

2017

**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 holds 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 two (St Mark's and St Mary's) of the three Coptic Orthodox Colleges (St Bishoy) 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 201 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 2018

Curriculum Report 2017

Secondary

In 2017, St Mark's Coptic Orthodox College performed well across a number of State-wide Tests and Examinations.

Higher School Certificate (HSC)

Fifty-one students (51 in Year 12 and 10 in Year 11 Accelerated Maths) sat for the HSC in 23 courses.

St Mark's Coptic Orthodox College achieved a NSW HSC rank of 168 for 2017 according to the Better Education Index (1 student unfortunately was unable to sit any exams thereby reflected in the lower Rank shown above compared to previous years). Of the students 51 students enrolled, 19.8% achieved an ATAR above 90. Students achieved 30 Band 6 scores which equates to 11.19% of the cohort's overall achievement based on examinations attempted. Overall, students performed well across the board with significant percentages across many subjects achieving results in the Bands 5 of 6 categories and/or E3 and E4 in Extension subjects – indicated in the table below. A noteworthy acknowledgement is given to Maria Guirguis who was a NESA Awarded All-Rounder.

Course	Students	Band 6/ E4	Band 5/ E3	% of students achieving Band 5/6 & E4/E3	School vs State Variation
Biology	16	0	9	56	5.06
Business Studies	21	0	15	71	6.35
Chemistry	20	2	6	40	-1.04
Design and Technology	3	0	1	33	1.32
Drama	4	0	0	0	-10.83
Economics	12	0	3	25	-3.57
English (Advanced)	26	5	14	73	2.16
English (Standard)	21	0	4	19	3.35
English as a Second Language	3	0	0	0	-17.25
English Extension 1	1	0	1	100	0.64
Legal Studies	5	0	2	40	2.1
Mathematics	25	10	8	72	3.28
Mathematics Extension 1	18	6	11	94	-1.24
Mathematics Extension 2	8	3	3	75	-1.39
Mathematics General 2	13	1	3	31	7.05
Modern History	10	0	0	0	-5.99
Music 1	2	0	1	50	-2.35
PDHPE	7	1	1	29	-6.49
Physics	17	2	2	24	1.14
Studies of Religion I	11	0	6	55	-0.22
Studies of Religion II	18	0	5	28	-1.4
Visual Arts	7	0	3	43	-1.05

RoSA

The *Record of School Achievement* (RoSA) was introduced in 2012 as a cumulative credential for students until they leave school. The RoSA comprises of an internal grade submitted to the NSW Education Standards Authority, and is awarded to students for each of their subjects based on a set of prescribed band descriptors that reflect their overall achievement.

The following table provides a comparison of the internal grades submitted to NESA for courses offered at St Mark's College.

Course	Students	A + B		C		D + E	
		School %	State %	School %	State %	School %	State %
English (200 hours)	74	48	40	22	37	29	22
Mathematics (200 hours)	70	47	38	19	31	34	29
Science (200 hours)	74	45	37	16	37	40	24
Australian Geography (200 hours)	74	31	39	30	37	39	23
Commerce (100 hours)	2	50	52	50	34	0	15
Commerce (200 hours)	29	31	60	31	29	38	11
History Elective (100 hours)	5	60	61	40	29	0	11
History Elective (200 hours)	15	20	65	27	25	53	11
History (100 hours)	74	38	41	43	36	19	23
Food Technology (100 hours)	2	50	43	50	34	0	22
Food Technology (200 hours)	19	37	47	53	33	11	18
Graphics Technology (100 hours)	3	67	47	0	31	33	22
Graphics Technology (200 hours)	24	25	54	25	28	50	17
Industrial Technology - Timber (100 hours)	1	0	38	0	39	100	23
Industrial Technology - Timber (200 hours)	16	32	39	25	37	44	23
Drama (200 hours)	27	18	65	56	25	26	11
Music (100 hours)	8	76	39	13	36	13	25
Music (200 hours)	16	75	58	13	27	13	15
Visual Arts (100 hours)	2	100	49	0	32	0	18
Visual Arts (200 hours)	26	58	59	19	27	23	13
Personal Development, Health and P.E (100 hours)	74	29	51	57	35	14	13

2017 HSC Subject Results Analysis

NB: Student names have been removed

Faculty of Science: 2017 HSC Analysis

Analysis provided by Science Department, Mrs Sherine Metira, HOF

OVERVIEW OF RESULTS 2017

Science HSC Results as a Glance										
Course	No. in course	Band 6	State Av	School Av	Band 5	State Av	School Av	Band 4	State Av	School Av
Biology *	16	0	11.03	0	9	27.35	56.25	5	28.95	31.25
Chemistry**	20	2	9.48	10.00	6	33.23	30	7	28.35	35
Physics ***	17	2	10.69	11.76	2	23.11	11.76	8	33.36	47.05

* No Band 6's in Biology and very high number of Band 5's compared to the state. Too many Band 4's.

** Band 6's exceed state average, however; too many students performed below expected in HSC Examination. No of Band 5's below state average. Too many band 4's.

*** Band 6's exceed state average. No of Band 5s below state average. Too many band 4's.

Band 5 and Band 6 Students								
Course (no. of students)	Students Band 6	Mark S	E	H	Students Band 5	Mark S	E	H
Biology (16)						81	87	89
						84	91	88
						90	86	88
						92	85	88
						88	87	88
						82	86	85
						80	85	83
						83	79	82
						79	80	80
Biology	Top HSC EXAM Mark 91							
Chemistry (20)		92	91	90		84	87	89
		90	89	90		80	87	87
						84	88	85
						87	82	83
						81	85	83
						82	80	81
Chemistry	Top HSC EXAM Mark 91							
Physics (17)		92	92	92		88	87	89
		90	92	91		83	85	82
Physics	Top HSC EXAM Mark 92							

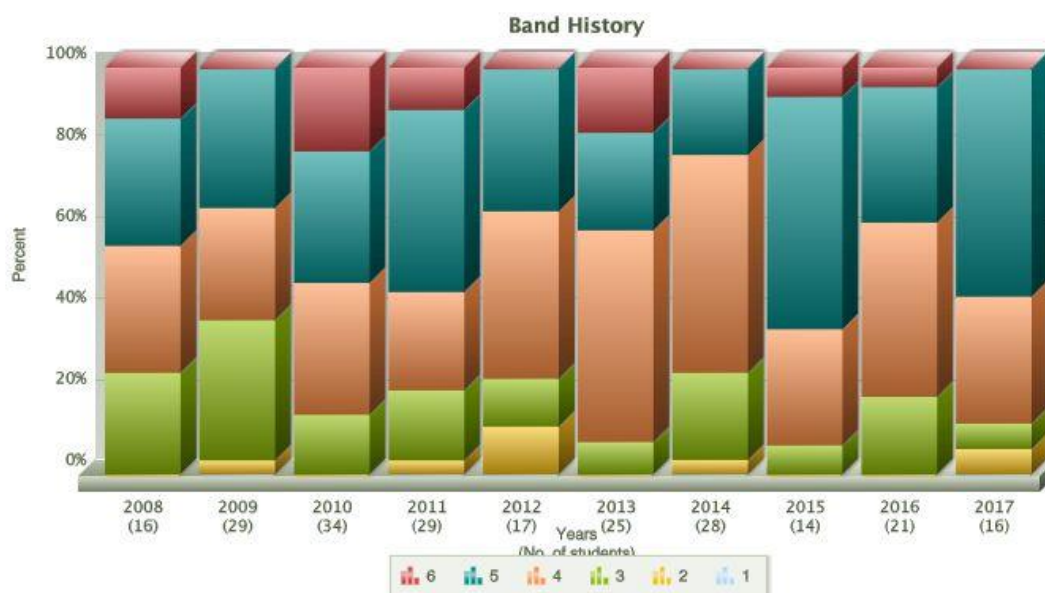
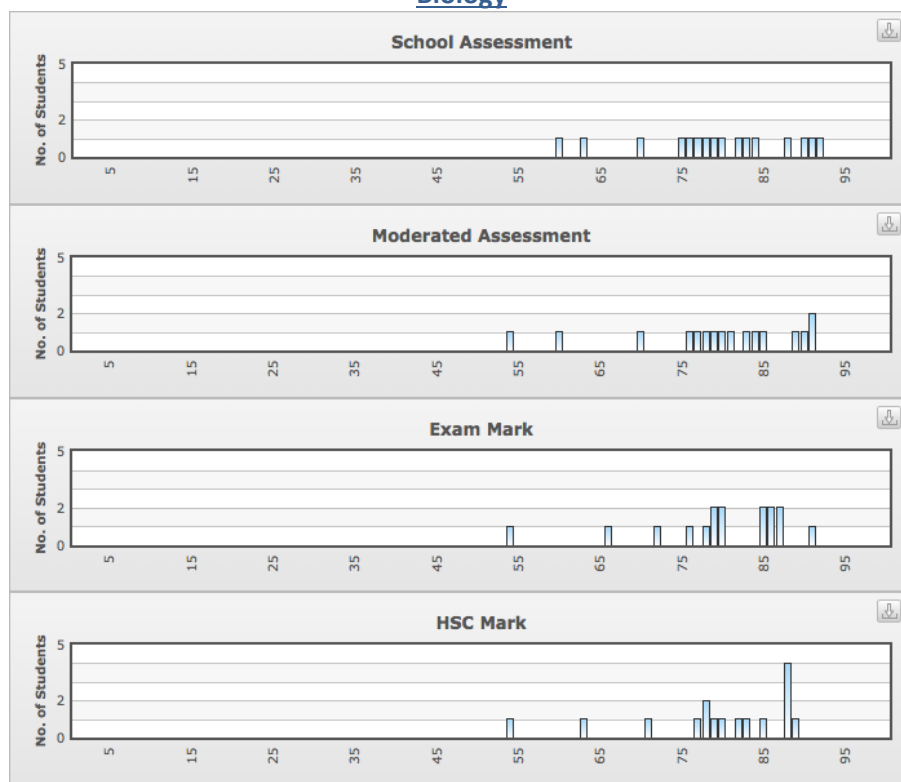
- Students highlighted in yellow could have potentially scored band 6s, according to their HSC Exam Mark (i.e. above 85).

- Scores highlighted in red – indicate that the school results are not reflected in HSC exam mark and may have affected other results for students in this course (Student Survey suggests: Chemistry 1.2 Modules not covered adequately; Biology 1 Module not covered adequately, Physics 1 Module not covered adequately).

	School Group Statistics 2017 HSC							
Course	School Assessment Mean	Moderated Assessment Mean	Moderated Assessment SD	Exam Mark Mean	Exam Mark SD	State Exam Mark Mean	State Exam Mark SD	School/ state Variation
Biology (16)	79.25	79.43	10.21	79.36	9.05	74.30	13.29	5.06
Chemistry (20)	75.10	74.29	13.59	74.24	14.25	75.28	11.65	-1.04
Physics (17)	74.47	74.31	9.61	74.59	9.96	73.45	13.11	1.14
Course	Top Mark Bottom Mark Exam HSC	Top Mark Bottom Mark School Assessment	Top Mark Bottom Mark Moderated Assessment	Observation: *Exam mark and School Assessment mark not as high as 2016. *Top student's School Assessment mark was higher than their Exam Mark. *Other students received higher Exam Mark's than top ranked student in Biology and Chemistry. *School Assessment mean should not be higher than Moderated Assessment Mean which is the case in Chemistry and Physics Action: *School Assessment Tasks need to be more challenging in 2018 to be more reflective of HSC examination standard. *Assessment tasks were also unable to correctly identify top ranked student in Biology and Chemistry, this had a negative effect on HSC results in these two subject areas. By increasing the level of challenge in assessment tasks, the rank order of students should become more clear.				
Biology (16)	TM 91 BM 0	TM 92 BM 60	TM 91 BM 54					
Chemistry (20)	TM 91 BM 29	TM 96 BM 40	TM 91 BM 29					
Physics (17)	TM 92 BM 56	TM 92 BM 50	TM 92 BM 56					
Course	Band 6	Band 5	Band 4	Band 3	Band 2	Band 1	Observation: *No Band 6s achieved in Biology. *A couple of Band 6s achieved in both Chemistry and Physics. *In general, most students gained a Band 5 or 4. Only 1 Band 3 in Biology, Chemistry and 6 Band 3s in Biology. Action: *Look at teaching and learning in all four strands of Science. Continue to teach students how to complete HSC questions, providing scaffolds and feedback.	
Biology (16)	0	9	5	1	1	0		
Chemistry (20)	2	6	7	3	1	1		
Physics (17)	2	2	8	4	1	0		
Course	z-score-distance measured in SD from the mean therefore shows school relative performance to the state							
	2017	2016	2015	2014	2013			
Biology (16)	0.4	0.3	0.8	0.2	0.4	Observation: * A slight improvement in Biology compared to 2016 but not as good as 2015. * Decline in Chemistry and Physics results.		
Chemistry (20)	-0.1	0.6	0.4	0.4	0.0			

Physics (17)	0.1	0.4	0.4	0.5	0.0	Action: * Discuss possible reasons why? * Are students suitable for these subjects? * New HSC more challenging, therefore how will suitability of candidates be determined?
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Biology

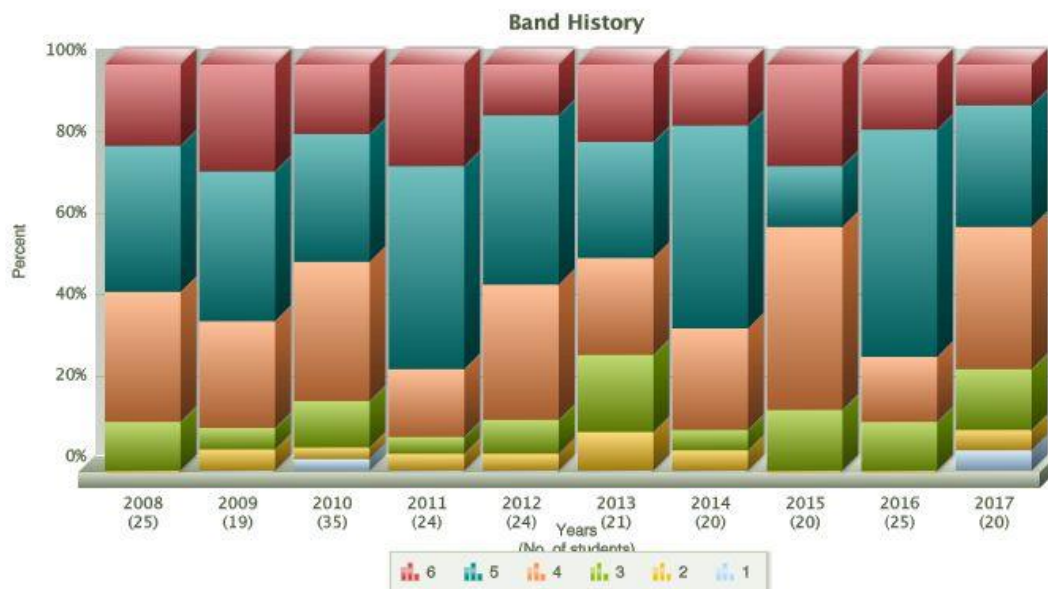
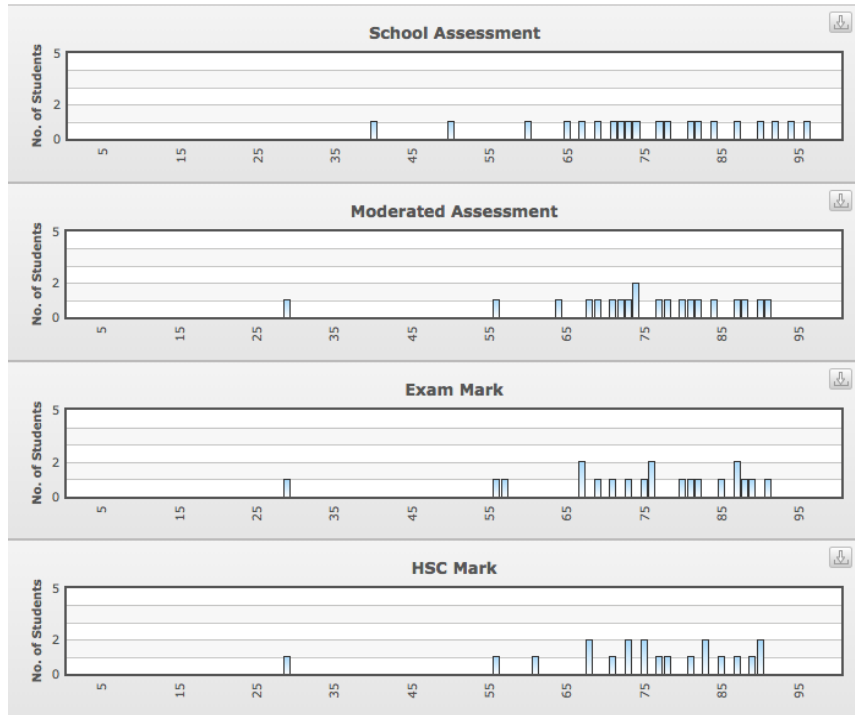


Summary:

- School Assessment Marks appear to be higher than Exam Marks.

