

2019

**St Mark's
Coptic Orthodox College**



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

52 Australis Avenue Wattle Grove, NSW 2173

www.stmarks.nsw.edu.au



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

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

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

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

The COPTIC words 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 Coptic Orthodox College is a coeducational K-12 College, established in 1996. The College 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.

The College promotes the Coptic Orthodox Ethos spiritually and pastorally with the majority (normally around 65-70%) predominantly of students with a Coptic Orthodox background, however 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 small privately owner-operated buses 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. Whilst achieving consistently high academic results, as a comprehensive and non-selective school, we face all the same troubles and challenges along with every other school, however the manner with which these are dealt is within the scope of the Coptic Christian ethos and values.

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

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

Our aim is to continue to develop our learning community into a stronger and more supported environment where students' success is supported by the collaborative efforts of knowledgeable teachers who are organised to address the needs of diverse learners and families that share this ethos for the benefit of their children.

We endeavour to address student learning at either levels of the learning spectrum. We offer enrichment K to 12 and cater for limited Special Needs based upon the availability of funding, however in all instances promote a differentiated curriculum within all classes.

About the Board



St Mark's College is governed by the NSW Coptic Education Board which is made up currently of 6 appointed volunteers (appointed May 2020) under the guidance of His Holiness Pope Tawadros II appointing His Eminence Metropolitan Tadros of the Diocese of Port Said as Papal Representative through the Vice Chairman (Dr Medhat Guirgis) & Secretary of the College Board (Mr Mina Hanna). The NSW Coptic Education Board is the governing body for three Coptic Orthodox Colleges (St Mark's Coptic Orthodox College, St Mary and St Mina's Coptic Orthodox College and St Bishoy Coptic Orthodox College 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 2020 NSW Coptic Education Board consists of the following members:

Name	Profession	Position
His Eminence Metropolitan Tadros	Papal Representative	
Dr Medhat Guirgis	Medical Specialist	Vice-Chairman
Mr Mina Hanna	Solicitor	Secretary
Mr Osama Saweires	Chartered Accountant	Board member
Dr Mourad Nosir	Medical Specialist	Board member
Ms Monica Ikladious	Marketing Specialist	Board Member
Dr Mena Salib	Medical Specialist	Board Member

NSW Coptic Schools Board
June 2020

Curriculum Report 2019

Secondary

The state of curriculum In the Secondary school

2019 saw continued improvements in teaching and learning at the College. The College's performances in the HSC exams and NAPLAN tests were incredibly strong and continue to place St Mark's Coptic Orthodox College (SMCOC) as one of the top performing Independent schools in the Sydney South-West region. The results analysis included in the following pages are testament to this. This analysis process is a normal and annual activity that College staff engage in.

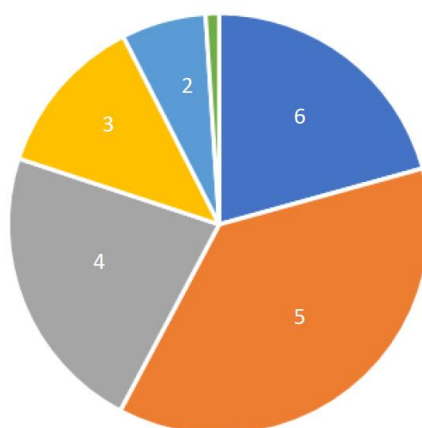
The College' 'Bring Your Own – Chromebook' rollout for Years 7-10 has continued to occur, with vast numbers of students signing up. This increased significantly at the end of 2019 with the announcement that digital textbooks could be purchased if students were signed up to this BYO-C policy. With this rollout, staff have continued to revolutionise their pedagogy to incorporate a use of technology and IT strategies within their lesson design.

In 2019, the College also continued with its implementation of SEQTA, our learning management system. Foundations were laid in this year for the roll out of SEQTA Learn and SEQTA Engage, the student and parent portals, in order to provide a cover page for each course containing key information, in addition to the release of assessment results.

HSC Analysis Overview

- 2019 College NSW Rank: 69 / 800+ (improvement from 78 in 2018)
- 7 HSC All-rounders (Band 6 in every subject)
- Top ATAR: 99.9
- 32nd in NSW for English Advanced & English Extension 1
- 17th in NSW for Mathematics Advanced, Extension 1 & Extension 2
- Recognised as being one of the high performing independent schools in NSW

HSC Band Distribution:



■ Band 6 / E4 ■ Band 5 / E3 ■ Band 4 ■ Band 3 ■ Band 2 ■ Band 1

Analysis of bands:

- 309 / 386 HSC scores were in Bands 4, 5 or 6 (80%)
- The aggregate of Band 6 results was higher than the combined aggregate of Bands 1, 2 and 3

School Group Statistics – HSC Examination

Course Name	Exam Mean	State Exam Mean	Z-Score	School/State Variation
Biology 2 unit	78.22	71.93	0.5	6.29
Business Studies 2 unit	73.95	72.18	0.13	1.77
Chemistry 2 unit	81.69	75.38	0.46	6.31
Drama 2 unit	74.03	78.31	-0.45	-4.28
Economics 2 unit	73.11	77.34	-0.35	-4.23
English Advanced 2 unit	86.66	80.73	0.72	5.93
English Extension 1 1 unit	43	41.68	0.28	1.32
English Standard 2 unit	73.58	69.16	0.48	4.42
Legal Studies 2 unit	70.59	73.66	-0.21	-3.07
Mathematics Extension 1 2 unit	89.31	79.98	0.57	9.33
Mathematics Extension 2 2 unit	87.85	81.59	0.46	6.26
Mathematics Standard 2 2 unit	70.95	70.68	0.02	0.27
Mathematics 2 unit	85.09	78.01	0.53	7.08
Modern History 2 unit	80.25	73.44	0.48	6.81
PDHPE	72.36	72.57	-0.02	-0.21
Physics 2 unit	80.49	73.2	0.53	7.29
Studies of Religion I 1 unit	40.18	38.24	0.37	1.94
Studies of Religion II 2 unit	72.61	76.58	-0.37	-3.97
Visual Arts 2 unit	87.1	80.77	0.7	6.33

