

SAINT MARK'S COPTIC ORTHODOX COLLEGE

# ANNUAL REPORT

Prepared by Executive Staff

2009

52 AUSTRALIS AVENUE, WATTLE GROVE NSW 2173

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## Message From the Head of College

St Mark's is a coeducational K-12 College, operating within the Association of Independent Schools (NSW), the College was established in 1996 and moved to its present site in 1999. St Mark's values the K-12 continuum of education that enables tracking of students throughout their school years.

The College has an open enrolment policy and embraces students outside of the Coptic Orthodox tradition. Although many of our students travel from a wide range of areas around Sydney, we are also keen to fulfil the need in the local area for a private Christian College.

St Mark's Coptic Orthodox College is a school that works in partnership with parents to create an atmosphere where Christian values and Coptic Orthodox tradition are the foundation of the school's practices and where students and staff feel secure and supported by all members of the school community. The distinctive, sincere and continuous practice of Christian love, service and humility provides students with the opportunity to develop and display a high moral standard.

We are committed to creating a learning environment that embraces the ideals of a learning community and helps prepare young people for their futures, our aim is to create a learning experience for students that helps to build upon their natural curiosity, improves their motivation to learn and raises their sense of responsibility and self esteem, while working cooperatively in a team environment.

Our students are challenged to strive to achieve excellence and success in all areas of the curriculum by attaining their full potential, having confidence in who they are as Christian individuals and becoming active participants in Church and the Australian community. As a learning community we believe that all students can learn and therefore all students, regardless of their perceived "ability", ought to be provided with pedagogies and practices that enable them to do so. We encourage teaching practices that challenge students intellectually, connect students to the world beyond the classroom, actively engage difference and support students in their learning. We encourage the development of assessment practices and processes that enable students to demonstrate a richness of outcomes rather than a limited set of knowledge.

Our aim is continue to develop our learning community into a stronger supported environment where students' success is supported by the collaborative efforts of knowledgeable teachers who are organised to address the needs of diverse learners.

We endeavour to address student learning at both levels of the learning continuum. We offer a Gifted and Talented program and a special needs teacher.

## School Performance in State-Wide Tests and Examinations

### Curriculum Report 2009

#### Overview

The 2009 Academic Year has continued to exhibit the College's strong academic prowess, with students performing well in all external examinations. The results obtained by students are an indication of the quality teaching and learning taking place at St. Mark's Coptic Orthodox College.

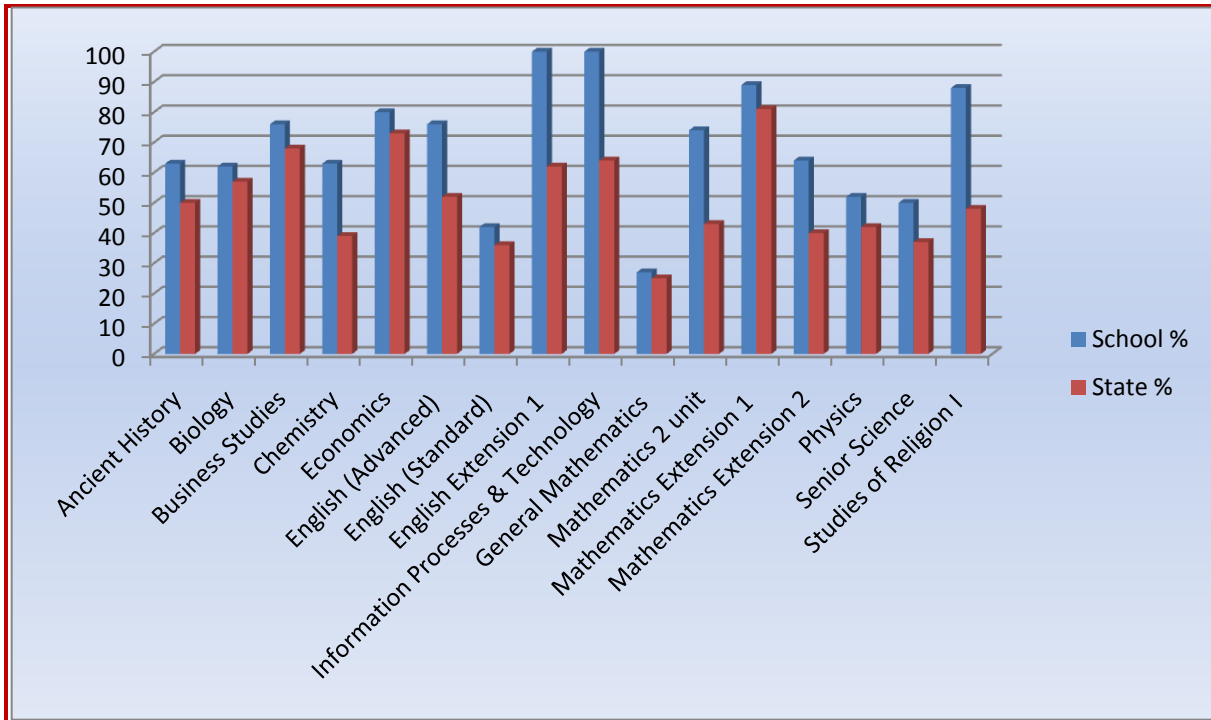
#### Higher School Certificate

In 2009, 63 students sat for the New South Wales Higher School Certificate in 23 courses. 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 76% of candidates in Band 4 or above. All the candidates who sat for the Mathematics Extension 2 course achieved in Bands E3 and E4 (70-100 marks), while 76% of English Advanced students achieved a Band 5 or 6.

