

**2015**

**St Mark's  
Coptic Orthodox College**



**Annual School Report  
Prepared by Staff of SMC**

**52 Australis Avenue Wattle Grove, NSW 217**



St Mark's College logo is very special and carries significant meaning.

The SOUTHERN CROSS on the logo that surrounds the Coptic Cross represents Australia, as it appears on the Australian national flag.

The COPTIC CROSS that appears in the middle of the logo is a representation of the Coptic roots of the college.

The LOTOS LEAVES that gather the Coptic Cross are a symbol of Egypt as this plant is part of ancient Egyptian heritage.

The COPTIC words EKOWABA means Holy in the ancient language of the Coptic Church. This word is used as a description of God to help us to feel that God is indeed with us and that we must live a holy life.

The DATE that appears opposite the Coptic word, 1996 is the date of the establishment of the College.

The VERSE "To live Is Christ" is the motto which all at St Mark's College strive to live by.

# Introduction

St Mark's is a coeducational K-12 College, established in 1996. The College originally commenced in temporary accommodation in Lidcombe and relocated to its current site in Wattle Grove in 1999. St Mark's College undertakes the NSW Curriculum through the Board of Studies Teaching and Educational Standards (BOSTES) and is accountable to BOSTES through periodic Reviews and Audits. As the College is financially assisted through Federal and State Government funding, the College is accountable to the Department of Education & Training (DET) in meeting all Federal requirements and responsibilities. Although the College receives a smaller funding allocation from the State Government, it is not connected with the NSW Department of Education (DoE) who is the Sector authority for all NSW Public Schools.

With a one-campus site, St Mark's College implements and holds to the values of a K-12 continuum of education that enables academic and pastoral tracking of students throughout their school years

Although the College promotes the Coptic Orthodox Ethos spiritually and pastorally and consists predominantly of students with a Coptic Orthodox background, it follows an enrolment policy that embraces students from all cultures and faiths with the College comprising students from twenty-one religious and eighteen cultural backgrounds. The College enrolment is drawn from suburbs all over Sydney's West, North and South with eight community and public buses available for transporting students to and from school, or privately by parents.

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 resulting in students achieving exceptional result in Yr 12 through a focus shared by students, their supportive families, the committed staff and the general community, within which the College is held in high regard.

We are committed to creating a learning environment that embraces the ideals of a learning community that helps prepare young people for their future, and our aim is to create a learning experience for students that helps to build upon their natural curiosity, improves their motivation and focus to learn and raises their sense of responsibility and self-esteem, while working cooperatively within 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, whatever that may be academically, having confidence in themselves 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 to continue to develop our learning community into a stronger and more supported environment where students' success is supported by the collaborative efforts of knowledgeable teachers who are organised to address the needs of diverse learners and families that share this ethos for the benefit of their children.

We endeavour to address student learning at both levels of the learning spectrum. We offer enrichment K to 6 and cater for limited Special Needs based upon the availability of funding, however in all instances promote a differentiated curriculum within all classes.

## About the Board

St Mark's College is governed by the NSW Coptic Schools Board which is made up of 7 appointed volunteers (appointed mid 2014) under the guidance of His Holiness Pope Tawadros II and His Grace Bishop Paula of Tanta and Chairman of the College Board. The NSW Coptic Schools Board is the governing body for the three Coptic Orthodox Colleges in NSW and would like to thank His Holiness Pope Tawadros II for the honour of allowing us to serve God through our schools.



As a Board, we are constantly striving for excellence within our Colleges. We strongly believe that a robust and cohesive working relationship between executives, teachers, support staff and the Board are vital for the continuing success of our schools, as much as the continued support and involvement of our community.

The Board's main objective is to provide a safe, Christian and positive environment that enables our students to maximise their education and achieve their full potential. Students are encouraged and supported to perform at their best in academic, sport, the arts and other extra-curricular activities while growing within a Christian environment.

The 2015 NSW Coptic Schools Board consisted of the following members:

<b>Name</b>	<b>Profession</b>	<b>Position</b>
His Grace Bishop Paula	Coptic Orthodox Bishop of Tanta	Chairman
Mr Mina Hanna	Lawyer	Secretary
Dr Medhat Guirgis	Orthopaedic Surgeon	Board member
Mr Hosny Guirguis	Structural Engineer	Board member
Mr Magdi Kilada	Professional Industrial Engineer	Board member
Dr Mourad Nosir	Medical Practitioner	Board member
Mr Saher Youssef	Deputy Principal	Board Member
Dr Amany Zekry	A/ Professor of Medicine	Board member

**NSW Coptic Schools Board**  
**June 2016**

# Curriculum Report 2015

## Overview

In 2015, St Mark's Coptic Orthodox College continued its tradition of performing strongly across a number of State-Wide Tests and Examinations. For the Higher School Certificate, the College obtained a final rank of 72.

## Higher School Certificate (HSC)

Seventy-seven students (57 in Year 12 and 20 from Year 11) sat for the HSC in 22 courses.

The names of students in the College appeared 56 times in the Distinguished Achievers' List supplied by the Board of Studies, Teaching and Educational Standards. This list details students who achieved a mark of 90 or more for a 2 Unit course (Band 6), or a mark of 45 or more for a 1 Unit course (E4).

These results placed the College 71st overall in the Sydney Morning Herald's League Table and 72nd overall by BOSTES in the official list. The College was placed 13th in NSW on the Mathematics Merit List by BOSTES for 2U Mathematics, Extension 1 and Extension 2 results.

## Achievements in Courses Compared to the State

In almost all courses with more than five students, the College achieved a mean exam mark that was above the state average. This is shown below in the Mean Exam Mark Variation, which is the difference between the average HSC exam mark for a class in a course and the state average HSC exam mark for the course. A positive number means that our College did better than the state average.

In 14 of our 22 courses, more than half the class achieved in the top two bands of the course.Course	No. of Students	No. of Band 6 or E4	No. of Band 5 or E3	% Band 5 & 6 (or E3 & E4)	Mean Exam Mark Variation (School vs State)
Biology	14	1	8	64.3	10.08
Business Studies	21	1	11	57.1	6.17
Chemistry	20	5	3	40.0	4.11
Economics	13	0	4	30.8	-1.38
English (Advanced)	29	2	26	96.6	3.83
English (Standard)	25	0	6	24.0	5.29
English as a Secondary Language	3	0	0	0.0	0.21
English Extension 1	4	0	3	75.0	-4.30
English Extension 2	3	0	2	66.7	-1.44
Hospitality Examination (Kitchen Operations and Cookery)	2	1	0	50.0	3.94
Legal Studies	26	0	12	46.2	1.52
Mathematics	30	11	11	73.3	6.64
Mathematics Extension 1	17	14	3	100.0	11.71
Mathematics Extension 2	14	10	3	92.9	8.28
Mathematics General 2	25	2	12	56.0	8.46
Modern History	4	0	2	50.0	4.16
Music 1	3	0	1	33.3	6.45
Personal Development, Health and Physical Exercise	12	2	3	41.7	6.45
Physics	14	4	3	50.0	5.51
Studies of Religion 1	14	2	9	78.6	2.60
Studies of Religion 2	27	0	9	33.3	-0.18
Visual Arts	8	1	4	62.5	1.39

## ATAR Achievements

DUX of the College received an ATAR above 99.45

16 of our 57 students in 2015 received an ATAR above 90 +ATAR

## Cohort Summation

6 % received an ATAR above 98.  
15% received an ATAR above 95.  
27.5% received an ATAR above 90.

~ Eighty-seven percent (87%) of the Year 12 cohort were offered first option courses at University

## 2015 HSC Results Analysis Example

Sample Analysis provided by HSIE Department, Mr Jaime Jacob (HOF)

NB: Student names have been replaced with \*

## Summary & Overview of Results

Course Name	No. of Students	School Average	State Average	School vs State Variation	Highest HSC Mark
Business Studies	21	79.82	73.65	6.17	91
Economics	13	74.74	76.12	-1.38	88
Legal Studies	26	76.12	74.60	1.52	89
Modern History	4	79.45	75.29	4.16	82
Studies of Religion I	14	41.09	38.49	2.60	46
Studies of Religion II	27	74.02	74.20	-0.18	85

## Business Studies

Students have continued to perform well in HSC Business Studies. The results have significantly improved from the previous year. The Class (79.82) continues to outperform the State (73.65), like it has throughout St Mark's history in Business Studies. There were twenty-one (21) students who completed HSC Business Studies in 2015. One student, \* was able to attain a Band 6, while three students narrowly missed out, scoring 89. Eleven (11) students achieved a Band 5, which represented 52% of the class compared to the state figure of 28%.

The class overall performed better than expected considering the number of changes to teachers to the class during the HSC year. Many students managed to push into the Band 5s and some into the high end. It is also great to see those students who were on the bottom end, making significant improvements in their results. Some notable performances can be seen in Table 1a.

