

**2018**

**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](http://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 EKHOWAB 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 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 currently of 3 appointed volunteers (appointed Sep/Oct 2018) 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 Zaki). The NSW Coptic Schools Board is the governing body for two (St Mark's and St Mary's) of the three Coptic Orthodox Colleges (the third is 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 2018/2019 NSW Coptic Schools Board consists of the following members:

<b>Name</b>	<b>Profession</b>	<b>Position</b>
Mr Maged Zaki	Owner & CEO Little Zak's	Chairman & Secretary
Mr Osama Saweires	Chartered Accountant	Board member
Mr Matthew Nasralla	Legal Representative ACCC	Board member

**NSW Coptic Schools Board**  
**June 2019**

# Curriculum Report 2018

## Secondary

### The State of Curriculum – 2018 Calendar Year

2018 was a year of academic improvement for St Mark's Coptic Orthodox College. The College obtained some very strong HSC results and outperformed many of its Independent, Catholic and DET school rivals in South-West Sydney.

College staff – as always – worked above and beyond what is standard for a modern teacher. Innumerable revision classes were held outside of school hours and during holiday periods to ensure students were as prepared as possible for their HSC exams. Further, a number of information sessions were held over the year to keep parents and guardians abreast of information and updates. This joint relationship between school and parent is imperative moving forward.

Faculty Improvement Plans (FIPs) were introduced and allowed for each Key Learning Area to set self-directed goals for improved professional development and instructional practice. In 2019, this process is expanded to the Professional Improvement Plan (PIPs) whereby individual teachers use their PIP to guide a personal goal for the year. The College is committed to teacher development and this is seen as an important facet.

### Challenges faced during the 2018 Academic Year

The 2018 HSC cohort had a substantial spread of abilities and welfare demands. At the mid-point of the academic year, anecdotally and empirically, the cohort was seen to be lacking motivation. This was reaffirmed in the Student Academic Interviews that took place. From this, strategies were implemented to aid the mindset of students and empower them with a sense of accountability through a disciplined and rigid approach to study, in addition to personal goal setting. Feedback was also passed on to staff about how students were feeling at the mid-point of their HSC year.

For the middle management team, the enduring challenge was the number of students who ignored advice about the type and difficulty of a subject. Many students were advised (at various intervals) to transition out of a particular course due to poor performance or the inability to balance the demands of their program of study. Historically this has always been a challenge faced by the College. As it stands, the staff at the College remain steadfast in their commitment to guide and assist students regardless of the decisions they make. This is aligned to the perspective of NESA in that the student accepts accountability for their involvement in the Higher School Certificate. Staff will continue to support students in whatever way is necessary.

### 2019 Curriculum Pillar

The pillar driving curriculum in 2019 is 'Data'. Modern educational discourse is flooded with the benefits of data informing instructional practice – and this will also propel the College's approach to teaching and learning this year. Within the first 2 weeks of 2019, the following has already been achieved:

- Year 7 Literacy Testing to identify those in need of additional support
- Introduction of Seqta Marks Book
- Distribution of 2018 Student Academic Data which highlights students at the top of the cohort and requiring Extension, those at the academic tail of a cohort and those who regressed academically in Semester Two of 2018.

A key component of this pillar for 2019 is the introduction of long-term student academic tracking. The data collected from this will help to inform ongoing conversations between student, parent and teacher to ensure that the individual learning experience is maintained to a high standard.

## 2018 ROSA Grades

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 (NESA), 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	School	State	School	State
	Grades A & B		Grades C & D	
English	41.79	40.42	56.71	53.12
Math	31.67	37.93	60	54.41
Geography	17.92	41.18	64.18	51.71
History	31.35	41.03	64.18	52.22
Food Technology	66.67	48.61	28.57	45
Commerce	44.68	59.4	46.81	38.18
PDHPE	17.91	46.3	76.12	49.08
Drama	27.27	65.89	72.73	31.26
Science	55.23	38.14	41.8	54.63

### HSC Minimum Standards

In 2016, the former Education Minister 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.

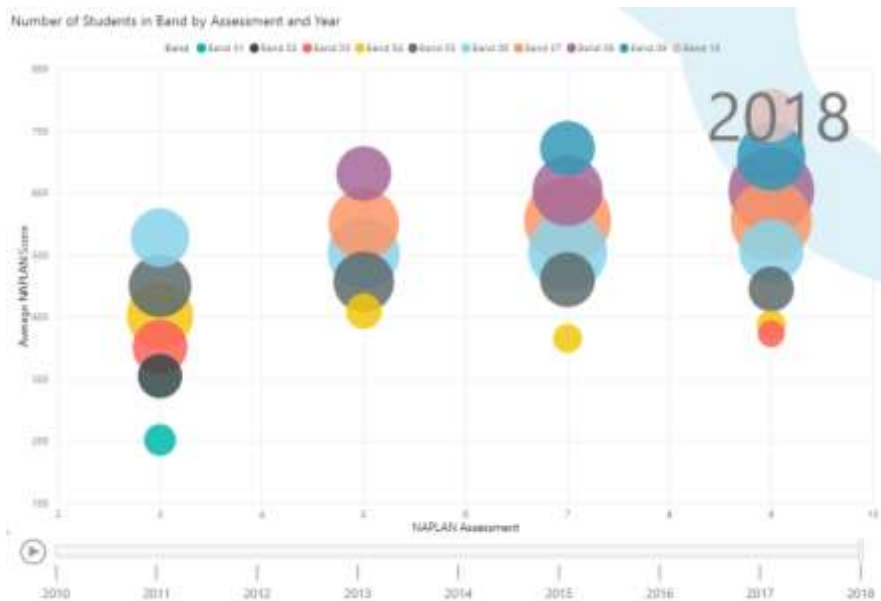
Whilst the vast majority of students met the HSC Minimum Standard when they completed their Year 9 NAPLAN tests, some completed the adjacent online tests in Year 10 throughout 2018 as a way of meeting this standard. Each student is permitted two attempts each academic year in order to meet this standard.

Following student attempts, 4 students out of 70 will need to re-sit the test component in Year 11 in an attempt to reach Level 3 – representing 5% of the cohort.

## NAPLAN

In the early stages of 2019, St Mark's Coptic Orthodox College was recognised as one of the region's most improving schools in relation to NAPLAN results. This was very pleasing and is fundamentally attributable to the rigorous teaching and learning that is currently occurring within classrooms.

The graph below shows a bubble plot of student performance across all areas and grades participating in the NAPLAN tests. It indicates a familiar spread of student results, but an acute increase in students performing in the top bands compared to 2017.

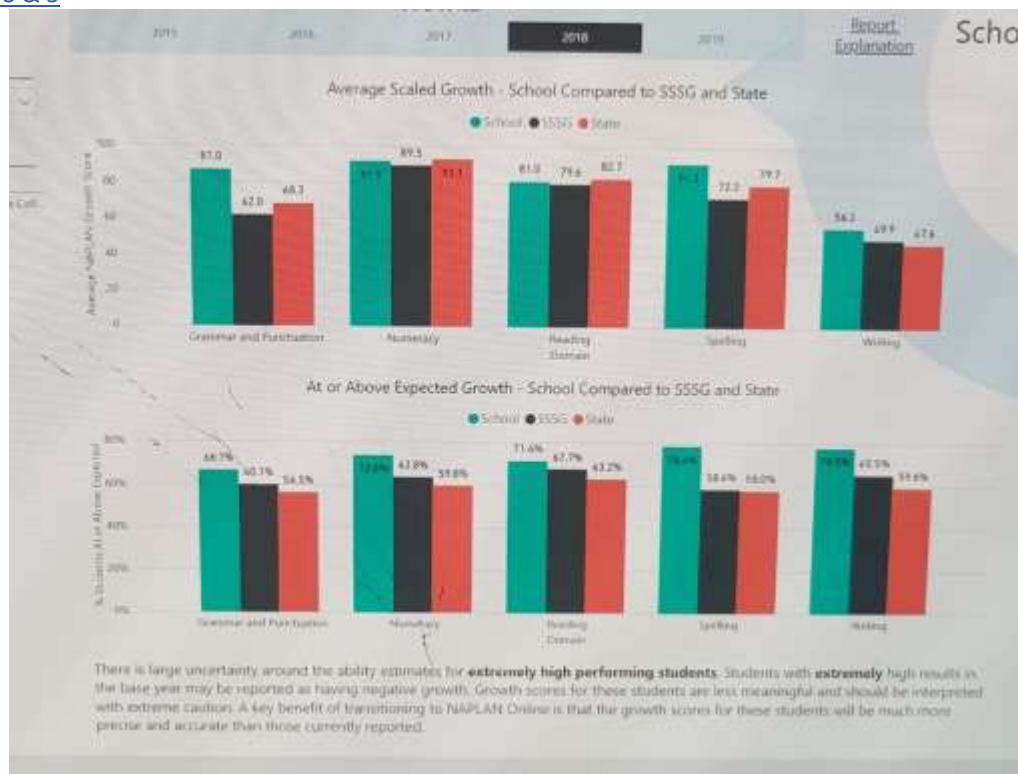


### NAPLAN Student Percentages in Bands

The following graphs provide a pictorial representations of band percentages of our College compared to the state.

The College had a smaller percentage of students achieving the lower bands across all NAPLAN areas. There was a sharp increase in student acquisition of the middle – higher bands of the test, which is very pleasing. Unfortunately, few students scored in the very top bands across all NAPLAN components. This is identified as an area of improvement for this cohort moving forward, to ensure that teaching and learning strategies are in place to academically extend middle and high achievers.

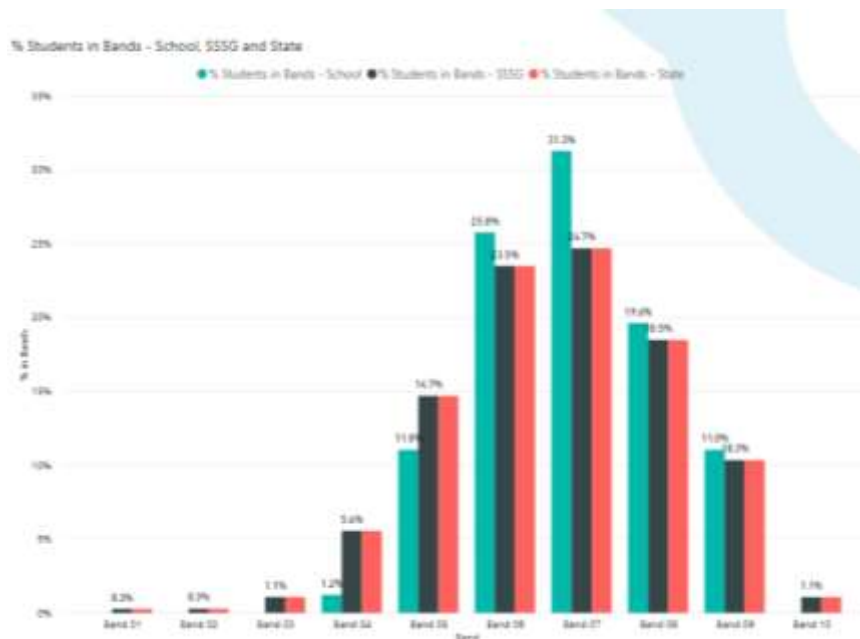
### Years 3 & 5



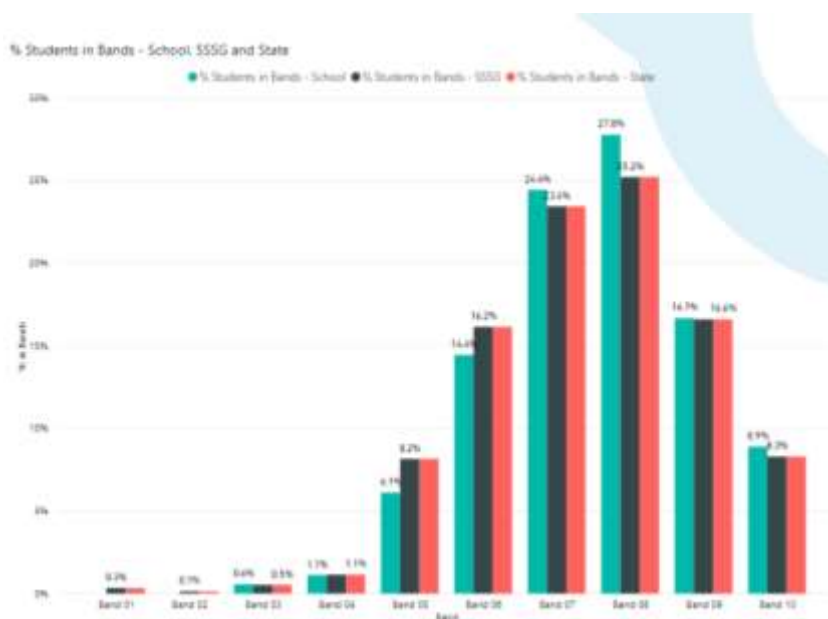
## 2018 NAPLAN Results

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 2018 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.