Some notable achievements are tabulated below:

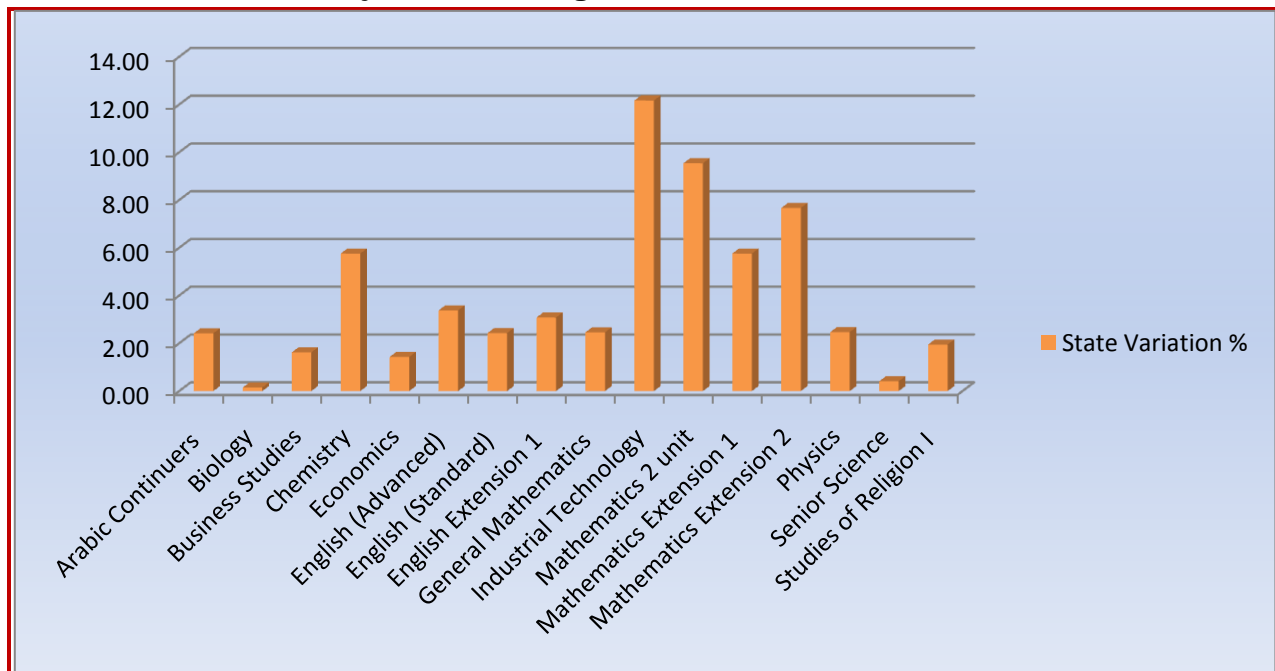
Subject	Band Range	School (%)	State (%)
Ancient History	4-5	63	50
Biology	4-5	62	57
Business Studies	4-6	76	68
Chemistry	5-6	63	39
Economics	4-6	80	73
English (Advanced)	5-6	76	52
English (Standard)	4-6	42	36
English Extension 1	E3	100	62
Information Processes & Technology	4-6	100	64
General Mathematics	5-6	27	25
Mathematics 2 unit	5-6	74	43
Mathematics Extension 1	E3-E4	89	81
Mathematics Extension 2	E4	64	40
Physics	5-6	52	42
Senior Science	5-6	50	37
Studies of Religion 1	5-6	88	48

**Chart depicting above Tabular Data**



The College can once again be proud of the achievements of the students of the College, who have performed extremely well in the 2009 Higher School Certificate Examinations. Twenty seven percent of students received an ATAR over 90 which is an excellent outcome, with 90% of students offered University places for 2010. The Dux of the College received the outstanding ATAR of 99.85. Seventy percent of the 2009 subjects improved on achieving results above the State Variation from 2008.