Course by Course Analysis of the 2019 HSC Results



2019 HSC Results Analysis

Course: **English 1**

Report completed by: Magy Bestawros

Snapshot Statistics

Number of students in the course: 3

Top HSC Examination result: 47/50

Bottom HSC Examination result: 41/50

Seq	Course	Name	Source	Sex		E1	E2	E3	E4	Total	E1	E2	E3	E4	Total
1	15160	English Extension 1	School		remove	0	0	2	1	3	0.00	0.00	66.66	33.33	100%
2	15160	English Extension 1	State			7	197	2092	1194	3490	0.20	5.64	59.94	34.21	100%

1. Overall Summary: School Group Statistics

Students included	School Moderated Assessment Mean	School Assessment Mean	School Examination Mean	State Examination Mean	School vs State Differential	Z-Score
3	43.03	42.00	43.00	41.68	1.32	0.48

Summative interpretation of results

The school performed above the state examination mean. This solidifies the exceptional teaching and learning that takes place within this course. Additionally, this result needs to be viewed with the lens that we are not a selective school and thus take in students into this rigorous course who are NESB, who don't have the natural knack for English capabilities. Also, it is important to note that the school assessment mean was moderated by NESA upwards, suggesting that as a collective group, all students performed exceptionally well – highlighting the teaching to the middle, not just to the top or bottom end. Furthermore, the moderated school mean reflects a rigorous internal assessment schedule and task, whereby students are challenged to meet the relevant outcomes of the course, in turn preparing them at a level higher than the final HSC written examination.

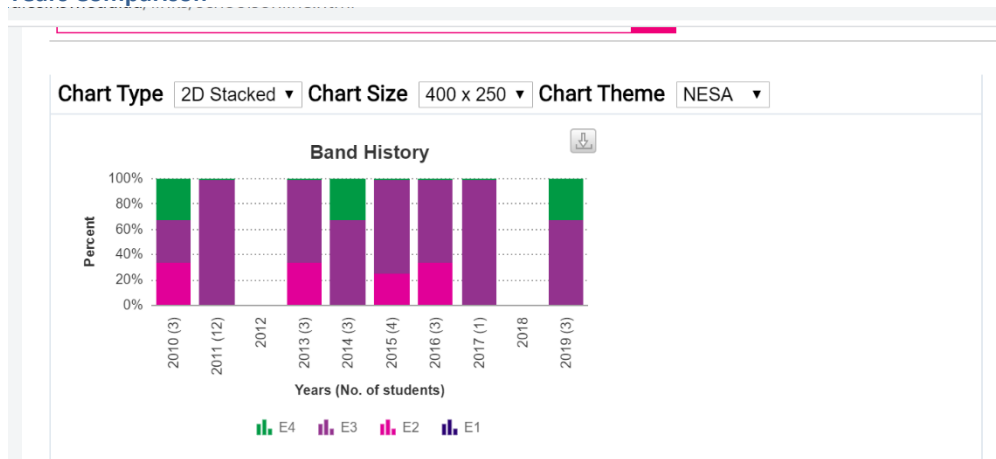
Course Band Performance

Seq	Course	Name	Source	Sex		E1	E2	E3	E4	Total	E1	E2	E3	E4	Total
1	15160	English Extension 1	School		remove	0	0	2	1	3	0.00	0.00	66.66	33.33	100%
2	15160	English Extension 1	State			7	197	2092	1194	3490	0.20	5.64	59.94	34.21	100%

Summative interpretation of the Course Band Performance results

The data presents an extraordinary achievement, whereby 100% of the cohort achieved the highest two bands in the course. In this way, it is made prevalent that the programming, school assessment, school teaching and all that is encompassed with facilitating and teaching the HSC course content and skills is completed with expertise and evident success. These quantitative results suggest a continued tangible increase in student understanding and their ability to express this understanding effectively through written formats.

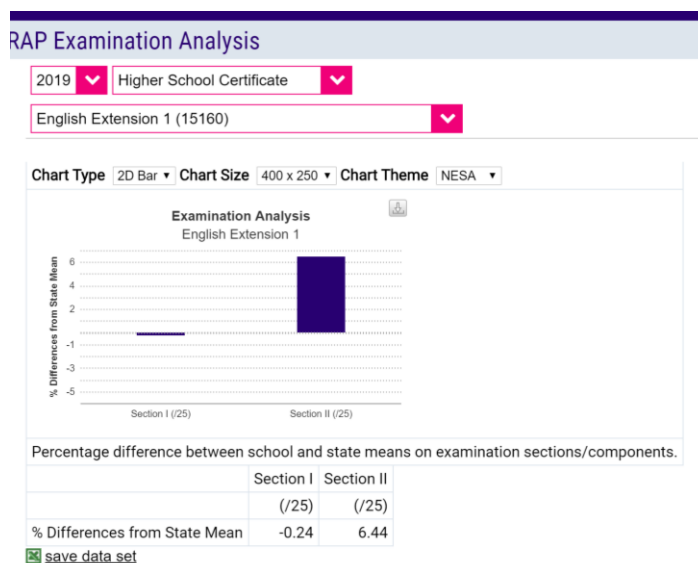
2. Years Comparison



Summative interpretation of the Years Comparison

The Years comparison reveals the ability and potential that our students (predominant NESB) have in achieving the high bands in English Extension I. The school performed at its best in 2019 since 2014; and this is again a testament to the effort and expert mentorship that is offered within this course.

Components Report



The components report reveals exceptional student performance across Section II of the examination. The SMC cohort performed 6.44% above the state mean, cementing the expert guidance and mentorship in developing conceptual and creative pieces. However, the Section I data reveals student lack of understanding and familiarisation with this type of question. However, upon close inspection this type of question was never before seen, nor presented in prior exams. Moving forward, we will expose students to a continued variety of HSC style questions.