### Year 7



### Year 9

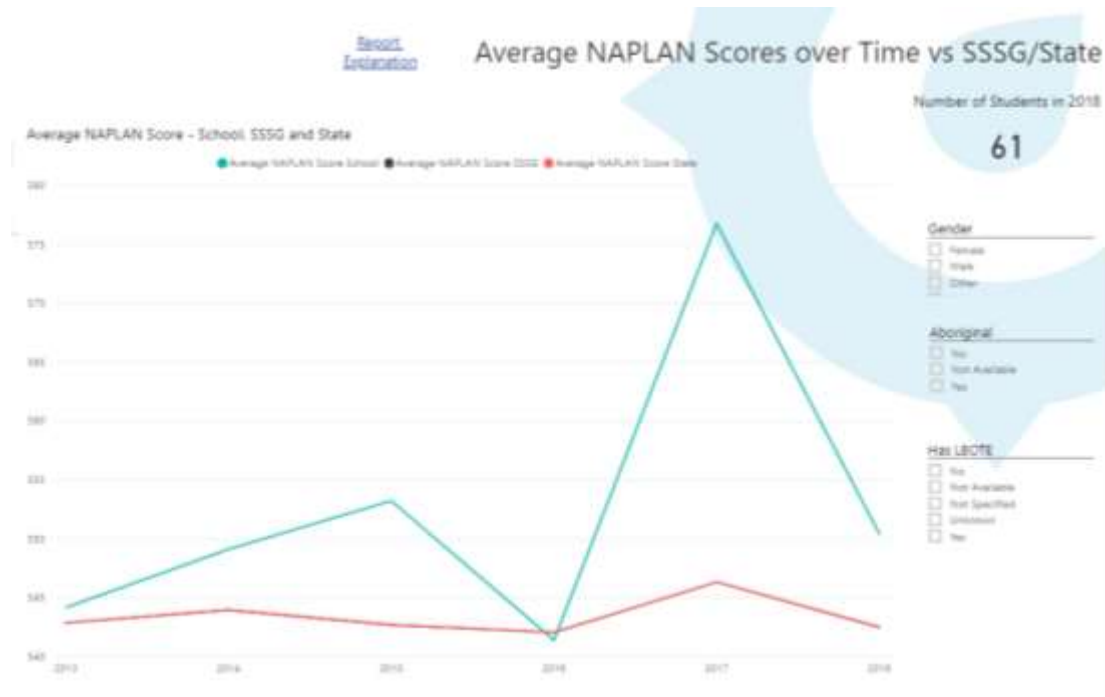




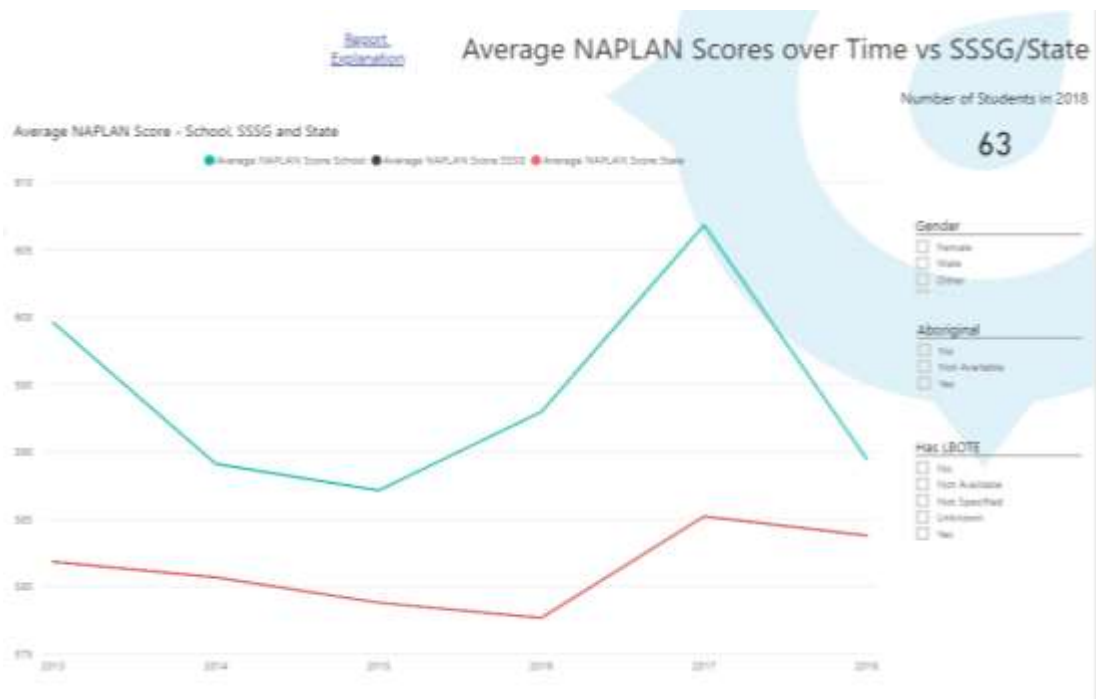
## NAPLAN Breakdown of Average Scores

The next series of graphs provide visual representations of average NAPLAN performance of students across Years 7 and 9 relative to previous cohorts and years. This graph is useful in identifying trends for the school, albeit on average, and providing a comparison to state performance.

### Year 7



### Year 9



These scores, when analytically dissected, show this Year 9 cohort requiring focus in the reading and writing sections, where both are just below the state average. However, Spelling, Grammar/ Punctuation, and Numeracy are all significantly above state average, which is very pleasing. For the Year 7 cohort, the Reading section is the only area for improvement with it being just below state average. All other areas show an elevated performance compared to that of the state.

# HSC Results – An Overview

In short, the 2018 HSC results were very strong. The following are noteworthy indicators that reaffirm this:

- Overall College ranking of 78<sup>th</sup> in NSW out of 800+ Secondary schools
- Mathematics Extension 1 & Extension 2 – ranking of 23<sup>rd</sup> in NSW
- English Standard – ranking of 24<sup>th</sup> in NSW
- English Advanced – ranking of 103<sup>rd</sup> in NSW
- George Azer (Year 11 Accelerated) NSW Top Achiever – 7<sup>th</sup> in NSW (Math Extension 1)
- 3 ‘All Rounders’
- 31 students achieved 1 band 6 result or more
- 58 Band 6 results awarded overall

For this cohort, the results were considered very strong. A very good group of Year 11 accelerated students also assisted the propelling of this, which is testament to the right students being involved in the Accelerated program.

The Year 12 cohort did experience lots of challenges along their HSC journey. A plethora of welfare concerns arose over the year which had to be delicately balanced to ensure that students maintained a high standard of wellbeing and coped with the demands of their studies. Again, the staff were phenomenal in guiding these students and ensured that they willingly made themselves available to assist in any way possible.

## HSC School Band 6/E4 Growth

An analysis of the upper echelons of an academic cohort is important as it offers insight into the ways teachers and subjects are extending students. As an Independent School, it also forms a facet of the – but not limited to the – perceived success within an academic year.

13 courses either remained on par or exhibited growth in the number of Band 6 results achieved relative to the 2017 academic year.

The following table shows the number of Band 6 or E4 results achieved over the past 5 years. For the purposes of this analysis, 5 years is deemed sufficient in providing recent historical trend-based comparisons. This is due to the school’s exponential growth in size comparative to this pre-2014 period.

Course	2014	2015	2016	2017	2018	Visual Comparison
Biology	0	1	1	0	2	
Business Studies	1	1	1	0	1	
Chemistry	3	5	4	2	3	
Design and Technology	n/a	n/a	0	0	0	
Drama	n/a	n/a	0	0	0	
Economics	0	0	0	0	0	
English (Advanced)	0	2	2	5	5	
English (Standard)	0	0	0	0	2	
Legal Studies	0	0	0	0	1	
Mathematics	17	11	6	10	11	
Mathematics General 2	1	2	0	1	0	
Modern History	0	0	0	0	0	
Music 1	0	0	0	0	0	
PDHPE	1	2	2	1	1	
Physics	2	4	2	2	2	
Studies of Religion I	0	2	0	0	0	
Studies of Religion II	0	0	1	0	1	
Visual Arts	0	1	0	0	2	
English Extension 1	1	0	n/a	n/a	0	
Mathematics Extension 1	7	14	13	6	18	
Mathematics Extension 2	4	10	8	3	9	

#### Mean Exam Score School vs State

The mean (or average) of each course is compared for HSC exam results. In doing this, a State/School variation is established for each course whereby the school's mean examination score is compared to the state. A positive variation means that the school's mean was higher than the state.

10 courses in 2018 achieved a higher mean than that of the state. This is aligned to expectations for this cohort based on the size of cohort groups and the calibre of students who selected the course.

Course Name	Students	Exam Mean	State Exam Mean	School/State Variation
Biology 2 unit	20	74.89	74.09	0.8
Business Studies 2 unit	21	72.18	73.62	-1.44
Chemistry 2 unit	18	73.91	74.82	-0.91
Design and Technology 2 unit	6	70.43	77.91	-7.48
Drama 2 unit	5	71.72	77.71	-5.99
Economics 2 unit	8	63.33	76.25	-12.92
English (Advanced) 2 unit	25	82.12	80.6	1.52
English (Standard) 2 unit	32	73.08	68.66	4.42
Legal Studies 2 unit	20	72.83	75.05	-2.22
Mathematics Extension 2	27	87.81	79.29	8.52
Mathematics Extension 1	13	90.8	81.36	9.44
Mathematics General 2 2 unit	19	74.88	69.92	4.96
Mathematics 2 unit	35	80.27	78.2	2.07
Modern History 2 unit	7	73.2	73.88	-0.68
Music 1 2 unit	6	81.33	81.5	-0.17
PDHPE	19	70.12	72.29	-2.17
Physics 2 unit	18	70.78	73.18	-2.4
Retail Services Examination 2 unit	1	78	68.99	9.01
Studies of Religion I 1 unit	13	35.42	37.03	-1.61
Studies of Religion II 2 unit	10	79.66	74.63	5.03
Visual Arts 2 unit	5	87.76	79.8	7.96

### Z-Score Analysis

A Z-Score calculation for a HSC course is devised using the following formula:

$$Z = (\text{School Mean} - \text{State Mean}) / \text{State Standard Deviation}$$

A Z-Score is an important analytical tool as it allows for comparisons between courses. In this way, a positive Z-Score represents that course as performing well relative to the school and the state for all courses offered.