- Seven students scored above 85 in HSC Exam, however; only 4 students are above 85 in School Assessment Mark
- Observable decline in number of Band 6's over the last two years
- Most students did very well in MC section of the paper

Chemistry

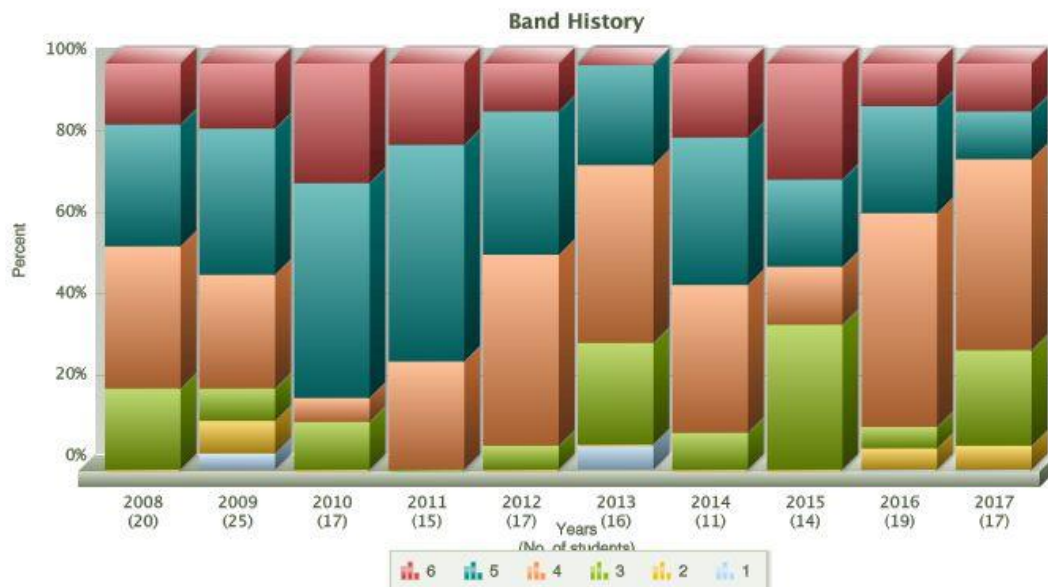


Summary:

- School Assessment Marks appear to be higher than Exam Marks.
- Top 5 students scored below predicted band
- Observable decline in number of Band 6's over the last two years
- Question 1-29 were attempted by all students in the course

- 1 student attempted option questions not taught, student results in option unit were below state mean

Physics



Summary:

- Students demonstrated an improvement in Exam Mark when compared with School Assessment Mark.

- Top three students achieved similar Exam Marks; same students demonstrated greater distribution in School Assessment Mark.
- 2017 saw an improvement in the number of Band 6s when compared with 2016.

STRATEGIES MOVING FORWARD AND OVERALL OBSERVATIONS AND ACTIONS

Overall Observation of 2017 HSC (Biology, Chemistry and Physics)
<ul style="list-style-type: none"> • Band 6s achieved in Chemistry and Physics • No Band 6s in Biology • Improvement in Physics on 2016 • Biology and Chemistry results not as good as (2016), calibre of student's unknown to 2018 Science Teaching Team (all new to the College) • Assessments in 2016 were not reflective of HSC standard and did not rank students according to predicted band/rank/exam mark. • School assessment mean was higher than moderated assessment mean in Chemistry and Physics
Strategies for Improvement in 2018
<ul style="list-style-type: none"> • Give students practice with verbs • Give students HSC style questions to be attempted under examination conditions in regular lessons • Continue working to enhance our assessment rigour, to be more reflective of HSC examination standard • Students need more practice with multiple choice questions • Practice more data analysis style questions • Encourage greater revision of 1st unit throughout the year, by increasing the number of past paper questions. • Students need more support/scaffolds to be better equipped to answer the more difficult questions where application of knowledge to new situations is needed. • Teaching teams need to work more collaboratively to enhance student outcomes across all three Science subjects.

Faculty of English: 2017 HSC Analysis

Analysis provided by Science Department, Mrs Magy Bestawrous, HOF

Introduction

Overview:

The 2017 English Department academic year, was one characterised by extensive change in the areas of staff, curriculum and processes. The year began with a department consisting of only one existing full time staff member (Mrs Amanda Saleh) and a part time staff member (Mrs Kathryn Findlay). Through the Grace of God, and much hard work by the end of Term 2; a consistent and mostly full English Department had been achieved; and set teachers had been allocated to undertake the HSC English classes. The following analysis of the 2017 English HSC results has been conducted with the utilisation of the RAP package provided by NESA.

The HSC English Teachers

Advanced English – Mrs Magy Bestawros

Standard English – Mrs Kathryn Findlay

English as a Second Language – Mrs Amanda Saleh

English Extension One – Mrs Dena Mikhail

Course	Student Numbers
Advanced English	26
Standard English	21
ESL	4
Extension 1 English	1

HSC Results Analysis

History Bands Analysis

Advanced English

	6	5	4	3	2	1	None
2013	3.44	51.72	37.93	6.89			
2014	0	54.16	45.83				
2015	6.89	89.65	3.44				
2016	6.45	74.19	19.35				
2017	19.23	53.84	23.07	3.84			%

Over the span of 5 years the school has averaged 4.1% of the cohort achieving a band 6 in English. In 2017, this exponentially jumped to almost 20% of the class achieving a band 6. This is a 16% growth in one year. Additionally, of the 26 students in 2017 enrolled in Advanced English 19 students achieved a band 5 or higher. I.e. 73% achieved a band 5 or higher.

Standard English

	6	5	4	3	2	1	None
2013	0	0	47.61	47.61		4.76	
2014	0	3.33	40.00	53.33	3.33		
2015	0	24.00	44.00	32.00			
2016	0	8.00	44.00	36.00	12.00		
2017	0	19.04	47.61	23.80	9.52		
2018							100.00

Standard English is a notoriously hard course to achieve band 6's. To put this in perspective, in 2017, 31, 127 candidates sat the Standard English course; only 265 candidates across the state achieved a band 6. However, in terms of higher band achievement, the 2017 cohort saw over 19% of the class achieve a band 5 which is significantly above the state average.

The 2017 cohort achieved a total of 21 band 6's across all the courses. Of which 24% of them directly came from English and specifically the Advanced English Class. Historically, English was one of the least performing courses in St Marks, thus a result such as this, within one year is exceptional.

Students whose English mark was their highest mark across all their HSC courses: 17/50

34% of the 2017 HSC candidature from St Mark's College saw their highest HSC mark from their English course. This statistic is exceptional, especially since these students are primarily NESB (non, English speaking background). This attests to the high calibre of English staff and their experiences in teaching the stage 6 HSC English courses. In addition to this, the English Department, modest in size has 3 of its 5 members as HSC and/or Naplan markers; with one of the staff applying to be a HSC judge. This has no doubt, fed into the ability for the department to have an explicit understanding of how to achieve the top marks.

2017



Higher School Certificate



English (Advanced) (15140)



Item	Max Mark	State Count	Mean	School Count	Mean
Paper 1 - 1a	1.77	26,624	1.73	26	1.77
Paper 1 - 1b	2.66	26,624	2.47	26	2.55
Paper 1 - 1c	3.55	26,624	2.86	26	3.00
Paper 1 - 1d	5.33	26,624	3.67	26	3.79
Paper 1 - 2	13.33	26,624	8.90	26	9.75
Paper 1 - 3	13.33	26,624	9.75	26	10.14
Paper 2 - 1	20.00	8,737	13.14	0	0.00
Paper 2 - 10	20.00	16,723	12.96	0	0.00
Paper 2 - 11	20.00	9,901	12.86	26	13.21
Paper 2 - 2	20.00	17,887	13.26	26	14.30
Paper 2 - 3	20.00	8,542	12.76	26	13.03
Paper 2 - 4	20.00	2,265	12.74	0	0.00
Paper 2 - 5	20.00	17	15.85	0	0.00
Paper 2 - 6	20.00	1,272	13.25	0	0.00
Paper 2 - 7	20.00	8,621	13.08	0	0.00
Paper 2 - 8	20.00	341	14.72	0	0.00
Paper 2 - 9	20.00	5,566	12.54	0	0.00
Question 1	13.34	26,624	10.73	26	11.11

[save data set](#)

This table displays the mean mark for questions in a particular course achieved by your :

English Item Analysis:

This data, reveals how the English class performed in each question of their HSC examinations; both Paper One and Paper Two. What is made apparent is our students in 2017, performed above the state average in every question of both English Examinations. This is a testament to the hard work of the students; in addition to the expertise held by the English Department staffing. However, this data does reveal that Module C is our lowest performing area and this could be attributed to the fact that it is the last module taught. Thus in order to better address this, a HSC seminar day focused on this module will be held after the Trials.

2017 Mathematics HSC Results Analysis

Analysis provided by Mathematics Faculty, Mr Wagdy Micheal (HOF)
NB: Student names have been removed



Summary & Overview of Results 2017

Course Name	No. of Students	School Average	State Average	School vs State Variation	Highest HSC Mark
Mathematics Ext 2	8	79.93	81.17	-1.24	93
Mathematics Ext 1	18	84.37	81.09	3.28	98
Mathematics	25	85.01	77.96	7.05	98
Mathematics General 2	13	67.12	68.51	-1.39	91

Mathematics Ext 2, 2017

Students have not performed well in HSC Mathematics Ext 2. The school average (79.93) while the state average (81.17), it hasn't been the case throughout St Mark's history in Mathematics Ext 2. There were 8 students who completed HSC Mathematics Ext 2 in 2017. Three students, were able to attain a Band E4, which represented 37.50 % of the class compared to the state figure of 33.52%.

We also had three students who attained (E3), which represented 37.50 % of the class compared to the state figure of 50.48%.

We also had two students who attained (E2), which represented 25.00 % of the class compared to the state figure of 13.48%.

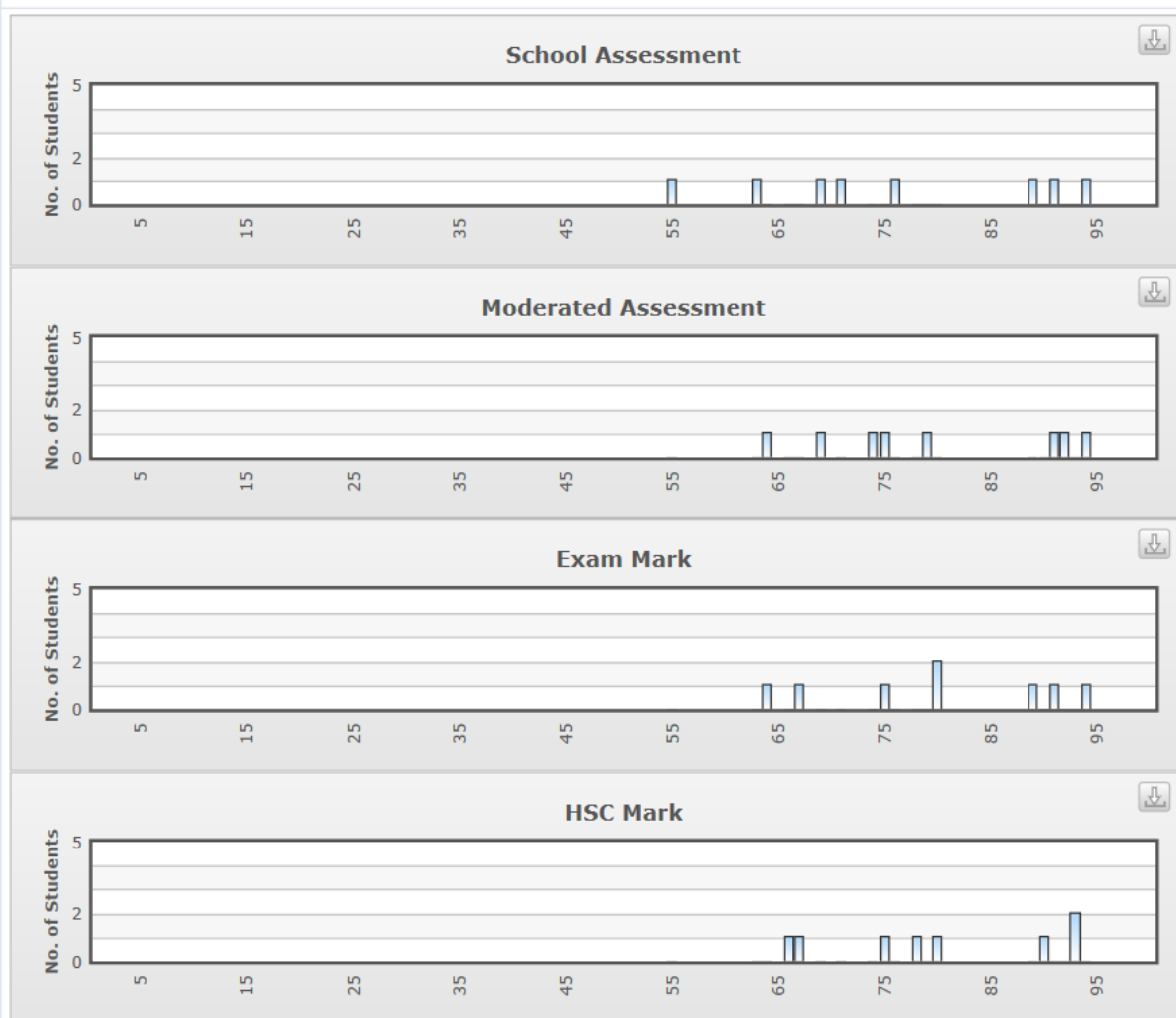
Six students out of total of eight achieved in the highest two Bands E4 & E3, which represented 75.00% of the class compared to the state figure of 84.00%.

Out of the 8 students who sat the Mathematics Ext 2 HSC Examinations, 3 were accelerants. Three of them achieved Band E4.

Comparison of School Assessment & HSC Mark

Name	School Assessment	HSC Mark
*	63	67
*	55	66
*	69	75
*	89	90
*	71	78
*	91	93
*	76	80
*	94	93

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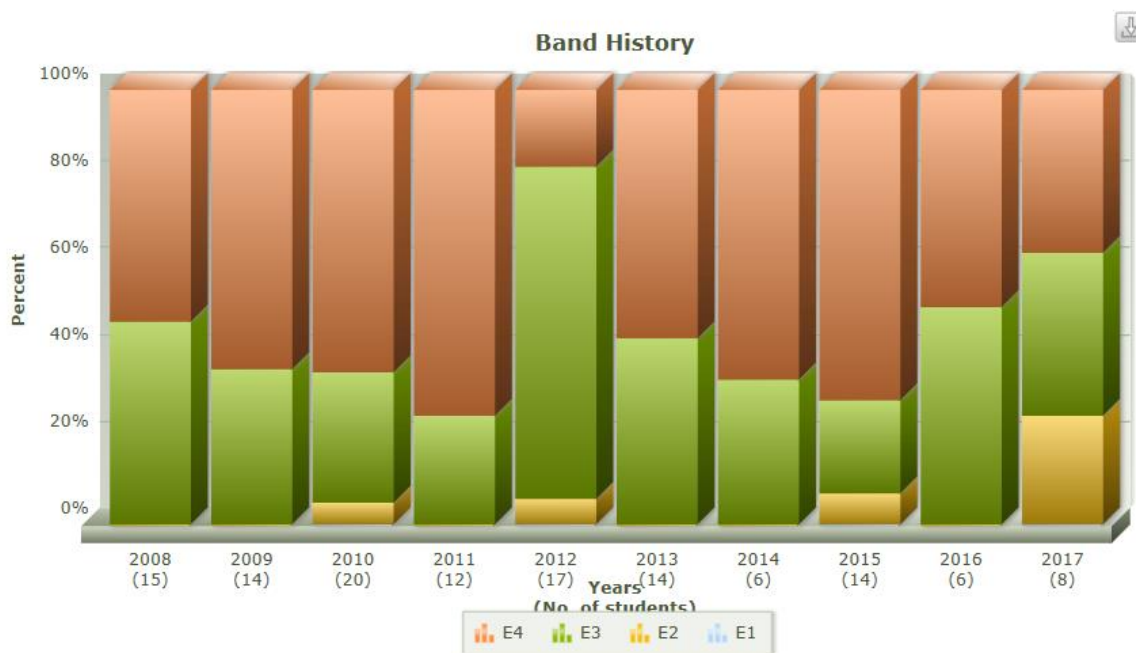
Band	School	School %	State	State %
E1	0	0	77	2.38
E2	2	25	435	13.48
E3	3	37.50	1629	50.48
E4	3	37.50	1082	33.52

The exam itself seemed quite a good paper for only the Accelerants in terms of their preparation and their ability. However, was not the case for the other five students who were advised not to study the Ext. 2 Course. The assessments throughout the year targeting key areas of the syllabus and guidance provided by the class teacher has been a contributing factor for 75% of the class to achieve the top two bands.