Table 1a: Comparison of School Assessment & HSC Mark

Name	School Assessment	HSC Mark
*	55	65
*	53	63
*	73	81
*	64	72
*	60	64

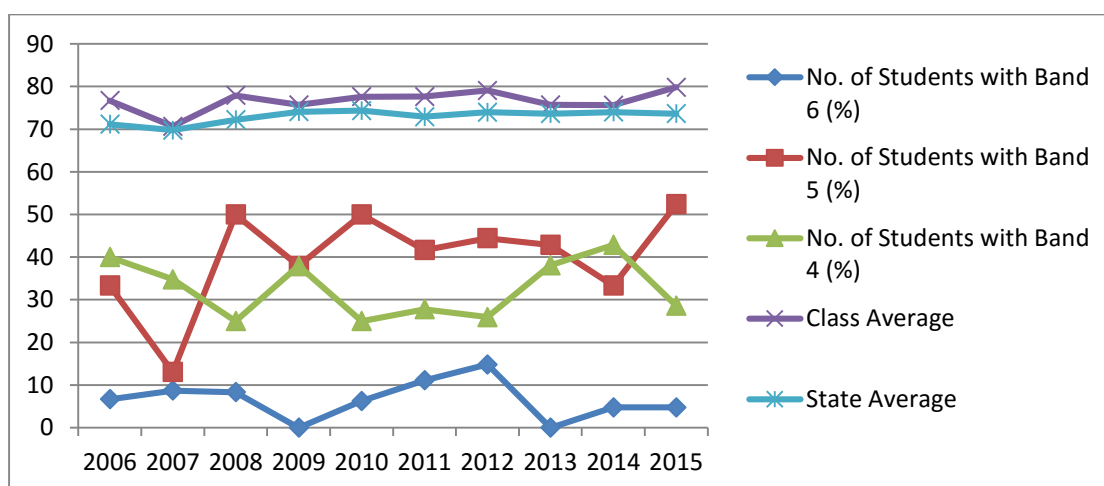
The exam itself seemed quite a good paper for the students in terms of their preparation. The assessments throughout the year targeting key areas of the syllabus and guidance provided by the class teacher has been a contributing factor to the wonderful results.

The results are compared to the last nine years in Table 1b and graphed in Figure 1.

Table 1b: HSC Business Studies Marks 2006-2015

BUSINESS STUDIES EXAM MARKS	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015
Total Number of Students	30	23	24	29	16	36	27	21	21	21
No. of Students with Band 6	2	2	2	0	1	4	4	0	1	1
No. of Students with Band 6 (%)	7	9	8	0	6	11	15	0	5	5
No. of Students with Band 5	10	3	12	11	8	15	12	9	7	11
No. of Students with Band 5 (%)	33	13	50	38	50	42	44	43	33	52
No. of Students with Band 4	12	8	6	11	4	10	7	8	9	6
No. of Students with Band 4 (%)	40	35	25	38	25	28	26	38	43	29
Class Average [E.M Mean]	76.72	70.67	77.91	75.7	77.6	77.66	79.08	75.70	75.62	79.82
State Average [State E.M. Mean]	71.15	69.78	72.21	74.08	74.35	72.93	73.98	73.63	74.00	73.65
Difference	5.57	0.89	5.7	1.62	3.25	4.73	5.1	2.07	1.62	6.17

Figure 1: Trends in HSC Business Studies Indicators 2006-2015



#### Economics

There were thirteen (13) students who completed HSC Economics in 2015. The class achieved an average Exam Mark of 74.74, compared to the state average of 76.12. Four students attained a Band 5. \* (88) and \* (86) narrowly missed out on a Band 6. The Band 5 class average of 31 is slightly lower than the state average of 34.

The results in Economics in 2015 have been good. Although, prior to the HSC examination, it was expected that Mary would score over 90. The exam itself did not seem too difficult for the top students, as the preparation for the exam was adequate. The paper did not seem as challenging as the Semester Two Examination or the assessments conducted at school.

Economics is a subject that students generally struggle with due to the nature and complexity of the course. Some of the students who found the course quite difficult did withdraw from the subject throughout 2015. It is good to see that of those who remained that were finding Economics difficult, did manage to improve on their School Assessment mark. Most notable of these include \* (54/65) and \* (53/64). All students have worked very hard and with the support of their teacher, to attain these results and they need to be commended on their efforts.

The results are compared to the last nine years in Table 2 and graphed in Figure 2.

Table 2: HSC Economics Marks 2007-2015

ECONOMICS EXAM MARKS	2007	2008	2009	2010	2011	2012	2013	2014	2015
Total Number of Students	14	4	10	17	16	5	0	2	13
No. of Students with Band 6	2	0	0	0	0	0		0	0
No. of Students with Band 6 (%)	14	0	0	0	0	0		0	0
No. of Students with Band 5	2	0	5	6	4	0		2	4
No. of Students with Band 5 (%)	14	0	50	35	25	0		100	31
No. of Students with Band 4	2	2	3	6	4	4		0	6
No. of Students with Band 4 (%)	14	50	30	35	25	80		0	46
Class Average [E.M Mean]	68.53	65.85	76.64	72.87	67.69	69.72		82.30	74.74
State Average [State E.M. Mean]	75.64	75.45	75.21	73.46	74.20	75.23		75.73	76.12
Difference	-7.11	-9.6	1.43	-0.59	-6.51	-5.51		6.57	-1.38

Figure 2: Trends in HSC Economics Indicators 2007-2015



#### Legal Studies

There were twenty-five (26) students who completed HSC Legal Studies in 2015. The Class Average (76.12) was above the State Average of 74.60 and the results overall is exceptionally better than what was expected of this cohort. Although no Band 6's were attained, twelve (12) students scored over 80, of which two scored 89. This equates to 46% of the cohort, compared to the state average of 29%.

For the second year in a row, the Legal Studies class has had a large cohort of students, resulting in a larger number of the weaker students from the Year group undertaking this course. The performance of the lower placed students has to be commended. There has been a significant improvement in the bottom end-placed students. They were expected to score Band 2 results. All students managed to score Band 3 or higher. Some notable performances from the weaker students can be seen in Table 3a.

Table 3a: Comparison of School Assessment & HSC Mark



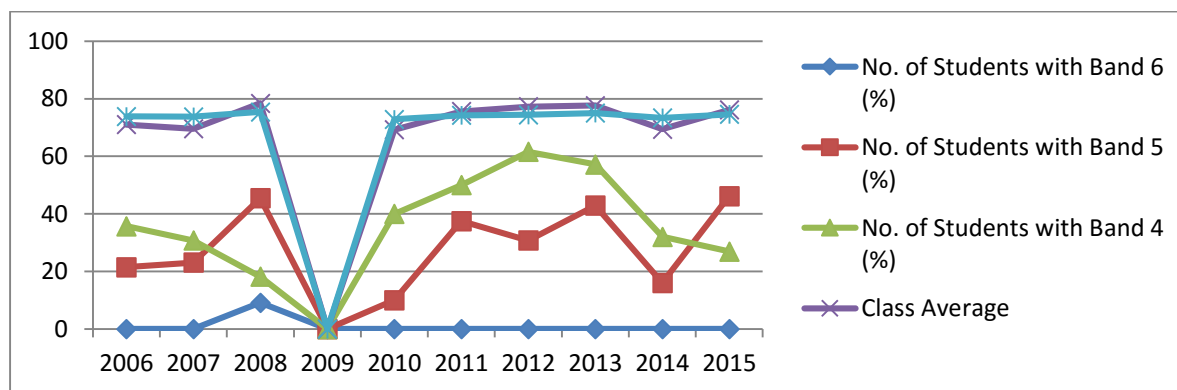
Name	School Assessment	HSC Mark
*	35	60
*	30	61
*	37	63
*	45	66
*	55	72
*	54	69
*	46	67
*	39	62

The exam itself was not challenging as the School based assessments, especially for the top end students. However, the format of the exam requires 3 long responses. This is generally where the weaker students would struggle. The results are compared to the last nine years in Table 3b and graphed in Figure 3.

Table 3b: HSC Legal Studies Marks 2006-2015

LEGAL STUDIES EXAM MARKS	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015
Total Number of Students	14	13	11	0	10	16	13	14	25	26
No. of Students with Band 6	0	0	1		0	0	0	0	0	0
No. of Students with Band 6 (%)	0	0	9		0	0	0	0	0	0
No. of Students with Band 5	3	3	5		1	6	4	6	4	12
No. of Students with Band 5 (%)	21	23	45		10	38	31	43	16	46
No. of Students with Band 4	5	4	2		4	8	8	8	8	7
No. of Students with Band 4 (%)	36	31	18		40	50	62	57	32	27
Class Average [E.M Mean]	71.01	69.57	78.42		69.22	75.58	77.25	77.64	69.43	76.12
State Average [State E.M. Mean]	73.86	73.76	75.43		72.88	74.23	74.44	75.00	73.36	74.60
Difference	-2.85	-4.19	2.99		-3.66	1.35	2.81	2.64	-3.93	1.52

Figure 3: Trends in HSC Legal Studies Indicators 2006-2015



## Modern History

The HSC Modern History class only consisted of 4 students and all managed to score a Band 4 or 5. The class average of 79.45 has been significantly higher than the State average (75.29).

Modern History has not been a popular choice for students at St Mark's in the past. Last year was the first cohort since 2006. The nature of the course – involving a lot of reading, note taking, analysing of sources, is not often in the mould of our students.

Students have worked very well and closely with their teacher throughout the year and has produced good results. The students were pushed to perform at a high level, with the teacher providing additional resources, classes and close analysis of their work providing vital feedback.

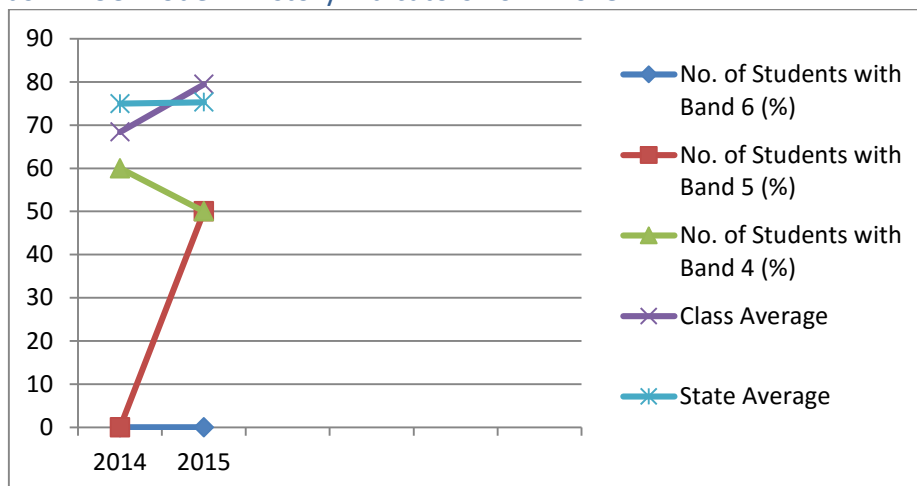
The Modern History paper, apart 5-6 multiple choice questions, involves extensive writing – 2 extended responses at 25 marks each; 3 structured responses (10 x 2 & 15 marks). Students are required to write extensively with detailed knowledge in order to score high marks. The results indicate that this is where the students struggled overall.