A Z-Score approaching 1.00 is considered to be a fantastic result. Visual Arts, statistically, had the strongest Z-Score and is thus a high performing course in this 2018 analysis. Other strong results were achieved by the cohort in English Standard, Mathematics Extension 1 & Mathematics Extension 2.

Course	2014	2015	2016	2017	2018	Visual Comparison
Biology 2 unit	0.18	0.78	0.31	0.38	0.06	
Business Studies 2 unit	0.13	0.49	0.13	0.48	-0.12	
Chemistry 2 unit	0.36	0.36	0.57	-0.09	-0.07	
Design and Technology 2 unit	n/a	n/a	n/a	0.12	-0.75	
Drama 2 unit	n/a	n/a	n/a	-1.17	-0.62	
Economics 2 unit	0.55	-0.11	-0.57	-0.27	-1.07	
English (Advanced) 2 unit	-0.05	0.45	0.29	0.25	0.18	
English (Standard) 2 unit	0.1	0.53	0.09	0.29	0.41	
English Extension 1 1 unit	-0.62	-0.95	-1.55	0.13	n/a	
Legal Studies 2 unit	-0.26	0.12	-0.13	0.16	-0.16	
Mathematics Extension 1 2 unit	0.42	0.87	0.27	0.22	0.56	
Mathematics Extension 2 2 unit	0.62	0.67	0.43	-0.09	0.74	
Mathematics General 2 2 unit	0.24	0.58	0.01	-0.09	0.36	
Mathematics 2 unit	0.71	0.48	0.09	0.49	0.16	
Modern History 2 unit	-0.5	0.32	-0.33	-0.42	-0.05	
Music 1 2 unit	-0.32	-0.1	-1.46	-0.25	-0.02	
PDHPE	0.19	0.58	0.34	-0.45	-0.17	
Physics 2 unit	0.49	0.43	0.35	0.09	-0.19	
Studies of Religion I 1 unit	0.01	0.48	0.43	-0.04	-0.29	
Studies of Religion II 2 unit	-0.32	-0.01	0.19	-0.13	0.42	
Visual Arts 2 unit	-0.45	0.15	-0.08	-0.12	0.99	

# HSC FACULTY ANALYSIS

## English Analysis

Head of Faculty: Magy Bestawros

The 2018 English Department academic year was one characterised by extensive growth and stability in the areas of staff, curriculum and processes. The HSC English team, worked effectively in organising assessments, book of resources, HSC holiday seminars and days that added value to each individual student. Additionally, 2018 was the first year the English Department brought in 'English Camp,' which allowed for three intensive writing days, allowing for tangible improved student results. The following analysis of the 2018 English HSC results has been conducted with the utilisation of the RAP package provided by NESA.

Advanced English – 103rd in NSW

Standard English – 24th in NSW

There are more than 800 schools that are considered within the HSC state rankings, of which comprise schools ranging from selective, comprehensive, private and public. Within this mix, St Mark's English Department in 2018 ranked in the top 10% of the state in Advanced English and the top 3% of the state in Standard English. This is an outstanding achievement that cements the strength within the organisation, planning, assessing and teaching at St Marks within the English Department. In detail, these ranks are governed by a variety of strategies employed by the faculty.

Firstly, the Faculty has ensured that all HSC assessment notifications were given to students at the beginning of their HSC academic year. In this way, students were equipped with the ability to forward plan and organise their assessment schedule, and in this way have as much time to best prepare for their assessments. Additionally, to this, each HSC assessment task was accompanied by a scaffold and clear marking criteria allowing the students to have a step by step guide to their task. Effective and consistent timely feedback has also been a staple to the success of the English Department with student exemplars provided to students in addition to verbal and written feedback.

Holiday Seminar days were conducted across both Standard and Advanced English, which allowed for exam tips and preparation whilst providing extra time for review and student questions.

### Historical Band Analysis

Over the span of 4 years (prior to myself and the new team starting at the school) St Mark's averaged 4.1% of the cohort achieving a band 6 in English. In 2017 (When myself and new team began to work), this exponentially jumped to almost 20% of the class achieving a band 6. This is a 16% growth in one year. Now in our second year, 2018 saw a steady and consistent pace of band 6 achievement, with 20% of the 2018 Advanced cohort achieving band 6 and 68% of the advanced class achieving either a band 5 or above. This result clarifies that the team has shown an expertise in the senior English course, with an ability to push the capable students to the highest band; a notion traditionally deficient at the College.

		6	5	4	3	2	1
2013	<a href="#">remove</a>	3.44	51.72	37.93	6.89		
2014	<a href="#">remove</a>		54.16	45.83			
2015	<a href="#">remove</a>	6.89	89.65	3.44			
2016	<a href="#">remove</a>	6.45	74.19	19.35			
2017	<a href="#">remove</a>	19.23	53.84	23.07	3.84		
2018	<a href="#">remove</a>	20.00	48.00	24.00	8.00		

		6	5	4	3	2	1
2013	<a href="#">remove</a>	-	-	47.61	47.61	-	4.76
2014	<a href="#">remove</a>	-	3.33	40.00	53.33	3.33	-
2015	<a href="#">remove</a>	-	24.00	44.00	32.00	-	-
2016	<a href="#">remove</a>	-	8.00	44.00	36.00	12.00	-
2017	<a href="#">remove</a>		19.04	47.61	23.80	9.52	
2018	<a href="#">remove</a>	6.25	21.87	28.12	40.62	3.12	

### English Advanced - Item Analysis

The English Department prides itself on the consistent evaluation of data in order to better direct future programming, assessment and strategic directions. The item analysis is imperative in better directing the specific content areas of strength and weakness. In this way, teaching strategies can be innovated, altered and worked to suit areas of concern. According to the 2018 item analysis, students performed above state average in all modules, with the strongest result seen in Module B, Hamlet. Upon reflection this can be attributed to the countless holiday sessions that were held for Module B, in addition to the professional relationship held by the Head of Faculty and Professor Jacqueline Manuel (chief HSC English Convenor) who collaborated with the HOF to better direct the approach with module B. However, areas for improvement can be identified as section 1 in Paper 1. Whilst above the state average, this will need much more focus as the new HSC will move to 20 marks and longer ranged responses.


to 20 marks and longer ranged responses:

2018

Higher School Certificate

English (Advanced) (15140)

Item	Max Mark	State Count	Mean	School Count	Mean
Paper 1 - 1a	2.66	25,959	2.51	24	2.51
Paper 1 - 1b	2.66	25,959	2.42	24	2.47
Paper 1 - 1c	3.55	25,959	2.51	24	2.43
Paper 1 - 1d	4.44	25,959	3.00	24	3.14
Paper 1 - 2	13.33	25,959	8.91	24	9.86
Paper 1 - 3	13.33	25,959	9.60	24	9.92
Paper 2 - Module A Elective 1	20.00	8,460	13.35	0	0.00
Paper 2 - Module A Elective 2	20.00	17,499	12.97	24	13.66
Paper 2 - Module B Drama	20.00	24	15.68	0	0.00
Paper 2 - Module B Film	20.00	1,321	13.79	0	0.00
Paper 2 - Module B Hamlet	20.00	8,166	13.47	24	14.45
Paper 2 - Module B NFSpeeches	20.00	5,547	13.27	0	0.00
Paper 2 - Module B NFWoolf	20.00	342	15.18	0	0.00
Paper 2 - Module B Poetry	20.00	8,356	14.34	0	0.00
Paper 2 - Module B ProseFict	20.00	2,203	13.24	0	0.00
Paper 2 - Module C Elective 1	20.00	16,166	12.48	1	0.00
Paper 2 - Module C Elective 2	20.00	9,793	12.18	23	13.65
Question 1	13.34	25,959	10.44	24	10.55

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### English Standard – Item Analysis

Standard English is notoriously harder to garner results that reveal growth and access to the top band width. However, the item analysis reveals that both our Standard English classes performed in each section above the state average, especially in Module A; which was significantly above the state. The data reveals a sound understanding of the modules by Mr Joseph and Mrs Mikhail and an obvious understanding of the HSC assessing of these units. Additionally, these results highlight the importance of ensuring the correct students are sitting Standard English. In 2018, the Faculty was far more insistent on who could enter the advanced course and in this way, borderline students were highly encouraged to stick to Standard English in order to better achieve. This has contributed to these results, whilst also aiding to the removal of the tail end of Advanced English. In addition, The English Faculty provides a book of resources for each unit, which each student receives at the beginning of each unit. This book of resources is filled with a plethora of readings, activities and sample essays to allow the students to engage in independent learning and study outside the classrooms.

2018

Higher School Certificate

English (Standard) (15130)

Item	Max Mark	State Count	Mean	School Count	Mean
Paper 1 - 1a	2.66	30,295	2.27	32	2.15
Paper 1 - 1b	2.66	30,295	2.06	32	2.15
Paper 1 - 1c	3.55	30,295	1.88	32	2.29
Paper 1 - 1d	4.44	30,295	1.89	32	2.49
Paper 1 - 2	13.33	30,295	6.58	32	7.42
Paper 1 - 3	13.33	30,295	6.79	32	7.57
Paper 2 - Module A	20.00	30,295	13.07	32	15.10
Paper 2 - Module B	20.00	30,295	9.41	32	10.39
Paper 2 - Module C Elective 1	20.00	4,060	11.29	0	0.00
Paper 2 - Module C Elective 2	20.00	26,235	11.78	32	12.67
Question 1	13.34	30,295	8.10	32	9.08

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

### English Z-Score analysis

The Z scores in both English Advanced and English Standard are both positively above the 0 score, indicating that both course results are above state average in student performance. Once again this is testament to the quality teaching and learning that was undertaken during the 2018 academic year. Additionally, the School Assessment mean in both Advanced and Standard was significantly mirrored in the Examination mean, which is indicative that our school internal assessments effectively mirror the rigour and requirements of the HSC. This has been a vast improvement from previous years, whereby the school assessment means were disparate from that of the final HSC. The English Faculty has spent 3 planning days over 2017, collaboratively discussing and refining the HSC tasks. In this way, the professional expertise held by the whole team is utilised in a productive manner, effectively directing and guiding HSC tasks.

## Mathematics Analysis

Head of Faculty: Wagdy Micheal

### Summary & Overview of Results 2018

In 2018 the School ranked 23rd in Mathematics Extension 1 & Extension 2 in the State.

Course Name	No. of Students	School Average	State Average	School vs State Variation	Highest HSC Mark
Mathematics Extension 2	13	90.80	81.36	9.44	96
Mathematics Extension 1	27	87.81	79.29	8.52	100
Mathematics	35	80.25	78.20	2.05	97
Mathematics General 2	19	74.88	69.92	4.96	88

### Mathematics Extension 2

Students have performed well in HSC Mathematics Extension 2. The school average (90.80) while the state average (81.36) – this upward trend has been the case on a number of years throughout St Mark's history in Mathematics Extension 2. There were 13 students who completed HSC Mathematics Extension 2 in 2018. Nine students were able to attain a Band E4, which represented 69.23 % of the class compared to the state figure of 33.19%.



We also had four students who attained (E3), which represented 30.76 % of the class compared to the state figure of 52.22%. Thirteen students out of total of Thirteen achieved in the highest two Bands E4 & E3, which represented 100% of the class compared to the state figure of 85.41%. Out of the 13 students who sat the Mathematics Extension 2 HSC Examinations, Eleven were accelerants, with nine of these achieving Band E4.

Band	School	School %	State	State %
E1	0	0	65	2.05
E2	0	0	392	12.36
E3	4	30.76	1655	52.22
E4	9	69.23	1052	33.19

The exam itself seemed quite a good paper for the majority of the students in terms of their preparation and their ability. The assessments throughout the year targeting key areas of the syllabus and guidance provided by the class teacher has been a contributing factor for 100% of the class to achieve the top two bands.

The results are compared to the last ten years in the table and graph below.