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

HSC Mathematics Ext 2 Marks 2006-2017

Mathematics Ext 2 Marks	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017
Total Number of Students	12	9	15	14	20	12	17	14	6	14	6	8
No. of Students with Band E4	4	3	8	9	13	9	3	8	4	10	3	3
No. of Students with Band E4 (%)	33	33	53	64	65	75	17.6	57.1	66.7	71.4	50	37.5
No. of Students with Band E3	8	5	7	5	6	3	13	6	2	3	3	3
No. of Students with Band E3 (%)	67	56	47	36	30	25	76.5	4.3	33.3	21.4	50	37.5
No. of Students with Band E2	0	1	0	0	1	0	1	0	0	1	0	2
No. of Students with Band E2 (%)	0	11	0	0	5	0	5.9	0	0	7.1	0	25
Class Average [E.M Mean]	85	85	87	91	88	91	83.73	87.79	89	90.56	86.57	79.93
State Average [State E.M. Mean]	79	81	83	83	83	83	82.78	82.07	81.58	82.28	81.03	81.17



Mathematics Ext. 1, 2017

Students have continued to perform well in HSC Mathematics Ext 1. The school average (84.37%) continues to outperform the state average (81.09), as it has throughout St Mark's history in Mathematics Ext 1. There were 18 students who completed HSC Mathematics Ext 1 in 2017. Six students, were able to attain a Band E4, which represented 33.33 % of the class compared to the state figure of 38.08%.

We also had 11 students were able to attain a Band E3, which represented 61.11% of the class compared to the state figure of 43.52%.

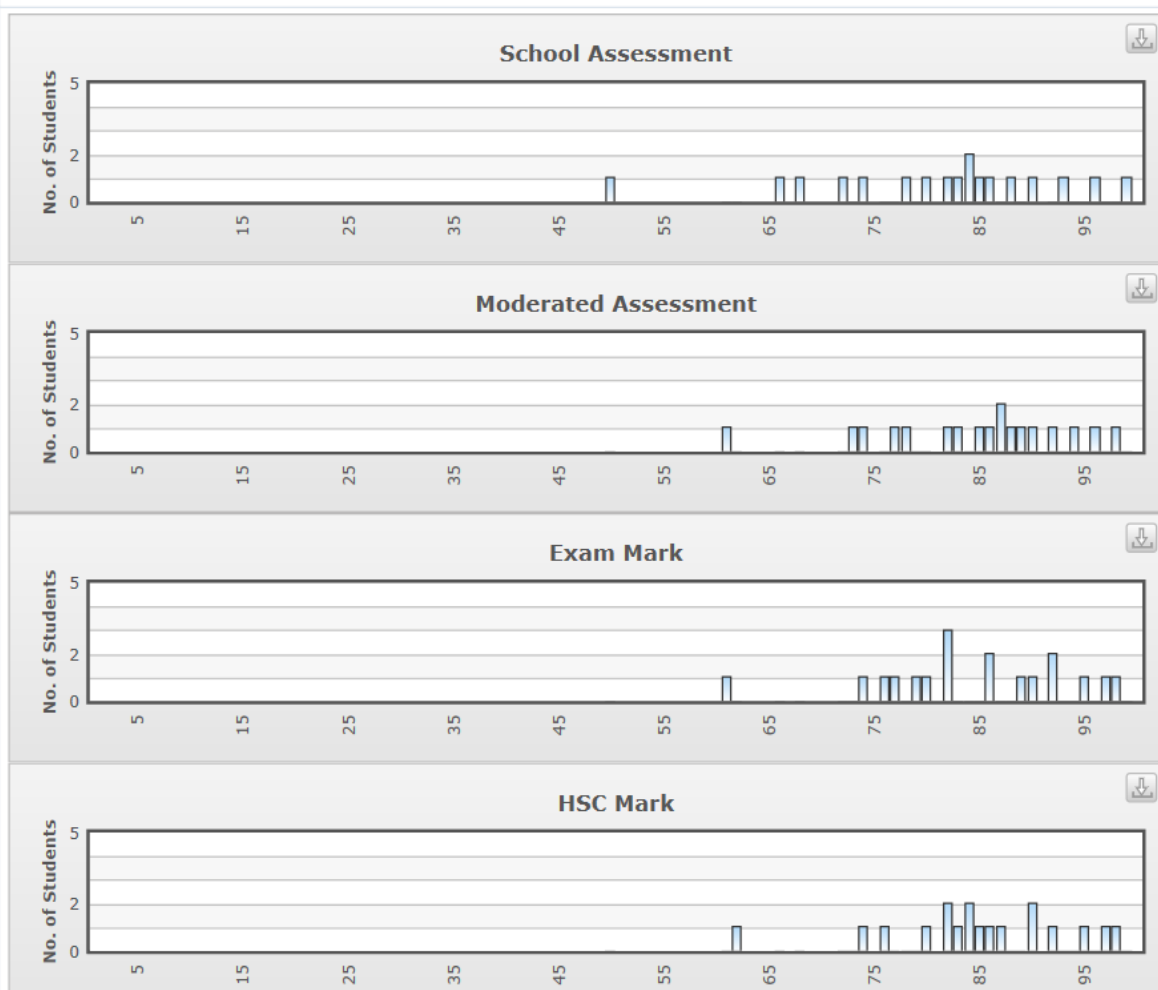
17 students out of total of **18** achieved in the highest two Bands **E4 & E3**, which represented **94.44%** of the class compared to the state figure of **81.60%**.

Out of the 18 students who sat the Mathematics Ext 1 HSC Examinations, eight of them were accelerants and five of the Accelerant students achieved Band E4.

Comparison of School Assessment & HSC Mark

Name	School Assessment	HSC Mark
*	85	87
*	33	37
*	34	38
*	42	43
*	41	45
*	72	80
*	84	85
*	37	42
*	44	46
*	45	45
*	93	95
*	83	83
*	40	41
*	99	98
*	86	84
*	25	31
*	39	41
*	96	97

Chart Size 700 x 150



Band	School	School %	State	State %
E1	0	0	227	2.57
E2	1	5.55	1360	15.45
E3	11	61.11	3831	43.52
E4	6	33.33	3352	38.08

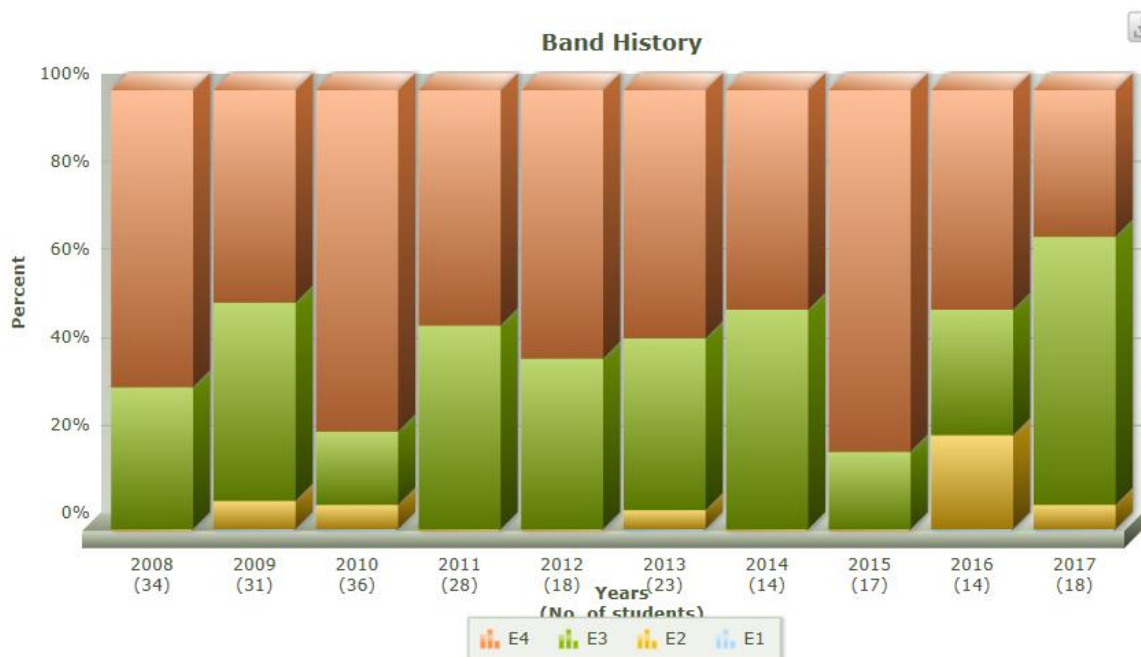
The exam itself seemed quite a good paper for the students in terms of their preparation. The assessments throughout the year targeting key areas of the syllabus and guidance provided by the class teacher has been a contributing factor to the outstanding results.

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

HSC Mathematics Ext 1 Marks 2006-2017

Mathematics Ext 1 Marks	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017
Total Number of Students	20	26	34	32	36	28	18	23	14	17	14	18
No. of Students with Band E4	7	11	23	15	28	15	11	13	7	14	7	6
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	33.33
No. of Students with Band E3	11	8	11	14	6	13	7	9	7	3	4	11
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	61.11
No. of Students with Band E2	2	7	0	2	2	0	0	1	0	0	3	1
No. of Students with Band E2 (%)	10	26.9	0	6.3	5.6	0	0	4.3	0	0	21.42	5.55
Class Average [E.M Mean]	84	80	89	86	89	87	87.68	87.09	86.01	92.91	83.57	84.37
State Average [State E.M. Mean]	75	78	80	80	81	81	81.42	80.46	80.58	81.20	79.68	81.09

HSC Ext 1 marks has always been above state average and in 2017 was only 3.28 points above state average due to the fact that three of our Year 12 Ext. 1 students were struggling with the Course, however they refused to drop it and that had a big effect on the overall Ext. 1 Results and the Mathematics results overall.



Mathematics 2017

Students have continued to perform well in HSC Mathematics. The school average (85.01%) continues to outperform the state average (77.96), as it has throughout St Mark's history in Mathematics. There were 25 students who completed HSC Mathematics Course in 2017. Ten students, were able to attain a Band 6, which represented 40% of the class compared to the state figure of 23.47%.

We also had eight students were able to attain a Band 5, which represented 32% of the class compared to the state figure of 30.01%. Also 5 students were able to attain a Band 4, which represented 20% of the class compared to the state figure of 21.46%. Also 2 students were able to attain a Band 3, which represented 8% of the class compared to the state figure of 15.62%.

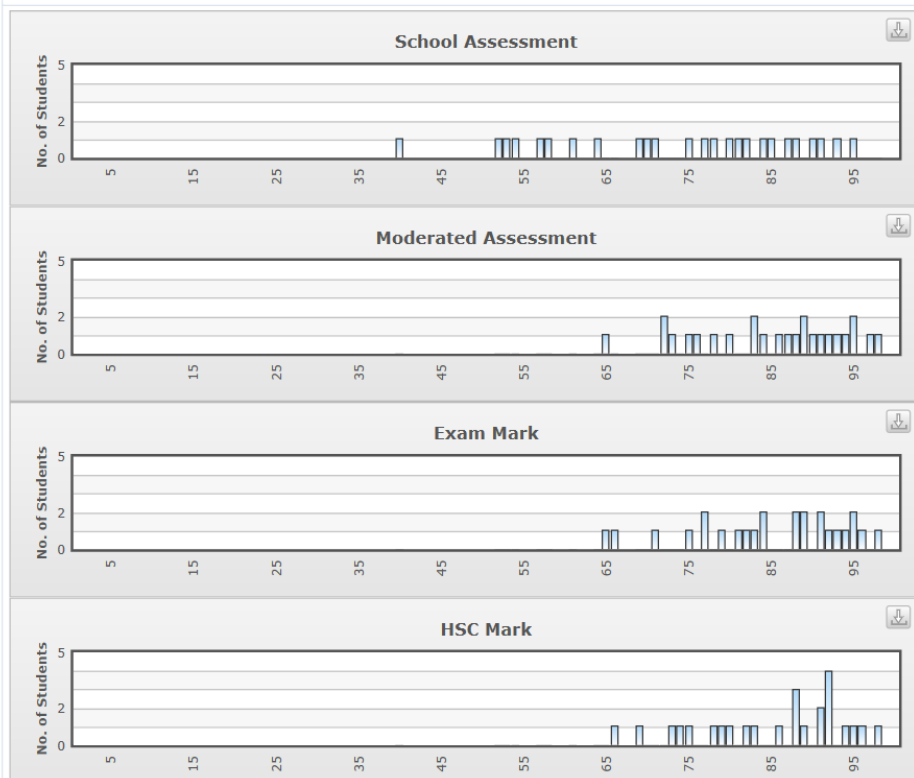
Eighteen students out of total of 25 achieved in the highest two Bands 6 & 5, which represented 72% of the class compared to the state figure of 53.48%.

Out of the 25 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
	95	98
	64	79
	77	86
	58	78
	80	92
	81	92
	52	69
	87	91
	75	88
	40	66
	61	80
	91	96
	84	91
	93	95
	69	82
	70	83
	82	89
	85	88
	88	92
	78	92
	53	74
	71	88
	54	75
	90	94
	57	73

Chart Size 700 x 150



Band	School	School %	State	State %
1	0	0	501	2.92
2	0	0	1053	6.15
3	2	8	2674	15.62
4	5	20	3675	21.46
5	8	32	5138	30.01
6	10	40	4019	23.47

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.

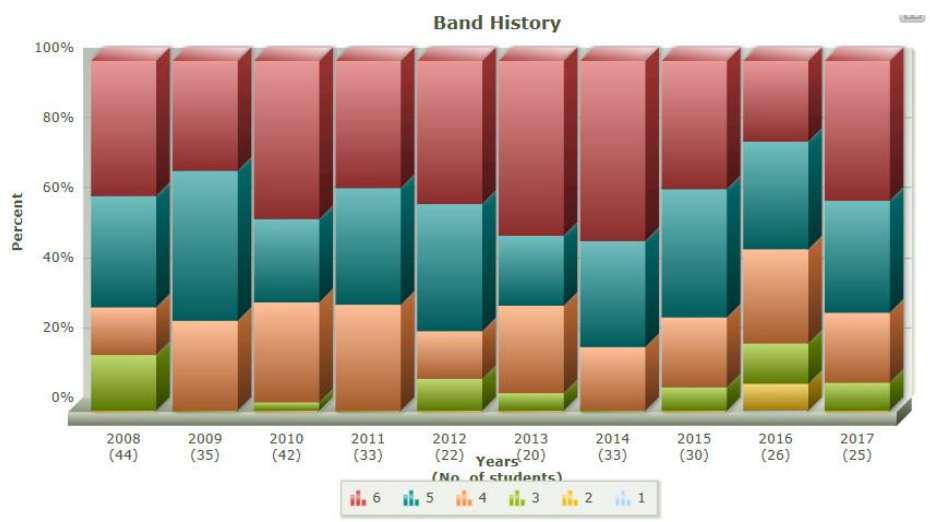
The results are compared to the last nine years in Table below.