Over the course of the 2 years, there had been significant improvements in the writing of the students as they did manage to improve on their results. The school assessments were challenging and pushed the students to raise their own standards. For the HSC they all managed to score similar results to what they were attaining for the school based assessments. The bottom two students managed to score significantly higher than their Semester Two Examination mark.

Table 4: HSC Modern History Marks 2014-2015

Modern History - EXAM MARKS	2014	2015
Total Number of Students	10	4
No. of Students with Band 6	0	0
No. of Students with Band 6 (%)	0	0
No. of Students with Band 5	0	2
No. of Students with Band 5 (%)	0	50
No. of Students with Band 4	6	2
No. of Students with Band 4 (%)	60	50
Class Average [E.M Mean]	68.40	79.45
State Average [State E.M. Mean]	74.95	75.29
Difference	-6.55	4.16

Figure 4: Trends in HSC Modern History Indicators 2014-2015



## Studies of Religion I Unit

There were fourteen (14) students who completed HSC Studies of Religion I Unit in 2015 and the results were quite good. The class average (41.09) was well above the state average (38.49). All students managed to score a Band 4 or higher, with two (2) students achieving a Band 6, nine (9) with a Band 5 and three (3) with a Band 4.

Overall, the class has performed very well as can be seen with the high class average. The class cohort of students in SOR – I Unit in 2015 can be described as of mixed ability, some with exceptional writing ability. The two highest achievers, \* and \*, both scored 46.

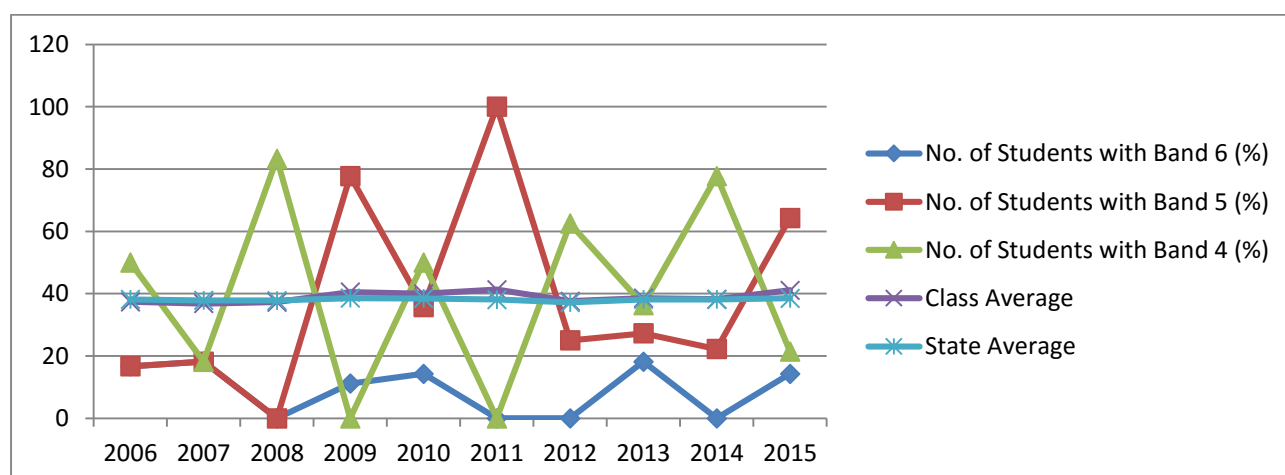
The exam itself was not as challenging as the school based assessments. Students were given ample preparation and feedback leading up to the HSC, however, the weaker ability students did struggle with articulating their knowledge in their writing. In saying that, it is good to see that all students managed to score higher marks than their School Assessment marks.

The results are compared to the last nine years in Table 5 and graphed in Figure 5.

Table 5: HSC Studies of Religion I Unit Marks 2006-2015

SOR - I EXAM MARKS	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015
Total Number of Students	6	11	6	9	14	3	8	11	9	14
No. of Students with Band 6	1	2	0	1	2	0	0	2	0	2
No. of Students with Band 6 (%)	17	18	0	11	14	0	0	18	0	14
No. of Students with Band 5	1	2	0	7	5	3	2	3	2	9
No. of Students with Band 5 (%)	17	18	0	78	36	100	25	27	22	64
No. of Students with Band 4	3	2	5	0	7	0	5	4	7	3
No. of Students with Band 4 (%)	50	18	83	0	50	0	63	36	78	21
Class Average [E.M Mean]	37.4	36.84	37.27	40.53	39.97	41.27	37.56	38.58	38.20	41.09
State Average [State E.M. Mean]	38.14	37.83	37.78	38.58	38	38.11	37.19	38.16	38.15	38.49
Difference	-0.74	-0.99	-0.51	1.95	1.5	3.16	0.37	0.42	0.05	2.6

Figure 5: Trends in HSC Studies of Religion – I Unit Indicators 2006-2015



## Studies of Religion II Unit

There was a large cohort of twenty-seven (27) students who completed the completed HSC Studies of Religion II Unit in 2015. The class achieved an average Exam Mark of 74.02, compared to the state average of 74.20. Although no Band 6s were attained, nine (9) students managed to attain a Band 5 score.

As can be expected from a large class, there were students of mixed ability. This class also had a large percentage of the year groups lower ability students. In saying that, the students on the bottom end of the class, performed exceptionally well – well above their School Assessment marks. See Table 6a.

Considering the size of the class and cohort, students have produced great results. In the HSC, most students managed to perform better than they have had at the school level. As a whole, they improved on their Semester Two Examination results.

Table 6a: Comparison of Marks

Name	Semester Two Examination	School Assessment	HSC Mark
*	32	40	60
*	37	43	66
*	37	50	66
*	55	57	71
*	43	49	64
*	58	61	71
*	23	31	57

Looking at the trend in HSC marks, the results are quite similar to previous achievements in HSC. The class average was slightly below the state average, however, it has been following the trend of class averages from previous years. Unlike the One Unit course, students have a lot more content to cover and a much longer examination to sit. The exam consists of 2 extended responses; 2 structured responses; short responses and multiple choice questions. The class cohort of mixed-lower ability students, struggled with some aspects of the course such as writing concisely with detail.

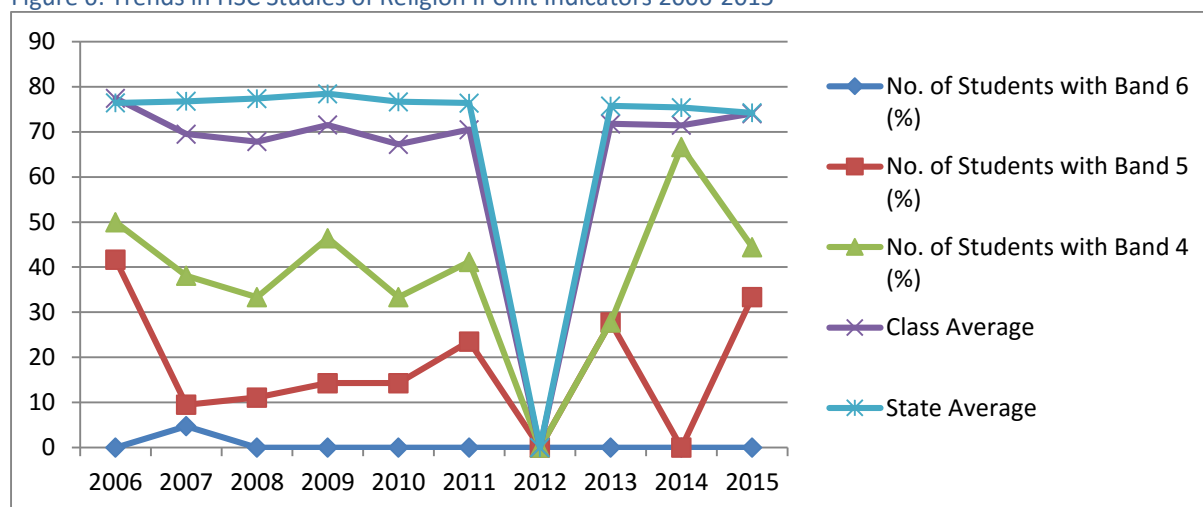
Although students were given ample preparation and feedback leading up to the HSC, it is believed that some of the students were taking the Course quite lightly, despite consistent feedback and warnings given to the students. The exam itself was not as challenging as the school based assessments and the top students should have performed slightly better. In saying that, considering that the class consisted of the average/middle-ability students, they performed accordingly and managed to do so, very close to the state average.

The results are compared to the last nine years in Table 6 and graphed in Figure 6.

