provided to all members of the College Community through the Staff Handbook and the Student Diary.

This policy is reviewed and developed through consultation with all College Staff by the Welfare Committee on a yearly basis.

Student Discipline Policy

Rationale

✎ It is a stated aim of St. Mark's College to provide quality education aimed at the total development of the student in a safe, Christian environment.

✎ St. Mark's is a College where the welfare of the students is seen by staff, administration, parents and the community as one of the highest priorities.

✎ Student Management views the young person as a whole, acknowledging that in a supportive environment students will achieve at their best.

✎ Student Management embraces the development of strategies to promote self-discipline within the student; discipline within the context of Student Management at St. Mark's College is focussed less on being punitive, but it is about developing appropriate behaviours and responses in students, encouraging acceptable behaviour by all students, in an atmosphere that is conducive to learning and to the intellectual, social and emotional growth of all.

Student Management and Teachers

✎ The Student Management Policy provides a positive behaviour development plan for both the whole school and individual teachers.

✎ The Student Management Policy provides a plan, an ordered system of concepts about behaviour, which allows the teacher to practise effectively in all situations. It provides for teachers to incorporate the following phases:

Preventative - for example, establishing rules and providing a suitable setup of the learning environment.

Maintenance - simple ways for getting students back on task.

Supportive - use of encouragement, good communication approaches.

Reactive - what to do if things come unstuck, logical consequences.

✎ Teachers have a tactical plan, which includes practical responses and ways to establish and maintain order and respond to misbehaviour. There are a number of tactics, well-known and practised by teachers, including non-verbals, I-messages and brief in class withdrawals. Teachers are aware of what not to do and learn tactics like anger containment and avoidance of dead time. Teachers need to know and routinely prepare and apply a range of tactics within a coherent strategic plan.

Behavioural Levels System – Demerits

✎ The Behavioural Level's System of student management has been designed and adopted at St. Mark's Coptic Orthodox College, to provide an effective system for the management of students. It is intended to be developmental and preventative in nature, and to promote self-discipline and responsibility for behaviour upon the individual student.

✎ When a student fails to obey the **School Rules** or disregards the **Student's Rights and Responsibilities**, the student enters the **Behavioural Levels System**. In circumstances where a student fails to respond to the school's programs, strategies or resources, the Behavioural Levels System provides the school with the comprehensive documentation necessary for the student management process.

✎ The behavioural levels system is used to identify and report student behaviour.

✎ The behavioural level system has a range of 9 bands, which reflect the behaviour of any given student.

Level One = Exemplary Behaviour
Level Nine = Behaviour needs correction

✎ A student's behavioural level and number of behavioural merit and demerits will be included in each school report.

✎ Students are awarded merit points or demerit points by the House Patron (Years 7 to 12) and the class teacher (K to 6) to move the students along the behavioural levels. Consequences of poor behaviour, breaching the school rules, may result in a lunch detention, after school detention, within school suspension, out of school suspension, or expulsion.

✎ Each new student to the school and students entering Year 7 to 12 have their behavioural level set to level 5.

✎ Reaching behavioural level nine leads to an automatic suspension from school for up to a period of 5 days. If a student reaches behavioural level nine for a third time, he/she will be viewed as failing to meet the College's behavioural requirements and may have her/his enrolment withdrawn.

Behavioural Levels System – Merits

✎ Rewarding good behaviour is a very effective way of stamping out bad behaviour. Teachers often do this by simple words of encouragement. However, we have also been developing more formal ways of rewarding good behaviour. Our award system acts as an encouragement to the individual student, as well as an incentive to other students.

Junior School

✎ Three small Certificates of Merit are given weekly by each class teacher for Christian behaviour, good behaviour, effort or achievement.

✎ A larger Certificate of Merit is given weekly by each class teacher for excellent behaviour / cooperation in the classroom and about the College.

✎ When students have won 5 Awards, students receive a Silver Award from the Junior School Head.

✎ When students have won 3 Silver Awards, they receive a Gold Award from the Junior School Head.

✎ Birthday Certificates are also awarded to students who have had their birthday during the past week.

✎ Small Silver and Gold Certificates are also awarded for particular behaviours or achievements.

✎ Coptic Orthodox Studies, Coptic, LOTE and relief teachers are also able to use these awards.


✎ All Awards are presented at the daily Assemblies (parents are welcome to attend).

✎ Students that have progressed through the Behavioural Levels to attain Levels 1, 2, or 3 will be presented with colour coded merit badges, which are to be worn either on the tie or the shirt collar.