HSC Mathematics Marks 2006-2017

Mathematics Marks	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017
Total Number of Students	27	41	44	35	42	33	22	20	33	30	26	25
No. of Students with Band 6	10	9	17	11	19	12	9	10	17	11	6	10
No. of Students with Band 6 (%)	37	22	39	31	45	36	40.9	50	51.5	36.66	23.07	40
No. of Students with Band 5	13	14	14	15	10	11	8	4	10	11	8	8
No. of Students with Band 5 (%)	48	34	32	43	24	33	36.36	20	30.30	36.66	30.76	32
No. of Students with Band 4	2	9	6	9	12	10	3	5	6	6	7	5
No. of Students with Band 4 (%)	7	22	14	26	29	30	13.64	25	18.18	20	26.92	20
Class Average [E.M Mean]	85	80	83	84	86	84	84.65	84.40	88.32	84.53	79.17	85.01
State Average [State E.M. Mean]	73	75	76	75	76	77	77.64	77.39	78.37	77.89	77.84	77.96

HSC Mathematics has always been above state average and in 2017 was 7.05 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 2017

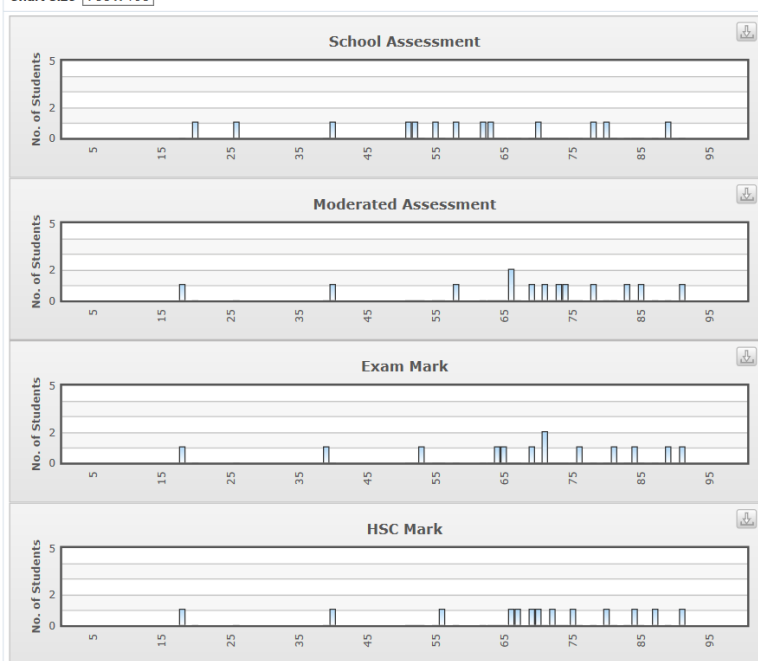
Students have performed well in HSC Mathematics General 2, The results are lower than the previous year. The school average (67.12%) to the state average (68.51%). There were 13 students who completed HSC Mathematics General 2 Course in 2017.

We had one student was able to attain a Band 6, which represented 7.69% of the class compared to the state figure of 6.79%. We also had three students were able to attain a Band 5, which represented 23.07% of the class compared to the state figure of 18.7%. Also 3 students were able to attain a Band 4, which represented 23.07% of the class compared to the state figure of 24.7%. Also 3 students were able to attain a Band 3, which represented 23.07% of the class compared to the state figure of 23.64%.

Comparison of School Assessment & HSC Mark

Name	School Assessment	HSC Mark
*	26	40
*	78	84
*	52	69
*	58	70
*	70	80
*	80	87
*	55	67
*	63	75
*	40	56
*	51	66
*	20	18
*	62	72
*	89	91

Chart Size 700 x 150



Band	School	School %	State	State %
1	1	6.25	2636	8.21
2	4	25	5091	15.87
3	3	23.07	7490	23.64
4	3	23.07	8318	24.7
5	3	23.07	6519	18.7
6	1	7.69	1706	6.79

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.

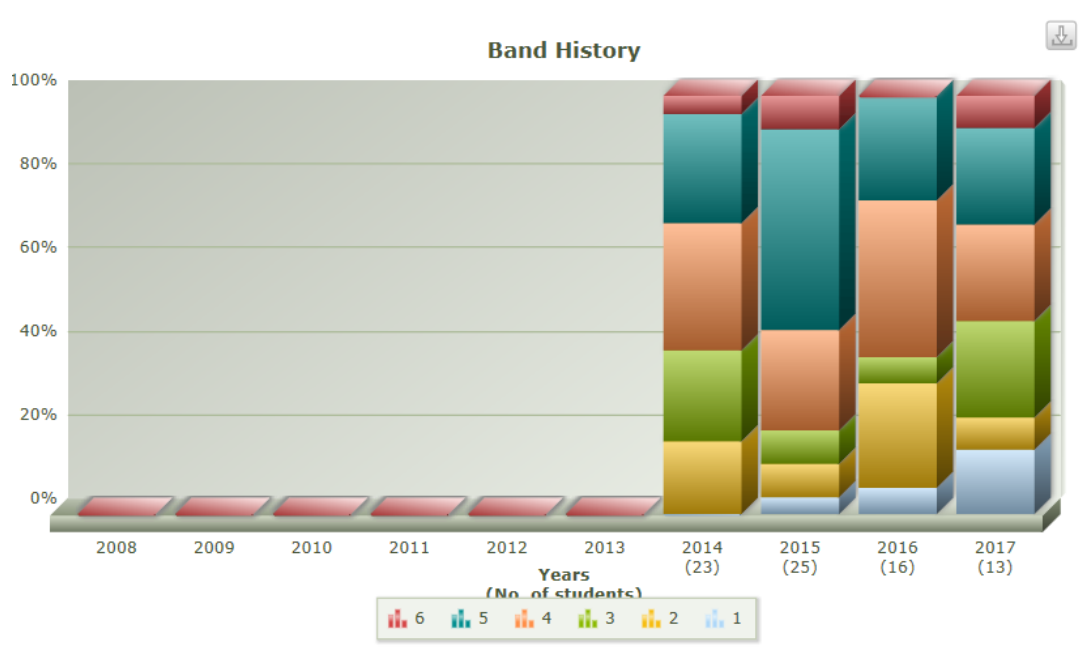
The results are compared to the last two years in Table below.

HSC Mathematics General Marks 2014 - 2016

Mathematics Marks	2014	2015	2016	2017		
Total Number of Students	23	25	16	13		
No. of Students with Band 6	1	2	0	1		
No. of Students with Band 6 (%)	4.3	8	0	7.69		
No. of Students with Band 5	6	12	4	3		
No. of Students with Band 5 (%)	26.09	48	25	23.07		
No. of Students with Band 4	7	6	6	3		
No. of Students with Band 4 (%)	30.43	24	37.5	23.07		
Class Average [E.M Mean]	72.29	77.10	68.59	67.12		
State Average [State E.M. Mean]	68.89	68.64	68.51	68.15		

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 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 removed

2017 Overview

The number of HSIE courses have increased over the years at St Mark's Coptic Orthodox College. In 2017, there were 24 Courses across Yr 7 – 12 of which 12 were Preliminary and HSC Courses.

Students have worked very well and closely with their teachers throughout the year and have produced good results in the 2017 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 their teachers providing additional resources, classes and close analysis of their work, providing vital feedback.

The 2017 HSC Classes and teachers were as follows:



12 Business Studies	Claudia Angrisano
12 Economics	Jaime Jacob
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

Table 1 – Overview HSC Results

Course Name	Students Included	School Average [E.M. Mean]	State Average	School v State Variation	Z-Score	Highest HSC Mark
Business Studies	21	79.52	73.17	6.35	0.48	87
Economics	12	73.03	76.6	-3.57	-0.27	89
Legal Studies	5	77.96	75.86	2.10	0.16	82
Modern History	10	67.74	73.73	-5.99	-0.42	79
Studies of Religion I	11	38.55	38.77	-0.22	-0.04	42
Studies of Religion II	18	74.87	76.27	-1.40	-0.13	82

Note: z-score is the number of standard deviations from the mean a data point is. It is a measure of how many standard deviations below or above the class mean, a raw score is.

Business Studies

Students have continued to perform well in HSC Business Studies. The Class (79.52) continues to outperform the State (73.17), as it has throughout St Mark's history in Business Studies. Compared to 2016, the class average was significantly higher. There were twenty-one (21) students who completed HSC Business Studies in 2017, with one student being omitted from the HSC Exam. The highest HSC Mark of 87 was attained by two students - * and *. Although no students achieved a Band 6 score, fifteen students (15) achieved a Band 5, which represented 71% of the class compared to the state figure of 28%.

The class overall performed better than expected, with many students managing 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 throughout the year, 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
	27	63	74
	61	68	77
	56	69	80
	33	53	69
	28	51	62
	37	50	64

From the commencement of the Preliminary year, this class had a very strong work ethic. They engaged in wider application of Business studies skills and concepts.

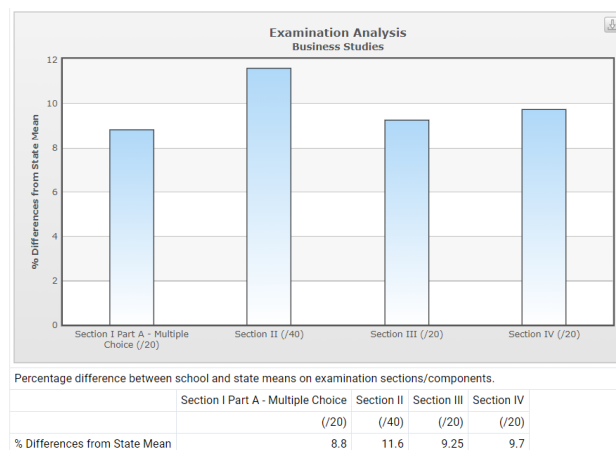
The class eagerly supported each other with the use of a shared resource site where students would upload contemporary business articles.

The assessments throughout the year targeting key areas of the syllabus and guidance provided by the class teacher have been contributing factors to the wonderful results. Students performed very well in assessments throughout the year especially in the Finance Task, which required students to analyse Financial statements and make recommendations to real businesses situations.

Reducing the number of assessment tasks from 5 to 4 from the previous year allowed students to better prepare for tasks and focus on key syllabus areas.

The HSC Exam overall was well balanced, however at times the questions asked were very specific and required a direct answer. This may have affected student performance in achieving a higher band. Most marks were deducted in the Extended Response Section with the average mark 12-13/20. Students outperformed the state in every section of the exam as can be seen in Figure 2a.

Figure 2a: 2017 HSC Business Studies Examination Analysis



Overall, this class performed very well as a whole with over 71% achieving band 5 compared to the state average of 27%. Many predicted band 3-4 students were able to move into the next band. For each question in the HSC Exam, students scored above state average.

For continued improvements, class size could be reconsidered to allow the teacher to spend greater time assisting with extended responses. Literacy abilities and expectations are still lacking. Students need to work at refining these skills in order to achieve a Band 6 response. Generally speaking, students tend to overlook the importance of these sections and writing can be brief. The results are compared to the last eleven years in Table 2b and graphed in Figure 2.

Table 2b: HSC Business Studies Marks 2006-2017

BUSINESS STUDIES EXAM MARKS	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017
Total Number of Students	30	23	24	29	16	36	27	21	21	21	24	21
No. of Students with Band 6	2	2	2	0	1	4	4	0	1	1	1	0
No. of Students with Band 6 (%)	7	9	8	0	6	11	15	0	5	5	4	0
No. of Students with Band 5	10	3	12	11	8	15	12	9	7	11	7	15
No. of Students with Band 5 (%)	33	13	50	38	50	42	44	43	33	52	29	71
No. of Students with Band 4	12	8	6	11	4	10	7	8	9	6	10	3
No. of Students with Band 4 (%)	40	35	25	38	25	28	26	38	43	29	42	14
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	79.52
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	73.17
Difference	5.57	0.89	5.7	1.62	3.25	4.73	5.1	2.07	1.62	6.17	1.59	6.35

Figure 2b: Trends in HSC Business Studies Indicators 2006-2017

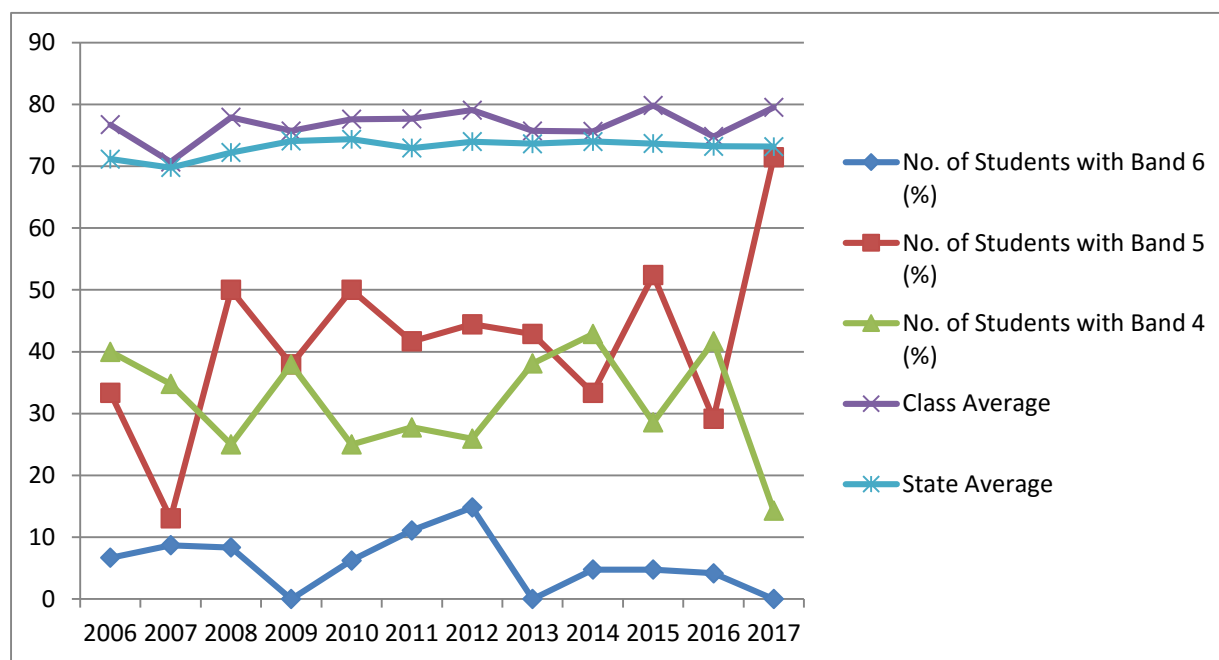
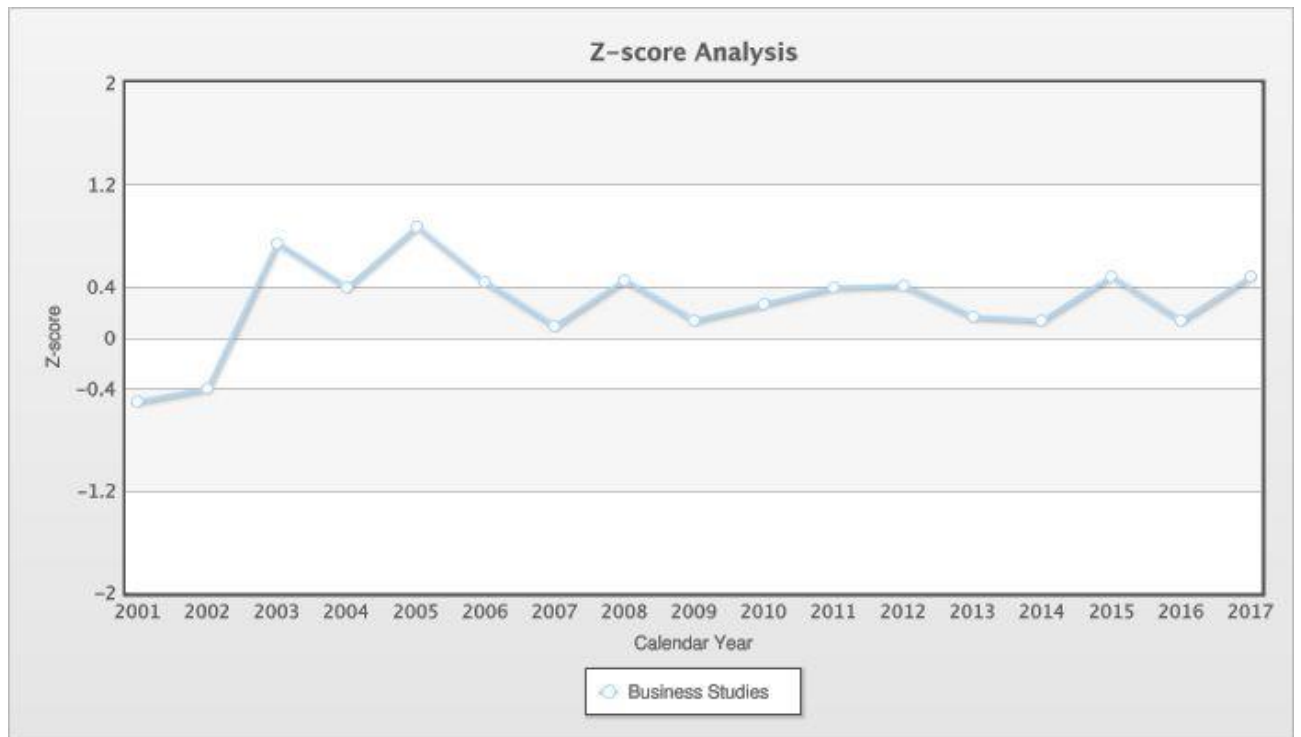


Figure 2b: Trends in HSC Business Studies z-score 2001-2017



A z-score measures the distance – measured in standard deviations – that a score is from the mean. Historically, Business Students at St Mark’s has placed well above the average as illustrated by the z-score.