2019 HSC Results Analysis

Course: **Advanced English**

Report completed by: Magy Bestawros

Snapshot Statistics

Number of students in the course: 40

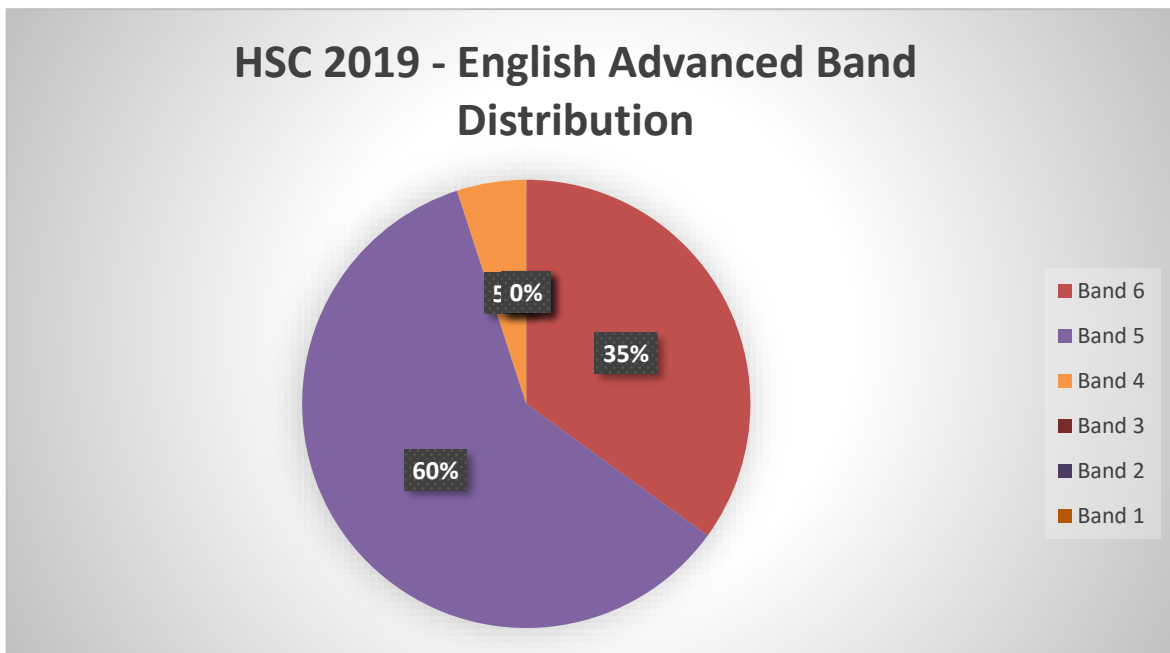
Top HSC Examination result: 96%

Bottom HSC Examination result: 75%

1. Overall Summary: School Group Statistics

Students included	School Moderated Assessment Mean	School Assessment Mean	School Examination Mean	State Examination Mean	School vs State Differential	Z-Score
40	86.89	83.25	86.66	80.73	5.93	0.73

Summative interpretation of results

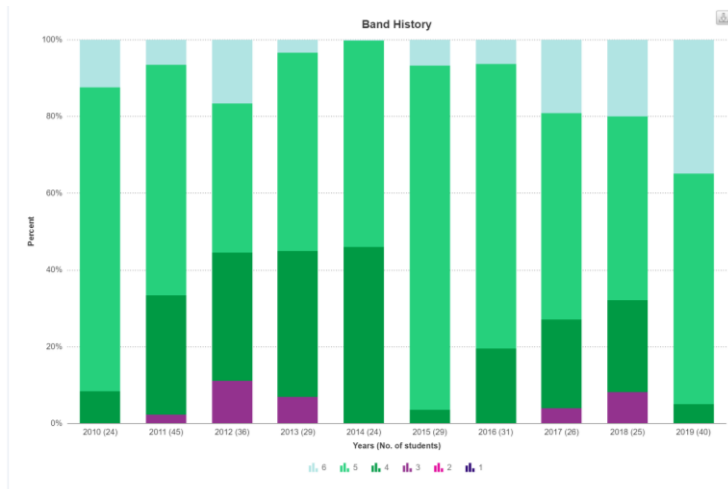


The school performed 7% above the state examination mean. This solidifies the exceptional teaching and learning that takes place within this course. Additionally, this result needs to be viewed with the lens that we are not a selective school and thus take in students into this rigorous course who are NESB, who don't have the natural knack for English capabilities. Also, it is important to note that the school assessment mean was moderated by NESA upwards, suggesting that as a collective group, all students performed exceptionally well – highlighting the teaching to the middle, not just to the top or bottom end. Furthermore, the moderated school mean reflects a rigorous internal assessment schedule and task, whereby students are challenged to meet the relevant outcomes of the course, in turn preparing them at a level higher than the final HSC written examination.

Summative interpretation of the Course Band Performance results

The data presents an extraordinary achievement, whereby 85% of the Advanced cohort achieved the highest possible bands within this course. In this way, it is made prevalent that the programming, school assessment, school teaching and all that is encompassed with facilitating and teaching the HSC course content and skills is completed with expertise and evident success. These quantitative results, suggest a continued tangible increase in student understanding and their ability to express this understanding effectively through written formats. In light of previous band history results, in addition to the new 2019 HSC syllabus, the 2019 results suggest a strategic and well organised approach to our programming and assessment creation. Additionally, the inclusion of the two week assessment marking and feedback turn around, has ensured students receive their task results in a timely matter – whereby the consistent feedback allows for students the time to continually refine their responses. Furthermore, the inclusion of 5 holiday lessons, allowed the HSC style examination questions to be practiced and deconstructed. The extent of Teacher expertise is evident in the student predictions that were discussed within faculty meetings early on (predicted 14 and 14 were received). Additionally, the Faculty prides itself on the careful and judicious decision making that takes place as a team, when composing internal HSC assessment tasks. The faculty has a belief that all tasks should work as part of a whole entity, whereby each task will seek to assess an aspect of the final HSC written examination, this has proven successful. Additionally, the faculty is proud to provide a detailed HSC Assessment booklet at the beginning of the HSC academic year, this allows students the autonomy to prepare and plan for all their tasks in advance. Lastly, being a non selective school, and the inability to force students out of the course, the band data reveals that our teaching in this course allowed for the understanding of differentiated student spectrum and our ability to employ a range of pedagogical approaches to cater for all students, evident in no student receiving a band less than 4.

2. Years Comparison



Summative interpretation of the Years Comparison

The Years comparison reveals the ability and potential that our students (predominant NESB) have in achieving the high bands in Advanced English. Additionally, the Years Comparison is a testimony to the effective leading and management taking place within our new team (est. 2017). The decision to rehaul the pre-existing English Department, is presented as having a positive drastic change to the shift in HSC results moving towards a higher percentage accessing the top bands. Moreover, this change can be attributed to the effective leadership and new team – as they have consistently been on the rise since 2017.