	Year												
Mathematics Extension 2 Marks	06	07	08	09	10	11	12	13	14	15	16	17	18
Total Number of Students	12	9	15	14	20	12	17	14	6	14	6	8	13
No. of Students with Band E4	4	3	8	9	13	9	3	8	4	10	3	3	9
No. of Students with Band E4 (%)	33	33	53	64	65	75	17.6	57.1	66.7	71.4	50	37.5	69.23
No. of Students with Band E3	8	5	7	5	6	3	13	6	2	3	3	3	4
No. of Students with Band E3 (%)	67	56	47	36	30	25	76.5	4.3	33.3	21.4	50	37.5	30.76
No. of Students with Band E2	0	1	0	0	1	0	1	0	0	1	0	2	0
No. of Students with Band E2 (%)	0	11	0	0	5	0	5.9	0	0	7.1	0	25	0
Class Average [E.M Mean]	85	85	87	91	88	91	83.73	87.79	89	90.56	86.57	79.93	90.80
State Average [State E.M. Mean]	79	81	83	83	83	83	82.78	82.07	81.58	82.28	81.03	81.17	81.36

Extension 2 is a subject that students generally struggle with due to the nature and complexity of the course. Some of the students who found the course quite difficult did not withdraw from the subject throughout 2018 and that caused the class average to be lower than what it would have been.

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 Extension 1

Students have continued to perform well in HSC Mathematics Extension 1. The school average (87.81%) continues to outperform the state average (79.29%), as it has throughout St Mark's history in Mathematics Extension 1. There were 27 students who completed HSC Mathematics Extension 1 in 2018. 18 students were able to attain a Band E4, which represented 66.66 % of the class compared to the state figure of 32.84%. We also had 6 students who were able to attain a Band E3, which represented 22.22% of the class compared to the state figure of 46.76%.

24 students out of total of 27 achieved in the highest two Bands **E4 & E3**, which represented **88.88%** of the class compared to the state figure of **79.60%**.

Out of the 27 students who sat the Mathematics Extension 1 HSC Examinations, 19 of them were accelerants and 15 of the Accelerant students achieved Band E4.

Band	School	School %	State	State %
E1	0	0	328	3.62
E2	3	11.11	1489	16.45
E3	6	22.22	4232	46.76
E4	18	66.66	2972	32.84

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 13 years in the table below.

Mathematics Extension 1 Marks	06	07	08	09	10	11	12	13	14	15	16	17	18
Total Number of Students	20	26	34	32	36	28	18	23	14	17	14	18	27
No. of Students with Band E4	7	11	23	15	28	15	11	13	7	14	7	6	18
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	66.66
No. of Students with Band E3	11	8	11	14	6	13	7	9	7	3	4	11	6
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	22.22
No. of Students with Band E2	2	7	0	2	2	0	0	1	0	0	3	1	3
No. of Students with Band E2 (%)	10	26.9	0	6.3	5.6	0	0	4.3	0	0	21.42	5.55	11.11
Class Average [E.M Mean]	84	80	89	86	89	87	87.68	87.09	86.01	92.91	83.57	84.37	87.81
State Average [State E.M. Mean]	75	78	80	80	81	81	81.42	80.46	80.58	81.20	79.68	81.09	79.29

From the above information, it can be seen very clearly that the Z- score in 2018 is much higher than the previous two years and it would have been much higher if the four of our Extension 1 students took the school advice and dropped Extension. 1 Course.

### **Mathematics Advanced**

Students have continued to perform well in HSC Mathematics. The school average (80.25%) continues to outperform the state average (78.20), as it has throughout St Mark's history in Mathematics Advanced. There were 35 students who completed HSC Mathematics Course in 2018. Ten students were able to attain a Band 6, which represented 28.57% of the class compared to the state figure of 22.46%.

We also had 12 students were able to attain a Band 5, which represented 34.28 % of the class compared to the state figure of 29.34%. Also 6 students were able to attain a Band 4, which represented 17.14% of the class compared to the state figure of 25.94%. Twenty-two students out of total of 35 achieved in the highest two Bands 6 & 5, which represented 62.85% of the class compared to the state figure of 51.80%.

Out of the 35 students who sat the Mathematics Examinations, 13 of them were accelerants. Nine of these accelerated students achieved Band 6.

Band	School	School %	State	State %
1	0	0	364	2.03
2	0	0	963	5.39
3	7	20	2612	14.62
4	6	17.14	4634	25.94
5	12	34.28	5241	29.34
6	10	28.57	4012	22.46

The results are compared to the last thirteen years in Table below. HSC Mathematics has always been above state average and in 2018 was 2.05 points above state average.

Mathematics Marks	06	07	08	09	10	11	12	13	14	15	16	17	18
Total Number of Students	27	41	44	35	42	33	22	20	33	30	26	25	35
No. of Students with Band 6	10	9	17	11	19	12	9	10	17	11	6	10	10
No. of Students with Band 6 (%)	37	22	39	31	45	36	40.9	50	51.5	36.66	23.07	40	28.57
No. of Students with Band 5	13	14	14	15	10	11	8	4	10	11	8	8	12
No. of Students with Band 5 (%)	48	34	32	43	24	33	36.36	20	30.30	36.66	30.76	32	34.28
No. of Students with Band 4	2	9	6	9	12	10	3	5	6	6	7	5	6
No. of Students with Band 4 (%)	7	22	14	26	29	30	13.64	25	18.18	20	26.92	20	17.14
Class Average [E.M Mean]	85	80	83	84	86	84	84.65	84.40	88.32	84.53	79.17	85.01	80.25
State Average [State E.M. Mean]	73	75	76	75	76	77	77.64	77.39	78.37	77.89	77.84	77.96	78.20

## Mathematics General 2 2018

Students have performed well in HSC Mathematics General 2; however, results are lower than the previous year. The school average (74.88%) to the state average (69.92%). There were 19 students who completed HSC Mathematics General 2 Course in 2018.

No student from this group was able to achieve a Band 6. We had seven students that were able to attain a Band 5, which represented 36.84% of the class compared to the state figure of 20.1%. Also 6 students were able to attain a Band 4, which represented 31.57% of the class compared to the state figure of 26%. Also 6 students were able to attain a Band 3, which represented 31.57% of the class compared to the state figure of 26.48%.

Band	School	School %	State	State %
1	0	0	1664	5.34
2	0	0	4545	14.61
3	6	31.57	8239	26.48
4	6	31.57	8088	26
5	7	36.84	6255	20.1
6	0	0	2035	6.54

## HSC Mathematics General Marks 2014 - 2018

Mathematics Marks	2014	2015	2016	2017	2018	
Total Number of Students	23	25	16	13	19	
No. of Students with Band 6	1	2	0	1	0	
No. of Students with Band 6 (%)	4.3	8	0	7.69	0	
No. of Students with Band 5	6	12	4	3	7	
No. of Students with Band 5 (%)	26.09	48	25	23.07	36.84	
No. of Students with Band 4	7	6	6	3	6	
No. of Students with Band 4 (%)	30.43	24	37.5	23.07	31.57	
Class Average [E.M Mean]	72.29	77.10	68.59	67.12	74.88	
State Average [State E.M. Mean]	68.89	68.64	68.51	68.15	69.92	

## Science Analysis

Head of Faculty: Sherine Metira

Science HSC Results at 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 *	20	2	8.74	10.00	7	28.33	35.00	6	33.15	30.00
Chemistry**	18	3	9.22	16.67	6	33.02	33.33	3	27.71	16.67
Physics ***	18	2	9.56	11.11	3	24.34	16.67	3	31.33	16.67

\* Biology students performed better than the state, receiving a higher percentage of the top two bands than was distributed throughout NSW

\*\* Chemistry students performed better than the state, receiving a higher percentage of the top two bands than was distributed throughout NSW

\*\*\* Physics students exceeded state average for the number of Band 6s. Band 5s are still below state average as seen in 2017.

### KEY: S – SCHOOL ASSESSMENT MARK, E – EXAMINATION MARK, H – HSC MARK

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

Science School Group Statistics 2018 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 (20)	61.30	74.88	12.37	74.89	12.63	74.09	12.42	0.80
Chemistry (18)	71.50	74.66	16.07	73.91	15.15	74.82	12.20	-0.91
Physics (18)	66.83	71.02	14.01	70.78	12.83	73.18	12.58	-0.19
Course	Top Mark Bottom Mark Exam HSC	Top Mark Bottom Mark School Assessment	Top Mark Bottom Mark Moderated Assessment	<p><b>Observations</b></p> <p>*School Assessments' were of a rigorous nature providing a mean score below the HSC examination themselves.</p> <p>*Unlike 2017, School Assessment mean should not be higher than Moderated Assessment Mean and this goal was achieved in 2018. * School/state variation is within the safe range of + or – 0.1.</p> <p>Biology bottom score was 27 marks below the moderated mark, indicating the need to provide some more opportunity for low level performers to achieve a few more marks in assessment tasks.</p> <p>*Chemistry and Physics school assessment and moderated assessment for 2018 are almost mirroring each other</p> <p><b>Actions</b></p> <p>*School Assessment Tasks need to remain challenging in 2019 to be more reflective of HSC examination standard.</p> <p>*Assessment tasks need further enhancing to assist in identifying top ranked students; however, due to close proximity between first and second place within our Science courses this had minimal impact on allocated marks for HSC. Exposure to more HSC examination style questions under timed conditions needs to occur throughout 2019.</p>				
Biology (20)	TM 93 BM 47	TM 95 BM 20	TM 93 BM 47					
Chemistry (18)	TM 95 BM 38	TM 94 BM 32	TM 95 BM 38					
Physics (18)	TM 94 BM 51	TM 92 BM 50	TM 94 BM 51					
Course	Band 6	Band 5	Band 4	Band 3	Band 2	Band 1	<p><b>Observations:</b></p> <p>*Biology has achieved the highest % of Band 6 scores since 2013.</p> <p>* Chemistry has achieved the highest % of Band 6 scores since 2014.</p>	
Biology (20)	2	5	4	3	1	1		
Chemistry (18)	3	7	6	5	2	3		

Physics (18)	2	3	3	6	4	0	<p>*Physics has remained consistent with approximately the same % of Band 6.</p> <p>* In general, most students gained performed in the top three bands; however, there are too many Band 3s, 2s and even Band 1's in Chemistry and Physics due to the limited subject choices available for students who are not suitable for the calibre of these academic courses.</p>
							<p><b>Action:</b></p> <p>* Biology had the potential to gain three more Band 6 results based on HSC examination performance. Greater opportunity to enhance results whilst maintaining enough rigour in assessments to become a departmental goal for 2019.</p> <p>* Look at teaching and learning in all three strands of Science. Continue to teach students how to complete HSC questions, providing scaffolds and feedback.</p>
Course	z-score-distance measured in SD from the mean therefore shows school relative performance to the state						
	2018	2017	2016	2015	2014	2013	
Biology (16)	0.1	0.4	0.3	0.8	0.2	0.4	<p><b>Observation:</b> Standard deviation from the mean is quite small for Biology and Chemistry, Physics is also relatively small, but there is room for improvement.</p> <p><b>Action:</b></p> <p>* Discuss possible reasons why?</p> <p>* Are students suitable for these subjects?</p> <p>* New HSC is expected to be more challenging, therefore how will suitability of candidates be determined in future years?</p>
Chemistry (20)	-0.1	-0.1	0.6	0.4	0.4	0.0	
Physics (17)	-0.2	0.1	0.4	0.4	0.5	0.0	

## STRATEGIES MOVING FORWARD AND OVERALL OBSERVATIONS AND ACTIONS

### Overall Observation of 2018 HSC (Biology, Chemistry and Physics)

Band 6s achieved in all three streams of Science.

Improvement in Biology and Chemistry on 2017 and Physics remained consistent with 2017.

Despite calibre of students being of concern in 2018, particularly the tail end of each course, an overall improvement in the number of Band 5 and 6s were achieved.

