

2016

**St Mark's
Coptic Orthodox College**



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

52 Australis Avenue Wattle Grove, NSW 2173

www.stmarks.nsw.edu.au



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 NSW Educational Standards Authority (NESA) and is accountable to NESA 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 at present 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 results 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 either levels of the learning spectrum. We offer enrichment K to 12 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 6 appointed volunteers (appointed mid 2016) under the guidance of His Holiness Pope Tawadros II and His Grace Bishop Daniel of the Diocese of Sydney & Affiliated Regions through the Chairman & Secretary of the College Board (Mr Maged Bactor). 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 2016 NSW Coptic Schools Board consisted of the following members:

Name	Profession	Position
Mr Maged Bactor	Strat & Analytics, Bus Optimisation	Chairman & Secretary
Mr Samuel Kilada	General Manager - Operations	Board member
Mr Magdi Kilada	Professional Industrial Engineer (R)	Board member
Mr Riad Riad	Information Technology	Board member
Mr Sam Sirry	Senior Project Manager (IT)	Board Member
Mr Michael Gindy	Information Tech & Services	Board member

NSW Coptic Schools Board
June 2017

Curriculum Report 2016

Secondary

In 2016, St Mark's Coptic Orthodox College performed reasonably well across a number of State-wide Tests and Examinations.

Higher School Certificate (HSC)

Fifty-six students (56 in Year 12 and 9 in Year 11) sat for the HSC in 23 courses.

The names of students in the College appeared 32 times in the Distinguished Achievers' List supplied by the NSW Education Standards Authority (formerly NESA). 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).

Of note, Matthew K was recognised as an All Rounder, having achieved Band 6 or E4 in ten units of study. In addition, Jacob S was ranked 19th in the state in Chemistry.

The HSC results placed the College 149th overall in the Sydney Morning Herald's League Table.

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 10 of our 23 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)
Ancient History	11	0	2	18.2	1.97
Biology	21	1	7	38.1	3.68
Business Studies	24	1	7	33.3	1.59
Chemistry	25	4	14	72.0	6.51
Economics	4	0	0	0	-6.65
English (Advanced)	31	2	23	80.6	2.52
English (Standard)	25	0	2	4.0	0.91
English as a Secondary Language	1	0	0	0.0	-
English Extension 1	3	0	2	66.7	-6.81
English Extension 2	1	0	1	100.0	3.63
History Extension	3	0	3	100.0	0.60
Legal Studies	14	0	3	21.4	-1.75
Mathematics	26	6	8	53.8	1.33
Mathematics Extension 1	14	7	4	78.6	3.89
Mathematics Extension 2	6	3	3	100.0	5.54
Mathematics General 2	16	0	4	25.0	0.08
Modern History	12	0	3	25.0	-4.57
Music 1	1	0	0	0.0	-
Personal Development, Health and Physical Exercise	9	2	2	44.4	5.05
Physics	19	2	5	36.8	4.52
Studies of Religion 1	7	0	5	71.4	2.42
Studies of Religion 2	16	1	8	56.3	2.46
Visual Arts	5	0	2	40.0	-0.75

2016 HSC Results Analysis

Analysis provided by Science Department, Dr Aan Tham (Relieving HOF)

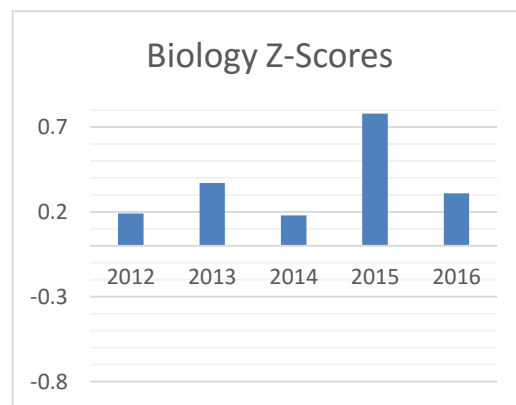
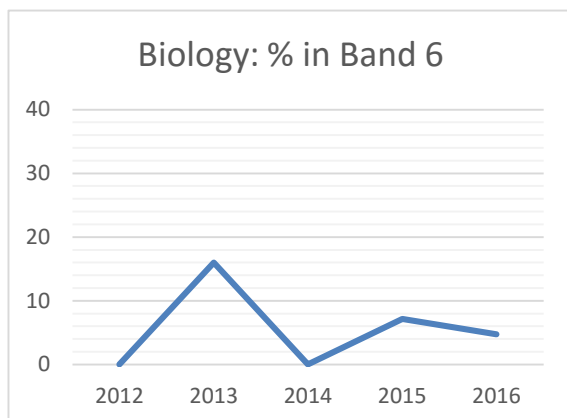
NB: Student names have been replaced with *



Faculty of Science: 2016 HSC Analysis

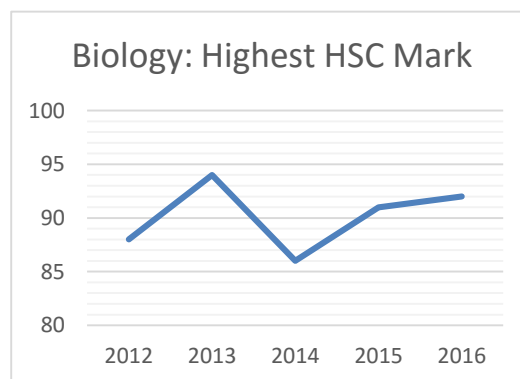
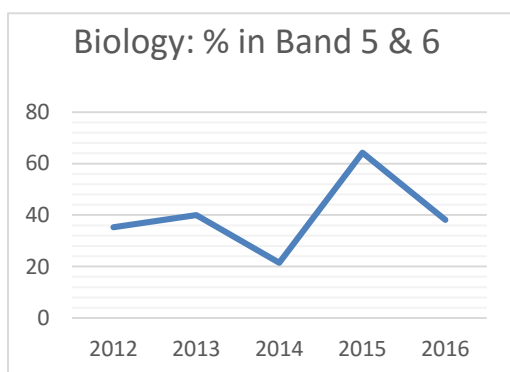
Biology

The performance in Biology was quite strong, with 38% of students scoring above 80; however, we were unable to replicate the results from the year before. When compared to the state, our students did well with a positive z-score of 0.31. [A z-score measures the distance – in standard deviations – that our mean is from the state mean.]

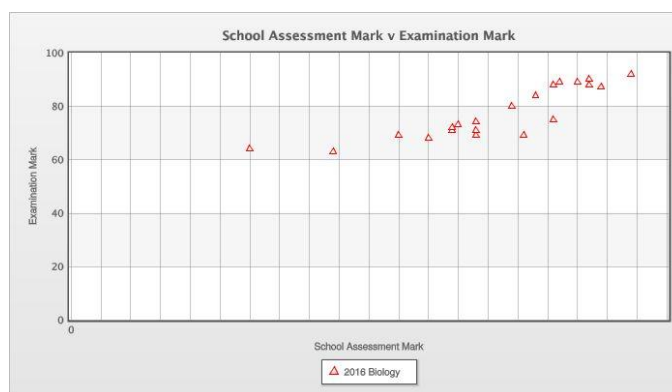


The

best students in our College were not all able to perform at a high level. Only one student earned a Band 6 with a mark of 92. This maintains the same achievement from the previous year.



Student achievement at school did not match student performance in the HSC exam, as the graph below shows. (The ideal would be a thin line of symbols that slope up to the right.)



(Source: Results Analysis Package, Schools Online)

Nevertheless, an analysis of the Biology Assessment Program suggests that the raw school assessment marks (which cannot be published) accurately predict final HSC Marks for the top students, though it may underestimate the HSC Marks for the middle and lower segments of the class. The mean of the raw school assessment marks is slightly low at 71.42 with a large standard deviation of 15.28; this implies that the Biology Assessment Program was overly rigorous for most students. It did not cater for the level of lower ability students.

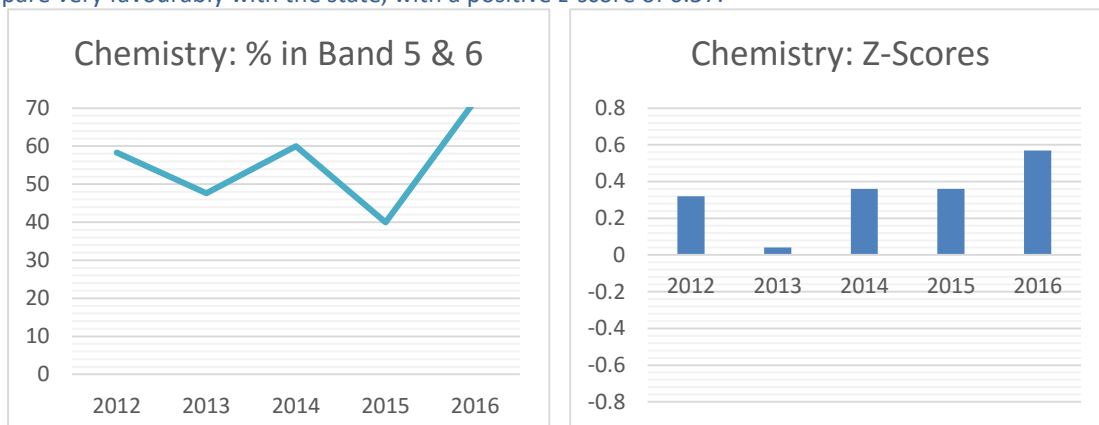
The question of whether the standard of teaching in HSC Biology helped students to improve is difficult to answer. A potential indicator could be to compare Preliminary Grade Distribution to HSC Band Distribution, as in Table 1. This shows that students improved into the second-highest tier, although a couple of the top students declined in their achievement. Furthermore, for 3 students (14% of the class), Biology was their best subject.

11Bio	2015	2016	12Bio
A	14%	5%	Band 6
B	14%	33%	Band 5
C	52%	43%	Band 4
D	10%	19%	Band 3
E	10%	0%	Band 2 & 1
21 students		21 students	

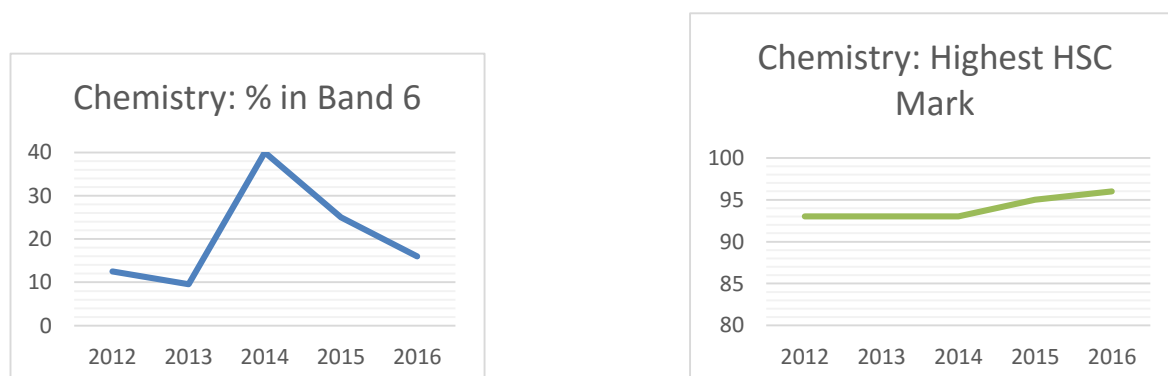
Table 1: Comparing Preliminary Grade Distribution to HSC Band Distribution

Chemistry

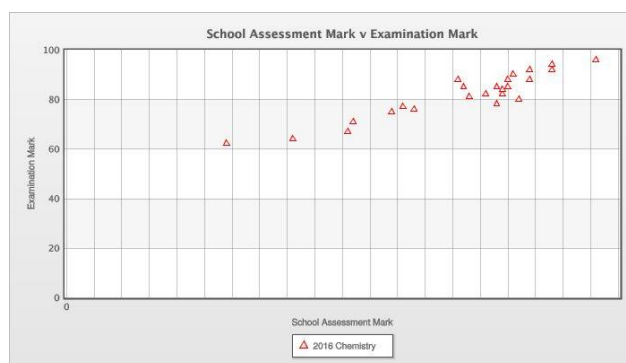
The performance of students in Chemistry has been outstanding, with 72% of the class scoring above 80. We compare very favourably with the state, with a positive z-score of 0.57.



The best students in our College were able to perform at a high level. Four students earned a Band 6, with a top mark of 96. The top student ranked 19th in the State in Chemistry.



Student achievement at school did not match student performance in the HSC exam, as the graph below shows. (The ideal would be a thin line of symbols that slope up to the right.)



(Source: Results Analysis Package, Schools Online)

An analysis of the Chemistry Assessment Program suggests that raw school assessment marks (which cannot be published) do not accurately predict final HSC Marks but significantly underestimate the HSC Marks for almost all students. The slightly low mean of 72.24 and the large standard deviation of 15.46 imply that the Chemistry Assessment Program was overly rigorous for almost all students. It did not cater for the level of ability of the students.