**Year 12 Subjects achieving above State Variation in HSC Examinations**



## School Certificate

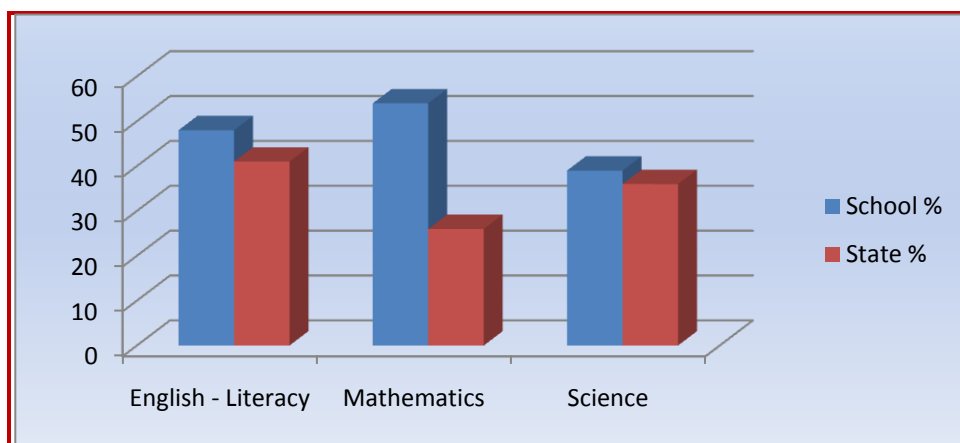
The 2009 School Certificate results are summarised in the table below:

Test	Number of Students	Performance Band Achieved by %	
		Bands 1 – 2	Bands 3 – 6
English – Literacy	70	0	100
Mathematics	70	7	93
Science	70	4	96
Australian History, Civics and Citizenship	70	9	91
Australian Geography, Civics and Citizenship	70	16	84
		<b>Competent</b>	<b>Highly Competent</b>
Computing Skills	70	43	57

The College performed above the State Average in the English – Literacy, Science and Mathematics School Certificate examinations, with the latter subject achieving 8% above the State Average.

In English – Literacy, 48% of students were placed in the top two bands, compared to only 41% across the state. In Mathematics, 54% of our students were placed in the top two bands, compared to only 26% across the state, and similarly in Science, 39% of our students, compared to 36% across the state, were placed in the top two bands.

**Chart comparing School versus State Bands 5 & 6 Achievement**



One of the College's challenges is to continue to emphasise to students the importance of the School Certificate Examinations. If students perform to their potential in these external exams, then their results are able to provide teaching staff with a thorough understanding of any weaknesses that may need correction, in order to better assist students with their progression towards their Higher School Certificate.

### *Literacy and Numeracy Assessments in Years 7 & 9*

Results for the 2009 NAPLAN tests are summarised in the tables below. The figures represent the percentage of student's achievement within the given bands for each component of the test.

2009 NAPLAN Test	Year 7		Year 9	
	Bands 4-6	Bands 7-9	Bands 5-7	Bands 8 – 10
Reading	51	49	44	56
Writing	60	40	55	45
Spelling	28	72	40	60
Numeracy	42	58	24	76



In both Years 7 and 9 students have achieved commendable results in the Numeracy and Spelling aspects of the NAPLAN tests, while there is a need to further develop and improve their reading and writing skills. Staff are using and analysing the Smart Data package to identify specific areas of student weakness and work as a team to develop effective teaching and learning strategies to improve student performance in these two areas.

The College is justifiably proud of the achievements of all students in 2009. Students are encouraged to continue to persevere with diligence their studies, while both parents and the college community are to be thanked for their support. Staff at the College have worked tirelessly in helping students achieve their academic potential and are to be acknowledged for the commitment and dedication they have for their profession. Together with God's blessings and guidance, the College looks forward to continued success in 2010.

### Literacy and Numeracy Assessments in Years 3 and 5

#### *Literacy and Numeracy Assessments in Years 3 & 5*

Results for the 2009 NAPLAN tests for Years 3 and 5 are summarised in the tables below. The figures represent the percentage of student's achievement below, at and above benchmark for various areas in Literacy and Numeracy.

Area	Year 3			Year 5		
	% Students below benchmark	% Students at benchmark	% Students above benchmark	% Students below benchmark	% Students at benchmark	% Students above benchmark
Reading	3	17	80	5	16	79
Writing	3	6	91	5	5	90
Spelling	0	6	94	2	2	96
Grammar and Punctuation	9	6	85	0	5	95
<b>Overall Literacy</b>	<b>0</b>	<b>6</b>	<b>94</b>	<b>0</b>	<b>9</b>	<b>91</b>
Number, Patterns and Algebra	6	18	76	0	14	86
Measurement, Data, Space and Geometry	9	21	70	0	11	89
<b>Overall Numeracy</b>	<b>9</b>	<b>24</b>	<b>67</b>	<b>0</b>	<b>9</b>	<b>91</b>

## **Teacher Attendance and retention:**

For the Year June 2008 to June 2009 the teacher attendance daily average was 95.6%. The retention rate was 84%.