Assessments in 2017 were not reflective of HSC standard and did not rank students according to predicted band/rank/exam mark. In 2018, assessment rigour increased as evidenced by school assessment marks and distribution. Biology results suggest more opportunities are required in school assessment for lower end of students to increase their school assessment mark.

Moderated assessment marks indicate a smaller distribution of marks than school assessment marks.

### Strategies for Improvement in 2019

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, with scaffolded responses and examiners marking criteria.  
 Encourage greater revision of completed course material throughout the year, by increasing the number of past paper questions or similar due to new HSC courses in each of the three subjects.  
 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 continue working more collaboratively to enhance student outcomes across all three Science subjects.

## **HSIE Analysis**

Head of Faculty: Jamie Jacob

The number of HSIE courses have increased over the years at St Mark's Coptic Orthodox College. In 2018, there were 23 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 outstanding results in the 2018 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.

### **Overview of HSC Results**

**Table 1 – Overview HSC Results**

<b>Course Name</b>	<b>Students Included</b>	<b>School Average [E.M. Mean]</b>	<b>State Average</b>	<b>School State Variation</b>	<b>Highest HSC Mark</b>
Business Studies	21	72.18	73.62	1.44-	92
Economics	8	63.33	76.25	12.92-	81
Legal Studies	20	72.83	75.05	2.22-	92
Modern History	7	73.20	73.88	0.68-	83
Studies of Religion I	13	35.42	37.03	1.61-	42
Studies of Religion II	10	79.66	74.63	5.03	92

Students have continued to perform well in HSC Business Studies. The Class (72.18) however, for the first time in St Mark's history, fell below the State (73.62). There were twenty-one (21) students who completed HSC Business Studies in 2018 and one of the students attained a Band 6, with the highest HSC Mark of 92. Six (6) students achieved a Band 5, which represented 29% of the class, which is on par with the state figure of 29%.

The class overall performed better than expected, with many students managing to push into the Band 5s and Band 4s. It is also great to see those students who were on the bottom end throughout the year, make significant improvements in their results.

The HSC paper was well-suited to the content that was taught over the course of the year. The internal assessment of Finance was effective in assisting students in understanding Question 24 from the HSC, which focussed on liquidity, finance options and the accounts receivable turnover ratio. These were all addressed in the internal assessment and practise papers completed in class.

Question 25 (business report) was straight forward in the sense that the link between the case and the questions was quite clear and if students were well-prepared with their notes and understanding of the syllabus then they should not have struggled in this section.

Question 26 would have been quite challenging for some students to understand as it required a thorough understanding of the Finance topic which many students did not generally enjoy. It is also possible that some students may have interpreted “*influences of global markets*” i.e. economic outlook, availability of funds and interest rates to mean “*global marketing*” which refers to a marketing strategy.

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.

The assessments used over the course, were excellent in preparing the students for their final HSC Exam and, as per the results, many students managed to improve their overall result. The class average was 17% higher in the HSC examination compared to the Trial examination.

Despite having 3 different teachers during the year, the class was fairly settled. The class size was not a major contributing factor to the classroom culture but rather, the students were overall lacking motivation and enthusiasm towards the course. Generally, the students’ ability to remain focussed in class and complete assigned work created a negative culture. Overall, this class performed better than expected. Many predicted band 3 students were able to move into the next band.

For continued improvements, greater time in assisting students with extended responses would be ideal. 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 twelve years in Table 2b and graphed in Figure 2.

**Table 2b: HSC Business Studies Marks 2009-2018**

<b>BUSINESS STUDIES EXAM MARKS</b>	<b>2009</b>	<b>2010</b>	<b>2011</b>	<b>2012</b>	<b>2013</b>	<b>2014</b>	<b>2015</b>	<b>2016</b>	<b>2017</b>	<b>2018</b>
Total Number of Students	29	16	36	27	21	21	21	24	21	<b>21</b>
No. of Students with Band 6	0	1	4	4	0	1	1	1	0	<b>1</b>
No. of Students with Band 6 (%)	0	6	11	15	0	5	5	4	0	<b>5</b>
No. of Students with Band 5	11	8	15	12	9	7	11	7	15	<b>6</b>
No. of Students with Band 5 (%)	38	50	42	44	43	33	52	29	71	<b>29</b>
No. of Students with Band 4	11	4	10	7	8	9	6	10	3	<b>3</b>
No. of Students with Band 4 (%)	38	25	28	26	38	43	29	42	14	<b>14</b>
Class Average [E.M Mean]	75.7	77.6	77.6	79.0	75.7	75.6	79.8	74.8	79.5	<b>72.1</b>
State Average [State E.M. Mean]	74.0	74.3	72.9	73.9	73.6	74.0	73.6	73.2	73.1	<b>73.6</b>
Difference	1.62	3.25	4.73	5.1	2.07	1.62	6.17	1.59	6.35	<b>-1.44</b>

### **Economics**

There were eight (8) students who completed HSC Economics in 2018. The class achieved an average Exam Mark of 63.33, compared to the state average of 76.25. The top scoring student achieved 81. Fifty (50) percent of the students achieved a Band 4 or higher which is a great achievement for this group of students. Students mostly had a good work ethic throughout the Preliminary year. However, by the time the HSC year began, the class could be clearly seen as having divided into two groups – those who possessed a good work ethic and those who did not or found the course very difficult. The class was reduced to eight (8) students and four of these students found the course to be very difficult and challenging, with one of them having significant absences throughout the year and an unstable home life.

Economics is a subject where students require analytical skills as well as economic reasoning to understand policy issues. Students tend to struggle with the course if they are lacking in these areas due to the nature and complexity of the course. As the year went on, the level of difficulty only increased for the bottom four students and their application, as a result, diminished significantly.

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. Those students who were willing to put in the effort, continued to practice their essay writing and analytical skills. This is one area that still needs attention.

The exam itself was mostly straightforward and the capable students would have coped with the demands. The paper should not have been as challenging as the Semester Two Examination or the assessments conducted at school. Students managed to score 13% higher in the HSC Examination than they did in the Trial Examination.

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 9.3 out of 20, compared to the State Average of 11.8.

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. 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. 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. Overall, considering the class cohort, the students performed quite well.

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

**Table 3b: HSC Economics Marks 2007-2018**

<b>ECONOMICS EXAM MARKS</b>	<b>2007</b>	<b>2008</b>	<b>2009</b>	<b>2010</b>	<b>2011</b>	<b>2012</b>	<b>2013</b>	<b>2014</b>	<b>2015</b>	<b>2016</b>	<b>2017</b>	<b>2018</b>
Total Number of Students	14	4	10	17	16	5	0	2	13	4	12	8
No. of Students with Band 6	2	0	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	0
No. of Students with Band 5	2	0	5	6	4	0		2	4	0	3	1
No. of Students with Band 5 (%)	14	0	50	35	25	0		100	31	0	25	13
No. of Students with Band 4	2	2	3	6	4	4		0	6	2	3	3
No. of Students with Band 4 (%)	14	50	30	35	25	80		0	46	50	25	38
Class Average [E.M Mean]	68.5 3	65.8 5	76.6 4	72.8 7	67.6 9	69.7 2		82.3 0	74.7 4	69.9 0	73.0 3	63.3 3
State Average [State E.M. Mean]	75.6 4	75.4 5	75.2 1	73.4 6	74.2 0	75.2 3		75.7 3	76.1 2	76.5 5	76.6 0	76.2 5
Difference	-7.11	-9.6	1.43	-0.59	-6.51	-5.51		6.57	-1.38	-6.65	-3.57	-12.9 2

### Legal Studies

There were twenty (20) students who completed HSC Legal Studies in 2018. The Class Average (72.83) was slightly below the State Average of 75.05, however, the results overall have been quite impressive, exceeding the expectations of this cohort. One student attained a Band 6 with a high score of 92. Sixty-five (65) percent of the students attained a Band 4 or higher which is a fantastic result.



Overall, all but one of the twenty students, managed to score above their School Assessment Mark. The students in the course performed as expected. All students managed to outperform their school Assessment Mark. The class as a cohort achieved an average result of 72.7% for the HSC Exam, significantly higher than the School Assessment Average of 63.9%. Furthermore, the class average for the HSC mark was 18% higher than the Trial examination.

The performance of the lower placed students has to be commended. There has been a significant improvement in the bottom end-placed students in relation to their Semester Two Exam and School Assessment Mark to the HSC Exam Mark. Furthermore, students who were sitting at a Band 3 or 4 have managed to make noteworthy progress. This has been very pleasing to see for this cohort. Some notable performances can be seen in Table 4a.

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

The Legal Studies HSC Paper for 2018 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 majority of the students in the class had a good work ethic and took the advice of the teacher support to work on their areas of weakness.

The results indicate some areas to work towards in 2019 and beyond. Students performed slightly below the state average (-0.96) for the Multiple Choice Section. Measures were taken in 2018 which allowed students to practise Multiple Choice questions on a regular basis.

Students overall performed below the State Average in answering Short Answer questions on Human Rights and the shorter Extended Response question 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 2019 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 Google Classroom account regularly to coincide with the assessment task for students to practise.

This will also assist with the Extended Response questions in Section III, as this contributes 50% of the HSC Mark. In order to make further improvements, students in 2019 will be assessed using HSC style questions. Essay questions will be placed on Google Classroom for students to practise, along with dedicating at least 2 extra weeks within our Scope and Sequence for these 2 option topics.

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 lack 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 2010-2018**

LEGAL STUDIES EXAM MARKS	2010	2011	2012	2013	2014	2015	2016	2017	2018
Total Number of Students	10	16	13	14	25	26	14	5	20
No. of Students with Band 6	0	0	0	0	0	0	0	0	1
No. of Students with Band 6 (%)	0	0	0	0	0	0	0	0	5
No. of Students with Band 5	1	6	4	6	4	12	3	2	7
No. of Students with Band 5 (%)	10	38	31	43	16	46	21	40	35
No. of Students with Band 4	4	8	8	8	8	7	8	3	5
No. of Students with Band 4 (%)	40	50	62	57	32	27	57	60	25
Class Average [E.M Mean]	69.22	75.58	77.25	77.64	69.43	76.12	73.26	77.96	72.83
State Average [State E.M. Mean]	72.88	74.23	74.44	75.00	73.36	74.60	75.01	75.86	75.05
Difference	-3.66	1.35	2.81	2.64	-3.93	1.52	-1.75	2.1	-2.22

### Modern History

The 2018 HSC Modern History class consisted of seven (7) students and produced a great Class Average of 73.20, compared to the State Average of 73.88. Although there were no Band 6's attained, 71% of the students managed to score Band 4 or higher which is a great achievement.

The HSC examination paper was as expected, with the different kinds of questions having been prepared for in class. The students were much more thoroughly prepared for the HSC than they were for the Trial examination, performing at a significantly higher level. The average mark in the HSC examination was 10% higher than the corresponding average in the Trial examination.

Reflecting on how the students achieved overall, the performance from the top end students is rather disappointing but understandable. These three students who all achieved Band 5s, demonstrated the capacity to achieve Band 6s in other subjects. Based on conversations with the teacher throughout the year, it was clear that Modern History was not a priority for them, as they were at times overwhelmed with the amount of reading required. Consequently, too much of the focus for them was in understanding the content rather than in developing the skills required to succeed in the HSC. These students never developed the habit of responding to past-paper questions and did not produce practise essays until after the Trial examinations. The middle group of students performed well in the HSC, achieving Band 4 results. They also understood too late the need to produce practise responses and this stifled their level of achievement. The lower end students performed the most impressively, achieving their highest results for any History examination they had sat in their schooling in the HSC.

The formal assessment program adequately prepared the students for the HSC, exposing them to examination-style questions and providing ample opportunities for feedback. A more structured informal assessment program does need to be used in the future, to ensure that students are more consistently exposed to examination-style questions and respond to these on their own.