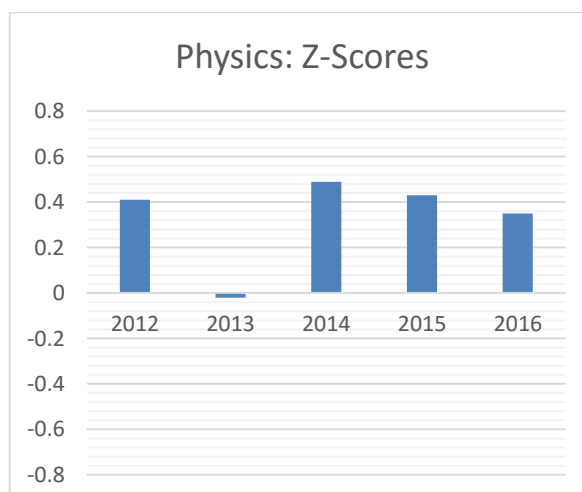
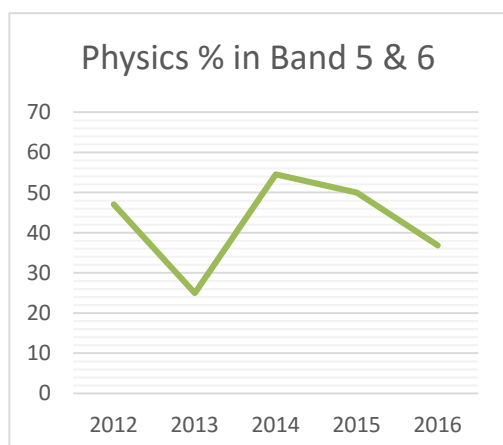
The question of whether the standard of teaching in HSC Chemistry helped students to improve is difficult to answer. A potential indicator could be to compare Preliminary Grade Distribution to HSC Band Distribution, as in Table 2. This shows that students improved into the second-highest and fourth-highest tiers. Furthermore, for 9 students (36% of the class), Chemistry was their best subject.

11Chem	2015	2016	12Chem
A	15%	16%	Band 6
B	22%	56%	Band 5
C	52%	16%	Band 4
D	7%	12%	Band 3
E	4%	0%	Band 2 & 1
27 students		25 students	

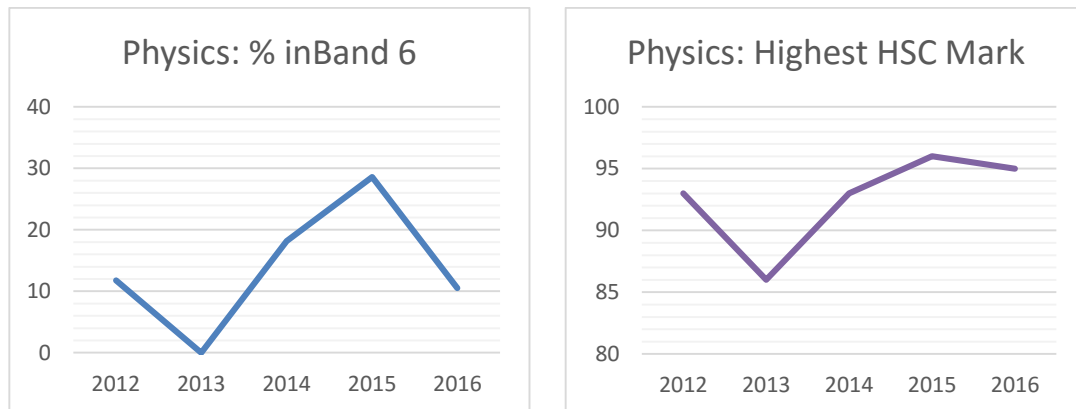
Table 2: Comparing Preliminary Grade Distribution to HSC Band Distribution for Chemistry

Physics

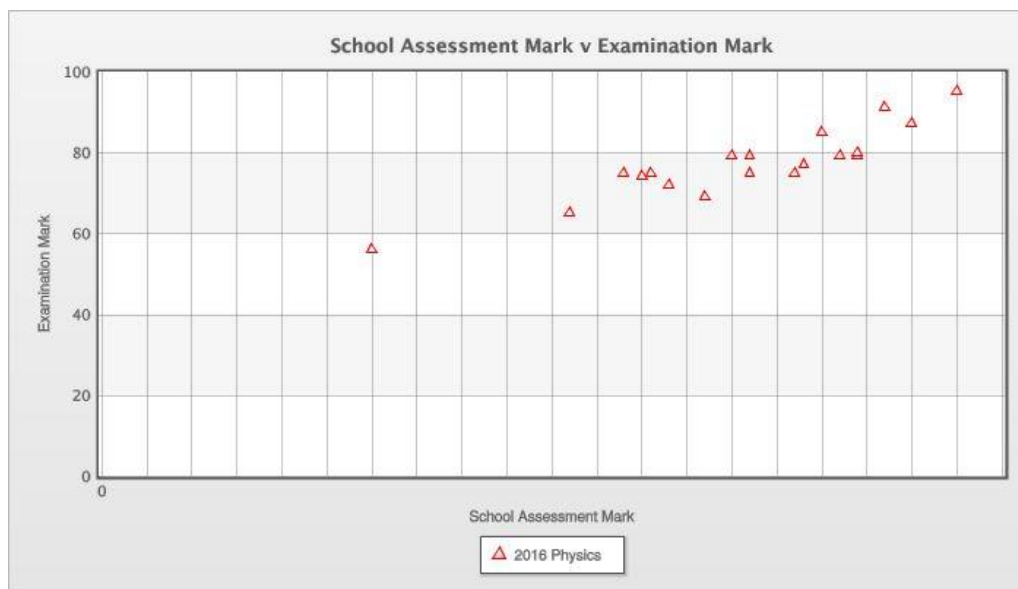
The performance in Physics was quite strong, with 37% of students scoring above 80; however, we could not replicate the achievements of the previous two years. Our College performed well against the state with a positive z-score of 0.35.



The best students in our College were able to perform at a high level. Two students earned a Band 6, with a top mark of 95.



Student achievement at school did not match student performance in the HSC exam, as the graph below shows. (The ideal would be a thin line of symbols that slope up to the right.)



(Source: Results Analysis Package, Schools Online)

An analysis of the Physics Assessment Program shows that raw school assessment marks do accurately predict final HSC Marks for the top half of the class, though they may underestimate the HSC Marks for the lower half of the class. The slightly low mean of 71.68 and the large standard deviation of 15.08 imply that the Physics Assessment Program was overly rigorous for most students. It did not cater for the level of lower ability students.

The question of whether the standard of teaching in HSC Physics helped students to improve is difficult to answer. A potential indicator could be to compare Preliminary Grade Distribution to HSC Band Distribution, as in Table 3. This shows that students improved into the second-highest and third-highest tiers. No students had Physics as their best-performing course.

11Phys	2015	2016	12Phys
A	13%	11%	Band 6
B	13%	26%	Band 5
C	35%	53%	Band 4
D	22%	5%	Band 3
E	17%	5%	Band 2 & 1
23 students		19 students	

Table 3: Comparing Preliminary Grade Distribution to HSC Band Distribution for Physics

Recommendations

The change in staff mid-way through the year for Biology and Physics make it difficult to know what adjustments need to be made in the teaching of these two courses. For both subjects, the challenge remains to stimulate the brightest students so that they can achieve at the highest levels; this may require the inclusion of extension tasks in the teaching program.

For Chemistry, the analysis suggests that the teaching program is quite strong. However, the assessment program warrants refinement. It appears to be too demanding and may risk creating undue stress on students because of the unnecessarily high expectations.

2016 Mathematics HSC Results Analysis

Analysis provided by Mathematics Faculty, Mr Wagdy Micheal (HOF)

NB: Student names have been replaced with *



Summary & Overview of Results 2016

Course Name	No. of Students	School Average	State Average	School vs State Variation	Highest HSC Mark
Mathematics Ext 2	6	86.57	81.03	5.54	95
Mathematics Ext 1	14	83.57	79.68	3.89	99
Mathematics	26	79.17	77.84	1.33	98
Mathematics General 2	16	68.59	68.51	0.08	89

Mathematics Ext 2, 2016

Students have continued to perform well in HSC Mathematics Ext 2. The school average (86.57) continues to outperform the state average (81.03), as it has throughout St Mark's history in Mathematics Ext 2. There were 6 students who completed HSC Mathematics Ext 2 in 2016. Three students, were able to attain a Band E4, which represented 50 % of the class compared to the state figure of 32%.

We also had three students who attained (E3), which represented 50 % of the class compared to the state figure of 53.34%.

Six students out of total of Six achieved in the highest two Bands E4 & E3, which represented 100% of the class compared to the state figure of 85.34%.

Out of the 6 students who sat the Mathematics Ext 2 HSC Examinations, two of them were accelerants. Both of them achieved Band E4.

Comparison of School Assessment & HSC Mark

Name	School Assessment	HSC Mark
*	68	83
*	95	95
*	82	92
*	67	82
*	90	94
	60	75

Band	School	School %	State	State %
E1	0	0	64	1.96
E2	0	0	408	12.53
E3	3	50	1737	53.34
E4	3	50	1042	32

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.

HSC Mathematics Ext 2 Marks 2006-2015

Mathematics Ext 2 Marks	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016
Total Number of Students	12	9	15	14	20	12	17	14	6	14	6
No. of Students with Band E4	4	3	8	9	13	9	3	8	4	10	3
No. of Students with Band E4 (%)	33	33	53	64	65	75	17.6	57.1	66.7	71.4	50
No. of Students with Band E3	8	5	7	5	6	3	13	6	2	3	3
No. of Students with Band E3 (%)	67	56	47	36	30	25	76.5	4.3	33.3	21.4	50
No. of Students with Band E2	0	1	0	0	1	0	1	0	0	1	0
No. of Students with Band E2 (%)	0	11	0	0	5	0	5.9	0	0	7.1	0
Class Average [E.M Mean]	85	85	87	91	88	91	83.73	87.79	89	90.56	86.57
State Average [State E.M. Mean]	79	81	83	83	83	83	82.78	82.07	81.58	82.28	81.03

Ext. 2 HSC has always been outstanding, however, in 2012 a different Maths teacher taught the Ext 2 Course for the first time and that had an impact on the Ext 2 results in that year. The Mathematics Faculty needs more PD courses for Ext 2 Course and The College needs to Release the Head of Mathematics to professionally Develop his staff.

All students have worked very hard and with the support of their teacher, to attain these outstanding results and they need to be commended on their efforts.

Ext 2 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 2016.

Mathematics Ext 1, 2016

Students have continued to perform well in HSC Mathematics Ext 1. The school average (83.57%) continues to outperform the state average (79.68), as it has throughout St Mark's history in Mathematics Ext 1. There were 14 students who completed HSC Mathematics Ext 1 in 2016. Seven students, were able to attain a Band E4, which represented 50 % of the class compared to the state figure of 33.03%.

We also had Four students were able to attain a Band E3, which represented 28.57% of the class compared to the state figure of 46.34%.

Eleven students out of total of 14 achieved in the highest two Bands E4 & E3, which represented 78.57% of the class compared to the state figure of 79.37%.

Out of the 14 students who sat the Mathematics Ext 1 HSC Examinations, five of them were accelerants and four of the Accelerant students achieved Band E4.

Comparison of School Assessment & HSC Mark

Name	School Assessment	HSC Mark
	80	91
	17	29
	44	47
	96	99
	46	48
	35	41
	97	99
	18	26
	27	34
	89	93
	98	98
	36	38
	79	89
	38	43

Band	School	School %	State	State %
E1	0	0	239	2.74
E2	3	21.42	1531	17.61
E3	4	28.57	4029	46.34
E4	7	50	2872	33.03

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 outstanding results.

The results are compared to the last ten years in Table below.

HSC Mathematics Ext 1 Marks 2006-2016

Mathematics Ext 1 Marks	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016
Total Number of Students	20	26	34	32	36	28	18	23	14	17	14
No. of Students with Band E4	7	11	23	15	28	15	11	13	7	14	7
No. of Students with Band E4 (%)	35	42.3	67.6	46.9	77.8	53.6	61.1	56.5	50	82.4	50
No. of Students with Band E3	11	8	11	14	6	13	7	9	7	3	4
No. of Students with Band E3 (%)	55	30.8	32.4	43.8	16.7	46.4	38.9	39.1	50	17.6	28.57
No. of Students with Band E2	2	7	0	2	2	0	0	1	0	0	3
No. of Students with Band E2 (%)	10	26.9	0	6.3	5.6	0	0	4.3	0	0	21.42
Class Average [E.M Mean]	84	80	89	86	89	87	87.68	87.09	86.01	92.91	83.57
State Average [State E.M. Mean]	75	78	80	80	81	81	81.42	80.46	80.58	81.20	79.68

HSC Ext 1 marks has always been above state average and in 2016 was only 3.89 points above state average due to the fact that three of our Year 12 Ext. 1 students were struggling with the Course, however they couldn't drop it as they only had 10 Units and was too late to pick up another Course in the HSC year and that had a big effect on the overall Ext. 1 Results and the Mathematics results overall.

Mathematics 2016

Students have continued to perform well in HSC Mathematics. The school average (79.17) continues to outperform the state average (77.84), as it has throughout St Mark's history in Mathematics. There were 26 students who completed HSC Mathematics Course in 2016. Six students, were able to attain a Band 6, which represented 23.07% of the class compared to the state figure of 23.13%.

We also had eight students were able to attain a Band 5, which represented 30.76% of the class compared to the state figure of 29.38%. Also 7 students were able to attain a Band 4, which represented 26.92% of the class compared to the state figure of 23.88%. Also 3 students were able to attain a Band 3, which represented 11.53% of the class compared to the state figure of 15.51%.

Fourteen students out of total of 26 achieved in the highest two Bands 6 & 5, which represented 53.83% of the class compared to the state figure of 52.51%.

Out of the 26 students who sat the Mathematics Examinations, seven of them were accelerants. Six of these accelerated students achieved Band 6.

Comparison of School Assessment & HSC Mark

Name	School Assessment	HSC Mark
	56	70
	34	58
	62	74
	69	75
	94	97
	87	92
	83	87
	64	73
	97	98
	80	85
	29	58
	88	94
	42	66
	68	78
	43	65
	58	71
	77	82
	79	85
	39	62
	76	83
	89	94
	70	78
	81	84
	89	94
	75	82
	73	82

Band	School	School %	State	State %
1	0	0	558	3.44
2	2	7.69	701	4.33
3	3	11.53	2511	15.51
4	7	26.92	3867	23.88
5	8	30.76	4757	29.38
6	6	23.07	3745	23.13

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 outstanding results. The results are compared to the last nine years in Table below.