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.
- Invite successful past HSC student to run workshops in class.

Economics

There were twelve (12) students who completed HSC Economics in 2017. The class achieved an average Exam Mark of 73.03, compared to the state average of 76.60. This was a significant improvement on the class average from 2016. The top scoring student, *, narrowly missed out on achieving a Band 6 with 89. Fifty (50) percent of the students achieved a Band 4 or higher.

Students mostly had a good work ethic throughout the Preliminary and HSC years. The classroom provided opportunities for students to fine tune their knowledge. There was a strong emphasis placed on adding depth and detail to written responses. This is one area that still needs attention.

* showed a lot of promise from the beginning and built on this throughout both years. It was pleasing to see students like * and * pick up their knowledge and skills to make significant improvements in their results. This paved the way for them to progress from one task to the next, while displaying a lot of maturity in their learning in terms of sharing resources, notes and assisting each other. As the year progressed, those who found the course too challenging and struggled to keep up with the content, started to put their focus and efforts into other Courses and as a result their marks suffered and they were not well prepared for the HSC.

Economics is a subject that students generally struggle with due to the nature and complexity of the course. The exam itself was mostly straightforward and the capable students would have coped with the demands. The paper should not been as challenging as the Semester Two Examination or the assessments conducted at school.

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. The class average for the Multiple Choice section was 11.8 out of 20.

A significant part of the Exam consists of Extended Response questions – 40 marks. Our students generally struggle with extended responses where students are required to write extensively with sufficient detail incorporating statistics and examples. It was pleasing to see that for one of the questions the Class Average (15/20) was well above the State Average (12).

Overall, the Class Average (60%) for Extended Responses was slightly below the State Average (62.5%). Going forward, this is a skill that will still require attention.

The variety of Assessments at school should have given students an insight into what to expect in the HSC. Assessments were marked very closely to that of the HSC. Having 5 assessment tasks provided students with challenging opportunities to hone in on the syllabus dot points.

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

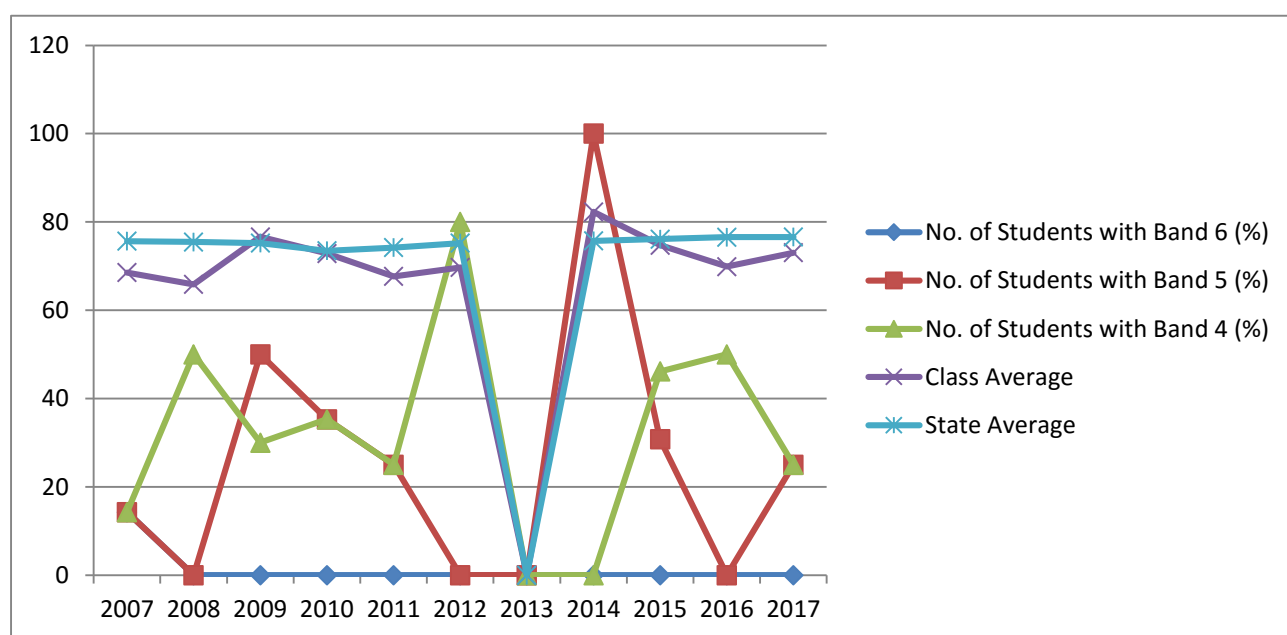
Name	Semester Two Exam	School Assessment	HSC Mark
	51	60	66
	43	55	68
	34	52	66
	44	57	65
	51	56	68

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

Table 3b: HSC Economics Marks 2007-2017

ECONOMICS EXAM MARKS	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017
Total Number of Students	14	4	10	17	16	5	0	2	13	4	12
No. of Students with Band 6	2	0	0	0	0	0		0	0	0	0
No. of Students with Band 6 (%)	14	0	0	0	0	0		0	0	0	0
No. of Students with Band 5	2	0	5	6	4	0		2	4	0	3
No. of Students with Band 5 (%)	14	0	50	35	25	0		100	31	0	25
No. of Students with Band 4	2	2	3	6	4	4		0	6	2	3
No. of Students with Band 4 (%)	14	50	30	35	25	80		0	46	50	25
Class Average [E.M Mean]	68.53	65.85	76.64	72.87	67.69	69.72		82.30	74.74	69.90	73.03
State Average [State E.M. Mean]	75.64	75.45	75.21	73.46	74.20	75.23		75.73	76.12	76.55	76.60
Difference	-7.11	-9.6	1.43	-0.59	-6.51	-5.51		6.57	-1.38	-6.65	-3.57

Figure 3: Trends in HSC Economics Indicators 2007-2017



Recommendations for Economics

- Exposure to external sources – Economics in the ‘real’ world
- Greater emphasis on developing written responses – short and long – with regular informal/mock assessments
- Develop written skills from Yr 11
- Guest speakers

Legal Studies

There were five (5) students who completed HSC Legal Studies in 2017. The Class Average (77.96) faring strongly against 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, all students in the class scored Band 4 or higher, which is a fantastic result.

Overall, the students in the course performed as expected. All students managed to outperform their school Assessment Mark. The lowest HSC mark was 74% and the class as a cohort achieved an average result of 78.6% for the HSC Exam, significantly higher than the School Assessment Average of 71.2%

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
	65	69	77
	60*	59	74

**Rank Average – did not sit Semester Two Exam*

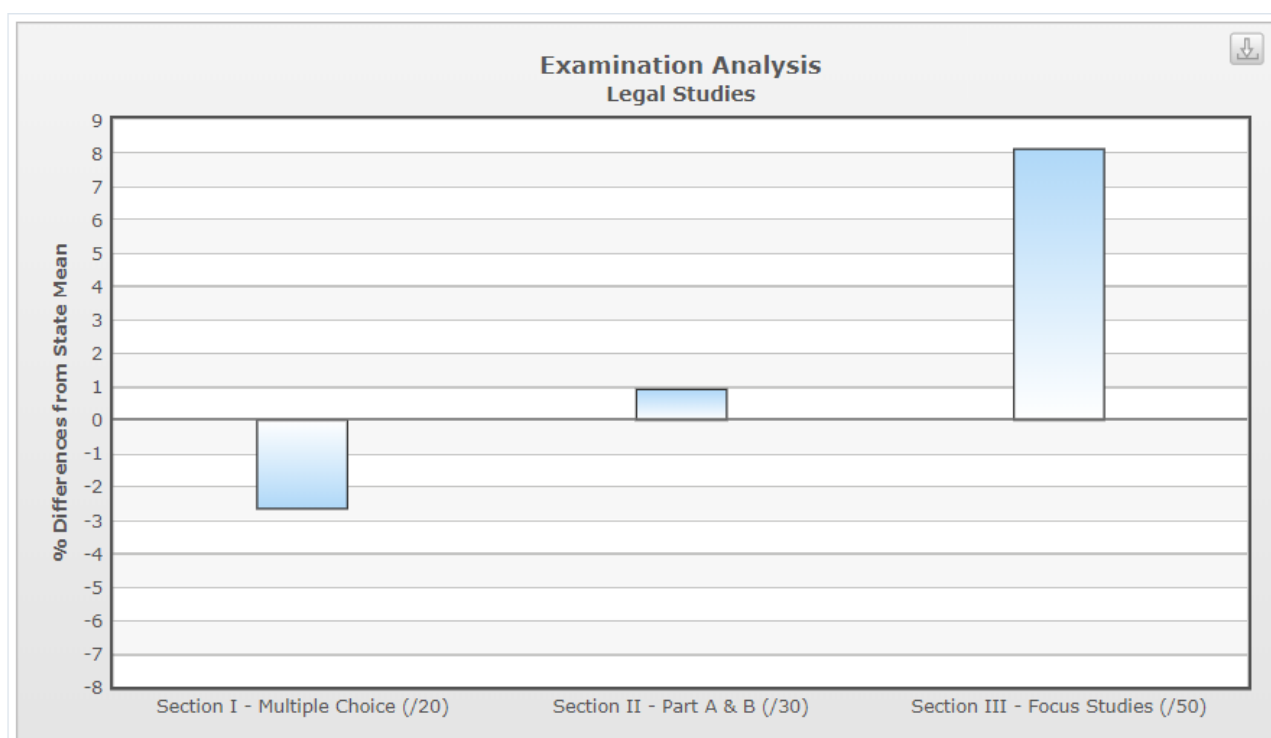
The Legal Studies HSC Paper for 2017 was a moderate level paper that was straightforward in terms of meeting the syllabus requirements of the course. The HSC paper required students to be well abreast of current issues and in order to maximise their results, they would have had to include cases to support their answers, along with relevant legislation. The format of the exam requires 3 Extended Responses. This is generally where the weaker students would struggle. The smaller class size in 2017 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 results indicate some areas to work towards in 2018 and beyond. Students performed below the state average (-2.7%) for the Multiple Choice Section. Measures have been taken to improve this. Currently, upon completing every topic for Crime, students are given all the past HSC Multiple Choice Questions that are applicable for that topic and they answer the questions on the Legal Studies Edmodo account. Upon completing the quiz, students are given their result and can self-assess where they went wrong. The quizzes stay up on Edmodo and students can re-sit the quiz at any time to use as revision for exams. The 2017 HSC Legal Studies Examination Analysis can be seen in Figure 4a.

Students performed at the State Average in answering Short Answer questions on Human Rights and the shorter Extended Response on Crime. In order to improve this, extra time will be allocated when teaching the topic, along with ensuring that at the end of every topic; time will be spent rehearsing past HSC questions relevant to these topics. The first assessment for 2018 has already been modified to include a question that mimics the HSC. Revision questions from previous HSC exams will be uploaded onto the Legal Studies Edmodo account regularly to coincide with the assessment task for students to practise.

Although students performed above the state average (by +8%) in Section III, the extended responses on the option topics, they still managed to achieve on average a result of 16/25 for each essay. In order to make further improvements, students in 2018 will be assessed using HSC style questions. Essay questions will be placed on Edmodo for students to practise, along with dedicating at least 2 extra weeks within our Scope and Sequence for these 2 option topics.

Figure 4a: 2017 HSC Legal Studies Examination Analysis



Percentage difference between school and state means on examination sections/components.

	Section I - Multiple Choice	Section II - Part A & B	Section III - Focus Studies
	(/20)	(/30)	(/50)
% Differences from State Mean	-2.65	0.93	8.12

There are definitely areas for improvement and it does go to show that if some students are able to gain some extra marks in some sections it will improve the overall average from a Band 4 to a Band 5.

Overall, the 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.

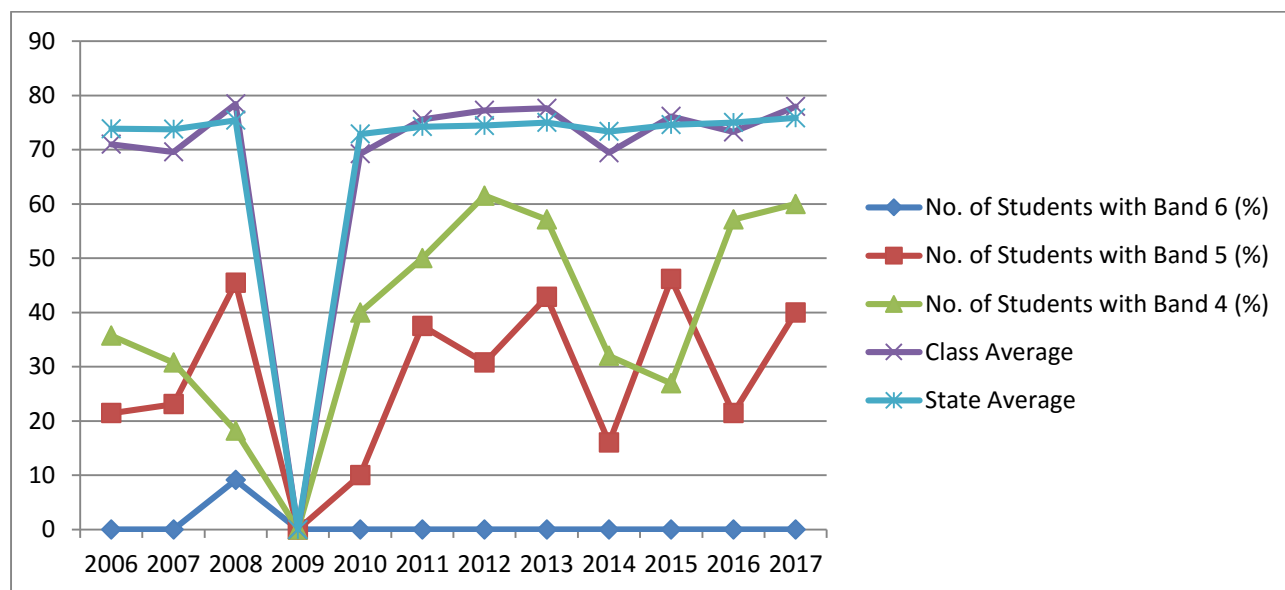
The results are compared to the last eleven years in Table 4b and graphed in Figure 4b.

Table 4b: HSC Legal Studies Marks 2006-2017

LEGAL STUDIES EXAM MARKS	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017
Total Number of Students	14	13	11	0	10	16	13	14	25	26	14	5
No. of Students with Band 6	0	0	1		0	0	0	0	0	0	0	0
No. of Students with Band 6 (%)	0	0	9		0	0	0	0	0	0	0	0

No. of Students with Band 5	3	3	5		1	6	4	6	4	12	3	2
No. of Students with Band 5 (%)	21	23	45		10	38	31	43	16	46	21	40
No. of Students with Band 4	5	4	2		4	8	8	8	8	7	8	3
No. of Students with Band 4 (%)	36	31	18		40	50	62	57	32	27	57	60
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	77.96
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	75.86
Difference	-2.85	-4.19	2.99		-3.66	1.35	2.81	2.64	-3.93	1.52	-1.75	2.1

Figure 4b: Trends in HSC Legal Studies Indicators 2006-2017



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
- Multiple Choice revision at the end of the Crime unit in the form of class quizzes
- Revision essay questions and other material uploaded on Edmodo

Modern History

The 2017 HSC Modern History class consisted of ten (10) students and produced a Class Average of 67.74, compared to the State Average of 73.73. Although there were no Band 6's attained, 60% of the students managed to score Band 4.