Table 6: HSC Studies of Religion II Unit Marks 2006-2015

SOR - II EXAM MARKS	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015
Total Number of Students	12	21	18	28	21	17	0	18	6	27
No. of Students with Band 6	0	1	0	0	0	0		0	0	0
No. of Students with Band 6 (%)	0	5	0	0	0	0		0	0	0
No. of Students with Band 5	5	2	2	4	3	4		5	0	9
No. of Students with Band 5 (%)	42	10	11	14	14	24		28	0	33
No. of Students with Band 4	6	8	6	13	7	7		5	4	12
No. of Students with Band 4 (%)	50	38	33	46	33	41		28	67	44
Class Average [E.M Mean]	77.45	69.50	67.83	71.53	67.23	70.49		71.76	71.43	74.02
State Average [State E.M. Mean]	76.42	76.78	77.37	78.43	76.64	76.36		75.74	75.38	74.20
Difference	1.03	-7.28	-9.54	-6.90	-9.41	-5.87		-3.98	-3.95	-0.18

Figure 6: Trends in HSC Studies of Religion II Unit Indicators 2006-2015



## Summary

Overall staff and students can be proud of the achievements from the 2015 HSC results. Students have worked hard and closely with their teachers. The school assessments have challenged students to push themselves and the marking has been reflective of the HSC marking as indicated by the School/State Variation (between -5 and 10).

Course	Students Included	E.M. Mean	State E.M Mean	School/State Variation
<a href="#">Business</a> Studies	21	79.82	73.65	6.17
<a href="#">Economics</a>	13	74.74	76.12	1.38-
<a href="#">Legal</a> Studies	26	76.12	74.60	1.52
<a href="#">Modern</a> History	4	79.45	75.29	4.16
<a href="#">Studies</a> of Religion – I Unit	14	41.09	38.49	2.60
<a href="#">Studies</a> of Religion – II Unit	27	74.02	74.20	0.18-

Students generally performed better in HSC Exam than assessment.

Majority of classes achieved a band 4/5 - pushing students into next band will require greater attention to written expression.

Large class impinged on quality class time and possibility of students receiving band 6.

Professional Development was vital to better understand what the markers are looking for assisted in school level assessment and marking.

## Concerns, Recommendations & Strategies going forward

Concerns	Recommendations/Strategies
<p>The weaker/lower ability students struggled with the writing requirements of the courses – extensive and detailed answers required in Economics, Legal Studies, Modern History and SOR – II Unit. It requires high levels of literacy; ability to analyse and interpret information and have a good level of comprehension. All HSIE subjects requires students to write extended responses.</p> <p>Inability to write at length</p>	<p>Measures to control subject selection. Formal consultation processes in places for students in years 11 and 12 choosing or changing subjects to provide better advice</p>
<p>Large class sizes in some subjects (Legal Studies (26); SOR – II Unit (27); also meant that a lot of the weaker ability students were in the mix.</p>	<p>Identify weak students early to try and give more one-one assistance</p>
<p>General lack of interest or importance given to writing and general literacy skills in subjects in Years 9 &amp; 10. This means that students are lacking certain skills in vocabulary and comprehension as they enter Senior School. A lot of the HSC results will be reflective of Yr. 10 results/efforts in Geography/History.</p> <p>Poor literacy skills with a number of year 12 students – *, *, *</p>	<p>Study Skills and essay writing to be explicitly taught in all courses to provide students with opportunities to excel and achieve Band 6.</p> <p>Emphasis to be placed on such skills in Stage 4 &amp; 5 – vocabulary, comprehension, essay writing, etc.</p> <p>These issues are being addressed and strategies have been implemented in over the last few years from Yr 7.</p>
<p>HSIE non-thinkers: Some of the students who choose HSIE subjects do so because they know they cannot cope with the other courses on the Subject Line.</p> <p>There are some students who have a poor attitude towards HSIE subjects and who do not take the subject seriously; simply enrolled in subjects to make up units. They put very little effort into the subject or leave it until it's too late.</p>	<p>Students, who demonstrate behaviour problems or lack of enthusiasm, should be placed on a student contract immediately and further action taken if behaviour does not improve</p>
<p>Time management – students tend to switch off all but one subject when there is an assessment task due. They miss out on content and fall behind in all the other subjects.</p>	
<p>Not getting a good proportion of the strong academic students across HSIE subjects. There usually is only 2-3 of the top students from the Year Group in any one of the HSIE Courses.</p> <p>Students have the interest to do both HSIE Courses and other subjects e.g. Science or PDHPE on the same Subject Line and often sacrifice the HSIE Course</p>	
<p>Cultural mentality that certain subjects won't scale; students lacking general awareness of various courses for HSC or even which courses leads to which pathways beyond school.</p>	
<p>Concern about writing 2-3 essays for HSC.</p>	<p>Practise and building up of skills in long responses; extended responses from Junior high school.</p>

## Going Forward

Attend seminars/PDs to assist in exam preparation and marking

Identify band 4 and 5 students early on to work on and refine skills to push into next band.

Students will be expected to resubmit assessments to ensure that they are taking on feedback.

Students need to have holistic knowledge; need to build up students that are well rounded.

## End of Report

## Record of Student Achievement (RoSA)

The Record of Student Assessment (RoSA) was introduced in 2012 to replace the School Certificate. The College internally assesses students and a grade is submitted to the Board of Studies, Teaching and Educational Standards (BOSTES) reflecting their overall achievement.

The following table shows how our students who did Year 10 courses in 2015 compared with the state. The percentage of students in the top two grades and in the lowest grade are being compared.

Stage 5 Course (Year 9 & 10)	School			State	
	No. of Students	Grade A + B (%)	Grade E (%)	Grade A + B (%)	Grade E (%)
English 200 hours	59	8.47	5.08	39.82	5.52
Mathematics 200 hours	62	72.58	1.61	37.12	6.74
Science 200 hours	59	40.68	6.78	37.91	6.51
Personal Development, Health and P.E. 100 hours	59	16.95	1.69	49.43	3.79
History 100 hours	59	45.76	5.08	40.34	6.57
Australian Geography 100 hours	59	37.28	20.34	38.91	6.62
Geography Elective 200 hours	11	36.36	0.00	75.99	0.82
Commerce 200 hours	22	68.18	0.00	60.81	2.79
Drama 100 hours	3	66.67	0.00	51.68	5.06
Drama 200 hours	20	15.00	5.00	62.91	2.76
Food Technology 100 hours	4	25.00	25.00	43.78	6.78
Food Technology 200 hours	17	52.94	5.88	46.66	5.90
Graphics Technology 100 hours	8	37.50	37.50	43.50	5.12
Industrial Technology (Timber) 100 hours	2	50.00	0.00	38.10	6.95
Industrial Technology (Timber) 200 hours	14	7.14	21.43	39.00	7.41
Information & Software Technology 100 hours	11	27.27	27.27	45.02	5.53
Music 100 hours	6	50.00	0.00	41.48	7.24
Music 200 hours	15	66.67	0.00	57.10	4.69
Visual Arts 100 hours	2	0.00	0.00	47.28	6.06
Visual Arts 200 hours	23	60.87	0.00	59.42	3.86





*Year 12 Graduation 2015*







# National Assessment Program

## Literacy and Numeracy (NAPLAN) Assessments (Years 3, 5, 7 and 9)

Results for the 2015 NAPLAN Tests are summarised in the tables below. The figures represent the percentage of student achievement within the given bands for each domain.

Since 2014 the AIS (The Association of Independent Schools) has been working with St Mark's Primary School on a Literacy and Numeracy plan funded by the Federal Government, targeting student areas of need such as reading comprehension and hands on Numeracy activities. As a result, this plan will impact on future student results.

It is important to note the following:

- NAPLAN results are a snapshot of a student/school's progress and is used by each school to identify and highlight strengths and weaknesses that allow a school to implement programs and strategies as a result of this diagnostic tool.
- NAPLAN results do not reflect a school's worth or value, nor the competence or proficiency of their teaching staff. Judgements based on the value of any school via NAPLAN results alone is not only unjustified but also an incorrect overall basis of a school's achievements.
- SMC does not teach towards the NAPLAN just so it can raise its percentile ranking. The most undertaken here is that students in Years 3, 5, 7 and 9 are offered a couple of short sessions for the familiarisation of test formats and required procedures.
- SMC does not exclude any of its low ability students from sitting the NAPLAN tests: this is done as we need to assist all students, especially those with learning difficulties to gauge which areas are we to focus on more and therefore better able to help each towards their respective improvement. Ultimately this practice inevitably reduces our percentile rankings, however knowing we are inclusive and working towards addressing and formulating strategies for our students in need is far more important than public rankings.
- NAPLAN correctly identifies that READING and WRITING are areas that need to be addressed at SMC. In part, this is reflective of the % of students at SMC who are NESB (Non English Speaking Background) and/or are ESL (English as a Second Language). The lower % in READING & WRITING is due to a lower COMPREHENSION of text/language understanding and in no way reflects the high intelligence, competencies and abilities of student's long term achievements, as is evident annually in our HSC results.

As a school, SMC is embracing a range of strategies and programs that have, and continue to target these deficiencies. Since 2014, % have increased on previous years. With further understanding and professional development being undertaken focusing and targeting how we can better our student's competencies, these results will inevitably continue to rise.

## Standards Table

%at proficiency

Years	3 School	3 State	5 School	5 State	7 School	7 State	9 School	9 State
Reading	39%	50%	42%	38%	19%	32%	8%	25%
Writing	50%	54%	16%	21%	23%	19%	10%	15%
Spelling	57%	47%	53%	40%	48%	40%	25%	28%
Grammar & Punctuation	50%	52%	64%	39%	33%	34%	17%	19%
Numeracy	14%	38%	33%	31%	41%	29%	48%	29%

The % at proficiency tab shows achievement for the top 2 bands reported for NAPLAN testing. For example in Year 3 it is Bands 5 and 6.