HSC Mathematics Marks 2006-2016

Mathematics Marks	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016
Total Number of Students	27	41	44	35	42	33	22	20	33	30	26
No. of Students with Band 6	10	9	17	11	19	12	9	10	17	11	6
No. of Students with Band 6 (%)	37	22	39	31	45	36	40.9	50	51.5	36.66	23.07
No. of Students with Band 5	13	14	14	15	10	11	8	4	10	11	8
No. of Students with Band 5 (%)	48	34	32	43	24	33	36.36	20	30.30	36.66	30.76
No. of Students with Band 4	2	9	6	9	12	10	3	5	6	6	7
No. of Students with Band 4 (%)	7	22	14	26	29	30	13.64	25	18.18	20	26.92
Class Average [E.M Mean]	85	80	83	84	86	84	84.65	84.40	88.32	84.53	79.17
State Average [State E.M. Mean]	73	75	76	75	76	77	77.64	77.39	78.37	77.89	77.84

HSC Mathematics has always been always above state average and in 2016 was 1.33 points above state average.

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.

Mathematics General 2 2016

Students have continued to perform well in HSC Mathematics General 2, The results are lower than the previous year. The school average (68.59%) continues to outperform the state average (68.51%), as it has throughout St Mark's history in Mathematics. There were 16 students who completed HSC Mathematics Course in 2016.

We also had four students were able to attain a Band 5, which represented 25% of the class compared to the state figure of 20.32%. Also 6 students were able to attain a Band 4, which represented 37.5% of the class compared to the state figure of 25.93%. Also 1 student were able to attain a Band 3, which represented 6.25% of the class compared to the state figure of 23.35%.

Comparison of School Assessment & HSC Mark

Name	School Assessment	HSC Mark
	55	75
	20	55
	19	52
	48	71
	69	82
	46	70
	74	84
	52	71
	85	89
	76	84
	35	59
	51	72
	66	78
	50	66
	17	45
	22	53

Band	School	School %	State	State %
1	1	6.25	2636	8.21
2	4	25	5091	15.87
3	1	6.25	7490	23.35
4	6	37.5	8318	25.93
5	4	25	6519	20.32
6	0	0	1706	5.31

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 outstanding results.

The results are compared to the last two years in Table below.

HSC Mathematics General Marks 2014 - 2016

Mathematics Marks	2014	2015	2016			
Total Number of Students	23	25	16			
No. of Students with Band 6	1	2	0			
No. of Students with Band 6 (%)	4.3	8	0			
No. of Students with Band 5	6	12	4			
No. of Students with Band 5 (%)	26.09	48	25			
No. of Students with Band 4	7	6	6			
No. of Students with Band 4 (%)	30.43	24	37.5			
Class Average [E.M Mean]	72.29	77.10	68.59			
State Average [State E.M. Mean]	68.89	68.64	68.51			

HSC Mathematics General 2 was introduced in 2014 and has been just above state average and in 2016 was 0.08 point above state average.

All students have worked very hard and with the support of their teacher, more resources are needed and PD In-services.

2016 HSIE HSC Results Analysis

Analysis provided by HSIE Faculty, Mr Jaime Jacob (HOF)

NB: Student names have been replaced with *



2016 HSIE

The number of HSIE courses have increased over the years at St Mark's Coptic Orthodox College. In 2016, there were 26 Courses across Yr 7 – 12 of which 14 were Preliminary and HSC Courses.

Students have worked very well and closely with their teacher throughout the year and have produced good results in the 2016 HSC. Students enrolled in HSIE Courses are more often, not participating in additional external support beyond the school, such as tutoring. 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 2016 HSC Classes and teachers were as follows:

12 Ancient History	Michael Jones
12 Business Studies	Claudia Angrisano
12 Economics	Jaime Jacob
12 History Extension	Michael Jones
12 Legal Studies	Robert Bishay
12 Modern History	Michael Jones
12 Studies of Religion – I Unit	Jaime Jacob
12 Studies of Religion – II Unit	Claudia Angrisano

Overview of HSC Results

Course Name	No. of Students	School Average	State Average	School vs State Variation	Highest HSC Mark
Ancient History	11	73.13	71.16	1.97	82
Business Studies	24	74.80	73.21	1.59	91
Economics	4	69.90	76.55	-6.65	74
Legal Studies	14	73.26	75.01	-1.75	84
Modern History	12	69.88	74.45	-4.57	86
History Extension	3	39.53	38.93	0.60	42
Studies of Religion I	7	40.76	38.34	2.42	44
Studies of Religion II	16	78.04	75.58	2.46	90

Ancient History

There were eleven (11) students who completed HSC Ancient History in 2016. The class achieved an average Exam Mark of 73.13, compared to the state average of 71.16. No students achieved Band's 6. Two students attained a Band 5, while six students attained a Band 4. The results for Ancient History for 2016 have been strong with students performing better than the state.

The HSC Paper was good. The only section that looked more difficult than usual was the personality section, where students had to focus on the legacy of the individual and there was a heavy emphasis on judging interpretations of the personality rather than the personality itself. This group were capable of doing better, but their emphasis in exam preparation was still revising the content rather than practising communicating their understanding of the content.

Students were assessed reasonably well throughout the year. On reflection, three assessments could be modified to better prepare students. The assessment on Pompeii & Herculaneum was used to help students gain an understanding of a particular feature of Pompeii or Herculaneum, the Greek/Egyptian influences on the feature, and changing interpretations/understandings of the feature. As it is always assessed in the HSC, it would be more useful for students to change the emphasis of this assessment to the archaeological investigation, management and conservation of the sites of Pompeii and Herculaneum.

The examinations worked well in having students revise and gain an understanding of the expected standard of their responses.

The size of the class worked well in ensuring that students received adequate attention, with students also working well together and assisting each other in preparing for the HSC exam. Students had a much stronger understanding of the first two topics, P&H and Sparta, than they did of Hannibal and Rome 264-133 BC. Both these topics required much wider reading, and it was here that the group struggled. Students struggled to read historians works and understand how they linked with their own topics. Informal tasks that required research was often poorly done or incomplete.

Students struggled significantly in balancing multiple assessment tasks with their ongoing study and revision. Students were visibly less productive and focused in class while other assessment tasks were approaching/taking place. They also struggled with writing essay responses in exam conditions, with responses lacking detail and little understanding of the importance of structure. Full essays only had to be produced, during exams, while completing Section IV. This meant that it was not until the end of the year that students could really see the relevance of essay writing practise.

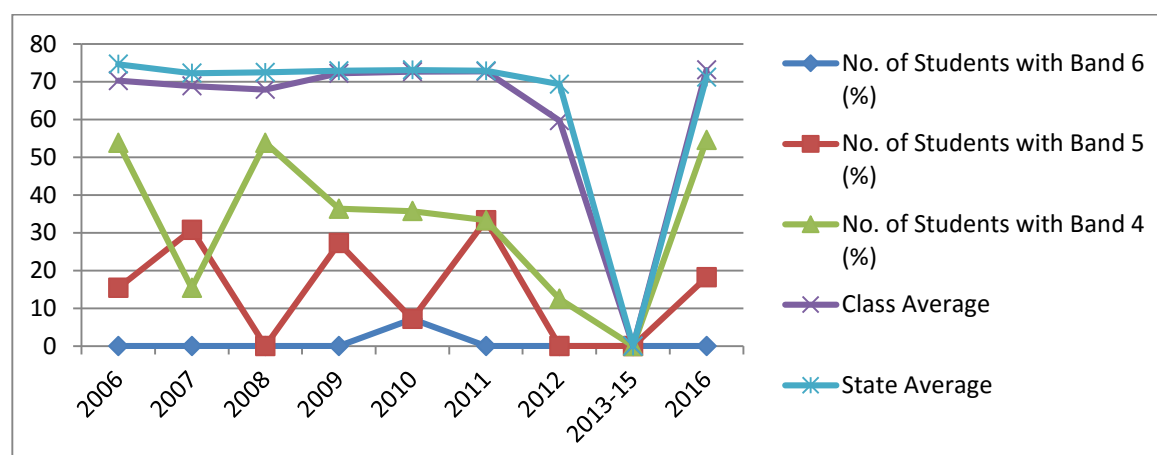
The weaker students performed above expectations and showed a more comprehensive understanding of the course in the HSC exam than they did in the trial examination.

The results are compared to the last ten years in Table 1.

Table 1: HSC Ancient History Marks 2006-2016

ANCIENT HISTORY EXAM MARKS	2006	2007	2008	2009	2010	2011	2012	2013-15	2016
Total Number of Students	13	13	13	11	14	15	8	0	11
No. of Students with Band 6	0	0	0	0	1	0	0		0
No. of Students with Band 6 (%)	0	0	0	0	7	0	0		0
No. of Students with Band 5	2	4	0	3	1	5	0		2
No. of Students with Band 5 (%)	15	31	0	27	7	33	0		18
No. of Students with Band 4	7	2	7	4	5	5	1		6
No. of Students with Band 4 (%)	54	15	54	36	36	33	13		55
Class Average [E.M Mean]	70.28	68.88	67.95	72.22	72.66	72.72	59.68		73.13
State Average [State E.M. Mean]	74.66	72.26	72.49	72.9	73.11	72.89	69.35		71.16
Difference	-4.38	-3.38	-4.54	-0.68	-0.45	-0.17	-9.67		1.97

Figure 1: Trends in HSC Ancient History Indicators 2006-2016



Recommendations for Ancient History

- Change topics III & IV and alternatives for the study of a Personality to more popular topics such as Personality – Hatshepsut, Akhenaten, Agrippina the Younger; Historical Period – The Greek World 500-440 BC, The Augustan Age 44-14 BC. Due to the popularity of these topics, there should be a wide range of resources available.
- Reduce the number of assessment tasks to 4
- Construction of ‘readers’ for each of the non-core topics. This would assist those students who struggle with research to access the necessary materials to succeed.
- Consider teaching topic IV as the second topic. The emphasis on essay writing that comes in studying that topic would assist students in future topics and allow much greater time to actively refine students writing skills.

Business Studies

Students have continued to perform well in HSC Business Studies. The Class (74.80) continues to outperform the State (73.21), like it has throughout St Mark’s history in Business Studies. Compared to 2015, the class average was slightly lower. There were twenty-four (24) students who completed HSC Business Studies in 2016. One student, Andrew Mahfouz, was able to attain a Band 6, while two students narrowly missed out, scoring 89. Seven (7) students achieved a Band 5, which represented 29% of the class compared to the state figure of 25.5%.

The class overall performed better than expected considering the changes to the class structure through the 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 2a.

Table 2a: Comparison of Semester Two Exam, School Assessment & HSC Mark

Name	Semester Two Exam	School Assessment	HSC Mark
	31	37	59
	55	59	69
	53	55	70
	36	40	60
	34	48	65
	38	50	63
	57	59	71
	39	47	59

The exam itself seemed quite a good paper for the students in terms of their preparation. It heavily assessed on the Finance topic which the middle-higher end students were confident in, however, the lower end would have struggled with. If particular students avoided this topic, it would have been detrimental to their overall marks.

At the start of the year, the course started with two separate classes – boys and girls. However, soon after the class was merged to form a large class of 29. Most boys did not settle into the new class dynamic and were unsettled for the remainder of year. The class size was too big. Throughout the course of the year, students did drop out as the class was not settled.

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. Students were marked fairly throughout the year as Assessment marks are similar to exam marks. One standout discrepancy however, is Marette Y who received 82 for the assessment mark and 89 as the HSC mark however scored 93 in the exam. Purchasing of external exams for the Trials assisted with setting quality exams which would properly mirror the HSC exam. However, it is recommended to reduce the number of Tasks.

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

Table 2b: HSC Business Studies Marks 2006-2016

BUSINESS STUDIES EXAM MARKS	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016
Total Number of Students	30	23	24	29	16	36	27	21	21	21	24
No. of Students with Band 6	2	2	2	0	1	4	4	0	1	1	1
No. of Students with Band 6 (%)	7	9	8	0	6	11	15	0	5	5	4
No. of Students with Band 5	10	3	12	11	8	15	12	9	7	11	7
No. of Students with Band 5 (%)	33	13	50	38	50	42	44	43	33	52	29
No. of Students with Band 4	12	8	6	11	4	10	7	8	9	6	10
No. of Students with Band 4 (%)	40	35	25	38	25	28	26	38	43	29	42
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	74.80
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	73.21
Difference	5.57	0.89	5.7	1.62	3.25	4.73	5.1	2.07	1.62	6.17	1.59

Figure 2: Trends in HSC Business Studies Indicators 2006-2016



Recommendations for Business Studies

- Students to attend excursions to see real businesses in practice.
- PD for teacher to access resources and skills for HSC classes.
- Reduction to 4 assessment tasks
- Invite successful past HSC student to run workshops in class.

Economics

There were four (4) students who completed HSC Economics in 2016. The class achieved an average Exam Mark of 69.90, compared to the state average of 76.55. Two of the students achieved a Band 4 result while the other two received a Band 3.

The results for Economics in 2016 have generally been as expected due to the small sized class.

The exam itself was straight forward and the capable students would have coped with the demands. The paper did not seem as challenging as the Semester Two Examination or the assessments conducted at school. Students were given a variety of Assessments at school, giving them opportunities to excel. Assessments were marked very closely to that of the HSC. For now, it is appropriate to still have 5 assessment tasks as it provides students with challenging opportunities to hone in on the syllabus dot points.