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 and analysis of sources, is not often in the mould of our students.

The 2017 HSC Modern History Exam paper provided a challenge for all students in Source Analysis, while providing more open essay questions, allowing all students to express an understanding of what they understood. Overall, the students handled the paper well, with most students achieving above or at the level expected of them.

The Modern History paper, apart from 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 were most challenged.

The highest student, *, did not perform as well as expected, yet her result in the HSC exam was higher than what she achieved in either the Semester One or Semester Two Examinations. The weakest students achieved better in the HSC exam than they had in previous examinations. The students who achieved a Band 2 or Band 1 result both achieved beyond what was expected of them. * can be very proud of the improvements she made across the course of the year in examination-style tasks. Students in the middle did particularly well, improving across the course of the year with most receiving Band 4 results.

The weaker students either performed as expected or better than expected. The improvements of *, * and * from the Semester Two Examination to the HSC was significant. Some of the notable improvements when comparing the Semester Two Examination and School Assessment with the HSC Mark can be seen in Table 5a.

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

Name	Semester Two Exam	School Assessment	HSC Mark
	48	60	66
	48	61	71
	60	69	77
	64	68	75
	27	54	64
	53	61	72
	27	49	55
	8	44	48

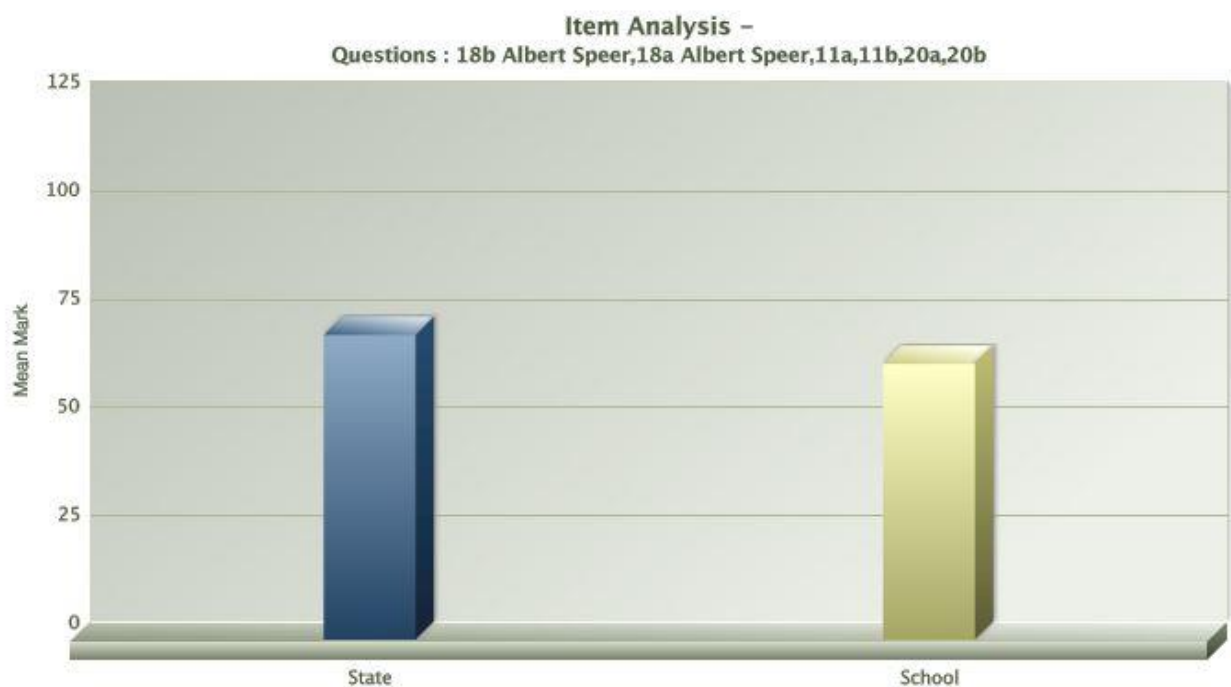
The school assessment program properly informed the students of their strengths and weaknesses, properly preparing them for the HSC examination. Students' Source Analysis skills improved considerably across the course of the year, while the students' ability to construct an essay that directly answered the question also improved considerably. This can still be improved on, yet there are limitations to how much can be achieved in the final year due to the heavy amount of content that students must study and synthesise.

More of an emphasis has been put on essay writing in the Preliminary year of the course. The skills in directly answering the question and producing structured essays are increasingly being emphasised in Stage 5 and Stage 4. Ideally, this will help to improve the performance of students in Modern History in the long run.

Although there is an overreliance on pre-prepared responses for Extended Responses, it generally does not work with HSIE courses and this would have exposed students in section IV of this HSC exam. The Class Average for Section IV is 25.56/50 compared to the State Average of 27.42/50.

The combined averages for Section II, III & IV in comparison to the State can be seen in Figure 5a. All three sections consist of Extended Responses ranging from 10 – 25 marks. The Class Average here is 63.22 compared to the State Average of 70.44.

Figure 5a: 2017 HSC Modern History Section II, III & IV Analysis



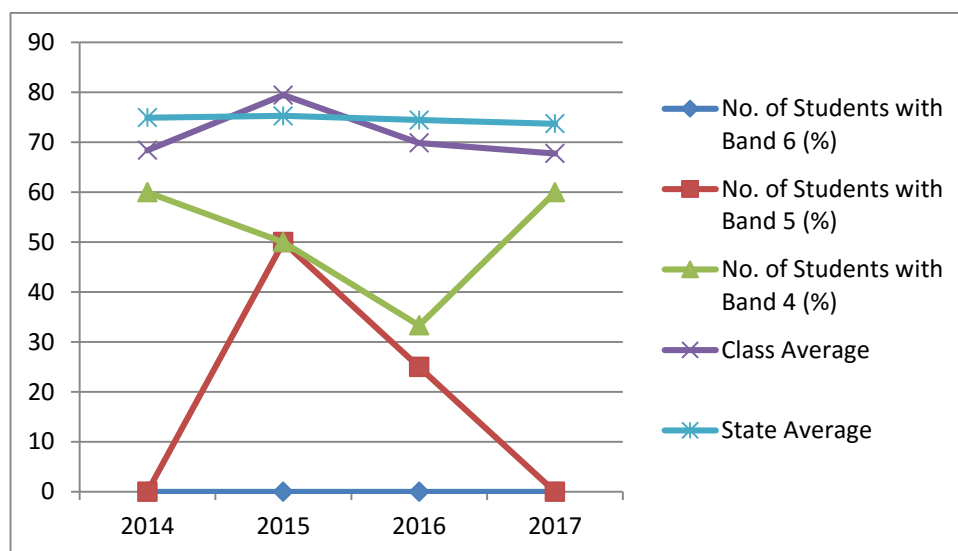
Students' source analysis skills improved throughout the year. However, this would still be considered a weakness of this cohort. Writing at length and with high levels of detail proved difficult for the majority of students. Even the stronger students would, on occasion, produce responses that were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

The 2017 HSC Modern History results are compared to the last three years in Table 5b and graphed in Figure 5b.

Table 5b: HSC Modern History Marks 2014-2017

Modern History - EXAM MARKS	2014	2015	2016	2017
Total Number of Students	10	4	12	10
No. of Students with Band 6	0	0	0	0
No. of Students with Band 6 (%)	0	0	0	0
No. of Students with Band 5	0	2	3	0
No. of Students with Band 5 (%)	0	50	25	0
No. of Students with Band 4	6	2	4	6
No. of Students with Band 4 (%)	60	50	33	60
Class Average [E.M Mean]	68.40	79.45	69.88	67.74
State Average [State E.M. Mean]	74.95	75.29	74.45	73.73
Difference	-6.55	4.16	-4.57	-5.99

Figure 5b: Trends in HSC Modern History Indicators 2014-2017



Recommendations for Modern History

- Source Analysis across all topics: 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.
- Regular revision with an emphasis on 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.

Studies of Religion I Unit

Eleven (11) students completed HSC Studies of Religion I Unit in 2017. The class average (38.55) was slightly under the State Average (38.77). Although no student attained a Band 6, over 90% of the students managed to score a Band 4 or higher. Six students attained a Band 5, equating to 55% of the cohort, compared to 34% of the State. The class as a cohort achieved an average result of 38.9 for the HSC Exam, significantly higher than the School Assessment Average of 35.63.

Overall, the class has performed quite well and most of them managed to improve on their School Assessment Mark. The 2017 class cohort of SOR – I can be described as being of mixed ability, where some students had exceptional writing ability.

From the commencement of the Preliminary course, the class size was 29 and there was a clear indication as to which students were taking the Course seriously compared to those who had enrolled into the course to satisfy their requirements in terms of number of units. These students over the course of the HSC year, dropped out. Some students also picked up an extra Unit and transferred to Studies of Religion II. Trevina Williams was a standout student from the beginning of the course and showed a distinct aptitude in her work ethic. Her marks in the School based assessments across the Preliminary and HSC years were exceptional. She was expected to finish strongly and score a Band 6 but fell short and scored 42.

It is pleasing to see that most students performed better in the HSC than in the School Assessments. The weaker students improved on their Semester Two Exam and School Assessment Marks by a significant margin. The improvements of *, * and * in particular is noteworthy. Some of the notable improvements when comparing the Semester Two Examination and School Assessment with the HSC Mark can be seen in Table 6a.

Table 6a: Comparison of Semester Two Exam, School Assessment & HSC Mark

Name	Semester Two Exam	School Assessment	HSC Mark
	23	35	37
	32	41	40
	30	37	38
	32	39	41
	31	38	40
	24	31	38
	19	17	34
	27	34	40
	28	33	38
Mean	31.25	35.63	38.9

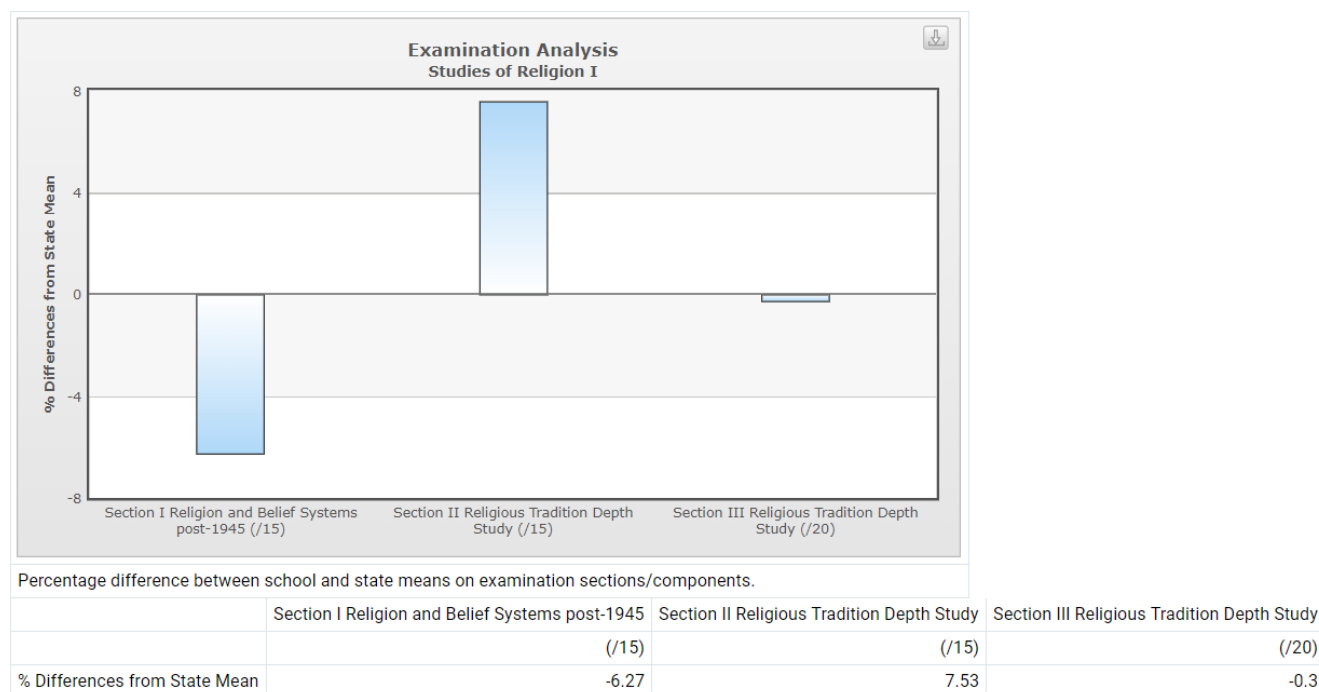
The Studies of Religion I Unit course is quite straightforward and allows students to gain an understanding of the content by following through with the work regularly. The more able students have taken up the opportunities to bring in external sources of information into their writing to add depth and 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 2017 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. Their writing struggles, however, did not allow them to include the finer details required for the Significant Practice of Christianity and Islam, for the two respective essay questions.

Unlike recent years, the 2017 cohort found Section I challenging with a class average of 9.4/15 in comparison to the State Average of 10.34/15. Students performed above the state average (by +7.53%) in Section II, and slightly under in Section III (by -0.3%) for the Extended Response question. This data can be seen in Figure 6a.

In order to address this, there will be a strong emphasis on Section I type questions for revision throughout the year. The new cohort is currently being prepared for Section I, with the analysis of the most recent 2016 Census data.

Figure 6a: 2017 HSC Studies of Religion I Examination Analysis

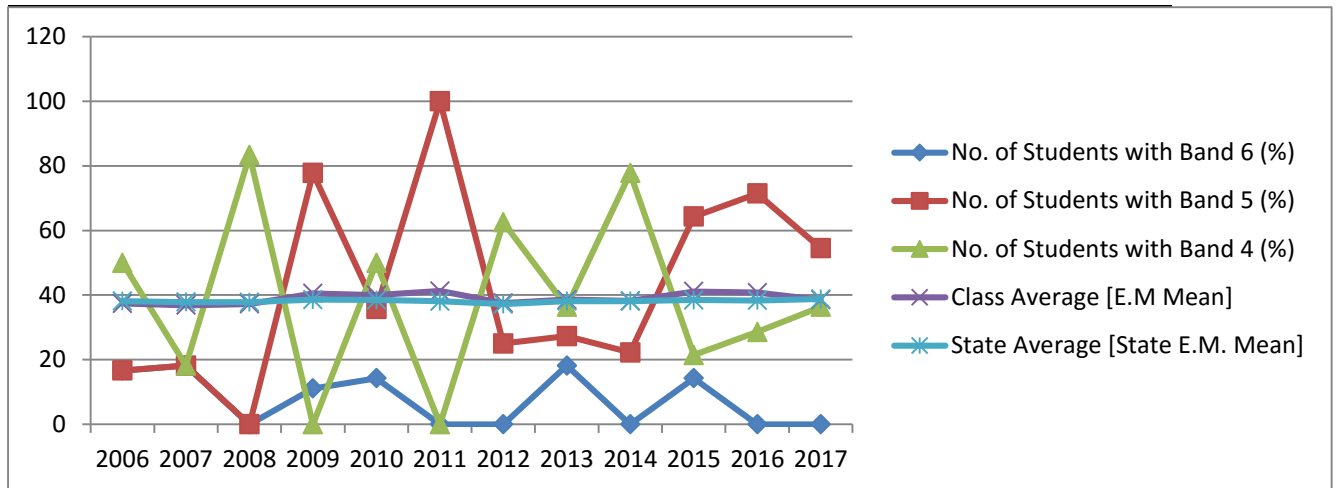


The 2017 results are compared to the last eleven years in Table 6b and graphed in Figure 6b.

Table 6b: HSC Studies of Religion I Unit Marks 2006-2017

SOR - I EXAM MARKS	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017
Total Number of Students	6	11	6	9	14	3	8	11	9	14	7	11
No. of Students with Band 6	1	2	0	1	2	0	0	2	0	2	0	0
No. of Students with Band 6 (%)	17	18	0	11	14	0	0	18	0	14	0	0
No. of Students with Band 5	1	2	0	7	5	3	2	3	2	9	5	6
No. of Students with Band 5 (%)	17	18	0	78	36	100	25	27	22	64	71	55
No. of Students with Band 4	3	2	5	0	7	0	5	4	7	3	2	4
No. of Students with Band 4 (%)	50	18	83	0	50	0	63	36	78	21	29	36
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	38.55
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	38.77
Difference	-0.74	-0.99	-0.51	1.95	1.5	3.16	0.37	0.42	0.05	2.6	2.42	-0.22

Figure 6: Trends in HSC Studies of Religion – I Unit Indicators 2006-2017



Recommendations for Studies of Religion I Unit

- Greater emphasis on developing written responses with regular informal/mock assessments.
- Hone in on skills to answer Multiple Choice questions in Section I with a close analysis of the 2016 Census data
- 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

Studies of Religion II Unit

Eighteen (18) students completed the 2017 HSC Studies of Religion II Unit Course. The class achieved an average Exam Mark of 74.87, compared to the state average of 76.27. Although no Band 6 scores were attained, eighty-nine (89) percent of the students scored a Band 4 or higher, which surpasses the 2016 cohort's seventy-five (75) percent and also the State cohorts seventy (70) percent. The weaker students from the course also did well with the lowest HSC mark being 61. This is great achievement for a class this size.