# Standards Table

## %at or below NMS

Years	3 School	3 State	5 School	5 State	7 School	7 State	9 School	9 State
Reading	7%	10%	4%	20%	13%	16%	22%	25%
Writing	11%	6%	0%	14%	23%	32%	40%	40%
Spelling	4%	14%	4%	15%	2%	15%	15%	19%
Grammar & Punctuation	4%	11%	7%	17%	9%	18%	33%	32%
Numeracy	7%	17%	7%	18%	9%	18%	4%	17%

The % at or below NMS tab shows percentages of the bottom two bands but excludes exempt students. This is a requirement of state reporting for the state plan where only those students who participated in testing sessions are reported in the results. For example in Year 3 it is Bands 1 and 2.

# Standards Table

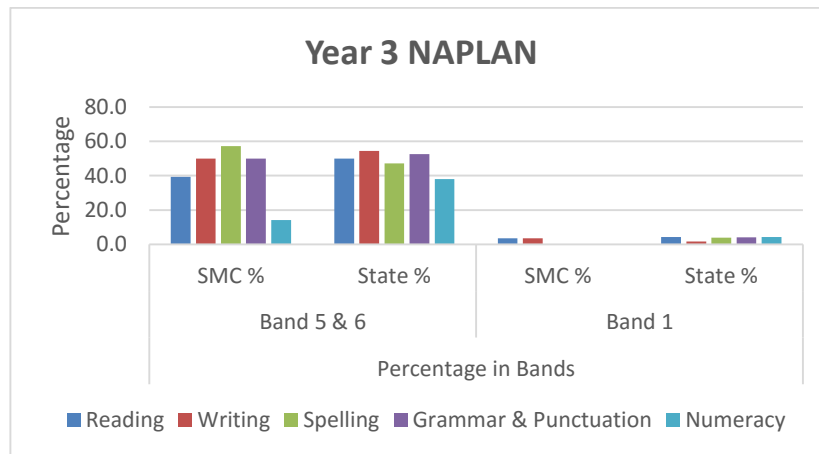
## %below NMS

Years	3 School	3 State	5 School	5 State	7 School	7 State	9 School	9 State
Reading	4%	6%	0%	6%	0%	4%	4%	8%
Writing	4%	4%	0%	7%	2%	12%	10%	22%
Spelling	0%	6%	2%	6%	2%	8%	2%	10%
Grammar & Punctuation	0%	6%	0%	8%	2%	9%	0%	12%
Numeracy	0%	6%	0%	5%	0%	3%	0%	4%

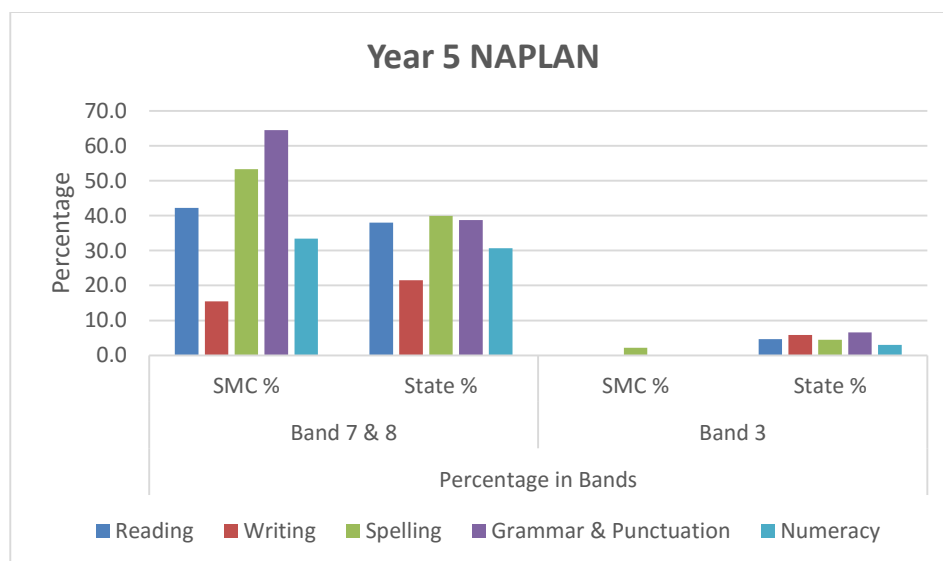
In the % below NMS tab the percentages include exempt students. The below NMS percentages of achievement represent the bottom band of achievement reported for NAPLAN. For example in Year 3 it is Band 1, in Year 5 it is Band 3, in Year 7 it is Band 4 and in Year 9 it is Band 5.

# NAPLAN Years 3 & 5

Year 3	Percentage in Bands			
	Band 5 & 6		Band 1	
Domains	SMC %	State %	SMC %	State %
Reading	39.3	50.0	3.6	4.3
Writing	50.0	54.5	3.6	1.8
Spelling	57.2	47.2	0.0	4.0
Grammar & Punctuation	50.0	52.5	0.0	4.1
Numeracy	14.2	38.1	0.0	4.4



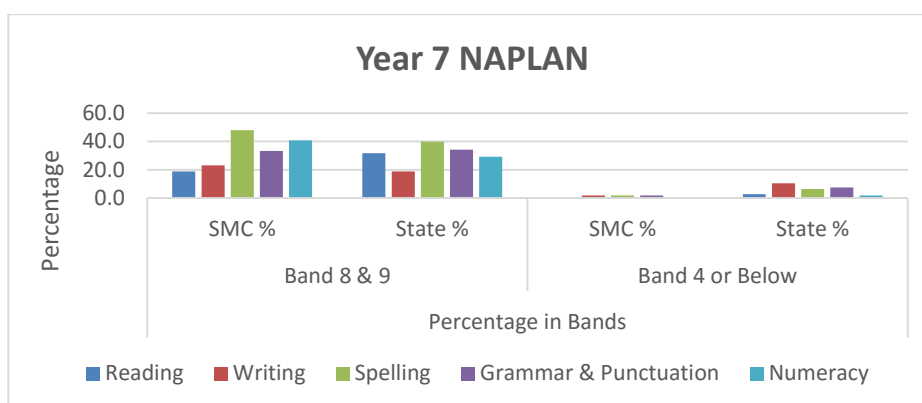
Year 5	Percentage in Bands			
	Band 7 & 8		Band 3	
Domains	SMC %	State %	SMC %	State %
Reading	42.2	38.0	0.0	4.6
Writing	15.5	21.5	0.0	5.8
Spelling	53.3	39.9	2.2	4.5
Grammar & Punctuation	64.5	38.7	0.0	6.6
Numeracy	33.4	30.7	0.0	3.0



## NAPLAN Years 7 & 9

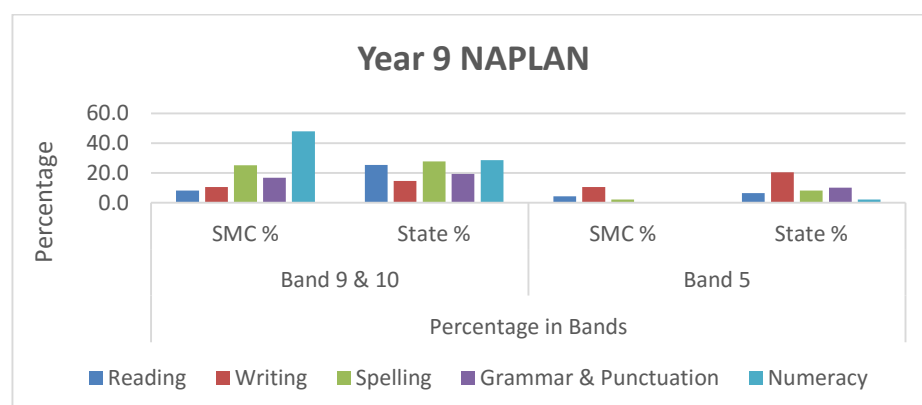
In 2015, Year 7 students performed well compared to the state in the domains of Writing, Spelling and Numeracy. Students were on par with the state in Grammar & Punctuation and in the middle bands in Reading.

Year 7	Percentage in Bands			
	Band 8 & 9		Band 4 or Below	
Domains	SMC %	State %	SMC %	State %
Reading	18.9	31.8	0.0	2.6
Writing	23.1	18.9	1.9	10.4
Spelling	48.1	39.9	1.9	6.4
Grammar & Punctuation	33.3	34.3	1.9	7.4
Numeracy	40.8	29.1	0.0	1.9



In 2015, Year 9 students performed well compared to the state in Numeracy. Students achieved in the middle bands for the other domains. However, there is a need to focus on improving skills in Reading and Writing.

Year 9	Percentage in Bands			
	Band 9 & 10		Band 5	
Domains	SMC %	State %	SMC %	State %
Reading	8.1	25.2	4.1	6.3
Writing	10.5	14.6	10.4	20.3
Spelling	25.0	27.7	2.1	8.1
Grammar & Punctuation	16.7	19.2	0.0	10.1
Numeracy	48.0	28.6	0.0	2.1



# Letter Received from ACARA

March 2016

Dear Principal,

As you may know, ACARA publishes the latest data on around 10,000 Australian schools on the [My School website](#) each year. The 2016 update will take place on Wednesday 9 March and will include:

eight years of performance data

2015 school profile and population data

2015 NAPLAN results

2015 student attendance data (Semester 1 and Term 3)

school financial information, including capital expenditure and sources of funding

a refreshed look and feel to the website, including a review of the content.

Since 2013, ACARA has released information on schools that demonstrate substantially above average gain as students' progress from Year 3 to Year 5 and from Year 7 to Year 9. This year, identified schools have demonstrated substantial growth in NAPLAN scores compared to: previous years; and

schools with similar students based on the Index of Community Socio-educational Advantage (ICSEA) level; and

other students at similar NAPLAN average score start points.