## **Teacher Standards**

44 Full time teachers

1 Part Time teachers

45 Fully Accredited teachers

2 Teachers with Degrees and undertaking study in a Diploma of Education.

All teachers are encouraged to attend a variety of in-service training and all teachers attend at least two in-services yearly. Some attained a variety of sports coaching certificates.

## **Retention Rates**

In 2009 the retention rates in Year 7 to 12 was 94%. In Years 6 to 7 nearly all students continued at St Mark's College and enrolments increased in Yr 7. In Years 7 to 12 enrolments grew slightly with almost 100% retention rates for existing students. Enrolments declined in 2009 by 10 students.

## **Capital Works**

In 2009 the College received \$200,000 NSP Grant which enabled us to refurbish several classrooms with new carpet and painting. We purchased several interactive whiteboards in 2009, the first for the College.

Some work was done in the school grounds to enclose two stair wells with garden beds, this was both for aesthetic reasons and safety concerns.

## **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. One staff member has received training from the AIS in conducting investigations and is 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 is being formed under the leadership of Mr Austing and, over the last term a large number of issues have been rectified. The College board is informed of OHS issues each meeting and reviews of policy and situations are taking place regularly.

### **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. Risk management takes place for every excursion.

### **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 equals to a 96% daily average. 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, 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, 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:

All applications are processed within the School's Enrolment Policy.

Each applicant's educational needs are assessed and considered, through the collation and viewing of information.

Strategies are identified and reviewed based on the needs of the applicant, before enrolment takes place.

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.

Students with learning difficulties are accepted with the parents being told the level of support available.

Parents are informed formally of the outcome.

The School had an enrolment of 603 students in 2009 from Kindergarten to Year 12. 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 that 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 2009). 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 students 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.*



## Pastoral Care Program

### Rational

***"I have come that you may have life and have it to the full."***

**John 10.10**

The Pastoral Care of students has always been a feature of St Mark's Coptic Orthodox College. The word 'pastoral' is derived from the Latin 'pastor' or 'shepherd' referring to Jesus, the Good Shepherd who cares for his flock. Pastoral Care refers to the total care of the student and is based upon a belief in the dignity of the person. In our school, it is expressed through:

- the establishment of an effective care network for every student, the provision of satisfying and fulfilling learning experiences within a safe, encouraging, and compassionate environment, and
- The development of quality relationships within the total school community.

Everyone in the College is involved in pastoral care. Pastoral care is not solely a responsibility for Roll Call teachers, Heads of House, College Fathers, or other specialist staff. Every member of staff (teaching and non-teaching) has a responsibility and is accountable for the pastoral care of students. The well-being and care of students is the core of the College's teaching and learning program (curricular and co-curricular).

At St Mark's College, we are committed to assisting each student to mature in every area -spiritually, intellectually, physically, socially and emotionally. We seek to establish structures and policies which will allow young people to experience "life to the full". "Living life to the full" means the recognition and celebration of achievement and satisfaction, while also showing perseverance and the personal power to manage difficulty.



To enable students to do this we:

- Promote the fostering of high quality interpersonal relationships between students, parents and staff as a responsibility shared by everyone.
- Foster students' self discipline and responsibility, wherein students grow progressively in their capacity to exercise moral judgement, democratic values and a concern for the common good.
- Provide a Pastoral Care program as a specific and planned means of helping students to value themselves and to experience well being.
- Provide a comprehensive and high quality curriculum so that students are afforded the competence, confidence and right to participate in the cultural and productive life of society.
- Provide supportive organisation and administrative structures, which are responsive to the needs and well being of students.
- Promote the relationships of trust, cooperation and partnership between the school and family members, and the maintenance by school personnel of respect for and sensitivity to diverse cultural values and family structures and issues.

We seek to achieve these principles through:

- The COS and Retreat program
- Promoting Interfaith and Intercultural Understanding in School Settings Pilot Programme
- National Values Programme
- Camp programs
- Liturgies and Assemblies
- Guest speakers
- Pastoral Care program
- House structure
- Personal Development program
- Curriculum
- Co-curricular activities
- Availability of committed staff
- Daily interaction that supports a student's personal growth

### **Pastoral Care Structure**

Effective Pastoral care is built upon a partnership between the College and parents. Parents and guardians are an essential part of the pastoral care network in the College and will be consulted on all important issues concerning their children and where possible should be included in decision-making processes. It is essential therefore that there is open and efficient communication between the College and home.

Every teacher is committed to the pastoral care and guidance of students in his/her care. The school acknowledges that parents are the main pastoral carers of their children and where concerns arise; every attempt will be made to work through these problems jointly by involving parent, student and staff. The school undertakes the following procedures where concerns arise:

- the Roll Call teacher is first involved and makes every attempt to sort out the problems with the student
- where difficulties still arise the House Patron will follow up by interviewing the student
- If concerns continue then the School Counsellor and/or Deputy Principal will be involved.