3. Components Report

The item analysis is indicative of the sound student results across all modules. Of special mention, over 50% of Advanced students achieved 17 or higher out of 20 in the Common Module extended response. Our strongest performing module was Module B – Critical Study of Text, whereby 62.5% of the candidates achieved 17/20 or higher. This result is exceptional, especially in the predominately hardest module. However, upon reflection, whilst still a strong performance, Module A – needs some refinement. This can be attributed to being the first module taught, and thus drawing back on revision may be useful. Overall, the item analysis will be used to refine programming, however the strong performance across all modules is indicative of effective teaching and learning,

4. Student Outliers

Within this course, 17 students received their highest HSC mark in this course. This result is a phenomenal statistic revealing that not only is our teaching expertise able to garner positive results, but the teaching and all that is encompassed within that word, is able to motivate and inspire students within the course to far exceed their own capabilities. Additionally, considering English is a compulsory subject, and not one they have selected – highlights the skilful ability for the course teachers to inspire, motivate and cultivate the skills within each student to its fullest potential. Only ONE outlier has been identified within this course, whereby English was his lowest mark. This student, was advised on three separate occasions including parental communication to change to the Standard English course. The recommendation was not taken on board, and unfortunately his expression and literacy weaknesses, saw him struggle within this rigorous course. This has been accounted for in future refinement, through explaining to parents the medium mark of the Advanced Course, such that the statistical data works to empower them with credible knowledge to make better informed decisions, within a partnership with the College.

Additional Information:

- 5. I am proud of the 2 information evenings that the English team were part of, including a post HSC Trial session. This allowed parents ongoing communication with the Faculty, even till the last minute; whereby a study timetable and deconstruction of the English course spread across the last remaining weeks of study, was issued. This equipped both the parent and student with the motivation and ability to keep at it till the final exam. This drew both anecdotal and evident quantitative results. Additionally, the Faculty is proud of the implementation of learning experiences beyond the classroom. Year 12 attended two excursions, including a live production of their HSC text, *The Crucible*, and the ETA HSC seminar day at Sydney University. Moreover, the implementation of a rigorous feedback cycle, has been a cornerstone to our continued success. The areas of improvement, come in the way of developing more staff in the Faculty to excel in Stage 6 English, such that it is not solely reliant on two staff, this will allow those staff continually on Stage 6 to be placed on junior years and thus elevate the level from Stage 4 onwards.*



2019 HSC Results Analysis

Course: Standard English

Report completed by: Magy Bestawros

Snapshot Statistics

Number of students in the course: 34

Top HSC Examination result: 88%

Bottom HSC Examination result: 27%

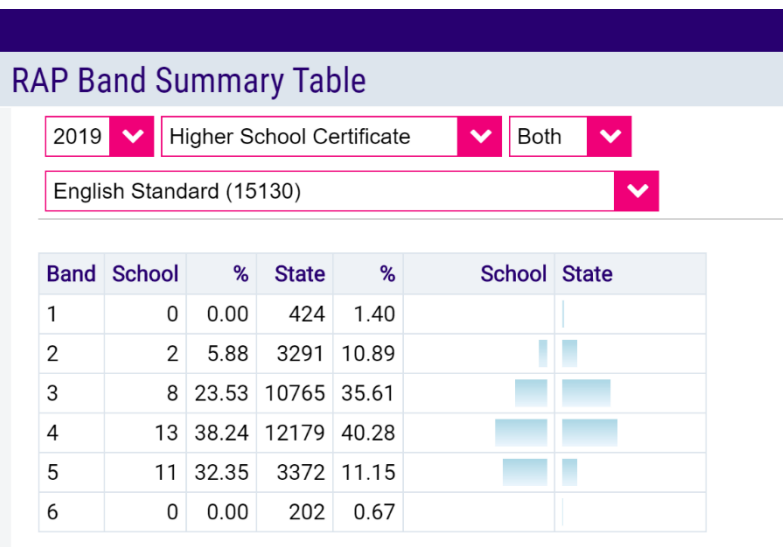
1. Overall Summary: School Group Statistics

Students included	School Moderated Assessment Mean	School Assessment Mean	School Examination Mean	State Examination Mean	School vs State Differential	Z-Score
34	73.61	67.32	73.58	69.16	4.42	0.48

Summative interpretation of results

The school performed 4.5% above the state examination mean. This solidifies the exceptional teaching and learning that takes place within this course. Additionally, this result needs to be viewed with the lens that we are not a selective school and thus take in students into this rigorous course who are NESB, who don't have the natural knack for English capabilities. Also, it is important to note that the school assessment mean was moderated by NESA upwards, suggesting that as a collective group, all students performed exceptionally well – highlighting the teaching to the middle, not just to the top or bottom end. Furthermore, the moderated school mean reflects a rigorous internal assessment schedule and task, whereby students are challenged to meet the relevant outcomes of the course, in turn preparing them at a level higher than the final HSC written examination. Furthermore, 6 students were identified as English Studies candidates, however, due to the inability to offer this course – the results of these students reflect and solidify the exceptional value added that was garnered amongst a difficult clientele.