The Multiple Choice section always challenges students in Economics as it really requires students to have a thorough understanding of all economic concepts and their application. A significant part of the Exam consists of two extended response questions. Our students generally struggle with extended responses where students are required to write extensively with sufficient detail incorporating statistics and examples.

Economics is a subject that students generally struggle with due to the nature and complexity of the course. The course started with 14 students at the start of the year and students dropped out through the year to focus on their other subjects or they had completed enough units and did not require to keep Economics. A significant number of the students who dropped the course, were the high achieving students from the year group. The class was then left with 4 students, two of which had been struggling to keep up with the content and found the course quite difficult.

It is good to see that two of the weaker students did manage to improve on their Semester Two Exam and School Assessment mark, as shown in Table 3a.

Table 3a: Comparison of Semester Two Exam, School Assessment & HSC Mark

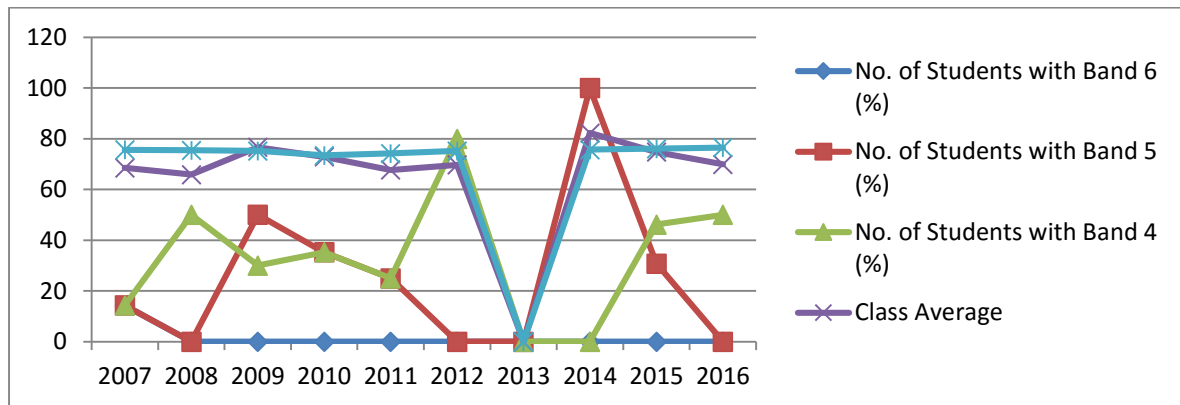
Name	Semester Two Exam	School Assessment	HSC Mark
	45	50	64
	42	60	68

The results are compared to the last ten years in Table 3b and graphed in Figure 3.

Table 3b: HSC Economics Marks 2006-2016

ECONOMICS EXAM MARKS	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016
Total Number of Students	0	14	4	10	17	16	5	0	2	13	4
No. of Students with Band 6		2	0	0	0	0	0		0	0	0
No. of Students with Band 6 (%)		14	0	0	0	0	0		0	0	0
No. of Students with Band 5		2	0	5	6	4	0		2	4	0
No. of Students with Band 5 (%)		14	0	50	35	25	0		100	31	0
No. of Students with Band 4		2	2	3	6	4	4		0	6	2
No. of Students with Band 4 (%)		14	50	30	35	25	80		0	46	50
Class Average [E.M Mean]		68.53	65.85	76.64	72.87	67.69	69.72		82.30	74.74	69.90
State Average [State E.M. Mean]		75.64	75.45	75.21	73.46	74.20	75.23		75.73	76.12	76.55
Difference		-7.11	-9.6	1.43	-0.59	-6.51	-5.51		6.57	-1.38	-6.65

Figure 3: Trends in HSC Economics Indicators 2006-2016



Recommendations for Economics

- Exposure to external sources – Economics in the ‘real’ world
- Greater emphasis on developing written responses with regular informal/mock assessments
- Maintain 5 assessment tasks, structured similarly to the HSC
- Guest speakers

Legal Studies

There were fourteen (14) students who completed HSC Legal Studies in 2016. The Class Average (73.26) was slightly below the State Average of 75.01 and the results overall is on par with the expectations of this cohort. Although no Band 6's were attained almost 80% of the class scored Band 4 or higher, which is a fantastic result.

All students managed to outperform their school Assessment Mark. The performance of the lower placed students has to be commended. There has been a significant improvement in the bottom end-placed students. It was pleasing to see the significant improvements made by those students who were on the bottom end. Some notable performances can be seen in Table 4a.

Table 4a: Comparison of Semester Two Exam, School Assessment & HSC Mark

Name	Semester Two Exam	School Assessment	HSC Mark
	59	63	77
	26	35	60
	56	56	72
	65	69	78
	32	41	65
	56	64	76
	67	66	78
	42	54	71
	25	28	57

The Legal Studies HSC Paper for 2016 was a moderate level paper that was straightforward in terms of meeting the syllabus requirements of the course. The HSC paper required students to be well abreast of current issues and in order to maximise their results, they would have had to include cases to support their answers, along with relevant legislation. The format of the exam requires 3 long responses. This is generally where the weaker students would struggle.

The school assessments continue to challenge students to better prepare them for the HSC. The school assessment marking for Legal Studies is on par with the State. Students have managed to do better in the HSC Exam compared to the school assessments, as shown in Table 4a. In saying that, students did not perform as well as they potentially could over the course of the year and worked hard in the lead up to the HSC examination to improve their results.

Unlike the last 2 years, 2016 had a much smaller class size which gave students a lot more time to have in depth discussions and time with the class teacher to work on their areas of weakness. The weaknesses on the other hand were that there were a few students who had behavioural issues throughout the course of the year, only to drop Legal Studies just before the HSC examinations – this is something that may need to be looked at next year, as it is really unfair for those students that are committed to staying in the course.

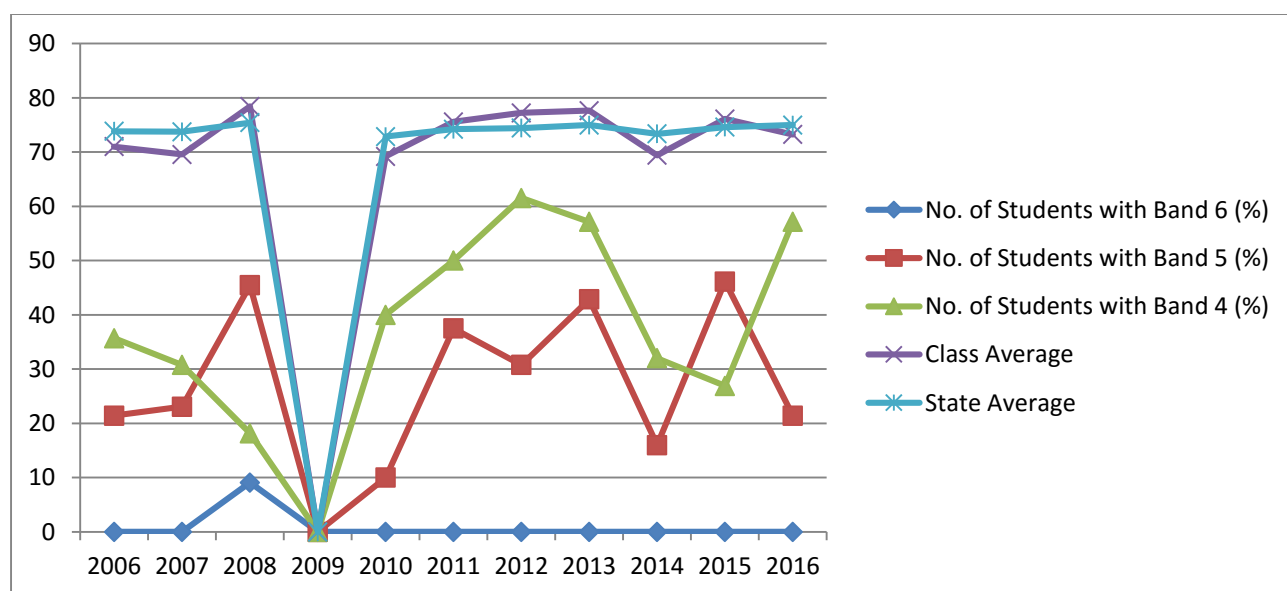
An area that consistently needs to be worked on is the writing ability of students. This is something that students need to be well drilled in at a young age and while it can be worked on in Year 12, unless they have some of the preliminary skills of writing (sentence structure and paragraph writing) it is then difficult to make them understand the importance of including evidence/examples to support their answer.

The results are compared to the last ten years in Table 4b and graphed in Figure 4.

Table 4b: HSC Legal Studies Marks 2006-2016

LEGAL STUDIES EXAM MARKS	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016
Total Number of Students	14	13	11	0	10	16	13	14	25	26	14
No. of Students with Band 6	0	0	1		0	0	0	0	0	0	0
No. of Students with Band 6 (%)	0	0	9		0	0	0	0	0	0	0
No. of Students with Band 5	3	3	5		1	6	4	6	4	12	3
No. of Students with Band 5 (%)	21	23	45		10	38	31	43	16	46	21
No. of Students with Band 4	5	4	2		4	8	8	8	8	7	8
No. of Students with Band 4 (%)	36	31	18		40	50	62	57	32	27	57
Class Average [E.M. Mean]	71.01	69.57	78.42		69.22	75.58	77.25	77.64	69.43	76.12	73.26
State Average [State E.M. Mean]	73.86	73.76	75.43		72.88	74.23	74.44	75.00	73.36	74.60	75.01
Difference	-2.85	-4.19	2.99		-3.66	1.35	2.81	2.64	-3.93	1.52	-1.75

Figure 4: Trends in HSC Legal Studies Indicators 2006-2016



Recommendations for Legal Studies

- Working on essay writing and writing ability in general
- Ensure that students are given a template to use that will help them organise relevant legislation and case studies to support their writing
- Assessment tasks which mimic sections of the HSC to best prepare students for the examinations
- Notifying parents after each assessment task in order to encourage students to improve their performance after each assessment so that they can meet their targets

Modern History

The 2016 HSC Modern History class consisted of twelve (12) students and produced a Class Average of 69.88, compared to the State Average of 74.45. Although there were no Band 6's attained, seven (7) out of the twelve students managed to score Band 4 or higher.

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

The 2016 HSC paper was simple with the section IV questions being the most challenging, asking for an assessment of specific historical events. The Modern History paper, apart 5-6 multiple choice questions, involves extensive writing – 2 extended responses at 25 marks each; 3 structured response (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.

The more able students did reasonably well, with the top three students all attaining Band 5s.

The weaker students performed either as expected or better than expected.

Table 5a: Comparison of Semester Two Exam, School Assessment & HSC Mark

Name	Semester Two Exam	School Assessment	HSC Mark
	27	32	60
	59	62	71
	41	26	57
	41	48	60
	40	45	63
	22	23	54

Assessments adequately prepared students for the HSC Examination. Source analysis skills were consolidated through an emphasis on this in assessment tasks. One significant issue with assessments this year was the failure to assess students on Topic IV due to time constraints. Overall, each assessment did give students an indication of their strengths and weaknesses, especially the task on Albert Speer (Topic III) and the Semester Two Examination.

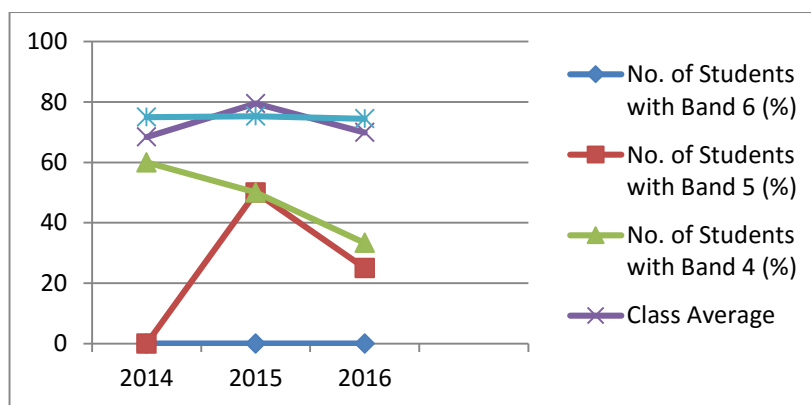
Overall strengths from higher end students was their ability to construct sophisticated arguments. Although, there was an overreliance on pre-prepared responses. This generally does not work with HSIE courses and this would have exposed students in section IV of this HSC exam.

Students source analysis skills improved throughout the year. However, this would still be considered a weakness of this cohort. Writing at length and with high levels of detail proved difficult for the majority of students. Even the stronger students would, on occasion, produce responses that were light on detail. Almost all students struggled to consistently provide good extended responses.

Table 5b: HSC Modern History Marks 2014-2016

Modern History - EXAM MARKS	2014	2015	2016
Total Number of Students	10	4	12
No. of Students with Band 6	0	0	0
No. of Students with Band 6 (%)	0	0	0
No. of Students with Band 5	0	2	3
No. of Students with Band 5 (%)	0	50	25
No. of Students with Band 4	6	2	4
No. of Students with Band 4 (%)	60	50	33
Class Average [E.M Mean]	68.40	79.45	69.88
State Average [State E.M. Mean]	74.95	75.29	74.45
Difference	-6.55	4.16	-4.57

Figure 5: Trends in HSC Modern History Indicators 2014-2016



Recommendations for Modern History

- Planning: Focus on covering each topic in 7 weeks to allow for the full course to be assessed in the Trial Examination. Term 4 would then be used solely for the purpose of revising gaps in students' knowledge and developing skills.
- Homework/Revision: Assessment for learning should drive students to improve the effort they put in to homework and revision. Topic tests and quizzes need to occur at least once a week, with practise essays to be produced at least twice a term to more easily monitor student progress and to encourage them to revise consistently. This will significantly improve the ability of students to write with detail and structure coherent essays.
- Source Analysis: Skills to be more consistently addressed in other topics, not just Topic I. To be constantly worked on throughout year 11, ensuring consistency of language in all source analysis questions.