The 2017 SOR II cohort was a collaborative class who worked well together. However, they struggled to understand the importance of wider reading and application on Australia's contemporary religious landscape. The class did share resources on a shared site, which proved valuable especially around Examination periods.

It is pleasing to see that all the middle-to-low performing students performed better in the HSC than in the School Assessments. The weaker students improved on their Semester Two Exam and School Assessment Marks by a significant margin. The improvements of * and * in particular is noteworthy. Some of the notable improvements when comparing the Semester Two Examination and School Assessment with the HSC Mark can be seen in Table 7a.

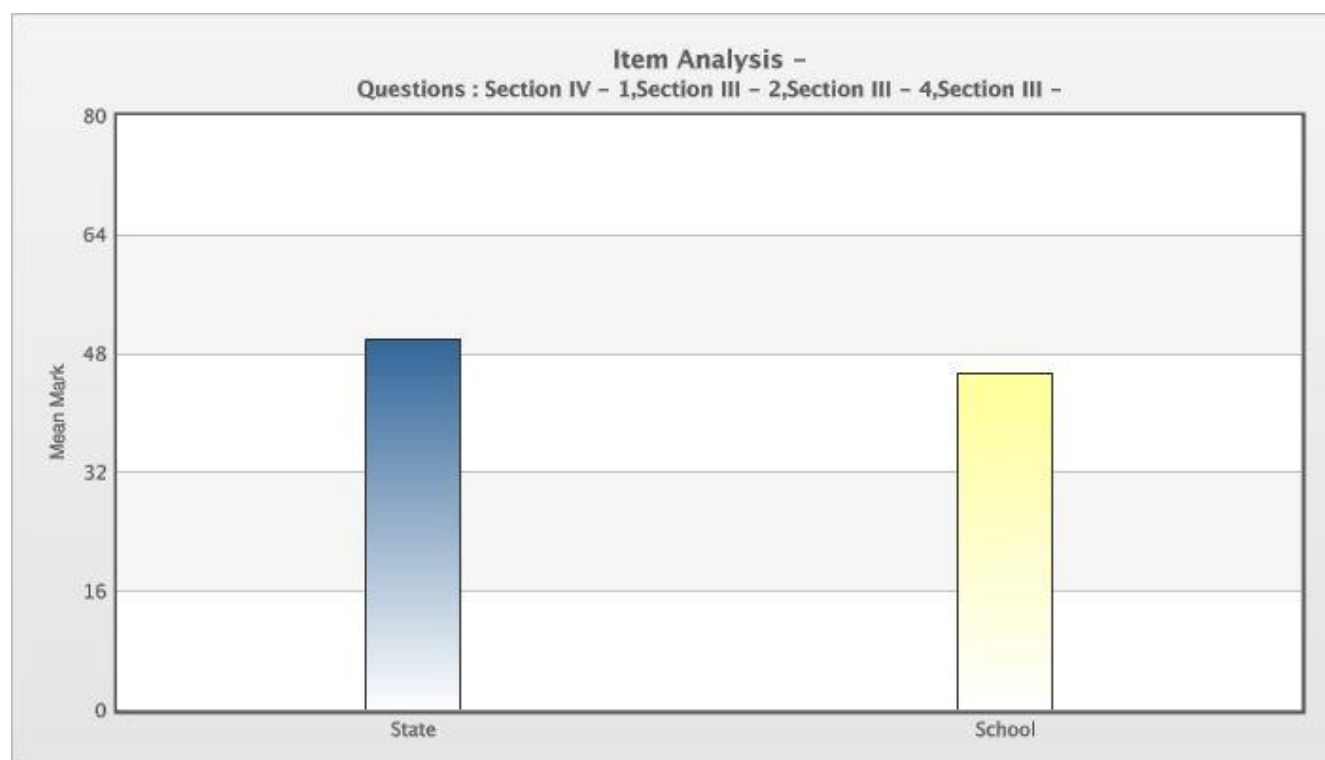
Table 7a: Comparison of Semester Two Exam, School Assessment & HSC Mark

Name	Semester Two Exam	School Assessment	HSC Mark
	37	58	71
	27	41	61
	66	66	74
	65	65	73

The SOR Course Exam is made up of two Extended Response components and another Structured Response accounting for a total of 70% of the Exam. This requires students to not only apply an impressive amount of knowledge while considering the time constraints but to also write in a succinct and concise manner. Low end to Middle performing students typically struggle to write more than 2-3 pages when the expected length is 6-8 pages.

Students have performed slightly better [13.85 & 12.55 out of 20] in two of the Extended Response questions compared to the State [13.26 & 12.15 out of 20]. However, there are still significant marks being lost as the combination of the two sections requiring extended responses [Section III and IV], reveal the Class Averages 45.32 out of 80 while the State Averages 49.92 out of 80. This data can be seen in Figure 7a.

Figure 7a: 2017 HSC Studies of Religion II Examination Analysis – Section III & IV



The Exam also revealed that there needs to be more emphasis placed on Section I – the Multiple Choice questions on Australia’s religious landscape. Students may take this section lightly due to the structure of the questions. However, with the release of the 2016 Census data, it is imperative that students have a thorough understanding of the data. There will be a strong emphasis on Section I type questions for revision throughout the year.

For continued improvements, intense literacy skills work will need to be established prior to the Preliminary year. Many students who select SOR for the HSC usually have performed poorly in HSIE based subjects from 7-10 and lack basic literacy comprehension and application. For example, skills lessons would consist of developing a thesis and in some cases students were not able to effectively achieve this.

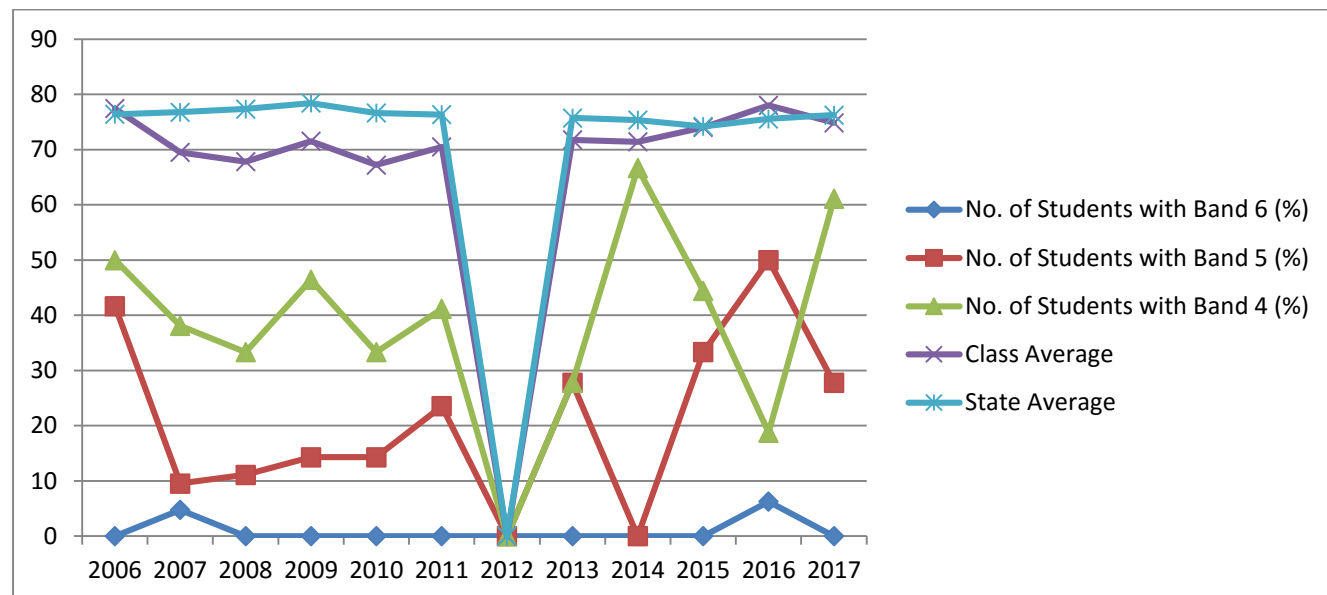
The 2017 results are compared to the last eleven years in Table 7b and graphed in Figure 7b.

SOR - II EXAM MARKS	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017
Total Number of Students	12	21	18	28	21	17	0	18	6	27	16	18
No. of Students with Band 6	0	1	0	0	0	0		0	0	0	1	0
No. of Students with Band 6 (%)	0	5	0	0	0	0		0	0	0	6	0
No. of Students with Band 5	5	2	2	4	3	4		5	0	9	8	5
No. of Students with Band 5 (%)	42	10	11	14	14	24		28	0	33	50	28
No. of Students with Band 4	6	8	6	13	7	7		5	4	12	3	11
No. of Students with Band 4 (%)	50	38	33	46	33	41		28	67	44	19	61
Class Average [E.M Mean]	77.4 5	69.5 0	67.8 3	71.5 3	67.2 3	70.4 9		71.7 6	71.4 3	74.0 2	78.0 4	74.8 7

State Average [State Mean]	E.M.	76.4	76.7	77.3	78.4	76.6	76.3		75.7	75.3	74.2	75.5	76.2
Difference		1.03	-7.28	-9.54	-6.90	-9.41	-5.87		-3.98	-3.95	-0.18	2.46	-1.40

Table 7b: HSC Studies of Religion II Unit Marks 2006-2017

Figure 7b: Trends in HSC Studies of Religion II Unit Indicators 2006-2017



Recommendations for Studies of Religion II Unit

- Further Professional Development
- Invite successful past HSC student to run workshops in class.
- Hone in on skills to answer Multiple Choice questions in Section I with a close analysis of the 2016 Census data
- Guest Speakers

Summary

Students and staff can be proud of the performance of the 2017 HSC students. Students have worked hard and closely with their teachers over the two years leading up to the HSC to achieve these results. 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 -6 and 6

Table 8: Summary of Results, Concerns, Recommendations & Strategies going forward

Course Name	Students Included	School Average [E.M. Mean]	State Average	School v State Variation	Z-Score
Business Studies	21	79.52	73.17	6.35	0.48
Economics	12	73.03	76.6	-3.57	-0.27
Legal Studies	5	77.96	75.86	2.10	0.16
Modern History	10	67.74	73.73	-5.99	-0.42
Studies of Religion I	11	38.55	38.77	-0.22	-0.04
Studies of Religion II	18	74.87	76.27	-1.40	-0.13

- Students generally performed better in the HSC Exam than in the Semester Two Examination and overall School Assessment.
- Majority of students 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 the possibility of students receiving a Band 6 result. 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 is vital to better understand what the markers are looking for and will assist in school level assessment and marking.
- Students take time to adapt to the demands of the HSC Course and those who are not well equipped and resilient often find it difficult to keep up with the work or pick themselves up after a poor performance in a task.
- Writing ability of students is something that students need to be well drilled in from a young age and can only 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.
- Multiple Choice sections of Exams cannot be taken lightly.

Concerns	Recommendations/Strategies
<p>The weaker/lower ability students struggled with the writing requirements of the courses – extensive and detailed answers are required in 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 – most exams have 2.</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>Identify weak students early to try and give more one-one assistance where possible.</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. Many of the HSC results will be reflective of Yr. 10 results/efforts in Geography/History.</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 over the last few years from Yr 7.</p> <p>This needs to be a whole school approach and not just left for the English and/or HSIE Faculty.</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 subjects seriously; simply enrolled in subjects to make up units. They put very little effort into the subject or leave it until it is too late.</p> <p>Some also drop out of the Course after they have satisfied the requirements to stay in Extension 1 or 2 Maths.</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>Wider range of subjects to cater for student interest and abilities – perhaps VET Courses.</p> <p>Need to look at requirements for Subject Entry/Exit</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>Students take time to adapt to the demands of the HSC Course and those who are not well equipped and resilient often find it difficult to keep up with the work or pick themselves up after a poor performance in a task.</p>	<p>Study Skills – run seminars/workshops on how to study; how to make notes; conduct research etc.</p> <p>Address Yr 11 prior to starting Yr 12 of the expectations and demands of the HSC year.</p>
<p>Not getting a good proportion of the strong academic students across HSIE subjects. There usually is only 2-3 of the top students from the Year Group in any one of the HSIE Courses.</p> <p>Students have the interest to do both HSIE Courses and other subjects e.g. Science Courses 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; feeling that 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>School to make a more concerted effort to avoid students picking subjects based on scaling.</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>Excursions/activities/guest speakers from particular professions that demonstrate relevance of subjects.</p>
<p>Concerns 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. Put measures in place to ensure consistency in student focus/concentration and high work ethic throughout the whole year.</p>

Going Forward

- HSIE Faculty have been adopting backward-mapping for Assessment Tasks from Stage 4 through to Stage 6 to ensure skills of literacy, source analysis, subject specific vocabulary in written responses are integrated from Yr 7.
- Using similar language from the marking criteria in the feedback for assessments.
- 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.
- The used of Learning Intentions in the classroom to be consistent.

2017 Visual Arts HSC Results Analysis

Analysis provided by VA Faculty, Mrs Jordan Page

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	7	78.69	79.74	1.05-	88

Students have performed reasonably well in HSC Visual Arts. The Class (78.69) performed just below the State (79.74) which is a slight decrease from 2016 results. There were seven (7) students who completed HSC Visual Arts in 2017. Three out of the seven achieved a Band 5, one student narrowly missing out on a Band 6 (88).

The small cohort demonstrated sound results across all assessments. One student* had an attendance concern and did not complete the Body of Work by the internal assessment due date, but made efforts to submit a work by the NESA due date. This accounts for the discrepancy between her School and Moderated Assessment (Table 2.1). Table 2.2 outlines the percentage distribution between the practical and theoretical components of the Exam Mark, highlighting a strength in the written examination across the performance of 5 out of 7 students.

Table 2.1

School Assessment	Moderated Assessment	Exam Mark	HSC Mark	Band
34	68	68	68	3
90	88	88	88	5
78	79	78	79	4
79	80	79	80	5
71	77	79	78	4
80	81	85	83	5
73	77	75	76	4

Table 2.2

Student Number	Exam Mark	Contribution (%) from:	
		Visual Arts Written	Visual Arts Body of Work
28778929	88	57.1	42.9
28779372	85	53.6	46.4
28779062	79	50.7	49.3
28779364	79	48.2	51.8
28778953	78	51.1	48.9
28779437	75	56.1	43.9
29666628	68	49.4	50.6
School Group Mean:		52.3	47.7
Weightings:		50.0	50.0

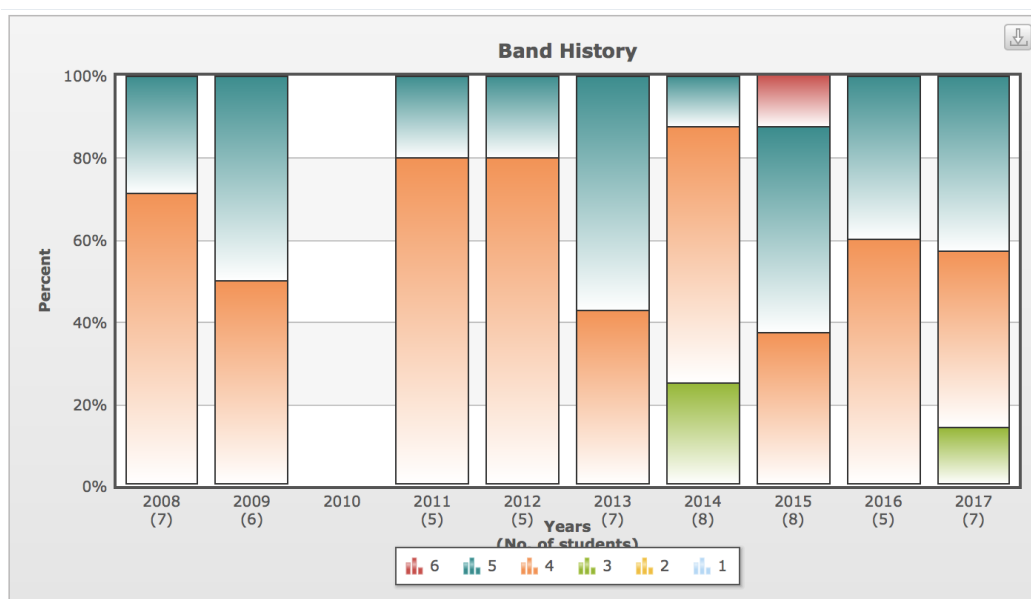
In the BoW, our student average sat 7% below the state average, with a mean mark of 32.64 out of 50 (Table 3). Overall students demonstrated conceptual strength, but their work required further artist references and the resolution of their material practice. One student in particular completed her work in a short period of time, and lacked the sophistication required for a successful BoW.