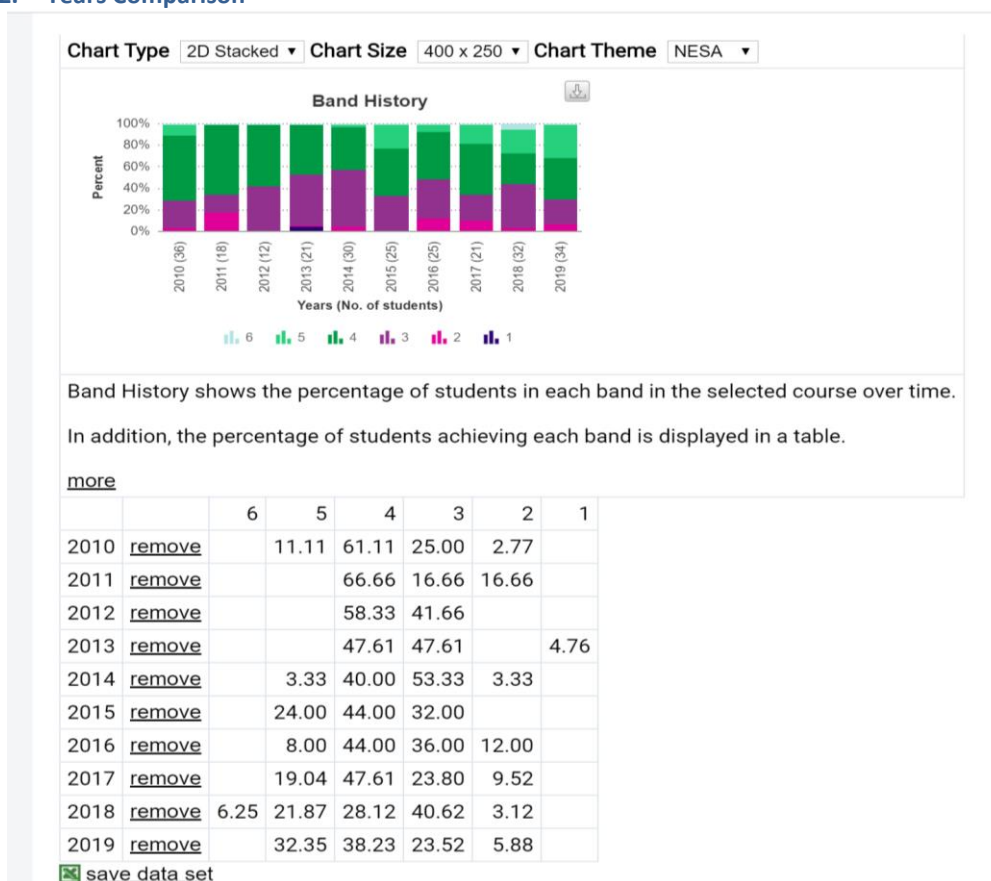
Course Band Performance



Summative interpretation of the Course Band Performance results

The data presents an extraordinary achievement, whereby 70% of the Standard cohort achieved a band 4 or higher in this course. In this way, it is made prevalent that the programming, school assessment, school teaching and all that is encompassed with facilitating and teaching the HSC course content and skills is completed with expertise and evident success. These quantitative results suggest a continued tangible increase in student understanding and their ability to express this understanding effectively through written formats. Additionally, it's worth noting that only 11% of the state achieve a band 5 in Standard English, yet St Mark's achieved 33% band 5's. This is three times the state average, and suggests a strategic and well organised approach to our programming and assessment creation post 2018 Syllabus change. Additionally, the inclusion of the two week assessment marking and feedback turn around, has ensured students receive their task results in a timely matter – whereby the consistent feedback allows for students the time to continually refine their responses. Furthermore, the inclusion of 5 holiday lessons, allowed the HSC style examination questions to be practiced and deconstructed. Additionally, the Faculty prides itself on the careful and judicious decision making that takes place as a team, when composing internal HSC assessment tasks. The faculty has a belief that all tasks should work as part of a whole entity, whereby each task will seek to assess an aspect of the final HSC written examination, this has proven successful. Additionally, the faculty is proud to provide a detailed HSC Assessment booklet at the beginning of the HSC academic year, this allows students the autonomy to prepare and plan for all their tasks in advance.