Extension History

The HSC Extension History class consisted of 3 students and all managed to score a Band E3. The Class produced an average of 39.53 in comparison to the State Average of 38.93. St Mark's has not had an Extension History class in over ten years.

The course is designed to challenge the more capable History students to further develop their understanding of how historians work. Besides content, the course is aimed at using specific historical investigations to reflect on the nature of history and how and why approaches and interpretations change over time.

The 2016 HSC paper was straightforward with the 'What is History?' question asking to what extent has the changing nature of 'evidence' influenced approaches to History over time? The question discriminated between students who had focused on remembering different historians and how they related to each of the different focus questions of the course, and those who had a deeper understanding of the focus questions and had clear and strong examples of different historians for each of the different focus questions. Students reliant on pre-prepared essays would struggle with this question. The case study question was broad and related well to what the students had studied for Appeasement.

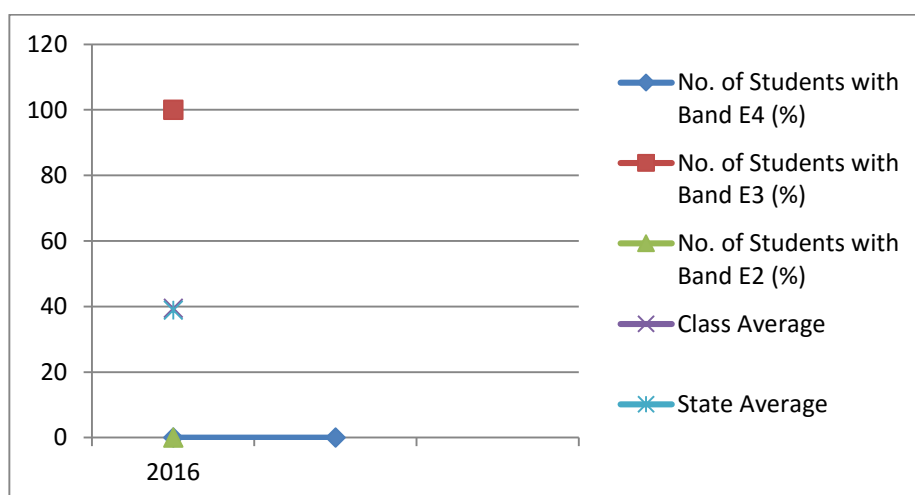
The three students each took a very different approach to their studies throughout the year.

Students were assessed in accordance with the suggested assessment schedule put forward by the Board of Studies. The restraint is that there was only one examination at the end of the second semester.

Table 6: HSC Extension History Marks 2016

History Extension - EXAM MARKS	2016
Total Number of Students	3
No. of Students with Band E4	0
No. of Students with Band E4 (%)	0
No. of Students with Band E3	3
No. of Students with Band E3 (%)	100
No. of Students with Band E2	0
No. of Students with Band E2 (%)	0
Class Average [E.M Mean]	39.53
State Average [State E.M. Mean]	38.93

Figure 6: HSC Extension History Indicators 2016



Recommendations for Extension History

- An assessment on 'What is History?' to supplement the Semester Two Exam to ensure that students start deepen their understanding and focus on this early on in the course.
- One of the trial exam questions should be designed to expose students reliant on pre-prepared essays.
- Completed the 'History Project' by the end of Semester One. That would provide greater time to focus on content that is in the HSC exam and allow for more intensive work on responding to exam questions in History Extension throughout Semester Two.
- Study half of the 'What is History?' topic in Term One, before studying the first half of the case study in term 2. Students would complete the second half of each unit in Semester Two. This would allow students to better understand how the themes of 'What is History?' apply to the case study and vice-versa.

Studies of Religion I Unit

There were seven (7) students who completed HSC Studies of Religion I Unit in 2016 and the results were quite good. The class average (40.76) was well above the state average (38.34). All students managed to score a Band 4 or higher, with two students getting close to achieving a Band 6, scoring 44 and 43. Five out of the seven students attained a Band 5, equating to 71% of the cohort, compared to 36% of the State.

Overall, the class has performed quite well and have all managed to improve on their School Assessment Mark. The class cohort of students in SOR – I Unit in 2016 can be described as of mixed ability, some with exceptional writing ability.

Table 7a: Comparison of Semester Two Exam, School Assessment & HSC Mark

Name	Semester Two Exam	School Assessment	HSC Mark
	34	32	41
	38	36	41
	33	39	42
	37	37	43
	32	34	39
	33	33	38

The course itself is straightforward and allows students to gain an understanding of the content by following through with the work regularly. The more able students have taken up the opportunities to bring in external sources of information into their writing to add depth and detail. 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.

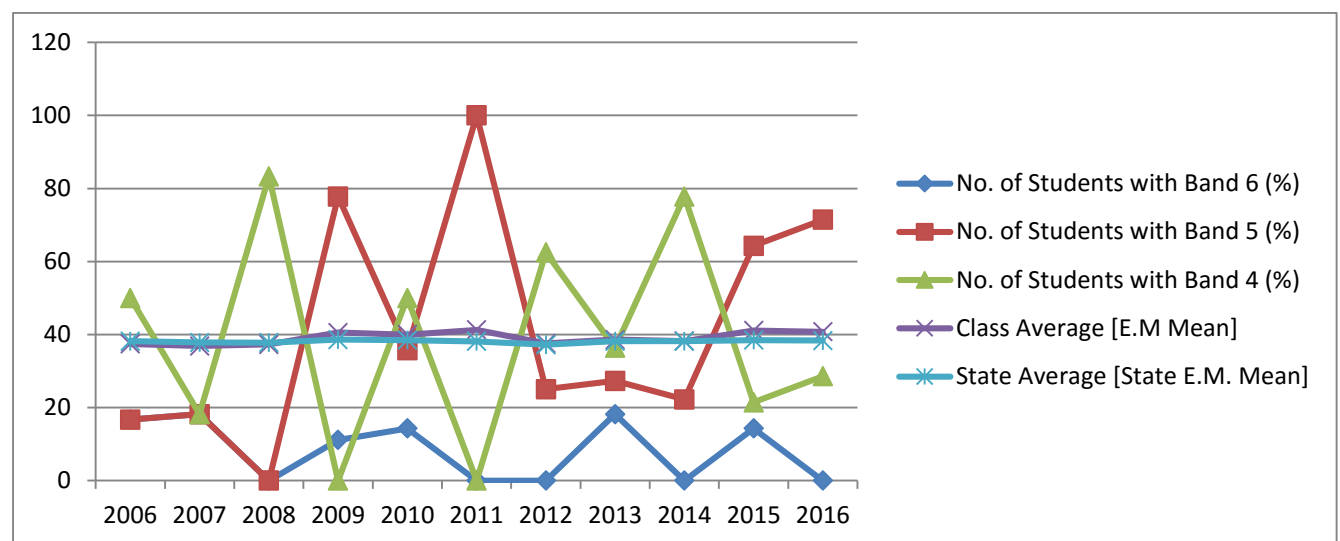
The 2016 Exam questions, in particular the Structured Response section and the Extended Response section on the Depth Studies, were familiar to the students and replicated the school-based assessments. Similar to other HSIE Courses, where students struggle would be in extending their writing to include the finer details of ethical teachings of Christianity and Islam, for the two essay questions.

The school based Assessments allowed for variety and catered to the mixed abilities of the class. All students performed well in the Oral Task. The more challenging aspects of the assessments were the written responses. This year, students were challenged with an obscure question the Semester One Examination. In hindsight, it would be more suitable for this to occur in the Semester Two Examination, once the students are more familiar with the content, as well as the HSC-style of questioning. The 2016 results are compared to the last ten years in Table 7b and graphed in Figure 7.

Table 7b: HSC Studies of Religion I Unit Marks 2006-2016

SOR - I EXAM MARKS	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016
Total Number of Students	6	11	6	9	14	3	8	11	9	14	7
No. of Students with Band 6	1	2	0	1	2	0	0	2	0	2	0
No. of Students with Band 6 (%)	17	18	0	11	14	0	0	18	0	14	0
No. of Students with Band 5	1	2	0	7	5	3	2	3	2	9	5
No. of Students with Band 5 (%)	17	18	0	78	36	100	25	27	22	64	71
No. of Students with Band 4	3	2	5	0	7	0	5	4	7	3	2
No. of Students with Band 4 (%)	50	18	83	0	50	0	63	36	78	21	29
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	40.76
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	38.34
Difference	-0.74	-0.99	-0.51	1.95	1.5	3.16	0.37	0.42	0.05	2.6	2.42

Figure 7: Trends in HSC Studies of Religion – I Unit Indicators 2006-2016



Recommendations for Studies of Religion I Unit

- Greater emphasis on developing written responses with regular informal/mock assessments.
- Maintain an intense work ethic throughout the year; not allowing students to feel that it is a 'light' course
- Encourage wider reading and external sources
- Challenge students with more difficult questions in the Semester Two Exam rather than the Semester One Exam.

Studies of Religion II Unit

In 2016, sixteen (16) students completed the HSC Studies of Religion II Unit Course. The class achieved an average Exam Mark of 78.04, compared to the state average of 75.58. One student attained a Band 6, while eight (8) students attained a Band 5. Seventy-five (75%) percent of the students scored Band 4 or higher, which is an excellent result for this course.

The more able students performed exceptionally well, with more than half the class attaining a Band 5 or higher (56), compared to the State Average of 48. The weaker students from the course also did well with the lowest HSC mark being 61.

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 2016 HSC Exam was straight forward. Students were expecting a 'significant other' question for the Extended Response question in the Depth Study, worth 20 marks, however, they were instead assessed on ethics. There would have been a number of students who were unprepared for the question asked.

The 2016 class were very competitive and strong, assessment responses were always of a very high quality. All HSC Exam Marks are similar to the School Assessment Marks.

The small class size (16) lent itself to strong discussion on topic matters throughout the year. The class felt comfortable and were able to share lots of content and resources on Edmodo to support each other. As a whole, the class had a strong work ethic and commenced the course with a serious approach. Only a few students really struggled with essay writing. The Assessment Tasks provided students with the opportunity to improve throughout the year.

The class had multiple guest speakers including the NSW Ecumenical General Secretary, a Jewish Rabbi and a Muslim cleric from "Together for Humanity" who discussed interfaith and religion in general. These incursions benefited the students immensely.

The results are compared to the last ten years in Table 8 and graphed in Figure 8.

Table 8: HSC Studies of Religion II Unit Marks 2006-2016

SOR - II EXAM MARKS	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016
Total Number of Students	12	21	18	28	21	17	0	18	6	27	16
No. of Students with Band 6	0	1	0	0	0	0		0	0	0	1
No. of Students with Band 6 (%)	0	5	0	0	0	0		0	0	0	6
No. of Students with Band 5	5	2	2	4	3	4		5	0	9	8
No. of Students with Band 5 (%)	42	10	11	14	14	24		28	0	33	50
No. of Students with Band 4	6	8	6	13	7	7		5	4	12	3
No. of Students with Band 4 (%)	50	38	33	46	33	41		28	67	44	19
Class Average [E.M Mean]	77.45	69.50	67.83	71.53	67.23	70.49		71.76	71.43	74.02	78.04
State Average [State E.M. Mean]	76.42	76.78	77.37	78.43	76.64	76.36		75.74	75.38	74.20	75.58
Difference	1.03	-7.28	-9.54	-6.90	-9.41	-5.87		-3.98	-3.95	-0.18	2.46

Figure 8: Trends in HSC Studies of Religion II Unit Indicators 2006-2016



Recommendations for Studies of Religion II Unit

- Further Professional Development
- Staff/school to become members of SOR association to ensure teachers maintain and keep up to date with latest resource and skills.
- Invite successful past HSC student to run workshops in class.
- Guest Speakers

Summary

Overall staff and students can be proud of the achievements from the 2016 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, ranging from -7 and 3.

Course Name	No. of Students	School Average	State Average	School vs State Variation
Ancient History	11	73.13	71.16	1.97
Business Studies	24	74.80	73.21	1.59
Economics	4	69.90	76.55	-6.65
Legal Studies	14	73.26	75.01	-1.75
Modern History	12	69.88	74.45	-4.57
History Extension	3	39.53	38.93	0.60
Studies of Religion I	7	40.76	38.34	2.42
Studies of Religion II	16	78.04	75.58	2.46

- Students generally performed better in HSC Exam than the Semester Two Examination and overall School Assessment.
- Majority of classes achieved a band 4/5 - pushing students into next band will require greater attention to written expression.
- Late withdrawal of students impinged on quality class time and possibility of students receiving band 6. These included students who were capable but were putting in little effort through the year, and withdrew from the course at different times of the year.
- 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 Ancient History, Economics, Legal Studies, Modern History and SOR. 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>There has been an improvement in this area over the last year.</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>These areas have been worked on over the last few years and there has been significant improvement.</p>
<p>Large class sizes in Business Studies (29 – 24) 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 & 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 – e.g. Juliet William,</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 & 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. 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>There are also students who enrol, complete the Preliminary Course and over the HSC year, they choose to withdraw – due to completing enough units from other courses; feel they can cope with 10 units. As some only withdraw late in the year, it affects the class dynamics, as well as the class average/performance.</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>
<p>At SMC, students tend to focus, concentrate and work a lot harder after the Semester Two Examination, making significant improvements on their School Assessment Mark.</p>	<p>Calculate the percentage difference between the School Assessment and the HSC Mark and account for the differences.</p> <p>Put measures in place to ensure consistency in student focus/concentration and high work ethic throughout the whole year.</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.