While the assessment program did adequately assess students understanding of historical skills, students were often only responding for the first time to some styles of questions when sitting their Semester One Examination and Trial Examination. While all kinds of questions had been modelled in class, students were not practising these on their own.

Going forward, the clear priority for ensuring that students achieve to the best of their ability is to create a more rigorous and routine informal assessment program. While some students are capable of ensuring that they consistently stay on top of all their subjects, too often students at St Mark's fall behind in four subjects while they prepare for an assessment task in another. This cannot be allowed to happen as it disrupts the entire continuum of learning in content and skills.

It is clear that St Mark's students have consistently struggled in synthesising the content in Modern History, especially in prioritising different pieces of information in terms of relevance and importance. While using the syllabus as a checklist of learning is useful in most HSC subjects, in Modern History the key is in knowing the Key Features and how the content fits in to each of these. Students will be required to construct their notes not chronologically but in line with the key features. This should help them understand the importance of different pieces of content and properly prioritise what elements of the content they focus on.

The weaker students either performed as expected or better than expected. The improvements of some of the bottom-end students 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 5b: HSC Modern History Marks 2014-2018**

<b>Modern History - EXAM MARKS</b>	<b>2014</b>	<b>2015</b>	<b>2016</b>	<b>2017</b>	<b>2018</b>
Total Number of Students	10	4	12	10	<b>7</b>
No. of Students with Band 6	0	0	0	0	<b>0</b>
<b>No. of Students with Band 6 (%)</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
No. of Students with Band 5	0	2	3	0	<b>3</b>
<b>No. of Students with Band 5 (%)</b>	<b>0</b>	<b>50</b>	<b>25</b>	<b>0</b>	<b>43</b>
No. of Students with Band 4	6	2	4	6	<b>2</b>
<b>No. of Students with Band 4 (%)</b>	<b>60</b>	<b>50</b>	<b>33</b>	<b>60</b>	<b>29</b>
Class Average [E.M Mean]	68.40	79.45	69.88	67.74	<b>73.20</b>
State Average [State E.M. Mean]	74.95	75.29	74.45	73.73	<b>73.88</b>
Difference	-6.55	4.16	-4.57	-5.99	<b>-0.68</b>

### **Studies of Religion I Unit**

There were thirteen (13) students who completed HSC Studies of Religion I Unit in 2018. The class average (35.42) was slightly under the State Average (37.03). Although no student attained a Band 6, over 69% of the students managed to score a Band 4 or higher. Five students attained a Band 5, equating to 38% of the cohort, compared to 28% of the State. The class as a cohort achieved an average result of 35.84 for the HSC Exam, significantly higher than the School Assessment Average of 35.07 and the School Trial exam average of 29.5.

Overall, the class has performed quite well and some of the weaker students managed to improve on their School Assessment mark. The 2018 class cohort of SOR – I can be described as being of mixed ability, where some students had quite good writing abilities while others struggled considerably in this area.

Although a small class in terms of size, the fact that the lessons were predominately scheduled offline, proved to be a crucial hindrance in the students' attitude towards the Course. Students had a very lazy attitude towards attending classes offline and a lack of prioritisation given towards the subject resulting in high absenteeism since Year 11 by a substantial number of students which continued on throughout the HSC year. This was despite very regular communication to parents and students throughout the two years. The class therefore lacked consistency in face-to-face delivery of content by the teacher. Furthermore, content had to be repeated in order for students to catch up due to their absences. This no doubt contributed to less time given for revision and for the teacher to address student weaknesses.

Students struggled to create cohesive and comprehensive written responses. The top end students, who attended classes regularly, displayed strength in comprehending questions and adding detail to their written work. 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, especially due to the before mentioned issues regarding high absenteeism.

The 2018 Exam questions, in particular the Structured Response section and the Extended Response section on the Depth Studies, were familiar to the students and mimicked the school-based assessments. Their writing struggles, however, did not allow them to include the finer details required for the two respective essay questions on the Depth Study of Christianity and Islam.

Surprisingly, students struggled more in Section I and II than in Section III which consists of the extended response question. In order to address this, there will be a strong emphasis on Section I type questions for revision throughout the year, with a strong emphasis on the analysis of the 2016 Census data.

<b>SOR - I EXAM MARKS</b>	<b>2009</b>	<b>2010</b>	<b>2011</b>	<b>2012</b>	<b>2013</b>	<b>2014</b>	<b>2015</b>	<b>2016</b>	<b>2017</b>	<b>2018</b>
Total Number of Students	9	14	3	8	11	9	14	7	11	<b>13</b>
No. of Students with Band 6	1	2	0	0	2	0	2	0	0	<b>0</b>
No. of Students with Band 6 (%)	<b>11</b>	<b>14</b>	<b>0</b>	<b>0</b>	<b>18</b>	<b>0</b>	<b>14</b>	<b>0</b>	<b>0</b>	<b>0</b>
No. of Students with Band 5	7	5	3	2	3	2	9	5	6	<b>5</b>
No. of Students with Band 5 (%)	<b>78</b>	<b>36</b>	<b>100</b>	<b>25</b>	<b>27</b>	<b>22</b>	<b>64</b>	<b>71</b>	<b>55</b>	<b>38</b>
No. of Students with Band 4	0	7	0	5	4	7	3	2	4	<b>4</b>
No. of Students with Band 4 (%)	<b>0</b>	<b>50</b>	<b>0</b>	<b>63</b>	<b>36</b>	<b>78</b>	<b>21</b>	<b>29</b>	<b>36</b>	<b>31</b>
Class Average [E.M Mean]	40.53	39.97	41.27	37.56	38.58	38.20	41.09	40.76	38.55	<b>35.42</b>
State Average [State E.M. Mean]	38.58	38	38.11	37.19	38.16	38.15	38.49	38.34	38.77	<b>37.03</b>
Difference	1.95	1.5	3.16	0.37	0.42	0.05	2.6	2.42	-0.22	<b>-1.61</b>

### Studies of Religion II Unit

Ten (10) students completed the 2018 HSC Studies of Religion II Unit Course. The class achieved an excellent average for the HSC Exam of 79.66, compared to the State Average of 74.63. The highest mark for the class was a score of 92. All students scored a Band 4 or higher, which surpasses all previous results in Studies of Religion II at the College. The weaker students from the course also did exceptionally well with the lowest HSC mark being 71. These are remarkable achievements for this class.

Furthermore, the students managed to lift their class average from the Trial Exam (68%) by 12% in the HSC Exam to an exceptional average of 80%.

It is pleasing to see that nine of the ten students outperformed their School Assessments in the HSC Exam. This is all the more pleasing with regards to the middle-to-low performing students who lifted their marks in the HSC. The weaker students improved on their Semester Two Exam and School Assessment Marks by a significant margin.

The 2018 SOR II cohort was a collaborative class who worked well together. The class did share resources on a shared site, which proved valuable especially around examination periods. The top students were also engaged in peer-teaching to the middle-to-low end students. This no doubt lifted the class morale and work ethic throughout the year.

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. This is something that was reiterated throughout the year to the students and which gradually resulted in students increasing the length of their writing.

Students outperformed the state across all four sections of the 2018 HSC Exam as can be seen Fig 7a. Looking closely, it is quite impressive to see that in Section III and IV, which constitutes of 2 extended responses with a total of 40 marks, students outstripped the state in each of the questions attempted. This can be seen in Table 7b. Historically, this is a very rare achievement for the College as in the past, students have always struggled with extended responses.

<b>SOR - II EXAM MARKS</b>	<b>2006</b>	<b>2007</b>	<b>2008</b>	<b>2009</b>	<b>2010</b>	<b>2011</b>	<b>2012</b>	<b>2013</b>	<b>2014</b>	<b>2015</b>	<b>2016</b>	<b>2017</b>	<b>2018</b>
Total Number of Students	12	21	18	28	21	17	0	18	6	27	16	18	10
No. of Students with Band 6	0	1	0	0	0	0		0	0	0	1	0	1
No. of Students with Band 6 (%)	0	5	0	0	0	0		0	0	0	6	0	10
No. of Students with Band 5	5	2	2	4	3	4		5	0	9	8	5	5
No. of Students with Band 5 (%)	42	10	11	14	14	24		28	0	33	50	28	50
No. of Students with Band 4	6	8	6	13	7	7		5	4	12	3	11	4
No. of Students with Band 4 (%)	50	38	33	46	33	41		28	67	44	19	61	40
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	79.6 6
State Average [State E.M. Mean]	76.4 2	76.7 8	77.3 7	78.4 3	76.6 4	76.3 6		75.7 4	75.3 8	74.2 0	75.5 8	76.2 7	74.6 3
Difference	1.03	-7.28	-9.54	-6.90	-9.41	-5.87		-3.98	-3.95	-0.18	2.46	-1.40	5.03

# PDHPE Analysis

Head of Faculty: Michael Apokourastos

Course Name	No. of Students	School Average	State Average	School vs State Variation	Highest HSC Result
PDHPE	19	70	72	-2.17	91

Individually each student performed as expected in PDHPE this year. In 2018 there were 19 students who completed the HSC course. A combined total of 15.78% of students attained either a Band 5 or Band 6 overall result.

One (1) student was able to attain a Band 6 and two (2) students attained Band 5. Ten (10) students attained a Band 4 which formed the vast majority of our overall results at 52.63% of the cohort. Finally, six (6) students attained *either* a Band 3 or Band 2. When comparing our 2018 Band Analysis with that of 2017 (See Below) the most notable improvement was that SMC did not have any students attain a Band 1. Overall, this is one of the main reasons our state average has increased from 65 (2017) to 70 in 2018.

As noted above, our top ranked student achieved a HSC mark of 91 with a school assessment mark of 96 and attained our only Band 6. Both students who received the Band 5 achieved a HSC mark of 84 and 82 with a school assessment mark of 85 and 84. This highlights a consistency between our in-school assessments and the final HSC examination.

Overall, the top three students performed consistently across all assessments and maintained their ranks throughout the year. The students were assessed through a variety of forms including examinations, in-class presentations and submission-based tasks which offered students with different learning styles the opportunity to access and meet outcomes in a variety of ways (e.g. Students who were stronger speakers than researchers had opportunity to perform, etc.) As a department we felt this was overall successful as we saw an improvement in overall School Assessment Marks and final HSC Results.

In order to best serve the needs of our students the classroom teacher was responsible for the delivery of all content, the creation of all assessment tasks, the marking and feedback. This ensured that the students had a consistent point of contact who had a direct link to all the content and assessable work they were being taught which we feel had a positive impact of the overall cohort's performance.

When analysing the data available and comparing the School Assessment Mark for each student we can see that the vast majority of students (15/19) achieved a higher result in their final HSC examination. This suggests that overall our students were adequately prepared for their final examinations through effective assessing at school. One thing that has been noted is that our top 3 students (Band 6 & 5) all performed weaker in their final HSC Examination when compared with their School Assessment Mark (See Below). This will be reviewed by the faculty in order to give the current cohort, who have a greater number of predicted Band 6's what they need to consolidate their results.

The main difference between the 2018 cohort and their predecessors was that there was no change to their classroom teacher which would have provided students with a more consistent approach to teaching and learning. This would ultimately play a role in the overall improvement when compared to 2017

## Visual Arts Analysis

Head of Faculty: Jordan Page

Course Name	No. of Students	School Average	State Average	School vs State Variation	Z-Score	Highest HSC Mark
Visual Arts	5	87.76	79.80	7.96	.99	94

There were five (5) students who completed HSC Visual Arts in 2018. Students performed exceptionally well in HSC Visual Arts. The class (87.76) performed significantly higher than the State (79.80), with a considerable improvement from the 2017 average (78.69). Visual Arts achieved the highest Z-Score in St Mark's for 2018. Two out of the five students in Visual Arts achieved a Band 6, with two students narrowly missing out on a Band 6 (88 & 89). Table 1 highlights the percentage of Band achievements for the school compared to the state, with 40% of the 2018 cohort (2 students) achieving a Band 6, compared to 12.37% of the state. Table 1.2 details the distribution of marks across the state compared to St Mark's students, highlighting the grouping of the school results at the high end of the spectrum of mark allocations. Of five students, two had Visual Arts as their highest performing subject, one had Visual Arts as their second highest result, and one accelerated Year 11 student completed Visual Arts alone in 2018.