2. Years Comparison

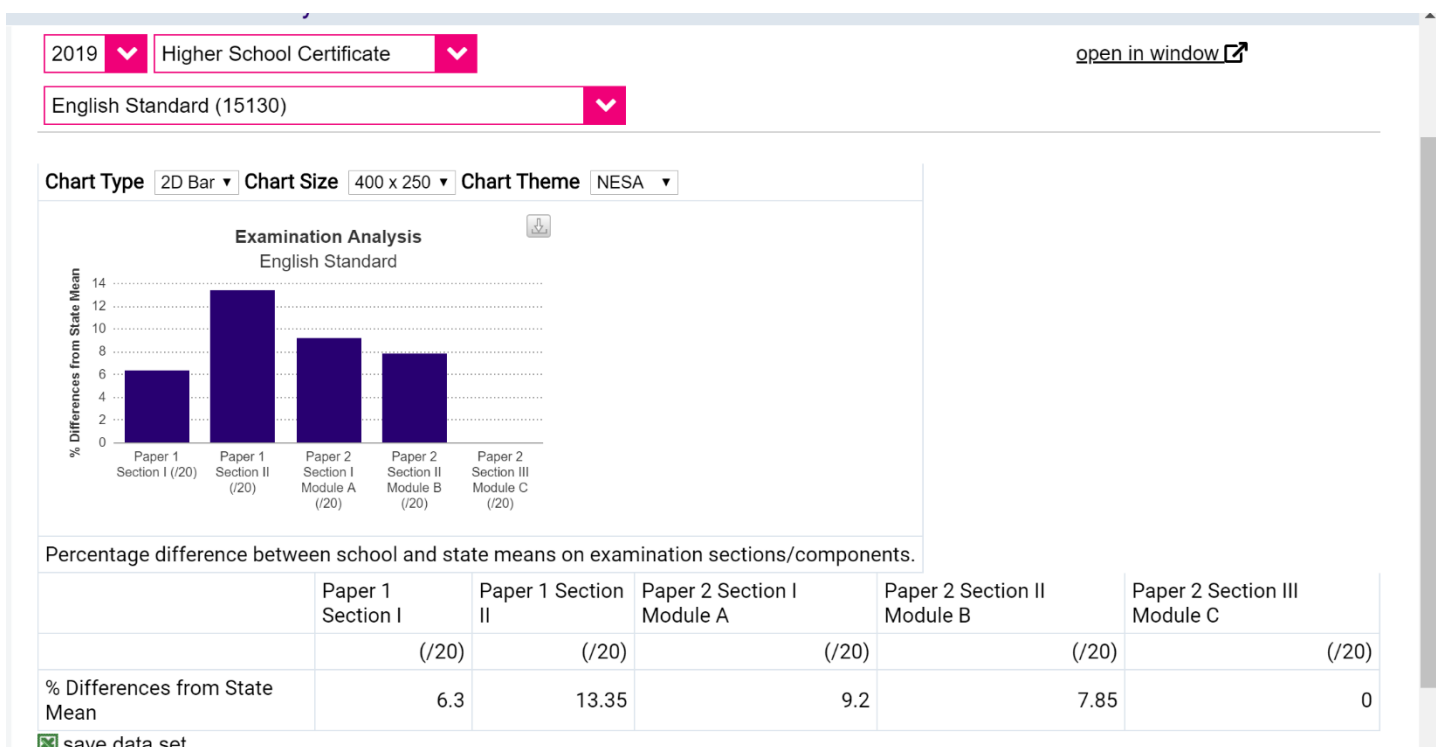


Summative interpretation of the Years Comparison

The Years comparison reveals the ability and potential that our students (predominant NESB) have in achieving the high bands in Standard English. Additionally, the Years Comparison is a testimony to the effective leading and management taking place within our new team (est. 2017). The decision to overhaul the pre-existing English Department, is presented as having a positive drastic change to the shift in HSC results moving towards a higher percentage accessing the top bands. Of worth noting, since 2017 the reduction of students achieving the lower bands (band 2 and 3) has been drastically reduced. Additionally in 2010,2011, 2012, 2013 The school did not achieve any band 5s or 6s in this course. In 2019, Our team were successful in achieving over 70% within this course accessing Band 4 or above. Once again this cements the teams expertise not just in Advanced English but also across what are traditionally harder courses in seeing achievement. Moreover, this reflects our range of pedagogical approaches, across differentiated student capabilities.

3. Components Report

The components report reveals exceptional student performance across both the Common Module examination and Paper Two. The Standard English SMC candidates, performed above the state mean in all examination components – bar Module C. Of exceptional performance is the Common Module – Section II Essay, whereby the Standard cohort achieved 13.35% above the state mean. However, whilst the components report cements the student understanding and access to relevant resources across all modules, the analysis does reveal a need for our team to work on Craft of Writing as we remained on the state mean. This module is significantly harder, requiring the highest order thinking skill, that is, composition. Moving forward, The Craft of Writing will be embedded throughout the course, and not just left as a standalone. Additionally, the



inclusion of the various forms of writing across stage 4 and 5, will help to curb this.

4. I am proud of the 2 information evenings that the English team were part of, including a post HSC Trial session. This allowed parents ongoing communication with the Faculty, even till the last minute; whereby a study timetable and deconstruction of the English course spread across the last remaining weeks of study, was issued. This equipped both the parent and student with the motivation and ability to keep at it till the final exam. This drew both anecdotal and evident quantitative results. Additionally, the Faculty is proud of the implementation of learning experiences beyond the classroom. Year 12 attended two excursions, including a live production of their HSC text, *The Crucible*, and the ETA HSC seminar day at Sydney University. Moreover, the implementation of a rigorous feedback cycle, has been a cornerstone to our continued success. The areas of improvement, come in the way of developing more staff in the Faculty to excel in Stage 6 English, such that it is not solely reliant on two staff, this will allow those staff continually on Stage 6 to be placed on junior years and thus elevate the level from Stage 4 onwards.



2019 HSC Results Analysis

Course: **Drama**

Report completed by: Amanda Saleh

Snapshot Statistics

Number of students in the class: 7

Top HSC Examination result: 80

Bottom HSC Examination result: 67

1. Impressions of the HSC Examination

The HSC examination for Drama was quite challenging. The essay in Section Two forced students to focus on a minor character in the set text which would have thrown students off. This was unprecedented as most of the past HSC examination questions are often quite broad allowing students to select a character or theme of their choice to focus on. This question required students to be specific in their answer limiting their ability to focus on the more obvious themes and characters within the play.

2. Summary of Results

The examination mean was -4.28 off the state average. This means I will need to focus on extending the top end of the class and pushing the bottom end in order to improve the results of the class. One student achieved their highest examination mark in Drama.

3. Teaching vs examination comparison

I have already started teaching students strategies that will allow them to break each text down in order to include minor and major characters. Students are exploring themes and issues theoretically and experientially in order provide a more holistic response.

4. Assessment Evaluation

A significant change that been implemented for 2020 is the inclusion of essay questions that focus on specific aspects within the rubric to allow students to perform better in their examination. This will allow 2020 students to practise the skills needed to perform for this type of question.

5. Final judgement

I am satisfied with the class' performance. There was significant growth there for a number of students who struggled with internal HSC assessments.

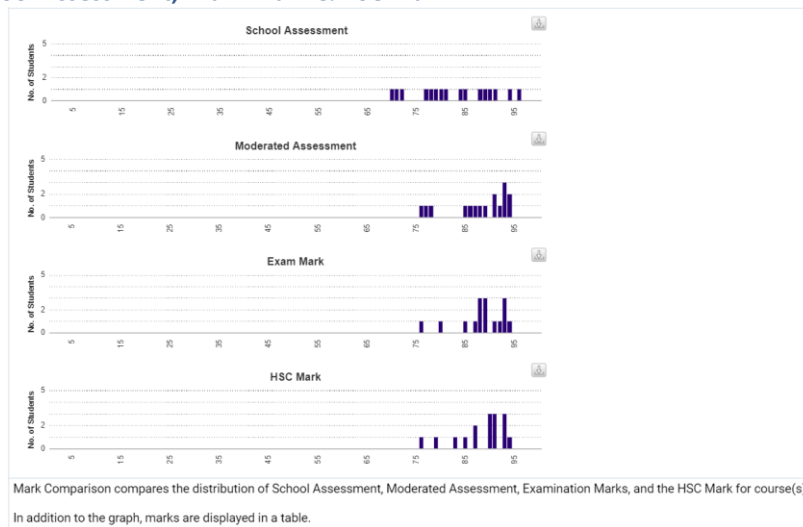


2019 HSC Results Analysis
Course: Mathematics Extension 2
 Report completed by: Wagdy Micheal

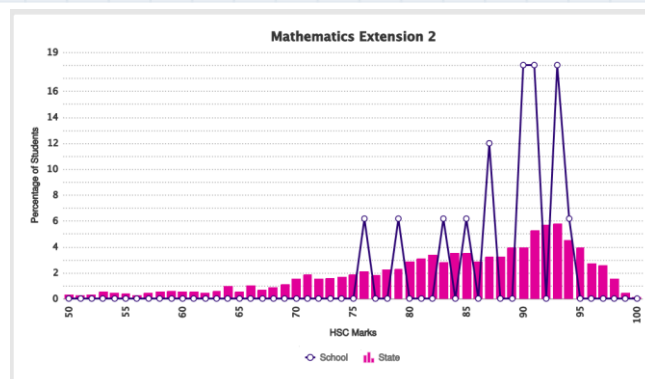
Course Name	No. of Students	School Average	State Average	School vs State Variation	Highest HSC Mark
Mathematics Ext 2	16	87.85	81.59	6.26	94
Mathematics Ext 1	25	89.31	79.98	9.33	97
Mathematics	27	85.09	78.01	7.08	98
Mathematics Standard 2	24	70.95	70.68	0.27	91