2016 Visual Arts HSC Results Analysis

Analysis provided by VA Faculty, Mrs Sharon O'Leary

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
Visual Arts	5	78.76	79.55	0.75-	89

Visual Arts

Students have performed reasonably well in HSC Visual Arts. The Class (78.76) performed just below the State (79.55) which is a decrease from results in 2015. There were five (5) students who completed HSC Visual Arts in 2016. Two out of the five achieved a Band 5, one student narrowly missing out on a Band 6 (89).

This small cohort was not creatively strong as a whole as the assessment reflects. One student* was unwell through the duration of his HSC year which is shown in the discrepancy between his School and Moderated Assessment. Please see results for the practical component of Visual Arts below in Table 1a and the results for the examination component in Table 2a.

Table 1a: Comparison of School Assessment & Moderated Assessment Mark

Name	School Assessment	HSC Mark
*	64	75
*	57	71
*	66	76
*	77	82
*	92	89

Table 2a: Comparison of School Exam Mark and HSC Mark

Name	School Assessment	HSC Mark
*	71	73
*	72	72
*	78	77
*	84	83
*	89	89

The exam itself seemed quite a good paper for the students in terms of their preparation. A weakness in communication in analysis of sources is evident.

Table 3: HSC Visual Arts Marks 2015-2016

Visual Arts	2015	2016
Total Number of Students	8	5
No. of Students with Band 6	1	0
No. of Students with Band 6 (%)	12.5	0
No. of Students with Band 5	4	2
No. of Students with Band 5 (%)	50	40
No. of Students with Band 4	3	3
No. of Students with Band 4 (%)	37.5	60
Class Average [E.M Mean]	80.60	78.80
State Average [State E.M. Mean]	79.21	79.55
Difference	1.39	0.75-

2016 HSC Results Analysis

Analysis provided by PDHPE Department, Mrs Irene Focas (HOF), Mr Jason Nestorovski (Senior PDHPE Teacher)

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
PDHPE	9	77	72	5.05	92

	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016
Total-Number-of-Students	7	13	16	14	20	12	13	11	19	12	9
No.-of-Students-with-Band-6	0	0	0	0	2	3	0	1	1	2	2
No.-of-Students-with-Band-6 (%)	0	0%	0%	0%	10%	25%	0%	8%	5%	17%	22%
No.-of-Students-with-Band-5	4	4	0	3	5	3	4	2	7	3	2
No.-of-Students-with-Band-5 (%)	57	31%	0%	21%	25%	25%	31%	18%	37%	25%	22%
No.-of-Students-with-Band-4	2	2	6	3	7	3	3	2	5	6	3
No.-of-Students-with-Band-4 (%)	29	15%	38%	21%	35%	25%	23%	18%	26%	50%	33%
Class-Average	75	75	66	70	76	75	71	66	75	80	77
State-Average	73	73	73	72	75	74	73	71	73	73	72

How well did the students do?

Students performed extremely well in PDHPE this year. Although the average decreased from 80% to 77%, we still managed to achieve two Band 6 marks, which was the same result as 2015. In saying this, the class size was moderately smaller (12 in 2015, 9 in 2016) which means that the ratio of students who achieved Band 6 to the whole class increased. Although our class achieved a higher average than the state, our class size was considerably smaller than that of the staff average.

There were 9 students in this course for 2016 with 44% of the cohort achieving a Band 5 or 6. Two (2) students were able to achieve a Band Six (6), Two (2) students a Band Five (5), Three (3) students a Band Four (4) and two (2) student a Band Three (3).

How well did the best students do?

The top students achieved a Band Six (6) with the highest mark being 93. Their assessment mark was very similar to that of their HSC Mark, which shows consistency throughout the year.

3. How well did we assess the students?

The top three students were always achieving the best results throughout the year and their ranks never changed for any assessment task including the HSC Examination. In relation to School Assessment vs the rank order based on the HSC Exam Mark, the rank order stayed the same for all students. This shows that the assessment process (creation of Assessment Tasks, weighting of Assessment Tasks, and marking of Assessment Tasks) was good.

The Standard Deviation of our School Assessment marks was 13.47. This suggests that our assessment process distinguishes our students in a normal distribution.

4. How good is the quality of teaching?

The year 11 class started with 24 students, of those 24 students over 10 students dropped out of the course because they had already completed an accelerated subject and did not want to carry the extra units of work. PDHPE was the subject they chose to drop due to misconception that the subject does not 'scale' as high as other subjects.

5. How well did we prepare students for the level of difficulty they would experience in the HSC Exam?

Students were extremely prepared and peaked at the right time. When comparing the School Assessment Mark for each student with their Exam Mark, all students scored higher in the Exam Mark, it suggests they were well prepared because the level of difficulty school assessments was higher.

One student left year 12 as he did not wish to complete the HSC and another student left as they found the subject too difficult.

The quality of teaching was of a high standard and this can be seen through the fact that 33% of our students achieved their best result in PDHPE, 22% as the second best and 33% as the third best and 11% as the fourth best. On average, overall PDHPE was regarded in their top three subjects.

Some notable performances can be seen in Table 1a.

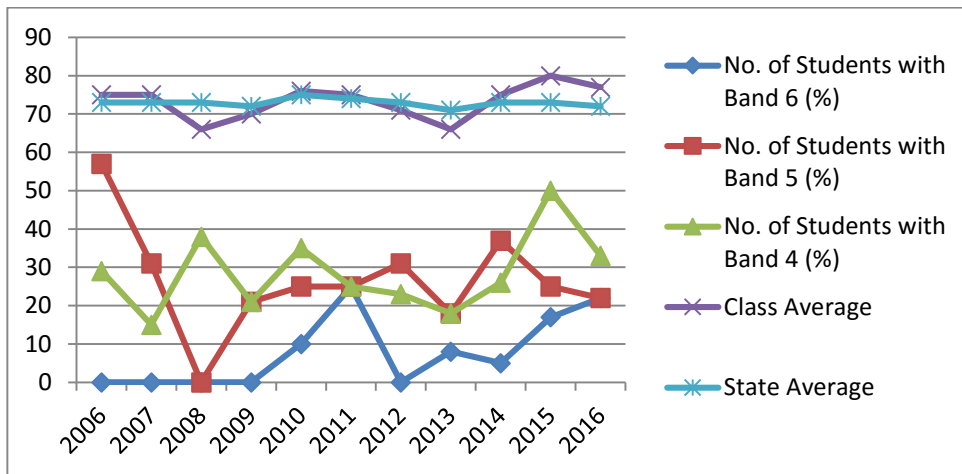
Table 1a: Comparison of School Assessment, Examination Mark and HSC Mark

Table 1b: HSC PDHPE Marks 2006-2016

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

Name	School Assessment	Examination Mark	HSC Mark	Band
*	91	93	93	6
*	86	89	90	6
*	73	83	83	5
*	72	79	80	5
*	68	73	76	4
*	63	73	74	4
*	55	72	70	4
*	52	69	67	3
*	51	64	64	3

Figure 1: Trends in HSC PDHPE Indicators 2006-2016



Record of Student Achievement (RoSA)



The Record of School Achievement (RoSA) was introduced in 2012 to replace the School Certificate. The College internally assesses students and a grade is submitted to the NSW Education Standards Authority (formerly NESA) reflecting their overall achievement.

The following table shows how our students who did Year 10 courses in 2016 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	28.81	3.39		40.71	5.20
Mathematics 200 hours	70	58.57	4.29		38.24	6.81
Science 200 hours	59	35.59	11.86		38.15	6.42
Personal Development, Health and P.E. 100 hours	58	24.14	17.24		51.88	3.18
History 100 hours	59	42.37	11.86		41.34	6.31
Australian Geography 100 hours	59	35.59	1.69		39.56	6.43
Commerce 200 hours	20	30.00	15.00		60.74	2.55
Drama 100 hours	3	66.67	0.00		53.82	4.39
Drama 200 hours	22	40.91	0.00		62.97	2.26
Food Technology 100 hours	1	100.00	0.00		42.36	7.21
Food Technology 200 hours	21	61.90	4.76		49.19	5.46
Graphics Technology 100 hours	10	10.00	10.00		44.77	7.30
Industrial Technology (Timber) 100 hours	13	7.69	15.38		38.22	7.18
Information & Software Technology 100 hours	2	0.00	0.00		44.68	6.52
Information & Software Technology 200 hours	5	0.00	0.00		51.67	3.88
Music 100 hours	7	100.00	0.00		41.43	8.10
Music 200 hours	11	72.73	0.00		59.82	4.09
Visual Arts 100 hours	11	36.36	0.00		50.05	4.86
Visual Arts 200 hours	14	57.14	0.00		59.17	3.50

National Assessment Program

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

Results for the 2016 NAPLAN Tests are summarised in the tables below. The figures represent the percentage of student achievement within the given bands for each domain.

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

% below NMS	% at or below NMS	% at proficiency	Percentage at or below National Minimum Standard					
Years	3 School	3 State	5 School	5 State	7 School	7 State	9 School	9 State
Reading	63%	52%	27%	39%	17%	30%	18%	25%
Writing	69%	54%	23%	19%	18%	18%	13%	12%
Spelling	76%	55%	20%	33%	33%	31%	28%	26%
Grammar & Punctuation	69%	53%	36%	41%	27%	31%	17%	22%
Numeracy	53%	39%	19%	31%	41%	31%	46%	27%

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

	% below NMS	% at or below NMS	% at proficiency					
Years	3 School	3 State	5 School	5 State	7 School	7 State	9 School	9 State
Reading	7%	12%	27%	19%	23%	20%	24%	22%
Writing	0%	6%	4%	16%	16%	27%	31%	39%
Spelling	7%	12%	4%	15%	16%	17%	13%	21%
Grammar & Punctuation	3%	8%	8%	15%	12%	23%	13%	27%
Numeracy	3%	15%	4%	17%	10%	16%	8%	19%

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

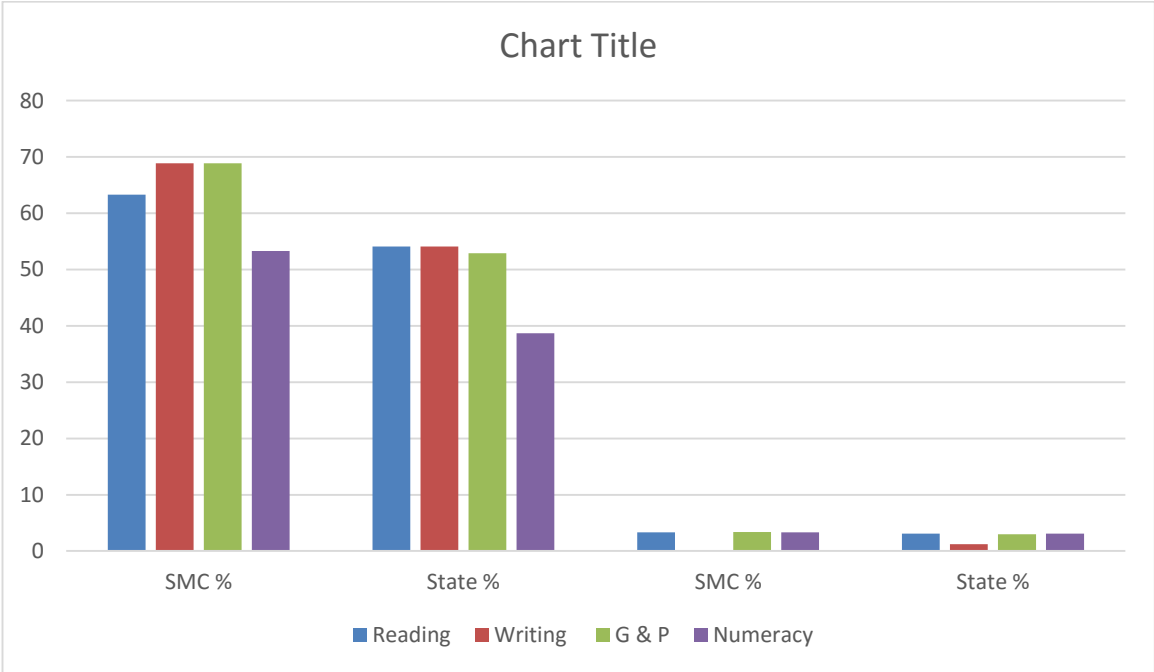
%below NMS

	% below NMS	% at or below NMS	% at proficiency					
Years	3 School	3 State	5 School	5 State	7 School	7 State	9 School	9 State
Reading	3%	5%	4%	7%	2%	6%	4%	7%
Writing	0%	3%	0%	7%	2%	9%	14%	18%
Spelling	0%	5%	0%	7%	4%	7%	3%	10%
Grammar & Punctuation	3%	5%	0%	5%	4%	7%	6%	11%
Numeracy	3%	5%	0%	6%	4%	4%	1%	4%

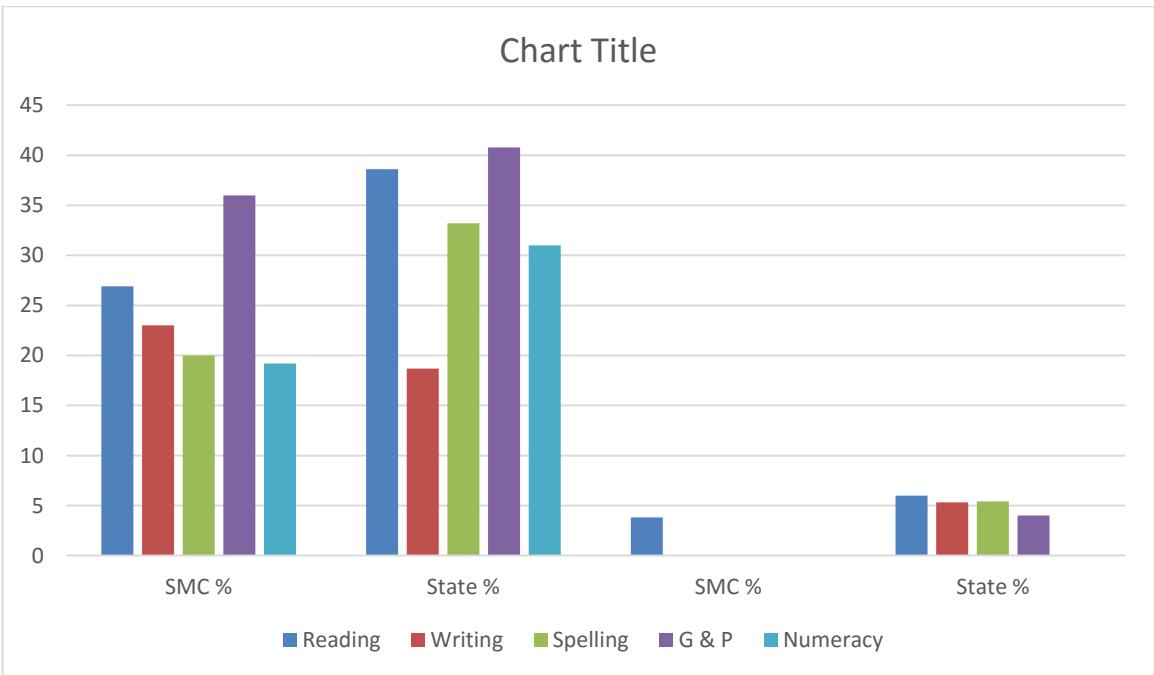
In the % below NMS tab the percentages include exempt students. The below NMS percentages of achievement represent the bottom band of achievement reported for NAPLAN. For example in Year 3 it is Band 1, in Year 5 it is Band 3, in Year 7 it is Band 4 and in Year 9 it is Band 5.