Seq	Course	Name	Source	Sex		1	2	3	4	5	6	Total	1	2	3	4	5	6	Total
1	15400	Visual Arts School		remove		0	0	0	1	2	2	5	0.00	0.00	0.00	20.00	40.00	40.00	100%
2	15400	Visual Arts State				9	43	662	3362	3592	1083	8751	0.10	0.49	7.56	38.41	41.04	12.37	100%

### Exam Mark: Component Analysis

In the practical component of the course (Visual Arts Body of Work), the cohort achieved an average of 40.20 out of 50, positioning 7.66% higher than the state average of 36.43 (Table 2.2 & 2.3). Table 2.1 highlights the comparative performance of students between sections. One student performed higher in the Visual Arts Body of Work, and the remaining four students performed higher in the Visual Arts Examination.

While students have demonstrated skill in the analysis of unseen artworks in Section I of the HSC Visual Arts Examination, throughout the school-based assessment students found this component of the paper the most challenging. The procedures and strategies used to respond to these questions will be emphasised and practised regularly throughout the course of year to increase student confidence and skill for the final HSC examination.

Professional Development: HSC focused professional development opportunities will be sought in order to develop my own professional practice and the quality of feedback and advice given to students to improve and refine their work.

## TAS Analysis

Head of Faculty: Zlatko Talevski

This report consists of the Design and Technology HSC Course 2018 statistical results, band summary, historical results and Course Report Analysis retrieved from NSW Education Standard Authority (NESA) Schools Online web site. It also consists of the comparison of the School vs State results, indicating how the 2018 Design and Technology HSC Cohort performed compared to the rest of the State as well as the comparisons from 2017 and 2006 Design and Technology HSC cohorts past results. Finally, an evaluation is stipulated making judgement based on the student and teacher performance and faculty resources.

This is the third Design and Technology HSC class since 2006 and the last group being in 2017. Six students completed their Design and Technology HSC Course in 2017.



Design and Technology is the only Technological and Applied Studies HSC Course that ran during 2017 and 2018. The only other Design and Technology HSC course last ran was 2005-2006. There is limited data base on 2006 Design & Technology class. However, the 2018 Design and Technology HSC class results are compared with the 2017 Design and Technology HSC class results - data provided by National Education Standards Authority (NESA).

The 2018 Design and Technology cohort performed below the state average across the Moderated Assessment Mean by 8.56 marks. The Examination Mark Mean was 70.43, which had an Examination Mark Standard Deviation of 9.07 from the State Examination Mark Mean of 77.91 with a State Examination Mark Deviation of 10.02. These results are below than expected from the School (Cohort) versus State Variation of -7.48 (refer to Fig.1 School Statistical Report table), whereas the 2017 Cohort School vs State Variation was +0.12 and 2006 being -0.39 (refer to Fig. 7 - Z-score standard deviation)

### Band Summary

One student received a Band 2, one student received a Band 3 and four students received a Band 4.

The student receiving a Band 1 was mainly due personal issues that student endured throughout the Preliminary and HSC years and struggled to complete Assessment Tasks on time and was absent from school for a considerable amount of time due to personal well-being and health. This hindered them from completing quality work; as well as, restricting and delaying their studies. Regarding the more academic students that potential to do well lacked commitment during the early stages of their studies and left things until the last minute. This affected their Moderated Mark due to submitting satisfactory Assessment Task Report and not critically analysing the Major Design Project Marking Criteria. Overall the students lacked facilities with adequate equipment to help them enhance their project work, such as, 3D- Printer, Laser cutting, working area and storage area to store their projects. Students need to take their projects home or work on them from due lack of space in the Workshops.

### Evaluation

There were six students that completed their Design and Technology HSC Course. There were four students that achieved Band 4; however, it was expected that one student would have achieved a Band 5, but this was not achieved due to their HSC Examination Mark and their Moderate Mark below 85%. Although the Technological Applied Studies Faculty are limited in resources and storage space, which made it difficult for students to store and work on their Major Design Projects at school, most of the time the students had to work from home and bring their projects in separate parts to school and then assembly the components of their project. This made very difficult for students to work on their projects and for the teacher to assess.

Overall, most students worked within their capabilities and the results were as expected. The School Group Statistics achieved was below the State average by -7.48 variation (refer to Fig.1 – School Group Statistical Report table). The Moderated Assessment Mark was consistent with most students HSC Mark; although, two students improved their HSC Marks by 20 marks compared to their School Assessment Mark. This indicates that these students did not prepare, organise and read through their syllabus content notes well enough prior to Design and Technology HSC Trial Examination. Although the teacher conducted book reviews, the students were reluctant to ensure that they have reviewed and revised their chapter topic notes.

The Assessment Marking was punitive, but it was expected with regards to their degree of knowledge, understanding and experience with delivering the Design and Technology HSC Syllabus content. In relation to School Assessment vs the Rank order based on the HSC Exam Mark the Rank order, where the Top student stayed the same and for two other students the Rank improved. This confirms that the assessment process - creation of Assessment Tasks, weighting of Assessment Tasks, and marking of Assessment Tasks was respectable. The main concern was with students starting their Major Design Project late not as scheduled, this would have improved their project quality. Having said that, the Band 4 students produced



quality Folios, sadly this wasn't replicated with their earlier Assessment Tasks, which would have given them a better Moderated Mark.

The teacher prepared and motivated the students substantively throughout their studies, but they procrastinated with their school Assessment Tasks and Major Design Project. This was an ongoing issue throughout the two years in relation to the amount of home study that was taking place and the lack of effort being made. Better planning is required in this area where the teacher could assist the students with developing good organisational skills and help create a study plan for each individual student. A prime example of this was when the teacher organised after school or holiday lessons, not all students would commit to attend. In some cases, the teacher contacted and arranged meetings with parents to discuss the child's progress.

However; the teacher at most times found it challenging, mainly keeping the students focused and to concentrate on tasks at hand. A high teaching workload and timetabling was inadequate, where only one period per week coincided with the Head of Faculty to assist with the classroom teacher and students.

In saying this, to the best of teacher's ability, quality teaching and adequate resources were provided, especially through the use of Google Classroom, whereby students could access all classwork, resources such as past papers and examinations notes online. It was evident that most students struggled to be independent learners and as a result, the teacher had to constantly focus on classroom management and maintain students focus on set tasks for most lessons.

Although, the results could have been better for the students, it is recommended that the College considers facilitating the Stage 6 and 5 Design and Technology course with current technologies with 3D Printers, a Laser cutter, larger workshops and PC's that can run 3D software. Currently the PC's are too slow, they lag a lot mainly due to CPU, RAM and Graphics card. These improvements will greatly assist students with their project work, gain and improve their skills; better prepare them for tertiary studies and career goals. This will also promote Stage 6 and 5 Design and Technology course, engage and have the appropriate students selecting the course. We find too many students chose Technological and Applied Studies Stage 6 course to fulfil their 12 Unit criteria. This sets off the students that are taking the course seriously by disrupting the class throughout the Preliminary HSC year and makes it very difficult for the teacher to teach and deliver the course content effectively.

## 2018 Priority Areas

### K - 6

1. Reading – Literacy Pro was introduced in 2017 to reinforce reading at home.
2. 2018 we introduced Reading bug to reinforce more reading and comprehension activities at home.
3. 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.
4. Hands on Mathematics activities and problem solving.

### Yrs. 7 - 12

1. Student Welfare & Discipline – Program Development and implementation
2. Attendance Rates – Data and analytics to track and measure
3. Faculty Reviews – Faculty improvement plans (FIPs)

## 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. Primary School strategic plan – Research and Evidence based four-year strategic plan
6. 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. Head of Teaching & Learning;
- c. Coordinator - Acceleration,
- 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. 2018 = Total of \$48,245 (2017 \$32,189).

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 2018 the teacher attendance daily average was 92.7%.

The retention rate was 90%.      42 = Full time teachers      3 = Part Time teachers

### **2018 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.

<b>Year</b>	<b>Attendance Percentage</b>
Y01	91.5%
Y02	90.9%

Y03	89.25%
Y04	92.45%
Y05	90.00%
Y06	89.15%
Y07	90.95%
Y08	91.35%
Y09	88.35%
Y10	87.70%
<b>Total</b>	<b>90.16%</b>

Other information which might be useful:

- Total enrolments for 2018 were 714
- 95% of students Language background is other than English

Teaching Staff: 42

Full time equivalent Teaching Staff: 40.5

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](http://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](mailto: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](http://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](http://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](mailto:nswcopticboard@gmail.com)
- The College Board will consider the issue at its first possible meeting and seek to resolve the issue. The College Board may request further information from any of the parties involved and may delegate a mediator to try to resolve the issues.
- The College is responsible for keeping accurate records of all serious complaints, whether written or by interview, as well as any actions taken in regard to these complaints, on the College premises or College related event/activity. All complaints will be treated with respect and confidentiality.
- At no time shall the following behaviours be accepted by any St Mark's College event:
  - aggression in words, tone of voice or action, or the raising of one's voice
  - personal insults
  - threats of any kind
  - bad language
- The College reserves the right to take appropriate action against any party that displays unacceptable behaviour.

## 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 up to June 2018. Mrs Yvonne Samaan from July 2019). 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](http://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 Education & Standards Authority (NESA). 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 Coptic 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 740 students in 2018/2019 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 (FFPOS) 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.

### 1. Application

- Complete the Application for Enrolment and return signed with:
  - (a) Enrolment Application Fee (Non-refundable. Paid prior to attending any interview. No guarantee of enrolment. **Kindergarten cut-off date 30 May of each year.**
  - (b) Copies of student's Birth Certificate, Baptism Certificate and Immunisation Certificate
  - (c) Evidence of Australian citizenship must be produced. If not an Australian citizen, copies of all documentation stating visa/residency status and Passport.
  - (d) Copies of most recent two school reports (other than Kindergarten application), ALL NAPLAN results (dependent on Stage completed). (All Reports to be officially translated into English if Reports are from non-English speaking countries)
  - (e) Copies of two family references (1 x character and 1 x professional) from non-related individuals
- Please Note: Completing and forwarding all the above does not constitute nor guarantee enrolment.

### 2. Interview

- Upon receipt of all the above and payment of the non-refundable Application Fee of \$220 receipted, applicants will be informed of an interview time with you and a member of the Executive to discuss your child's application.

### 3. Letter of Offer

- Following the interview, a letter will be forwarded to you on the result of your enrolment application. If successful, you will receive a Letter of Offer outlining all Conditions & Requirements for the Application to be confirmed and processed resulting in a guarantee placement.

- If successful, the student's position is secured upon receipt of the Acceptance Offer and all fees-in-advance required within three (3) weeks of the Letter of Offer. NB: fees in advance are non-refundable unless a written withdrawal request is received by the Head of College with at least one (1) full term notice in advance. Bond is also refundable on exit with written request only.

#### **4. Waiting List**

- Clarity for the Waiting List possibilities is as follows:
- Student on W/L for a particular year/group is informed that position is available -  
Option 1 - position is accepted and application process continues with requirement payments prior to commencement;  
Option 2 - position is not accepted for varied reasons and parents do not wish to proceed for the applied-for vacancy position. Process stops here and name is withdrawn, noted with withdrawal date/notification reasons etc. Parent may reapply in future with new application process commenced to apply for a new position when one becomes available.  
In normal circumstances: W/L names are rolled over into the next year without re-application if no position has been offered by the College for the applied-for year.