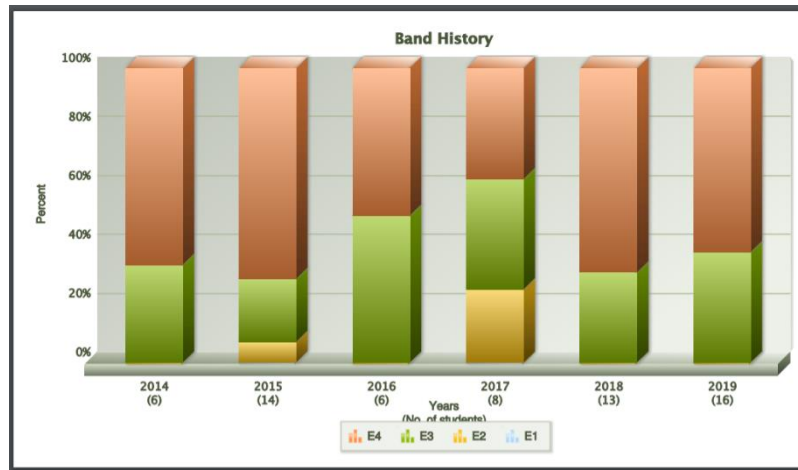
Students have performed well in HSC Mathematics Ext 2. The school average (87.85) while the state average (81.59), it has been the case on a number of years throughout St Mark's history in Mathematics Ext 2. There were 16 students who completed HSC Mathematics Ext 2 in 2019. 10 students, were able to attain a Band E4, which represented 62.5 % of the class compared to the state figure of 35.64%. The remaining Six students attained (E3), which represented 37.50 % of the class compared to the state figure of 50.12%. Sixteen students out of total of Sixteen achieved in the highest two Bands E4 & E3, which represented 100% of the class compared to the state figure of 85.86%. Out of the 16 students who sat the Mathematics Ext 2 HSC Examinations, 13 of them were accelerants, 8 of them achieved Band E4.

Comparison of School Assessment, Exam Mark & HSC Mark



Set Name	70	71	72	76	77	78	79	80	81	83	84	85	86	87	88	89	90	91	92	93	94	96
School Assessment	1	1	1	0	1	1	1	1	1	0	1	1	0	0	1	1	1	1	0	0	1	1
Moderated Assessment	0	0	0	1	1	1	0	0	0	0	0	1	1	1	1	1	0	2	1	3	2	0
Exam Mark	0	0	0	1	0	0	0	1	0	0	0	1	0	1	3	3	0	1	1	3	1	0
HSC Mark	0	0	0	1	0	0	1	0	0	1	0	1	0	2	0	0	3	3	0	3	1	0



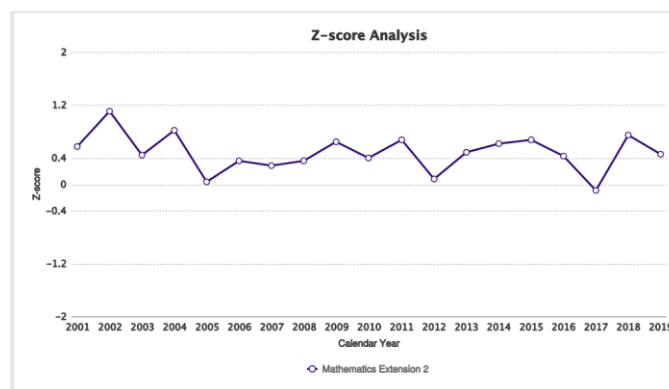


Band	School	School %	State	State %
E1	0	0	94	2.99
E2	0	0	347	11.06
E3	6	37.5	1572	50.12
E4	10	62.5	1121	35.74

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 Table and graph below.

HSC Mathematics Ext 2 Marks 2006-2019

Mathematics Ext 2 Marks	06	07	08	09	10	11	12	13	14	15	16	17	18	19
Total Number of Students	12	9	15	14	20	12	17	14	6	14	6	8	13	16
No. of Students with Band E4	4	3	8	9	13	9	3	8	4	10	3	3	9	10
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	62.5
No. of Students with Band E3	8	5	7	5	6	3	13	6	2	3	3	3	4	6
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	37.5
No. of Students with Band E2	0	1	0	0	1	0	1	0	0	1	0	2	0	0
No. of Students with Band E2 (%)	0	11	0	0	5	0	5.9	0	0	7.1	0	25	0	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	87.85
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	81.59



From the above information, it can be seen very clearly that the Z- score is again higher than the State average.



2019 HSC Results Analysis

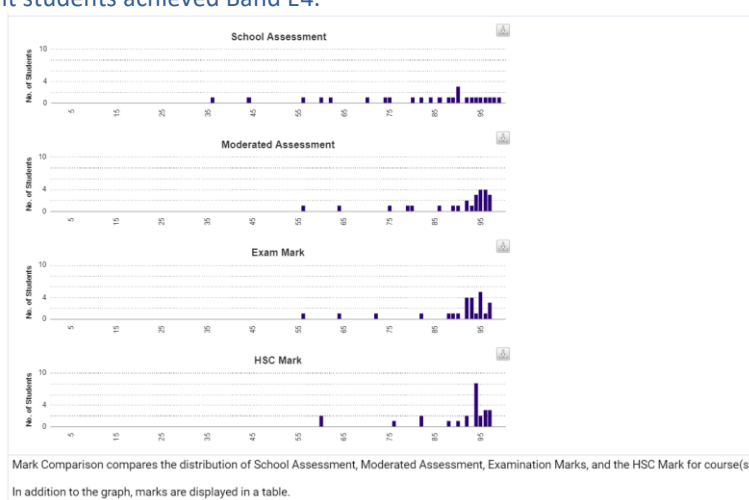
Course: **Mathematics Extension 1**

Report completed by: Wagdy Micheal

Students have continued to perform well in HSC Mathematics Ext 1. The school average (89.31%) continues to outperform the state average (79.98%), as it has throughout St Mark's history in Mathematics Ext 1. There were 25 students who completed HSC Mathematics Ext 1 in 2019. 18 students, were able to attain a Band E4, which represented 72 % of the class compared to the state figure of 39.03%. We also had 5 students were able to attain a Band E3, which represented 20% of the class compared to the state figure of 41.08%. We also had 2 students were able to attain a Band E2, which represented 8% of the class compared to the state figure of 15.34%.