NAPLAN Years 3 & 5

Year 3	Percentage in Bands			
	Band 5 & 6		Band 1	
Domains	SMC %	State %	SMC %	State %
Reading	63.3%	54.1%	3.3	3.1
Writing	68.9%	54.1%	0	1.2
Spelling	75.8%	55.4%	0.0	3.1
Grammar & Punctuation	68.9%	52.9%	3.4	3.0
Numeracy	53.3%	38.7%	3.3	3.1



Year 5	Percentage in Bands			
	Band 7 & 8		Band 3	
Domains	SMC %	State %	SMC %	State %
Reading	26.9%	38.6%	3.8	6.0
Writing	23%	18.7%	0.0	5.3
Spelling	20%	33.2%	0.0	5.4
Grammar & Punctuation	36%	40.8%	0.0	4.0
Numeracy	19.2%	31%	0.0	4.3

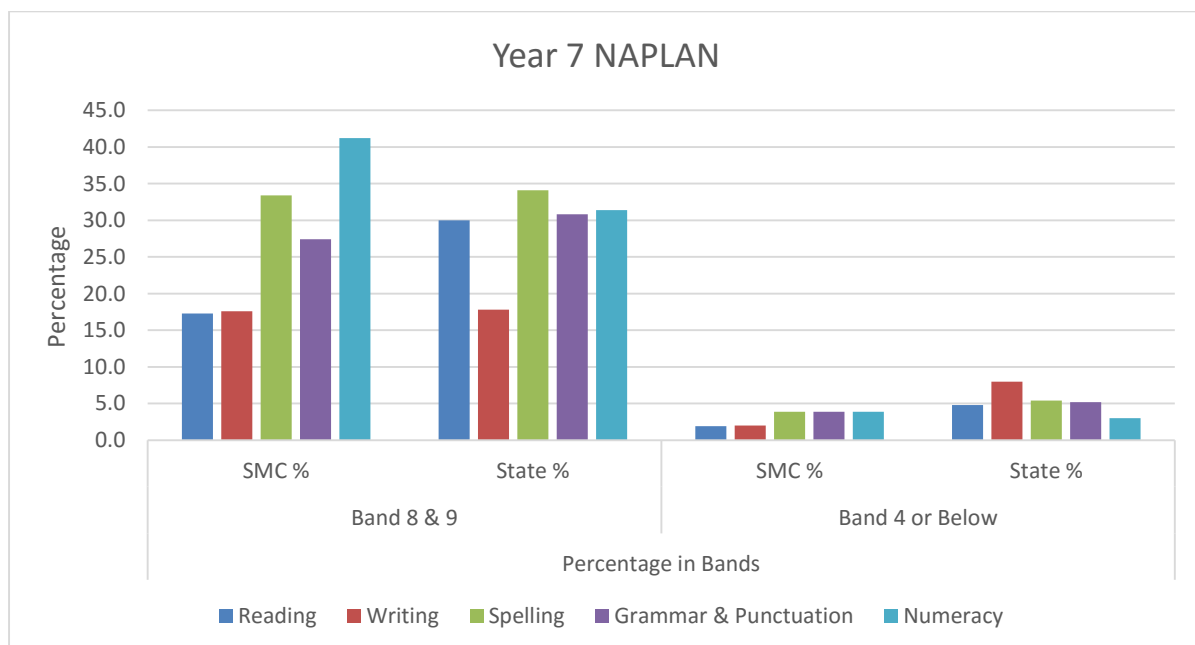


NAPLAN Years 7 & 9

NAPLAN Years 7 & 9

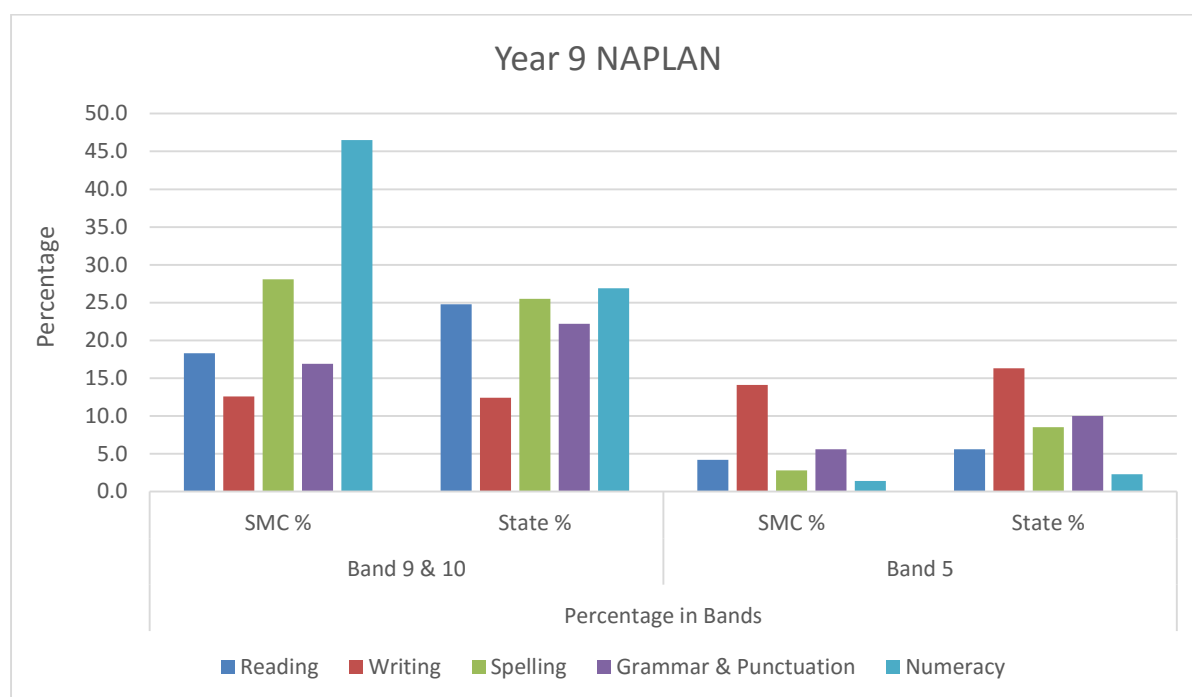
In 2016, Year 7 students performed very well compared to the state in the domain of Numeracy. Students were on par with the state in Writing and Spelling, and in the middle bands for the other domains.

Year 7	Percentage in Bands			
	Band 8 & 9		Band 4 or Below	
Domains	SMC %	State %	SMC %	State %
Reading	17.3	30.0	1.9	4.8
Writing	17.6	17.8	2.0	8.0
Spelling	33.4	34.1	3.9	5.4
Grammar & Punctuation	27.4	30.8	3.9	5.2
Numeracy	41.2	31.4	3.9	3.0



In 2016, Year 9 students performed extremely well compared to the state in Numeracy. They compare favourably against the state in Spelling. Students were on par with the state in Writing. Students achieved in the middle bands for the other domains.

Year 9	Percentage in Bands			
	Band 9 & 10		Band 5	
Domains	SMC %	State %	SMC %	State %
Reading	18.3	24.8	4.2	5.6
Writing	12.6	12.4	14.1	16.3
Spelling	28.1	25.5	2.8	8.5
Grammar & Punctuation	16.9	22.2	5.6	10.0
Numeracy	46.5	26.9	1.4	2.3



2016 Priority Areas

K - 6

1. Literacy
2. Numeracy
3. Curriculum Programming (English & Mathematics)

Yrs 7 - 12

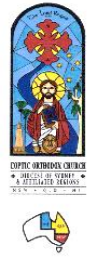
1. Student Welfare & Discipline
2. Attendance Rates
3. Acceleration Policy & Procedures
4. English & Science Review

2017 Targets (Whole School)

1. Student Welfare including Pastoral Program (cont.)
2. Student Discipline (cont.)
3. Quality Teaching & Learning (Evidence Based)
4. Reviewing & Updating SMC Policies
5. Staff/Faculty Review & Evaluation



Saint Mark's Coptic Orthodox College



Acceleration Progression Policy (Mathematics) & PROCEDURES

St Mark's Coptic Orthodox College strives to offer an excellent educational environment in a central school structure from Kindergarten through to Year 12 on one single campus. This structure allows the College to continuously collect data on each student's achievements throughout the years and to then tailor their classes in the best possible way to foster their learning. St Mark's Coptic Orthodox College recognises that all students learn and progress at different rates and that the time it takes to reach academic standards varies among students. NESA - NSW Education Standards Authority (previously known as the NESA) also believes students should be challenged and supported to reach their full potential and that the practice of educational acceleration is used to match appropriate learning opportunities with student abilities (<http://www.curriculumsupport.education.nsw.gov.au/>). The goals of acceleration are to adjust the pace of instruction to the student's capabilities and provide an appropriate level of challenge by removing the barriers to accessing appropriately challenging curriculum.

General Criteria:

This policy outlines specific criteria for consideration in determining appropriate student placement. Two fundamental criteria are that accelerated students:

- are higher than average achievers in all subject areas; and,
- possess the ability to master the material of the subject or subjects in which they desire to accelerate at a more rapid rate compared with age-level classmates (Southern et al., 1993).

Acceleration Evaluation Committee

1. Composition

An evaluation committee is established in order to determine the most appropriate available learning environment for the student(s) applying for an acceleration placement. This Acceleration Evaluation Committee is comprised of the following:

Permanent Members

The Permanent members are the decision-making body and comprise the:

- a. Head of College and/or Deputy Head of College;
- b. Director of Teaching & Learning;
- c. Secondary Studies Coordinator; and,
- d. Head of Faculty of the subject in which the student wishes to be accelerated.

Non-Permanent Members

Non-Permanent members are those who may be invited on a need basis to offer advice to the Permanent members. Non-Permanent members may be any or all of the following:

- a. a gifted education or gifted intervention specialist;
- b. a school psychologist or guidance counsellor;
- c. a House Patron or Roll Call teacher of the referred student;
- d. a teacher at the grade level to which the student may be accelerated; and/or,
- e. Head of the Primary school; and/or,
- f. a parent or legal guardian of the referred student or a representative designated by a parent or legal guardian of the referred student.

2. Responsibilities

The Acceleration Evaluation Committee (AEC) is responsible for the following:

- a. conducts a fair and thorough evaluation of the student applying for acceleration;

- b. develops and uses an acceleration assessment process to determine eligibility;
- c. considers the student's own thoughts on possible accelerated placement in its deliberations; and,
- d. issues a written decision to the student's parent or guardian, based on all the data they gathered to support their decision.

Specific Criteria

As indicated in the Board of Studies *Guidelines for accelerated progression*:

“Assessment of students should determine in which area of the curriculum they are gifted and the program should cater for the acceleration in this area only.”

(Board of Studies, 2000, p. 19)

Students who wish to apply for acceleration in a specific subject must be:

1. high achievers in the area(s) in which they wish to accelerate (achieving 80% or higher);
2. high achievers in the corresponding external assessments or competitions, e.g. NAPLAN and ICAS competition;
3. able to achieve above average in all other subject areas; and,
4. able to show social and emotional maturity.

Identification of Students

Following Gagné (1995), a gifted or talented student will possess, to an outstanding degree, potential or demonstrated ability in one or more of the following areas:

- general intelligence
- specific academic fields
- creativity
- psychomotor activities, such as sport, visual and performing arts
- social abilities such as leadership, capacity to understand and empathise with others, and sensitivity in social situations.

Core characteristics

Cohen (1994) suggests seven core characteristics of the gifted and talented:

- a rich memory storehouse
- intense curiosity
- reflectivity
- openness to experiences
- an ability to make relationships, generalise, and abstract
- an ease and speed of problem solving
- acute sensitivity.

Milne (1996) makes a distinction between the ‘creative productive’ students — the bold divergent thinkers — and the ‘schoolhouse gifted’ who do well on school tasks. The latter are often identified as ‘high achievers’ in the school setting.