#### **5. Commencement Details**

- You will be notified of commencement dates, orientation dates if applicable, text/resource lists and uniform requirements.
- Tuition fees must be paid and receipted prior to student commencement date. International students: 50% of annual fee is required once offer is made, with the remaining six-month fee paid within the first six-month period in advance.
- All fees K – 12 are paid term in advance.

#### **CONDITIONS OF ENROLMENT**

1. I am aware that the Application Fee \$220 paid prior to interview is non-refundable.
2. If a position is offered for my child/children, I understand that all stated fees-in-advance Plus Bond required in the Letter of Offer will be paid within the twenty-one (21) days of the Offer.
3. Any fees are non-refundable without written request to the Head of College forward at least one (1) full term's notice of withdrawal.
4. I understand the acceptance of my child/children will be determined following the Interview process in conjunction with the availability of positions for the requested class/year.
5. I understand that the Application Form and its process does not constitute enrolment at the College. This is only confirmed after receiving a Letter of Offer.
6. Under the Privacy Act, the College is required to gain parental/guardian permission before using and audio/visual material of their child/children. This includes only approved school related websites, school promotional material, school social media pages, advertisements, film, flyers, paper or electronic format. By signing this Enrolment Application and/or accepting an Offer, you consent your permission to use the audio/visual content for the authorized purposes stated above. If you do not wish for this to occur, or withdraw your permission, you are able to do so by writing to the Head of College requesting withdrawal of audio/visual use including your child/ren.
7. I understand that before my child is granted access to using the computer system/network, they and you agree and abide by the following requirements:
  - a. Maintain and respect the Ethos of the College
  - b. Refrain from accessing or viewing or forwarding any private, or unsuitable material
  - c. Accept all copyright and intellectual property created by others in acknowledging the source

#### **BUSINESS ARRANGEMENTS**

1. Acceptance of a position at St Mark's College is only confirmed following required payment of Enrolment fees
2. All fees including Application, Enrolment, Tuition, Activities and Levies are determined by the College Board annually and are subject to change
3. Fees are payable term in advance. Initial term fees are required before student may commence.
4. International students must forward 50% of annual fee prior to commencement, followed by 50% increments semester in advance
5. The signatories on the Enrolment Application form are jointly responsible for the payment of all required fees
6. Fees are to be paid within 14 days of term commencement or will face a 10% surcharge for late payment, or by written request to Head of College and only if an approved plan may cover the fees required within a reasonable payment period.
7. If difficulties arise in meeting payment within the specified timeframe, requests for extension may be made to Head of College followed with completion of a full and detailed Financial Questionnaire to include documentation showing all expenses, repayment schedules, bank accounts, tax returns to the Head of College. This will then be investigated through checks to determine if and what assistance may or may not be forwarded.
8. Failure to honour final notices for fee payments will prevent students from being admitted to class until such payments are made
9. A prorate charge may be made for students entering the College during a term for the remainder of the term.
10. Students being withdrawn from the College during term are not eligible for a refund for the remaining weeks of that term
11. Parents considering withdrawing their child/ren from the College MUST forward in writing to the Head of College with at least 1 full term's notice in order to qualify for any fees paid in advance and/or refund after existing account cleared.
12. Failure to give 1 full term's written notice will result in forfeiting any refund due, and/or family bond in lieu of notice
13. The same principle applies to withdrawing from a subject/course
14. The College premises, students and staff are fully covered via approved Insurance policies for all College and related college activities including excursions, national and international travel for school related purposes, sport. Parents are however welcome and encouraged to take out their own insurance for their child/ren as they so wish.

## Fees Policy and Conditions of Enrolment: Kindergarten to Year 12

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

### Parent Copy

(Please retain for your records)

1 Parents are to actively encourage their children to support the College's goals and to do their utmost to realise those goals in their lives, as reflected in the College Vision & Mission Statements:

*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 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.

*Our Students are challenged to strive to achieve excellence and success in all areas of the curriculum by attaining their full potential, having confidence in who they are as Christian individuals and becoming active participants in church and the Australian community.*

2 As a branch of the Coptic Orthodox Church, the College Ethos is reflected within the daily operations by all staff and students. The Ethos therefore is generally more conservative in nature, and all students will be expected to respect the teachings of the Church and to live by them at all times. For example, disrespect, obscenity, alcohol, tobacco, drugs, dancing, violent or immoral music, dating and pre-marital physical relations are all strongly rejected. It is the aim of the College to help young people learn to live a life of purity and holiness without fear or shame, and to be living, practical witnesses to the truths of the Bible. Morals should not be left behind at the school gates every afternoon and parents are expected to support the College in this aim at all times.

3 Students are to abide by all College rules. Students are to wear the correct College uniform/grooming and do all work set for them, including homework.

4 Parents agree to actively encourage and support their children to participate in the spiritual program set by the College, fully and with sincerity. I understand that at present, this includes the following activities.

- Morning prayers and hymns each day from the Coptic Orthodox tradition
- Classroom prayers and devotions each day from the Coptic Orthodox tradition
- School Liturgies on a regular basis
- Community Service Projects
- Christian attitudes and behaviour are to be actively encouraged in the classroom and playground.

5 Parents are to actively encourage and support their children fully in the Curriculum as set by the College. This includes the curriculum prescribed by the NESA (NSW Education Standards Authority) with the addition of compulsory courses:

K – Year 12 = Coptic Orthodox Studies (Religion); Coptic Language and Hymns K – 6 (Elective as Yr 8/9/10)

6 Parents and guardians are expected to co-operate with the College in matters of discipline, attendance, completion of homework and the wearing of the Full School Uniform.

7 Parents understand that the Curriculum also includes the following compulsory activities: excursions, carnivals and other events organised by the College.

8 Parents understand that St Mark 's College has designed its Student Management Policy with the aim of using it to teach our children right from wrong and how to live according to the commandments of God. This includes encouraging and rewarding good behaviour and discouraging and punishing bad behaviour.

9 Parents agree to work in partnership with the College and fully support the College's policies relating to student management and discipline, and will at all times encourage their children to obey College rules and accept any consequences that may be given for breaking those rules by any staff member, within the College's Discipline Policy.

10 The College reserves the right to discipline, suspend or expel any student whose attitude or behaviour does not meet with the expectations of the School.

11 Fees are fixed at the lowest level possible level, commensurate with costs of establishing and maintaining good educational standards and facilities.

12 Tuition fees are set by the School Board and are variable at the discretion of the Board.

Fees are charged three times per annum – posted prior to the commencement of term 1 with the Proposed College Fee letter. Fee payment dates are outlined in this letter, and are due and payable in the first week of each of payment period, 1, 2 and 3.

13 Fees in advance + Bond for all new enrolments should be paid within 3 weeks from date of the Letter of Offer.

14 An Activities Levy (K-12) will include costs for camps, school diary, swimming lessons, sport costs, resources and IT fee. Accounts will also include the recommended contribution to the Building Fund. Although voluntary, the School Board encourages the support of parent contributions for the Library and Building Funds which are both Tax Deductible.

15 An administration charge will be imposed on accounts unpaid by the due date at a rate determined from by the School Board.

16 For a student to restart a new term, his or her fees must be paid up to date.

17 Parents are urged to contact the Head of College if it is anticipated that temporary financial difficulty might be experienced.

18 Following initial Application accompanied by Application Fee (\$220) and Interview, an offer for enrolment may be received: parents then must complete enrolment process by forwarding all required Enrolment/Bond/Activities fees as outlined in the Letter of Offer with three (3) weeks of the date as shown in the Letter of Offer.

19 A full term's notice is required in writing to the Head of College if a student is to be withdrawn from the College. If such notice is not given then one term's tuition fees will be charged in lieu of notice.

20 A final statement of fees, following a student's withdrawal, will be sent to those responsible for payment.

**21 For each person paying fees, a 20% sibling discount is allowed on tuition fees for the 2<sup>nd</sup> child, 35% for the 3<sup>rd</sup> child and the 4<sup>th</sup> child is free, after full fees are paid for the 1<sup>st</sup> child. Only one type of discount is available per child.**

22 The College Board delegates to the Head of College all operational authority to approve courses 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 College Board is final, and no correspondence shall be entered into.

23 Parents and Guardians must abide by the Rules and Regulations that govern the College and be responsible for payment of fees and charges by the prescribed times. Continued enrolment is at the sole discretion of the College Board and Head of College.

**24** Waiting List: If a Student on Waiting list for a particular year is informed that position is available: **Option 1** - position is accepted and application process continues with requirement payments prior to commencement; **Option 2** - position is not accepted for varied reasons and parents do not wish to proceed for the applied-for vacancy position. Process stops here and name is withdrawn, noted with withdrawal date/notification reasons etc; Parent may reapply in future with new application process commenced to apply for a new position if one becomes available.

Declaration by Parents or Guardian and Person responsible for payment of fees

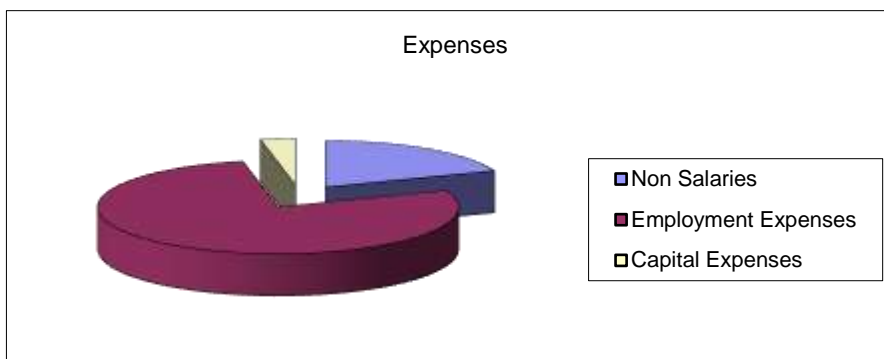
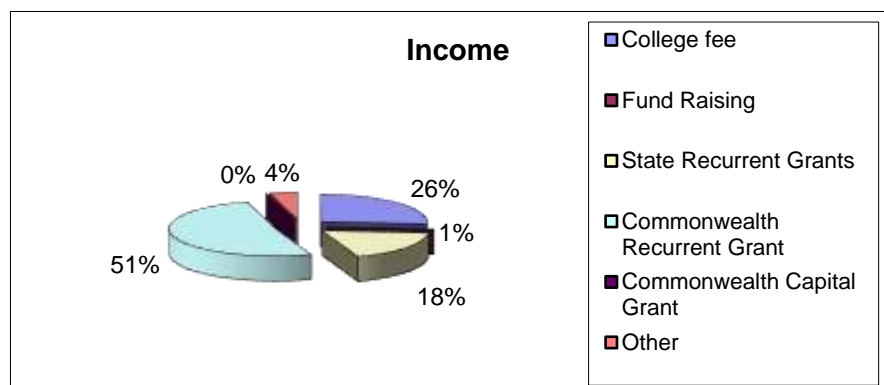
Student's Full Name \_\_\_\_\_ Class / House \_\_\_\_\_

Parents / Guardians

Signatures: 1. \_\_\_\_\_ 2. \_\_\_\_\_ Date: \_\_\_\_\_



## Summary of Financial Information 2018



## About this Report

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

Members contributing information towards this Report included:



Fr George Nakhil	College Chaplain (Pastoral)
Mr A. Tsoutsas	Head of College
Mrs D. Grohala	Dep Head of College (K-12) and Head of Senior School (7-12)
Mr Peter Joseph	Head of Teaching & Learning Yrs. 7 - 12
Mrs S. Nada	Head of Primary
Mr E. Bestawros	Financial Manager

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 subcommittee 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 2019