Behavioural Level 1 Blue
Behavioural Level 2 Green
Behavioural Level 3 Yellow

The badges are presented to the students at the Whole School Assemblies. Further to this, the names of the students are reported in the school's newsletter.

Senior School

 Certificates are awarded for academic achievements in tests, assignments, improvement, good behaviour, following instructions, punctuality, representing the College well, community service and similar.

5 Blue Merit Certificates lead to a House Patrons Awards
3 House Patrons Awards lead to a Head of College Award

 The Certificates are presented to the students at the Whole School Assemblies. Further to this, the names of the students are reported in the school's newsletter.

The Student Discipline Policy and associated procedures is provided to all members of the College Community through the Staff Handbook and the Student Diary. This policy is reviewed and developed through consultation with all College Staff by the Welfare Committee on a yearly basis.

The Complaints and resolving Grievances Policy is currently being developed to include complaints and grievances associated with all aspects of school life.

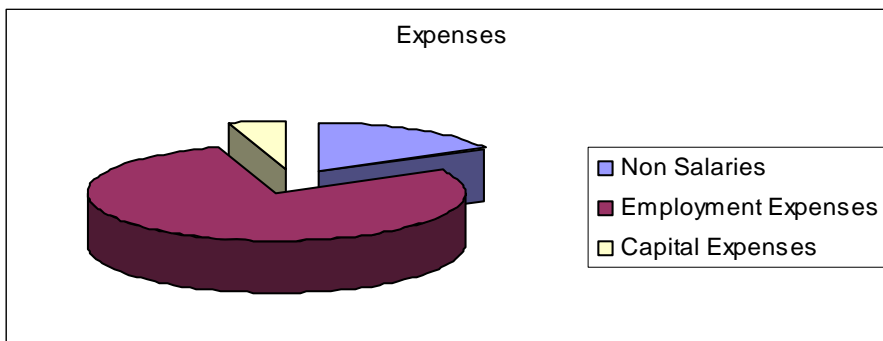
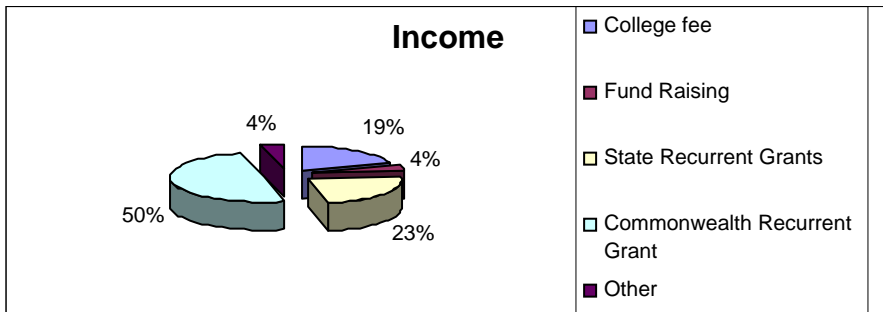
Summary of financial information Year 2006

Income

College fee	1,005	19.42%
Fund Raising	202	3.90%
State Recurrent Grants	1,198	23.15%
Commonwealth Recurrent Grant	2,553	49.33%
Other	217	4.19%
	5,175	100.00%

Expenses

Non Salaries	892	17.32%
Employment Expenses	3,997	77.63%
Capital Expenses	260	5.05%
	5,149	100.00%



Priority Areas of Improvement for 2007

1. Target: Improve staff welfare.
2. Target: Rationalise administrative structures.
3. Target: Review the Year 7 to 10 School Report.
4. Target: Continue to provide professional development across the board.
5. Target: Continue to improve teaching and physical resources – develop: Food Technology workshop; all-weather multi-purpose sport court; additional storage facilities; chapel; and improved staff facilities.
6. Target: Improve literacy in Junior School.
7. Target: Introduce Music Instrument Programme for Year 2.
8. Target: Review Pastoral Care Structure

Priority Areas Achieved in 2006

1. Introduce specialised programmes for literacy and numeracy for Years 3 - 6.
2. Implemented detailed assessment practices in the Junior School.
3. Reviewed the Junior School Report and introduced the new grading system as required by the NSW Board of Studies.
4. Continued to provide professional development across the board.
5. Continue to improve teaching and physical resources – developed specialised Design and Technology Workshops and Visual Arts Facility.
6. Improved Numeracy in Year 9.
7. Worked towards sustaining a compassionate and understanding environment at the College; one that engenders harmony and respect for all who learn and work within it.
8. Introduced streaming in Junior School LOTE classes.
9. Reduced the number of hours provided by part-time staff.
10. Employed more experienced teaching staff in the secondary.