Criteria

While academic attainment and capacity are the principal criteria for acceleration, they are not the only ones. Regard should also be paid to the student’s emotional and social development and general wellbeing. Acceleration should not be permitted if the student is likely to be disadvantaged because of these aspects.

When considering the student’s level of maturity and suitability for acceleration, the following additional factors should be borne in mind in considering all-round intellectual and emotional readiness:

- the student’s age;
- the student’s extracurricular and out-of-school activities; and,
- the interpersonal relationships of the student.

Even if a student has achieved all the required outcomes of a particular stage, it should be established that acceleration is in the best educational interests of the student. It is possible that extension or lateral enrichment experiences may be more appropriate than acceleration.

Determining Emotional and Social Readiness

The emotional and social readiness of a student for acceleration is determined in a number of ways including:

- observation of interactions with peers over a reasonable time period;
- evidence of the student's maturity, social skills and participation in activities beyond the school environment, e.g. out-of-school hobbies, interests;
- the student's level of self-esteem and motivation;
- consideration of the student's adjustment to problems and decision-making skills;
- the student's participation in extracurricular school activities;
- the relative benefits of acceleration versus enrichment;
- anecdotal evidence from teachers and parents; and,
- possible psychometric tests.

Recording Student Progress

A comprehensive record of all students who are being accelerated is maintained by Heads of Faculty and Director of Teaching & Learning. Supporting documentation on each record should show evidence over time of the suitability/necessity for accelerated progression.

Notifying NESA through Years 7 – 12

When students being accelerated are studying Stage 5 and Stage 6 courses, NESA will be notified by March each year through the normal process of generating "Confirmation of Entry" for students, i.e. via Schools Online.

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 \$32,189 = 2016 (2015 \$24,444).

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 2016 the teacher attendance daily average was 94.6%.

The retention rate was 87%. 38 = Full time teachers 2 = Part Time teachers

2016 Student Attendance

Student attendance equals to a 94.23% 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 2016 the students' attendance average was:

Year	Attendance Rate
K	98%
Y01	96%
Y02	94%
Y03	94%
Y04	96%
Y05	93%
Y06	96%
Y07	95%
Y08	93%
Y09	94%
Y10	93%
Y11	90%
Y12	93%
Total	94.23%

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. The Child protection policy is available on the College website www.stmarks.nsw.edu.au

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

Definition:

- Bullying is the deliberate intention to harm someone who does not have the power to stop it.
- Bullying, harassment or any form of discrimination, is immoral and can be unlawful because it interferes with the right of a person to feel safe and valued as a member of a community.
- Bullying takes many forms. It can include but not limited to:
 - o Face-to-face such as fighting, pushing, taunting, insulting, embarrassing, intimidating and invading personal space, AND Behind-the-back such as writing threatening or offensive messages, sending distressing emails and writing anonymous notes that are hurtful.
 - o Done individually such as a person mocking or teasing someone, AND It can be done as a group by such means as social exclusion or hate group recruitment.
 - o Sexual harassment which involves behaviours such as unwanted sexual touching, inappropriate joking, exposure, making sexual advances or demeaning someone due to their sexual orientation, AND Racial harassment which involves behaviours such as social exclusion, teasing and harassment

Rationale:

The College will provide a positive culture where bullying is not accepted, and in doing so, everyone will have the right of respect from others, the right to learn or to teach, and a right to feel safe and secure in their College environment.

Aims:

- To reinforce within the College community what bullying is, and the fact that it is unacceptable.
- Everyone within the College community should be alert to signs, symptoms and evidence of bullying and to have a responsibility to report it to staff whether as observer or victim.
- To ensure that all reported incidents of bullying are followed up appropriately and that support is given to both victims and perpetrators.
- To seek parental and peer-group support and co-operation at all times.

Implementation:

- Parents, teachers, students and the community will be aware of the College's position on bullying, through the College diary, website and various letters and information evenings.
- The College will adopt a four-phase approach to bullying.

A. Primary Prevention:

- Professional development for staff relating to bullying, harassment and proven counter measures. This will be offered to staff throughout various staff meetings and presented by the House Patrons and Deputy Head of College.
- Community awareness and input relating to bullying, its characteristics and the College's programs and response.
- To provide programs that promote resilience, life and social skills, assertiveness, conflict resolution and problem solving. – Pastoral Care lessons.
- To clarify to all staff at the start of each year the College policy on bullying. Deputy Head of College will include this as part of the staff handbook and code of conduct information session.
- The curriculum to include anti-bullying messages and strategies e.g.: 'The Friendly Colleges' and 'No Blame Approach to Bullying' programs.
- Senior Student Leadership body, Student Representative Council, Peer Support delegates, staff and students to promote the philosophy of 'Anti Bullying' and RESPECT.

B. Primary Prevention:

- Promote children and staff reporting bullying incidents involving themselves or others.
- Classroom teachers and Head of College on a regular basis reminding students and staff to report incidents of bullying.
- Invite Youth Liaison Officer Ms Jody Bright from Liverpool Police Station to speak to the students during pastoral care lessons.
- Parents encouraged to contact College if they become aware of a problem.
- Public recognition and reward for positive behaviour and resolution of problems.
- All students will be given access to the College counsellor two days a week.
- College Executive will be made aware of all incidents of bullying.

C. Intervention:

- Once identified, each bully, victim and witnesses will be spoken with, and all incidents or allegations of bullying will be fully investigated and documented.
- Students and staff identified by others as bullies will be informed of allegations.
- Both bullies and victims will be offered counselling and support.

- If student bullying persists parents will be contacted and consequences implemented consistent with the College's Student Code of Conduct.
- If staff bullying persists the Head of College will commence formal disciplinary action.

D. Post Violation:

- Consequences for students will be individually based and may involve:-
 - withdrawal from class.
 - withdrawal from yard.
 - detention
 - College suspension.
 - withdrawal of privileges.
 - student enrolment may be withdrawn
 - ongoing counselling from appropriate agency for both victim and bully.
- Reinforcement of positive behaviours.
- Classroom Meetings.
- Support Structures.
- Ongoing monitoring of identified bullies.
- Rewards for positive behaviour.
- Consequences for staff will be individually based and may involve:-
 - counselling
 - a period of monitoring
 - a formal support group
 - disciplinary actions

All illegal actions including the use of a weapon, sexual assault and inappropriate content being placed or sent via technology will be reported to the Student Liaison officer Mrs Jody Bright for further action/advice. 38159@police.nsw.gov.au

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. The College WHS Committee consisting of Mr David (Deputy), Mrs Nada (Deputy of the Primary School), Mrs Lotfi and Mrs Sidhom (Office Secretary). 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 NESA Requirements and College Assessment and Reporting Policies.

Senior School

Complaints and grievances are referred to, and resolved by the Classroom Teachers, Heads of Faculties, Director of Teaching and Learning, 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. All complaints are placed on a complaints register which is presented at each executive meeting. Curriculum matters are governed by NESA 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).

The complete Policy documents may be accessed on the school website: www.stmarks.nsw.edu.au

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.

The complete Policy documents may be accessed on the school website: www.stmarks.nsw.edu.au

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
- 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.

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). Teachers/House Patrons 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 of Primary, Head of Pastoral Care (College Chaplin), Director of Teaching and Learning, 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 College, 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

St Mark's Coptic Orthodox College is committed to maintaining a firm but fair approach to the discipline that will deal with disciplinary matters quickly and effectively to ensure that a positive and productive learning environment is maintained for all students.

The College's Discipline Policy also needs to be seen within the context of Christian beliefs and values, which is a fundamental element of the College's approach to the care of students. Underpinning this approach is the importance of discipline procedures that are based on **restorative practices**, through reconciliation and restitution, repairing and rebuilding relationships as an integral part of any consequences or penalties. The process of imposing sanctions must follow principles of **procedural fairness**, particularly for serious consequences such as suspension or expulsion.

The following policies and procedures have been formulated as part of a broad discipline policy aimed at providing support for staff, students and parents.

According to this policy, every student has the right to a learning environment free from bullying and intimidation and to feel safe and happy at school. They also have the right to be treated fairly and with dignity.

Discipline is necessary to ensure the safety and welfare of all our students, teachers and staff and to provide a conducive learning environment.

This Student Discipline Policy sets the framework through which St Mark's Coptic Orthodox College manages student discipline.

Procedural Fairness

Students have a right to procedural fairness in dealings that involve their interests. This includes disciplinary decisions.

The principles of procedural fairness include the right to:

- know what the rules are, and what behaviour is expected of students;
- have decisions determined by a reasonable and unbiased person;
- know the allegations that have been made, and to respond to them;
- be heard before a decision is made; and
- impartiality in an investigation and decision making
- to have a decision reviewed (only with the submission of additional information).

St Mark's Coptic Orthodox College is committed to ensuring procedural fairness when disciplining a student.

General Policies

All students at St Mark's Coptic Orthodox College are required to abide by the College's Rules and to follow the directions of teachers and other staff with authority delegated by the College.

- 1.1 Where a student disregards rules, disobeys instructions or otherwise engages in conduct which causes or may cause harm, inconvenience or embarrassment to the College, staff members or other students, the student will be subject to disciplinary action.
- 1.2 The disciplinary procedures undertaken by the College vary according to the seriousness of the alleged offence and the age of the student. Where the allegation, if proved, may result in suspension or expulsion, the student and parents will be informed of the allegations and procedural steps to be followed in dealing with the matter. In relation to all matters to be investigated, students will be informed of the nature of the allegation and given an opportunity to respond to the allegations.
- 1.3 The penalties imposed vary according to the behaviour and the prior record of the student. At the lower end of the scale, a demerit or detention may be appropriate. At the upper end of the scale, the behaviour could result in suspension or expulsion.
- 1.4 The College prohibits the use of **corporal punishment** in disciplining students attending the College.
- 1.5 The College does not explicitly or implicitly sanction the administering of **corporal punishment** by non-school persons, including parents, to enforce discipline at the College.

Implementation of the Discipline Policy

This policy is implemented by:

- staff induction given by the Deputy Head of College prior to the commencement of employment, the staff handbook which is handed out at the beginning of every academic year to all staff, and the SMC policies and procedures folder that is located on the College Google Drive;
- continued staff training in staff briefings/meetings. Staff meetings take place every fortnight.
- professional development opportunities in behaviour management. Staff have the opportunity to undertake professional development with external providers and during college run staff briefings/meetings;
- communicating this policy to the College community via the College Newsletter updates and on the College website: www.stmarks.nsw.edu.au. Newsletters are issued once a month to all parents electronically and in print; and
- monitoring the effectiveness of the policy. This policy will be monitored by the College Executive as part of an annual review of all College policies;

Procedures for implementing effective discipline

Every student has the right to a learning environment that fosters social, academic, physical, emotional and spiritual growth. They also have the right to be treated fairly and with dignity.

St Mark's Coptic Orthodox College has developed specific procedures that must be followed by all staff when considering an appropriate consequence or reward for student behaviour.

Strategies to Promote Good Discipline

St Mark's Coptic Orthodox College seeks to develop a culture of positive discipline by setting clear expectations for students and encouraging positive behaviour. Strategies for developing this culture include:

- clearly setting behaviour expectations;
- developing specific teaching and learning programs;
- acknowledging positive behaviours in a range of ways including;
 1. Verbal praise
 2. Merits in student diary
 3. Merit certificates
 4. House Patrons awards
 5. Academic Awards
 6. Acknowledgment in college newsletter
 7. Awarded positions of leadership
 8. Principal awards – Presented at the annual speech night.
- Maintaining records with respect to student behaviour. All records with respect to student behaviour are kept with the Head of the Junior School for primary students and with the appropriate House Patron for senior school students

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.

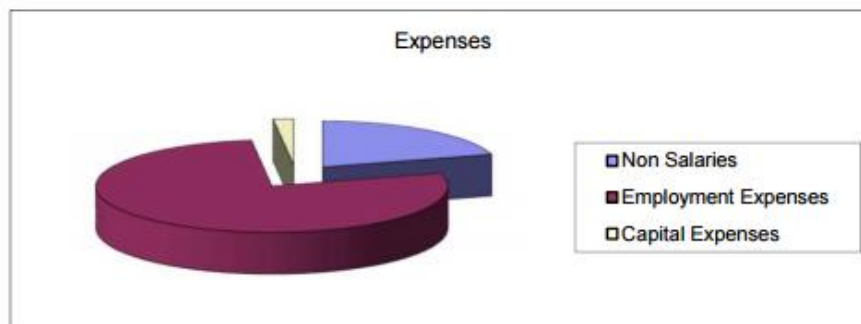
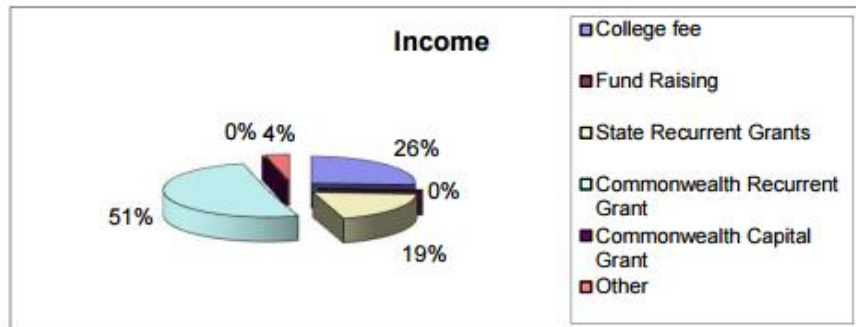
Parents / Guardians Signatures:

1. _____

2. _____

Date: _____

Summary of Financial Information 2016



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. Tsoutsa	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	Primary Studies Coordinator
Mr E. Bestawros	Financial Manager
Dr Aan Tham	Senior Studies Coordinator Yrs 7 – 12 & Acting Fac CO Science

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 "Responsible Persons" 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