In the written examination, students performed above average in all three questions in Section 1, which requires short responses to unseen artworks. In the essay of Section 2, one student performed exceptionally well with 24/25, another 19/25, and the remaining students achieving an average of 15/25.

Table 3

Item	Max Mark	State Count	Mean	School Count	Mean
Body of Work	50.00	8,915	36.82	7	32.64
1	5.00	8,915	3.73	7	4.00
2	8.00	8,915	5.93	7	6.71
3	12.00	8,915	7.25	7	7.92
4	25.00	336	9.68	0	0.00
5	25.00	602	13.26	0	0.00
6	25.00	358	15.51	1	19.00
7	25.00	4,704	17.77	2	15.50
8	25.00	1,600	17.68	1	24.00
9	25.00	1,315	15.61	3	15.66

Table 4



The band history (Table 4) highlights the slight improvement in the percentage of Band 5, but a greater diversity of bands with the Band 3 received by one student.

Strategies for Improvement

Considering the above results, the direction for the 2018 and the strategies to improve are as follows:

- A focus on the resolution of artworks through an emphasis on the development of their material practice. This is to be developed in line with the strengths demonstrated in the conceptual direction of their work. Students will be visiting the Art Express exhibition in April to experience and witness the resolution and sophistication of the included works. These are exemplars of an exceptional artmaking practice that embody the key components of the marking criteria, refinement and discrimination.

- Emphasising strategies to develop essay responses to unknown questions. In the 2017 examination, the questions were more specific than previous years, and this can be problematic for those who prepare their essay to a set question. The 2018 Year 12 cohort have been using a revision template for their artists in order to develop a fluidity to their notes and allow for the development of responses to a range of questions.

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	7	65	71	-6.49	92

How well did the students do?

Individually, students performed as expected in PDHPE this year.

There were 8 students in this course for 2017 however, one of the stronger students was omitted from the course. with 28% of the cohort achieved a Band 5 or 6. One (1) student was able to achieve a Band Six (6), One (1) student a Band Five (5), One (1) student a Band Four (4) and two (2) student a Band Three (3) and One (1) student a Band One. It is this Band one (ESL student) which decreased the school average. The school average would change to 75% if the band one result was not taken into consideration. This would've meant that the class was 4 marks above the state average.

How well did the best students do?

The top student achieved a Band Six (6) with the highest mark being 91. 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 two 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.

As the class was small, there was no real pattern detected with regards to school assessment mark and Exam mark.

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

When comparing the School Assessment Mark for each student with their Exam Mark, only 2 students did better in the examination. This suggests that they were not prepared as well as what they should've been. This was an ongoing issue throughout the year in relation to the amount of home study that was taking place and the lack of effort being made. A prime example of this was when the teacher organised holiday lessons and only two (2) students attended.

4. How good is the quality of teaching?

The teachers changed at the end of term two as Mrs. Focas went on Maternity Leave.

As the Head of Faculty, Mrs. Focas would like to note that she did find it challenging to concentrate on her Year 12 class due to the high teaching load that she was given whilst also being expected to run the PDHPE/Sport Department. In saying this, to the best of both teachers' ability, quality teaching and resources were provided, especially through the use of class Google sites whereby students could access all classwork and resources such as past papers and examinations notes online. It was evident that students struggled to be independent learners and as a result, the teacher had to use a University lecture style for most lessons. In regards to subject comparisons, for the most part PDHPE was regarded in student's top three subjects.

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

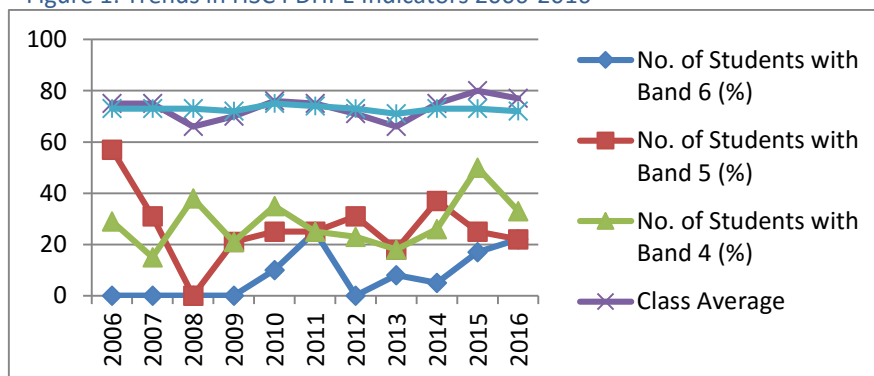
Some notable performances can be seen in Table 1a.

	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017
Total Number of Students	13	16	14	20	12	13	11	19	12	9	7
No. of Students with Band 6	0	0	0	2	3	0	1	1	2	2	1
No. of Students with Band 6 (%)	0%	0%	0%	10%	25%	0%	8%	5%	17%	22%	14%
No. of Students with Band 5	4	0	3	5	3	4	2	7	3	2	1
No. of Students with Band 5 (%)	31%	0%	21%	25%	25%	31%	18%	37%	25%	22%	14%
No. of Students with Band 4	2	6	3	7	3	3	2	5	6	3	1
No. of Students with Band 4 (%)	15%	38%	21%	35%	25%	23%	18%	26%	50%	33%	14%
Class Average	75	66	70	76	75	71	66	75	80	77	65
State Average	73	73	72	75	74	73	71	73	73	72	71

Name	School Assessment	Examination Mark	HSC Mark	Band
*	89	91	92	6
*	84	79	81	5
*	78	77	77	4
*	70	67	68	3
*	71	61	65	3
*	57	62	62	3
*	12	15	15	1

Table 1b: HSC PDHPE Marks 2007-2017. The results are compared to the last ten years in Table 1b and graphed in Figure 1

Figure 1: Trends in HSC PDHPE Indicators 2006-2016



Record of Student Achievement (RoSA)



The *Record of School Achievement* (RoSA) was introduced in 2012 as a cumulative credential for students until they leave school. The RoSA comprises of an internal grade submitted to the NSW Education Standards Authority, and is awarded to students for each of their subjects based on a set of prescribed band descriptors that reflect their overall achievement.

The following table provides a comparison of the internal grades submitted to NESA for courses offered at St Mark's College.

Course	Students	A + B		C		D + E	
		School %	State %	School %	State %	School %	State %
English (200 hours)	74	48	40	22	37	29	22
Mathematics (200 hours)	70	47	38	19	31	34	29
Science (200 hours)	74	45	37	16	37	40	24
Australian Geography (200 hours)	74	31	39	30	37	39	23
Commerce (100 hours)	2	50	52	50	34	0	15
Commerce (200 hours)	29	31	60	31	29	38	11
History Elective (100 hours)	5	60	61	40	29	0	11
History Elective (200 hours)	15	20	65	27	25	53	11
History (100 hours)	74	38	41	43	36	19	23
Food Technology (100 hours)	2	50	43	50	34	0	22
Food Technology (200 hours)	19	37	47	53	33	11	18
Graphics Technology (100 hours)	3	67	47	0	31	33	22
Graphics Technology (200 hours)	24	25	54	25	28	50	17
Industrial Technology - Timber (100 hours)	1	0	38	0	39	100	23
Industrial Technology - Timber (200 hours)	16	32	39	25	37	44	23
Drama (200 hours)	27	18	65	56	25	26	11
Music (100 hours)	8	76	39	13	36	13	25
Music (200 hours)	16	75	58	13	27	13	15
Visual Arts (100 hours)	2	100	49	0	32	0	18
Visual Arts (200 hours)	26	58	59	19	27	23	13
Personal Development, Health and P.E (100 hours)	74	29	51	57	35	14	13

National Assessment Program

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

Results for the 2017 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.

HSC Minimum Standard

Former Education Minister, in 2016, announced the implementation of a HSC Minimum Standard to reflect the importance of literacy and numeracy for the demands of daily life.

The Minister mandated that students needed to achieve Band 8 or higher in the Year 9 (2017) NAPLAN test's Reading, Writing and Numeracy components. If students did not meet this minimum standard, they would need to re-sit the test in an online capacity. Despite changes to this Minimum Standard, the above outline applied to the 2017 Year 9 cohort.

Overall, the vast majority of students in the 2017 Year 9 cohort met the National Minimum Standard in at least one of the NAPLAN components.

The following tables provide a breakdown of the percentage of student achievement according to these National Minimum Standards.

Standards Table
%at proficiency

Years	3 School	3 State	5 School	5 State	7 School	7 State	9 School	9 State
Reading	58%	51%	44%	40%	24%	31%	19%	25%
Writing	50%	53%	24%	18%	28%	21%	18%	18%
Spelling	72%	53%	44%	38%	68%	41%	43%	31%
Grammar & Punctuation	78%	62%	47%	36%	45%	30%	31%	25%
Numeracy	42%	43%	35%	33%	65%	35%	57%	30%

Standards Table
%at or below NMS

Years	3 School	3 State	5 School	5 State	7 School	7 State	9 School	9 State
Reading	3%	11%	6%	17%	8%	16%	16%	21%
Writing	3%	6%	0%	16%	11%	30%	26%	35%
Spelling	0%	12%	3%	13%	7%	15%	7%	19%
Grammar & Punctuation	6%	13%	18%	22%	3%	18%	16%	24%
Numeracy	14%	12%	6%	15%	1%	14%	7%	16%

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

Standards Table
%below NMS

Years	3 School	3 State	5 School	5 State	7 School	7 State	9 School	9 State
Reading	0%	6%	3%	6%	0%	7%	3%	7%
Writing	0%	3%	0%	8%	3%	10%	7%	18%
Spelling	0%	5%	0%	7%	0%	6%	1%	8%
Grammar & Punctuation	0%	8%	0%	8%	0%	9%	1%	10%
Numeracy	0%	5%	0%	5%	0%	4%	0%	3%

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.

Figure 1 provides a percentage comparison of students 'at Proficiency', equating to the top two performance bands in the NAPLAN test.

Figure 2 provides a percentage comparison of students 'below the National Minimum Standard'.

Figure 1

	% 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	58%	51%	44%	40%	24%	31%	19%	25%
Writing	50%	53%	24%	18%	28%	21%	18%	18%
Spelling	72%	53%	44%	38%	68%	41%	43%	31%
Grammar & Punctuation	78%	62%	47%	36%	45%	30%	31%	25%
Numeracy	42%	43%	35%	33%	65%	35%	57%	30%

Figure 2

	% 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	0%	6%	3%	6%	0%	7%	3%	7%
Writing	0%	3%	0%	8%	3%	10%	7%	18%
Spelling	0%	5%	0%	7%	0%	6%	1%	8%
Grammar & Punctuation	0%	8%	0%	8%	0%	9%	1%	10%
Numeracy	0%	5%	0%	5%	0%	4%	0%	3%

2017 NAPLAN Results

As a diagnostic tool, the NAPLAN exams offer schools the opportunity to gather valuable data on student progress in relation to core literacy and numeracy skills. The 2017 NAPLAN results showed that St Mark's students outperformed the State across many bands in all areas of the NAPLAN examination: Writing, Reading, Grammar & Punctuation, Spelling and Numeracy. In an annual comparison, this trend in data has increased compared to previous cohorts attempting the exam. This shows that students at the College have continued to develop their skills in raw literacy and numeracy which is attributed to the embedded 'whole-school' approach. The graphs below offer a visual comparison of performance across bands over the previous three years.

2018 Priority Areas

K - 6

1. Reading – Literacy Pro was introduced in 2017 to reinforce reading at home.
2. Success Criteria is used in the classroom to ensure the students follow the steps needed to achieve success in the lesson by achieving their targets/goals.
3. Hands on Mathematics activities.

Yrs 7 - 12

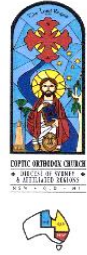
1. Student Welfare & Discipline – Program Development and implementation
2. Attendance Rates – Data and analytics to track and measure
3. Acceleration Policy & Procedures – Direct management
4. English & Science Review – Faculty improvement plans

2018 Targets (Whole School)

1. Student Welfare including Pastoral Program (Restorative Justice Initiatives)
2. Student Discipline (Wellbeing and Mental Health)
3. Quality Teaching & Learning (Quality Feedback)
4. Reviewing & Updating SMC Policies
5. Staff/Faculty Review & Evaluation (Targets for setting AITSL Standards for teachers and area leaders.
6. Primary School strategic plan – Research and Evidence based four-year strategic plan
7. Staff Professional Development – Increase participation and School based NESA Accreditation.



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

2017 Student Attendance

Student attendance equals to a 90.59% yearly 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.

Year	Attendance Percentage
Y01	88.48%
Y02	89.78%

Y03	90.86%
Y04	90.38%
Y05	94.55%
Y06	94.34%
Y07	92.25%
Y08	88.53%
Y09	90.67%
Y10	87.95%
Total	90.59%

Other information which might be useful:

- Total enrolments for 2017 were 633
- 95% of students Language background is other than English

Teaching Staff: 42

Full time equivalent Teaching Staff: 39.5

Non- teaching Staff: 17

Full-time equivalent non-teaching staff: 12.5

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 NESAs 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 NESAs 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.

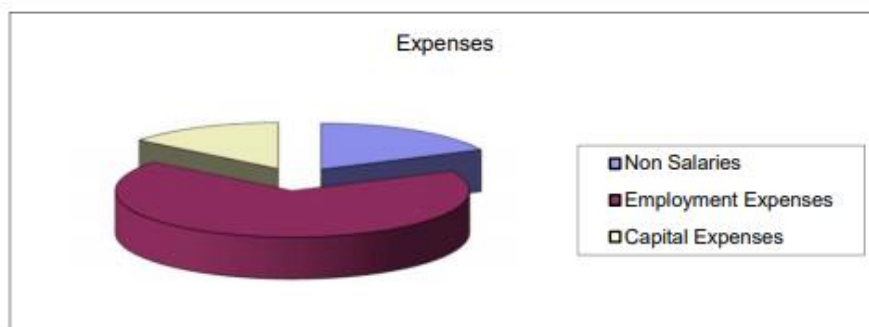
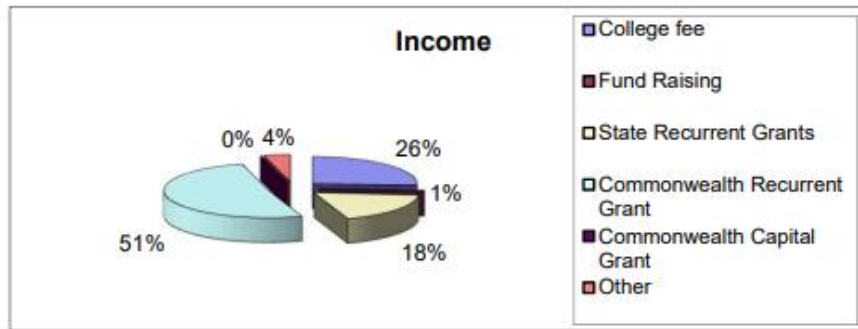
Parents / Guardians Signatures:

1. _____

2. _____

Date: _____

Summary of Financial Information 2017



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)
Mr A. Osborne	Dep Head of College (K-12) and Head of Senior School (7-12) 2018+
Mrs J. Shehata	Head of Primary 2018 + Primary Studies Coordinator
Mrs S. Nada	Primary Studies Coordinator 2018+ Head of Primary
Mr E. Bestawros	Financial Manager
Dr Aan Tham	Senior Studies Coordinator Yrs 7 – 12
Mr Peter Joseph	Senior Studies Coordinator Yrs 7 – 12 2018+

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 2018