Parents may be contacted at any time throughout the above procedure. Students are free to approach the School Counsellor, House Patron or Roll Call teacher for an interview. Some students need short term individual care while a longer period of care is required for others. Confidentiality of the student is maintained.

Relations between staff and students are based on trust and a mutual respect for another. Pastoral care respects the personal rights and confidences of each individual. Staff will be informed by House Patrons on a "need to know" basis of information pertinent to the care of any individual student. Where it is deemed appropriate students will be referred on to those with professional expertise for help and guidance.

The pastoral care of students is woven into their daily lives at school through formal and informal contact with staff, COS Program and Retreats, Pastoral Care Program, Special Education Program, Orientation Program for Year 7, Activities Program, Camping Program for Years 7 - 10, and Sport.

### **Promoting Interfaith and Intercultural Understanding in School Settings - Pilot Programme**

St Mark's College was selected in 2008 to participate in the Promoting Interfaith and Intercultural Understanding pilot program. We are one of several schools within the Macquarie Fields cluster of schools who are piloting this programme, along with schools in the Lakemba cluster. Our college has chosen to incorporate **Interfaith and Intercultural Understanding** within its **Pastoral Care Program**. We feel that it ties in strongly with the themes and values which our PC Program is based upon. Therefore, throughout our PC Program, the IIU principles that our college has selected (HEART), which is outlined below, will need to be incorporated. It is important that staff and students are made aware of the importance to promote **Interfaith and Intercultural Understanding** within our college whenever it is placed within the PC Program.

**Project Title: Walking to the Heart of Australia**

### **Brief project overview**

#### ***Overall Outcome to be achieved:***

Celebrating **H**umanity, **E**quity, **A**cceptance, **R**espect and **T**olerance (**HEART**), with each other as Australians living together in God's great garden – Australia.

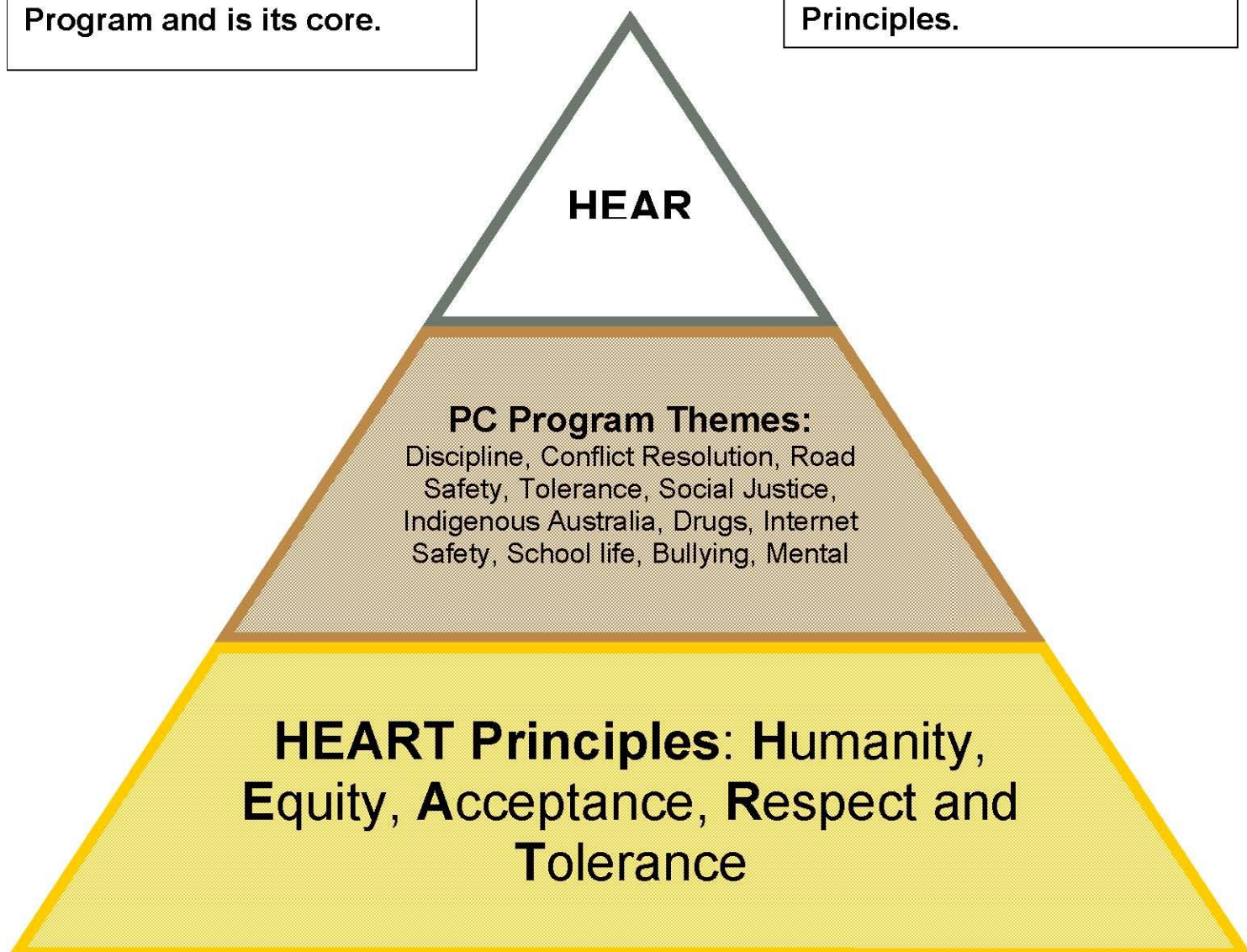
At St Mark's College, we want to incorporate IIU within our Pastoral Care Program, as well as into our specific projects which occur on an annual as well as one-off basis, such as Harmony Day, People to People Project, Korean Exchange Program, and World Youth Day etc.