In addition, schools had to have at least 15 students and the percentage of matched students across two NAPLAN periods (Years 3 to 5 or Years 7 to 9) had to be at least 70 per cent.

I am pleased to advise that ACARA has identified your school as having demonstrated substantially above average gain in NAPLAN results.

On behalf of ACARA, I would like to extend my congratulations to you and your school community on this achievement. Gains of this magnitude are significant and worthy of highlighting and acknowledgement.

Regards,

Robert Randall

Chief Executive Officer

Australian Curriculum, Assessment and Reporting Authority

Level 10, 255 Pitt Street Sydney NSW 2000

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Schools demonstrating substantially above average gain

The Australian Curriculum, Assessment and Reporting Authority (ACARA) is responsible for Australia's national reporting program, including My School. The My School website is updated annually with the previous year's NAPLAN results and other enhancements.

For the past few years, ACARA has released information on schools demonstrating substantially above average gain in their NAPLAN results as students' progress from Year 3 to Year 5 and from Year 7 to Year 9. Gains of this magnitude are significant and worthy of acknowledgement.

School leaders in schools with above average gain can talk about how they achieved these gains to enable other schools to learn from them. For example, a new school-based literacy or numeracy initiative may have led to better NAPLAN results.

Identifying substantially above average gain

My School reports three type of gains in student achievement:

- i. overall gain compared to previous years; and
- ii. gain compared to schools with similar students based on the Index of Community Socio-Educational Advantage (ICSEA) level; and
- iii. gain compared to other students at the same average NAPLAN starting score.

Schools identified with above average gain have demonstrated substantial improvement in reading, numeracy, or both, as follows:

- 1. an overall gain that exceeds the national average by more than one standard deviation unit; and
- 2. an overall gain higher than the average shown by schools with similar students based on ICSEA, by more than one standard deviation unit; and
- 3. an overall gain higher than that shown by students with the same starting score, also by more than one standard deviation unit.

In addition, to ensure diverse representation of schools within each state and territory and ICSEA levels, some schools that do not meet each of these strict criteria, but nonetheless show gains that are above average in reading and numeracy were also identified.

All identified schools had to have matched NAPLAN results for at least 15 students and the overall percentages of matched students had to be higher than 70 per cent. For more information, contact ACARA.

# Staff & Students

## In-Services

Professional Development of Staff is encouraged across the College and whilst funds are always limited, numerous staff undertook appropriate PD in relevant areas pertaining to their responsibilities. A variety of relevant sessions were undertaken externally with the main providers of these sessions/courses being the NSW Association of Independent Schools, Government departments including NSW DoE, professional bodies such as HICES and AHISA. Total of \$24,444 = 2015 (2014 = \$17,500).

Internally, PD was scheduled at regular intervals particularly with sessions arranged for staff for support with programming Literacy and Numeracy as part of the PAL initiative via presenters and facilitators from NSW AIS.

## Teacher Attendance & Retention

In 2015 the teacher attendance daily average was 95.4%.

The retention rate was 90%.      38 = Full time teachers      2 = Part Time teachers

## Student Attendance

Student attendance equals to a 93% 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.

In 2015 the students' attendance average was:

Year	Attendance Rate
Y01	91%
Y02	93%
Y03	94%
Y04	94%
Y05	92%
Y06	91%
Y07	92%
Y08	92%
Y09	91%
Y10	89%
Total	93%



# 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 in reporting instances of abuse to the appropriate authorities. The first professional development day of each year is 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. Any updates to Regulations will be outlined and all staff are required to sign their attendance at these sessions.

One staff member receives formal training from the AIS in conducting necessary investigations and will be responsible for the process. Any allegations raised against staff or parents or students 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).

This 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 via College letters sent home.

All Employees and approved in school Volunteers are screened via the Working with Children check prior to employment as well as 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 included in the school diary. The Anti-Bullying Policy is disseminated to all within the community via the College website. 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.

## Work, Health & Safety

Work 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 WHS Committee has been formed consisting of Mr David (Deputy), Mrs Nada (Deputy of the Primary School, Mr Horner and Mr Bestawros (Financial Manager). An audit of maintenance requirements is conducted each semester and maintenance is completed each term day on reported matters via a Maintenance Book located in the Office and selected days throughout term breaks. The College Board is informed of WHS issues at each meeting and reviews of policy and situations take 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, Risk Assessment forms and Risk Management Procedures with sample plans. Risk Management takes place for every excursion and every outing including sports venues. Delegated authority from the Head of College is issued to pursue required checks by relevant staff responsible for each event/activity. The completed Assessment is forwarded to staff with the original filed by the Financial Manager.

## Policies for Emergencies & Critical Events

Policies for Emergencies and Critical Events define procedures and drills, duties, and the possible need for subsequent Counselling. The Deputy Head of College oversees, reviews and implements policy. Emergency Drills are conducted each term for the whole College Community and includes Fire Drills, Lock-Out and Lock Down preparations.

## Excursions

Teachers are responsible for Risk Assessment before excursions are confirmed. 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 (e.g. locking all classrooms when no teacher present). Overall responsibility for College security rests with the Head of College or their delegate.

## Resolving Grievances

### 1. Curriculum

#### *Primary School*

Complaints and grievances are referred to, and resolved by, Classroom Teachers, Head of Primary 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 BOSTES 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, 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. Curriculum matters are governed by BOSTES Requirements and College Assessment and Reporting Policies.

### 2. Welfare

#### *Primary School*

Complaints and grievances are referred to, and resolved by, the Classroom Teachers, Head of Primary, 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 (e.g. DOCS).

#### *Senior School*

Complaints and grievances are referred to, and resolved by, the Classroom Teachers, House Tutor, House Patron, 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 Reverend Father, College Counsellor, School Investigator or/and external bodies (e.g. DOCS or other Child Protection Authorities).

## Complaints Policy

Complaints regarding general issues such as buildings and premises are referred directly to the Head of College. The Head of College will then request that the Financial Manager or Deputy Head of College and WHS Committee investigate the issue and report back to the Head of College.

## Resolving Grievances

### Rationale

This policy applies to all complaints made by students, parents or staff of St Mark's Coptic Orthodox College.

The College believes that the best outcomes result for our children when parents and staff work together in a spirit of cooperation and understanding, based on a shared vision for our students.

The College believes in the principles of truth in all matters, and fairness and justice for all parties concerned.

This policy does not replace the Grievance Procedures that govern how the College deals with specific cases of misconduct or poor performance by staff and are designed to comply with all relevant employment laws and precedents. This policy is provided as a guide to any person wishing to make a complaint and works in conjunction with College Grievance Procedures.

### Aim

To provide a framework based on Christian principles for efficiently and fairly resolving complaints against members with our College community.

## Implementation

- The person making the complaint against another individual shall follow the proper channels and not go outside these. These channels are summarized in the diagrams at the end of this policy.
- All parties involved must conduct themselves in a true Christian manner, with good will, love and courtesy. They must work together to resolve an issue, not work against each other. A positive approach is far more likely to be successful than a negative approach.
- It is anticipated that the majority of complaints will be resolved satisfactorily by courteous discussion between the all parties involved.
- However, if such discussion does not result in a satisfactory resolution, the steps illustrated in the diagram are to be followed in the order that is shown.
- If all parties conduct themselves in a true Christian spirit, it should be very rare that a matter reach the last stage of a formal and written complaint to the College Board.
- Complaints that cannot be resolved even at the level of the Head of College may proceed to the final avenue of appeal, which is to lodge a formal written complaint with the College Board. All complaints should be sent by email with any supporting attachments to [nswcopticboard@gmail.com](mailto:nswcopticboard@gmail.com)
- The College Board will consider the issue at its first possible meeting and seek to resolve the issue. The College Board may request further information from any of the parties involved and may delegate a mediator to try to resolve the issues.
- The College is responsible for keeping accurate records of all serious complaints, whether written or by interview, as well as any actions taken in regard to these complaints, on the College premises or College related event/activity. All complaints will be treated with respect and confidentiality.
- At no time shall the following behaviours be accepted by any St Mark's College event:
  - aggression in words, tone of voice or action, or the raising of one's voice
  - personal insults
  - threats of any kind
  - bad language
- The College reserves the right to take appropriate action against any party that displays unacceptable behaviour.

## Evaluation

This policy will be reviewed with input from the College Board as part of the school's annual review cycle.

## 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 judgment 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) Procedures in case of intruders (Lock down Policy);
- e) Use of grounds and facilities;
- f) Travel on College related activities; and
- g) 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' through the working with children check (WWCC), 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 (Mrs Josephine Tsangarides 2 day per week for 2014). 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. Clergy 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. The Counsellor is required to attend the Welfare Meeting each fortnight to share information with the team as well as to gather information on students who may need assistance.

## Welfare Committee

A committee made up of the Deputy Head of College (Chairperson), Head and Deputy of Primary, Head of Pastoral Care (College Chaplin), Head of Curriculum, 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.

### The House System - 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 is 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 for each year group. During this period House Tutors conduct Pastoral lessons with students. Topics are determined by the Head of Pastoral care 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 & Rationale

"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 House Tutors, House Patrons, our Chaplain, Clergy 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, co-curricular and extra-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 (Coptic Orthodox Studies) 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
- Extra and 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 House Tutor is first involved and makes every attempt to resolve the student's issue.
- Where difficulties still arise the House Patron will follow up by interviewing the student.
- If concerns continue then the School Counsellor and/or Deputy Head 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 House Tutor 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 5 - 10, and Sport.

## Academic Care

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.

Promoting academic care through:

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; o 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.