#### ***The ways that this project responds to local needs:***

At St Mark's College, our students and parents are dominantly of one faith and culture, that being Coptic Orthodox and Egyptian / Sudanese. Therefore, our IIU project hopes to widen our students, parents as well as the wider local community, about the wealth of benefits which the diversity of faiths and cultures within our nation have to offer.

**HEART is central to our PC Program and is its core.**

**IIU underlies the HEART Principles.**



### **Implementation: Pastoral Care**

Pastoral care affects the lives of staff, students and families associated with the College and is the responsibility of all. It is reflected in the teaching and co-curricular programme, the Camp programme, the liturgical life of the College, and all interactions within the College community. Most specifically, the House system is a key organisational structure that exists to implement Pastoral Care for students at the College.

### ***The House System***

The House system is responsible for student welfare, student behaviour, organisation of interschool competition (sports, cultural) and for fostering the further development of school spirit and a sense of community. The vertical Roll Call Homeroom structure remains an integral part of House organisation and the Roll Call teacher is the first (and central) link in the pastoral structures within the College.

The House system is a primary structure in helping develop students' sense of belonging to the school and also in fostering school and community spirit.

The House system aims:

- To provide continuity in pastoral care within the Houses over Years K - 12, allowing the House Patron and Roll Call teachers the opportunity to establish ongoing support and understanding of students, a means of monitoring their personal development (intellectual, emotional, psychological) and to maintain strong pastoral links with families.
- To help cultivate and identify student leadership within the College.
- To develop student awareness of personal responsibilities as members of the College community and the values of the College.
- To simplify the communication channels between home and school for each individual student.
- To promote and more clearly articulate the role and importance of the Roll call teacher as mentor.
- To naturally complement the other vertical structures within the College and make House activities more effective.
- To strengthen student identity within the College and the Houses, further fostering House/school spirit.

The House Patrons are specifically responsible for the following areas:

- 1 Pastoral Care
- 2 Discipline
- 3 Student Welfare
- 4 Supervision of Houses and Homerooms
- 5 College Liturgies and social activities – Camps/Retreats
- 6 Inter-house activities

### **Academic Care in NSW Independent Schools**

(A Charter for Academic Care - August 2004)

**Academic Care** is a construct arising from research conducted by the Pastoral Care Network operating in the NSW independent school sector. The research showed a strong need for all teachers to better understand their pastoral role and its impact on student learning and well-being. This charter encourages continuing discourse to promote the integration of pastoral and academic domains of schools.

**Academic Care:** enhancing student learning, well-being and resilience through pedagogies that are sympathetic to student needs and embedded in learning experiences.

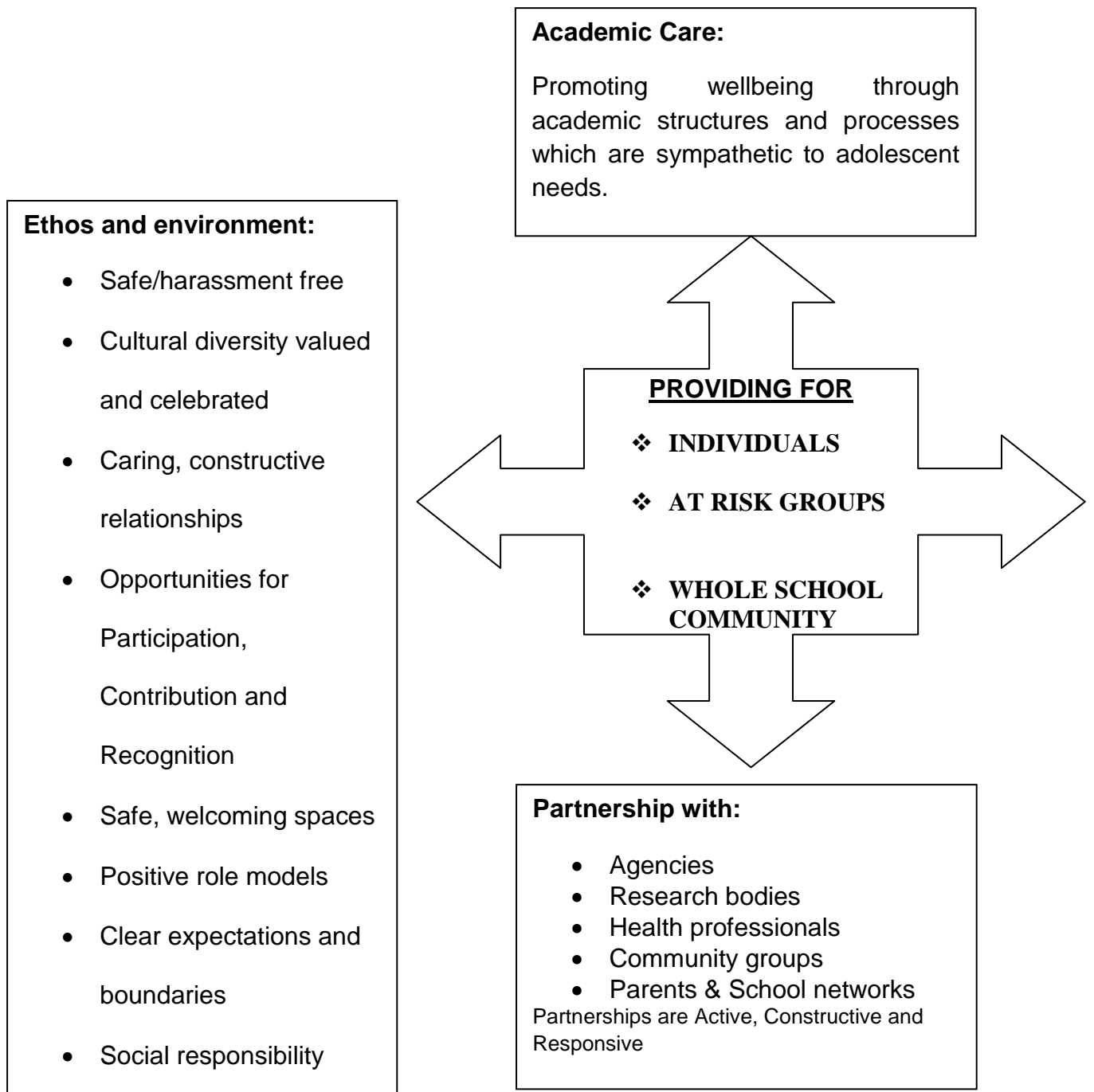
#### **Schools that promote academic care:**

1. demonstrate an understanding of the strong links between learning, well-being and resilience;
2. believe that all students can succeed;
3. promote student connectedness;
4. stimulate student engagement with learning;
5. foster high intellectual Endeavour;
6. engage staff and students in understanding learning;
7. promote protective processes to ensure positive developmental outcomes;
8. effectively utilise support networks and resources;
9. implement academic and organisational structures sympathetic to student needs; and
10. Value respect and fairness.

### Teachers that promote academic care:

1. foster the strong links between learning, well-being and resilience;
2. ○ support individual talents and learning styles; ○ offer authentic learning experiences and opportunities for reflection;
3. embed assessment for learning within classroom practices;
4. develop a climate where students enjoy learning and are willing to take risks as learners;
5. have clear and consistent behaviour and learning expectations;
6. utilise pedagogy that provides a quality learning environment resulting in enhanced student resilience and connectedness; and
7. Develop relationships that allow all students to feel valued, safe and supported.

## Making Connections - The Pastoral Care Jigsaw





## 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-verbal, 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.*

### ***Detention Policy***

At St Mark's College, we wish to be consistent and uniform in how we treat our students in terms of their



education as well as their discipline. Subsequently, outlined below are some amendments to the College's Afternoon Detention Procedure.

The College Discipline Policy is intended to:

- provide an immediate consequence for inappropriate, irresponsible behaviour;
- reinforce the position that participation in class depends upon behaving appropriately

### Afternoon Detention

Currently, students can be placed directly on Wednesday Afternoon Detention for serious incidents of misbehaviour which may occur in or outside the classroom. Students are also monitored by their respective House Patron and those students who receive 3 or more demerits on their conduct card, can also be placed on detention, if their House Patron believes it is warranted.

### Amendments to Discipline Policy (Effective June 10, 2008)

#### ***Failure to attend Afternoon Detention will NOW result in the following procedure:***

Students who use church buses will no longer be given immunity from receiving after school detentions. House Patrons may choose to use discretion, if a student has a valid reason, then 5 Half- Lunch time Detentions may be used in place of an afternoon detention. Repeat offenders and/or serious discipline issues will be given after school detentions regardless of the above, and parents will need to organise for their child to be collected from school.