## 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 focused 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 Policy

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 practice effectively in all situations. It provides for teachers to incorporate the following phases:

Preventative - establishing rules and providing a suitable 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.  
Fairness -allowing students the opportunity to forward reasons for behaviour

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 strategies, well-known and practiced by teachers, ranging from non-verbal messages to sending students to the respective Head of faculty or House Patron. Teachers are aware of what not to do and learn strategies like anger containment and avoidance of dead time. These strategies are explained in detail through the 'staff code of conduct' policy, which is also part of the staff professional development program each year. 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 (1) = Exemplary Behaviour    Level Nine(9)=Behaviour that needs correction

## 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.

### *Primary*

Three 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 around 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 weekly Assemblies (parents are welcome to attend). Any students that reaches the highest behavioural level each term will also receive an award at the end of year annual speech night.

### *Secondary*

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 Principal's Award.

The Merit Certificates are presented to the students at the Whole School Assemblies and Head of College awards are presented on Speech Night. 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.

## Medications Policy

Students are not permitted to keep medications on their person, in their bags or in classrooms (with the exception of Asthma Puffers).

Medications required during school hours will be stored in the office and students requiring medication at school must go to the office. Prescribed medications only may be taken at school and must be administered by a member of staff. Teachers will not 'mind' medications. Students with asthma should carry asthma treatment with them on all school activities

## Infectious Diseases Policy

The NSW Department of Education and Training requires the following periods of exclusion from school for students with infectious diseases listed below:

- Chicken Pox – Exclusion from school until fully recovered. Minimum exclusion – 7 days after first spots appear and all spots have crusted and formed hard scabs.
- German Measles – Exclusion from school until fully recovered. Minimum exclusion – 5 days after rash appears.
- Measles – Minimum 5 days after rash appears.
- Mumps – Exclusion from school until fully recovered. Minimum exclusion 1 week after swelling occurs.
- Whooping cough – Exclusion from school until fully recovered. Minimum exclusion is 3 weeks from onset of whoop.
- Ringworm/Scabies – Re-admission to school after appropriate treatment has commenced. A medical certificate detailing treatment is required.
- Pediculosis (head lice) – A student with head lice at school will be isolated to protect other students from possible infestation. The child will need to remain away from school until the infestation is attended to per policy requirements. Re-admission when treatment has been undertaken. Hair should be free from 'nits'.

## Homework Policy K – 6

Homework reaffirms the role of parents and caregivers as partners in education and is a valuable part of schooling.

The Home Reading Scheme is a nightly requirement for all students and allows for practicing, extending and consolidating work done in class.

Homework provides training for students in planning and organising time and provides parents and caregivers with insights into what is being taught in the classroom and the progress of their children.

### ***Implementation***

- The amount of homework will vary according to age and learning needs. Particular emphasis should be placed on English and Mathematics. Students from Kindergarten to year 6 will be expected to complete homework activities each week. Where homework is regularly not completed, parents should be informed.
- Homework requirements are notified to parents each year, generally at the Parent/Teacher meeting as to the class teacher's requirements for the completion of homework.
- Homework is given on Mondays to take into account students home responsibilities and extracurricular activities such as, sports during the week.
- Written homework should take no longer than 80 minutes to complete for senior students, and less for younger students.

Students are not expected to persist with something that they genuinely do not understand. In this case they could do something else, such as tables or reading. If your child does not have the information needed to do the set homework, he/she can practice multiplication tables or any other exercise at the discretion of parents who might then note this down for the class teacher's information. Homework help is provided every morning in every classroom .

## **Enrolment Policy Rationale**

The College is a fully comprehensive co-educational independent school from Kindergarten to Year 12, underpinned by Christian 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 and guidelines.

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 and Welfare/Discipline Policy. Students with learning difficulties are accepted with the parents being advised the level of support available. Parents are informed formally of the outcome.

The School had an enrolment of 559 students in 2014 from Kindergarten to Year 12. Our student population comes from a vast area within and around Sydney including all socio-economic levels, language (cultural) and religious backgrounds. A number of students are ESL and some require special needs. In addition, some enrolments oftentimes include overseas students.

# How to Enrol

## 1. Application

- Complete the Application for Enrolment and return the form together with:-
- Enrolment Application Fee (Non- refundable).
- Copy of student's birth certificate and immunisation records.
- If not Australian citizen, proof of the passport must also be presented.
- Copy of student's last two years' school report (if applicable).
- Two written family references.

International students must also provide:

- Copy of student's passport and entry visa.
- Copy of language school reports and IELTS results.

Please note that application for enrolment does not in itself constitute enrolment.

## 2. Interview

Upon receipt of an Application for Enrolment form, your child will be placed on our list of applicants for the relevant year. An interview will be arranged with a senior member of staff.

## 3. Letter of Offer

Following the interview, the Head of College will write to notify you on the result of your enrolment application. Enrolment is offered in accordance with St Mark's Conditions of Enrolment.

## 4. Acceptance Offer

If successful, the student's place is secured upon receipt of an Acceptance Offer form together with the enrolment fee. The enrolment fee is considered a firm commitment and is non - refundable.

## 5. Commencement Details

You will be notified of commencement dates, orientation days and any other relevant details in the term prior to commencement.

## 6. Tuition Fees

Tuition fees are payable by the first day of the term to which they apply. In the case of International students, 50% of the full year's tuition fee is payable in advance.

Conditions of Enrolment (Reprinted from Application Form)

1. I am aware that the \$165 Enrolment fee that must be paid is refundable only if the child is not accepted by the College.
2. If a place is offered to me for my child/children, I agree to pay the first term fee within twenty-one days of acceptance of the place. I understand that the fee is not refundable.
3. I understand that I must give at least one term's written notice to the Head of College of the intention for my child to leave the College, otherwise one term's fees will be payable in lieu of notice.
4. I understand that acceptance of my child/children will depend on the outcome of an interview and availability of places in the College. I also acknowledge that this application form does not ensure enrolment and the College's decision is final.
5. The College under the Commonwealth Privacy Act is gains parental/guardian permission with the Acceptance of Offer for the use of visual images of students, such as photographs or other electronic media during school based events, including outside the school environment. St Mark's Coptic Orthodox College regularly uses images of students in a variety of ways to acknowledge achievements, to inform parents and the local community of College matters, to publicize events and to promote the school.
6. This may take the form of:
  - I. College communications such as parents newsletters, websites and magazines
  - II. Promotional materials such as prospectus, brochures, posters and videos
  - III. Or any medium relating to College life - related activities such as articles for newspapers.
  - IV. You are of course at liberty to withdraw consent at any time by contacting the College in writing. A consent form is supplied in your enrolment kit.
7. I understand that before my child is granted access to using the computer resources in the College he must read and agree with the following requirements:
  - I. Must respect the Coptic Orthodox values of the College.
  - II. Must only knowingly view and use what the community considers to be appropriate and acceptable material.
  - III. Accept the limits the College places on the type of Internet sites that can be accessed.
  - IV. Must follow all legal and copyright regulations relating to software and intellectual property right.
  - V. Must not provide any personal information over the Internet/e-mail.
8. Acceptance of a place at St Mark's is confirmed by the payment of an Enrolment Fee. The Enrolment Fee is considered a firm commitment and is non-refundable.

9. The amounts of the enrolment and tuition fees are determined by the College Board from time to time and are subject to variation without notice.
10. Fees are payable on the first day of the term to which they apply. In the case of international students, the full year's tuition fee is payable in advance.
11. The parents/guardians of a student are jointly and severally responsible for payment of his/her fees.
12. If fees are not paid within 14 days of the commencement of term and there has been no notification/agreement made to the Head of College, an administration fee of 10% will be charged for late payment.
13. If difficulties arise in meeting payments within the specified time frame, special arrangements, in writing, must be made to the Head of College/College Board.
14. Failure to meet the requirements for fee payment may prevent the student from commencing a new term.
15. A pro-rata charge is made for students entering the School during a term. If a student leaves the College during a term, no refund will be made in respect of the remaining portion of the term.
16. Other costs for items such as camps, excursions or materials may be charged to student's account and will be payable under the same conditions as College fees.
17. A term's notice in writing must be given to the Head of College before the withdrawal of a student from the College, or a full terms fees will be payable. The same applies to withdrawal from an extra subject.
18. The College has accident insurance for all enrolled pupils with worldwide cover.
19. Benefits include: lump sum payment of permanent disability; certain non- medicine expenses; and benefits for broken bones or damaged teeth. Further details can be obtained from Office.
20. The College does not take any responsibility for insuring the cost of medical or dental expenses in the case of accident to a student while playing sport or taking part in College activities. Parents are therefore advised to consider taking out appropriate insurance cover.
21. A number of organisations offer comprehensive accident insurance.
22. The College does not undertake insurance of students' personal belongings. It is recommended that parents obtain suitable cover for their children's effects.

## Additions to Fees Policy and Conditions of Enrolment

Kindergarten to Year 12

(To be read as an integral part of the Application for Enrolment)

#### Parent Copy

- 1 Students are to abide by all School rules and participate fully in the School's Christian education programme. Students are to wear the School uniform and do all work set for them, including homework.
- 2 Parents and guardians are expected to co-operate with the School in matters of discipline, attendance, completion of homework and the wearing of the Full School Uniform (including blazer Terms 1 to 4).
- 3 The School reserves the right to discipline, suspend or expel any student whose attitude or behaviour does not meet with the expectations of the School.
- 4 Fees are fixed at the lowest level possible commensurate with costs of establishing and maintaining good educational standards and facilities.
- 5 Tuition fees are set by the School Committee and are variable at the discretion of the Committee.
- 6 Fees are charged four times per annum – posted prior to the commencement of each term, and are due and payable on the first day of each term.
- 7 A Service Charge will include costs for camps, excursions, school diary, school yearbook, fun days, swimming lessons, sport costs, textbooks and computers. Fee accounts will also include the recommended contribution to the Library and Building Fund. Although voluntary, the School Council expects the support of parents for the Library and Building Fund.
- 8 An administration charge will be imposed on accounts unpaid at the due date at a rate determined from by the School Committee.
- 9 For a student to restart a new term, his or her fees must be paid up to date.
- 10 Parents are urged to contact the Head of College if it is anticipated that temporary financial difficulty might be experienced.
- 11 To complete enrolment in the school, parents are to pay the Enrolment Fee and the Capital Contribution as listed in the Schedule of Fees and Charges or as indicated in the Letter of Offer.
- 12 The Capital Contribution is a mandatory contribution to the capital program of the school to assist in the future provision of educational facilities and is therefore a non-refundable amount paid prior to each enrolment.
- 13 A full term's notice is required in writing to the Head of College if a student is to be withdrawn from the School. If such notice is not forwarded, then one term's tuition fees will be charged.
- 14 A final statement of fees, following a student's withdrawal, will be sent to those responsible for payment.
- 15 For each person paying fees, a 10% sibling discount is allowed on tuition fees for the 2nd child and 15% for the 3rd child, after full fees are paid for the 1st child. Only one type of discount is available per child.
- 16 The School Committee has the final authority to approve course of instruction consistent with the objectives of the school: to determine all matters relating to order and discipline, and may be called upon to arbitrate on matters pertaining to a student's eligibility to enrol. The decision of the School Committee is final, and no correspondence shall be entered into.
- 17 Parents and Guardians must be prepared to abide by the Rules and Regulations that govern the School and be responsible for payment of fees and charges. Continued enrolment is at the discretion of the Head of College and College Board.

#### Declaration by Parents or Guardian (and person responsible for payment of fees)

I hereby declare that I/we have read, understand and accept the Fee Policy and Conditions of Enrolment as outlined, and agree that these are the basis on which my child is enrolled at St Mark's Coptic Orthodox College.

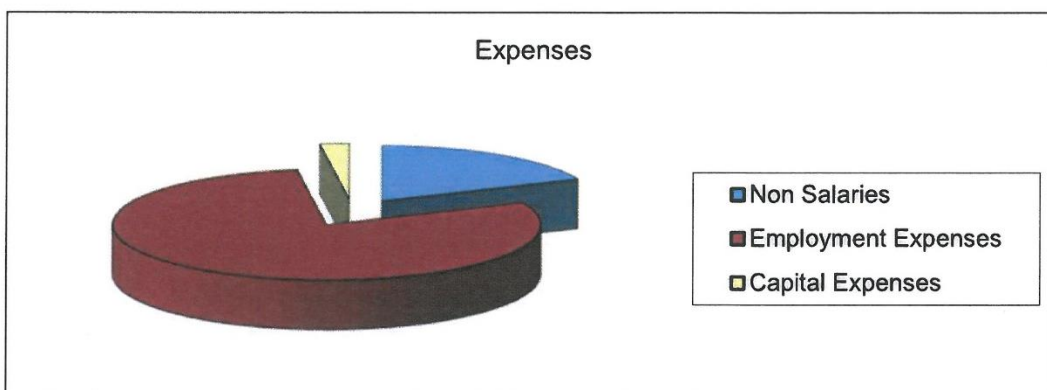
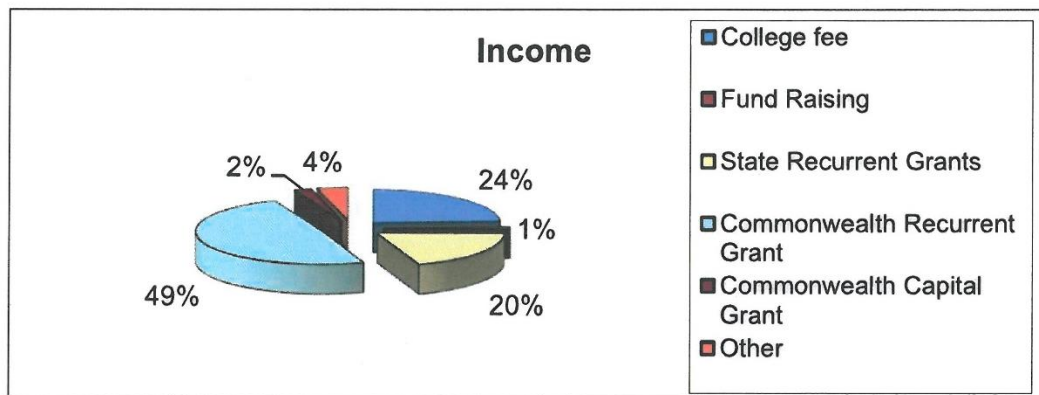
Parents / Guardians Signatures:

1. \_\_\_\_\_

2. \_\_\_\_\_

Date: \_\_\_\_\_

## Summary of Financial Information 2015

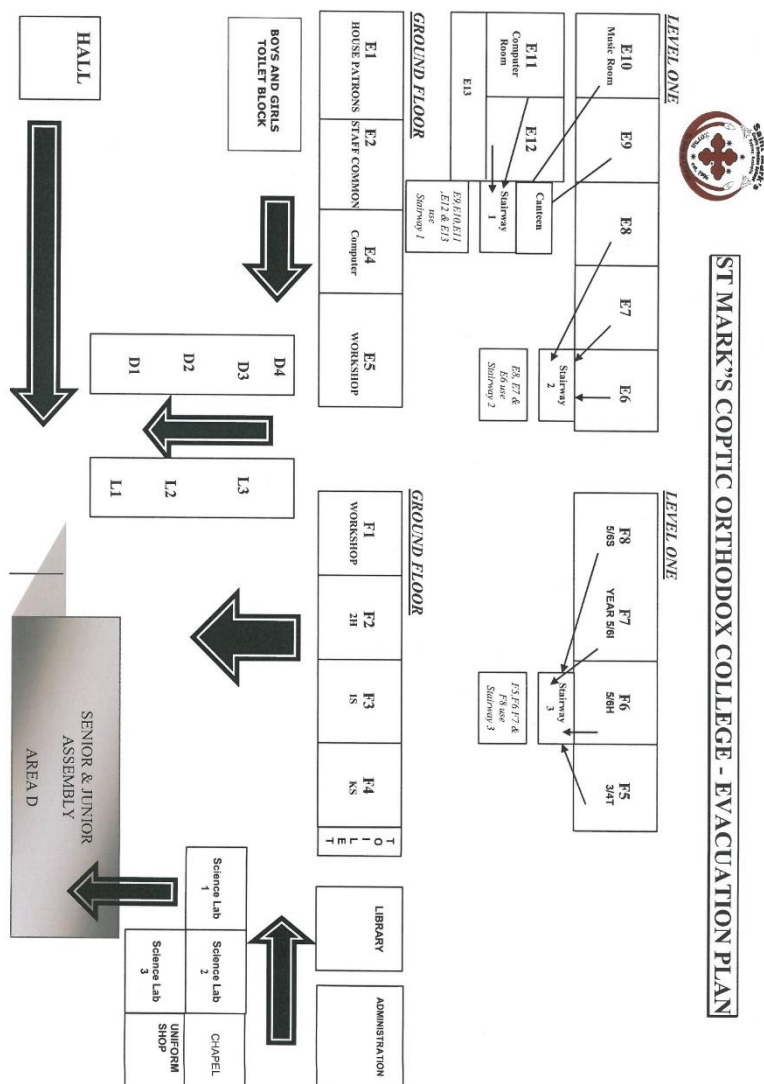


## Evacuation Procedures

## Evacuation Procedure

At the sound of the Emergency Alarm/PA announcement the following is to occur:

- All students should stop what they are doing and proceed in an orderly manner in a direct route to Area D.
- Use appropriate Stairway if on Level 1.
- Students to leave all belongings in their rooms.
- Switch off lights, fans and any electrical equipment, including main switch for computers and smart boards
- All windows and doors should be closed prior to leaving the room.
- Staff to take the Class Roll with them.
- Check that the classroom next door has been evacuated.
- On arrival to Area D staff should line up their students in an orderly manner, seat them down and mark off the roll.
- Missing students should be reported to the Chief Evacuation Warden (Deputy Head of College)
- Stay with your class at all times keeping them calm and seated.
- Await instructions from the Chief Evacuation Warden





# About this Report

In preparing this report, School has gathered information from standardized evaluations/Reports, as well as school based assessments that were undertaken during the year.

Members contributing information towards this Report included:



Fr George Nakhil	College Chaplain (Pastoral)
Mr A. Tsoutsas	Head of College
Mr F. David	Dep Head of College (K-12) and Head of Senior School (7-12)
Mrs J. Shehata	Head of Primary
Mrs S. Nada	Deputy Head of Primary
Mr E. Bestawros	Financial Manager
Dr Aan Tham	BOSTES Coordinator Yrs 7 – 12
Mr Jaime Jacob	HSIE Faculty Coordinator Yrs 7 – 12 (sample HSC Analysis Report)

The College is owned by the Coptic Orthodox Church (NSW) Property Trust and is governed by the NSW Coptic Schools Board through its nominated Directors. The Board subcommittees exist to oversee the Colleges operations including administration, financial and capital projects through the School's Head of College. All members of the Schools' Board have read, understood and signed the respective "Persons of Responsibility" document Along with Roles, Responsibilities and Confidentiality Requirements of Directors following their required Induction Program offered by AISNSW. Monthly reports are produced and presented by the Head of College to the Schools Board keeping them informed of all aspects of the school's operation. Through/ the Head of College, the school's ethos is monitored and continually developed.

Information included in this Report is endorsed by the NSW Coptic Schools Board.

June 2016