Students who cannot attend an Afternoon Detention must notify their House Patron **in writing** from the parents with an explanation, **at least one day prior to the detention date**. Students will be given the opportunity to complete the detention the very next day or as agreed by the House Patron and parents.

Failure to attend a Detention without notifying the House Patron as mentioned above will result in the following:

The next day, the student attends school he /she will **not be permitted to attend normal classes**, but will be **internally suspended** and kept outside Mr. Vazouras' office or the House Patron Office, for the duration of the day. On the day of a student being internally suspended, House Patrons will inform parents of the suspension.

Students who behave inappropriately during detention/internal suspension will be asked to repeat the punishment, or may be sent to the **Deputy Head of College** who will contact parents and inform them of further consequences for repeated misbehaviour (out-of-school suspension).

Details of students suspended out-of-school, will be kept on House Patron Suspension Recording Sheets and added to the student file/records.

Students will move up another level according to the Behaviour Level System.

Parents and students are also reminded that if a student receives 3 detentions in a term then parents will be notified that a **fourth detention in a term may result in a 2 day out-of school suspension.**

We need to support each other to maintain the high expectations of the college and this can be achieved by working in partnership. As parents and teachers it is important that we guide our children and encourage them to take responsibility for what happens in our college. We should not excuse unacceptable behaviour or poor work ethics.

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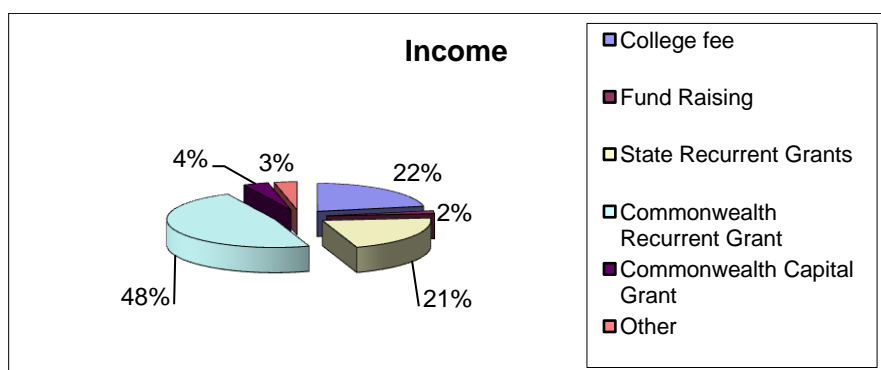
## Summary of Financial Information 2009

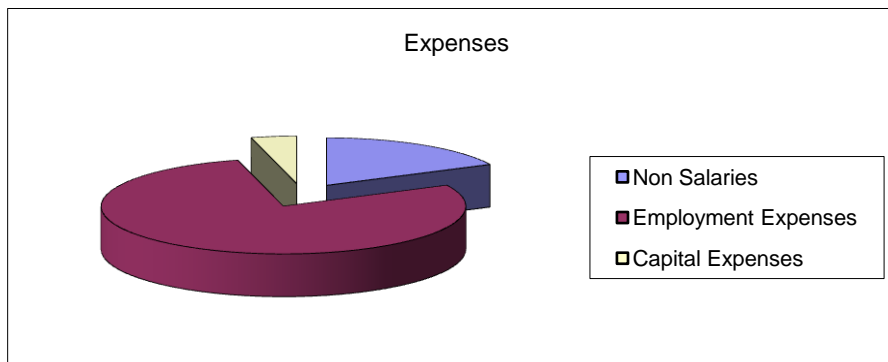
### **Income**

College fee	1,405	22.06%
Fund Raising	102	1.60%
State Recurrent Grants	1,352	21.23%
Commonwealth Recurrent Grant	3,051	47.91%
Commonwealth Capital Grant	240	3.77%
Other	218	3.42%
	6,368	100.00%

### **Expenses**

Non Salaries	1,044	17.73%
Employment Expenses	4,608	78.25%
Capital Expenses	237	4.02%
	5,889	100.00%





### Priority Areas of Improvement for 2009

- 1 Target: Rationalise administrative structures.
- 2 Target: Continue to provide professional development across the board.
- 3 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.
- 4 Target: Improve literacy in the whole School.
- 5 Target: Music Instrument Programme for K-6.
- 6 Target: Monitor and evaluate new Pastoral Care Structure

### Priority Areas Achieved in 2009

1. The provision of increased level of professional development
2. Implementation of teaching and physical resources to develop food technology workshop, all weather multi-purpose sport court and chapel.
3. Continued the Music Instrument Programme for Stage 2.

### Parent Teacher and student satisfaction

The continued growth of the school and as well as the continued support of the Coptic community indicates a good level of student parent and teacher satisfaction. The teacher satisfaction indicator is the relatively small number of teachers leaving. Over the last 3 years the school has increased significantly the sporting and extra curriculum activities creating good levels of student satisfaction which has been augmented by the outstanding academic results.