23 students out of total of **25** achieved in the highest two Bands **E4 & E3**, which represented 92% of the class compared to the state figure of 80.11%.

Out of the **25** students who sat the Mathematics Ext 1 HSC Examinations, 15 of them were accelerants and **14** of the Accelerant students achieved Band E4.



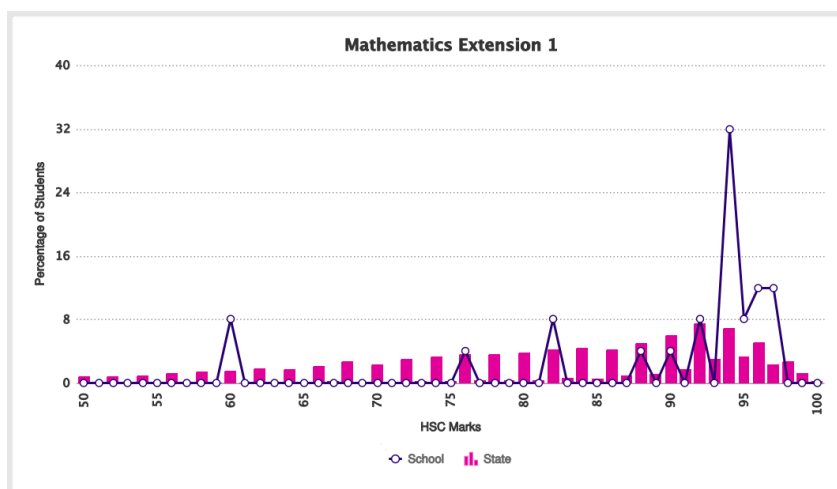
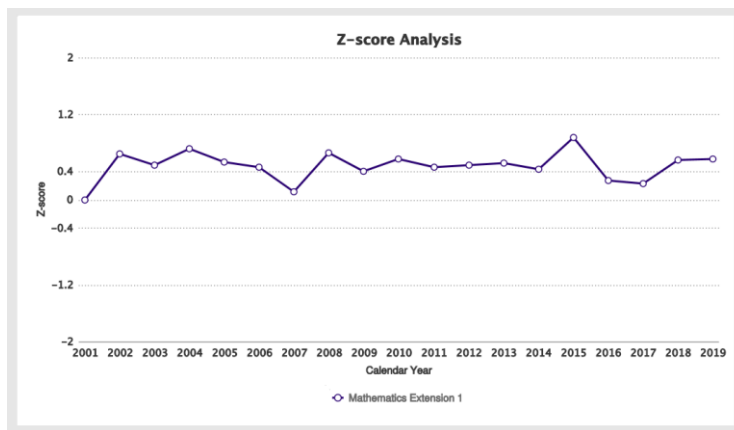
Set Name	36	44	56	60	62	64	70	72	74	75	76	79	80	82	84	86	88	89	90	92	93	94	95	96	97	98	99
School Assessment	1	1	1	1	1	0	1	0	1	1	0	0	1	1	1	1	1	1	3	1	1	1	1	1	1	1	1
Moderated Assessment	0	0	1	0	0	1	0	0	0	1	0	1	1	0	0	1	0	1	1	2	1	3	4	4	3	0	0
Exam Mark	0	0	1	0	0	1	0	1	0	0	0	0	0	1	0	0	1	1	1	4	4	1	5	1	3	0	0
HSC Mark	0	0	0	2	0	0	0	0	0	0	1	0	0	2	0	0	1	0	1	2	0	8	2	3	3	0	0

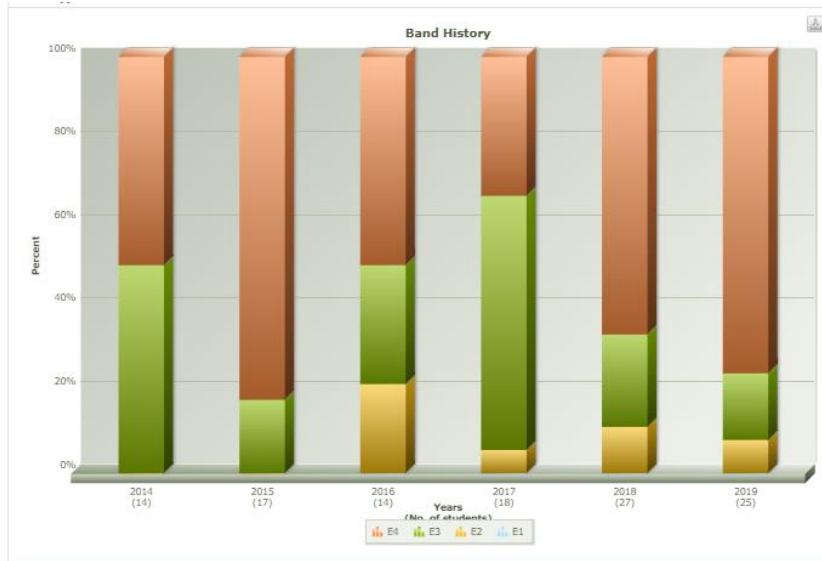
Band	School	School %	State	State %
E1	0	0	386	4.36
E2	2	8	1357	15.34
E3	5	20	3634	41.08
E4	18	72	3453	39.03

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

The results are compared to the last 14 years in Table below.

Mathematics Ext 1 Marks	06	07	08	09	10	11	12	13	14	15	16	17	18	19
Total Number of Students	20	26	34	32	36	28	18	23	14	17	14	18	27	25
No. of Students with Band E4	7	11	23	15	28	15	11	13	7	14	7	6	18	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	72
No. of Students with Band E3	11	8	11	14	6	13	7	9	7	3	4	11	6	5
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	20
No. of Students with Band E2	2	7	0	2	2	0	0	1	0	0	3	1	3	2
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	8
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	89.31
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	79.98



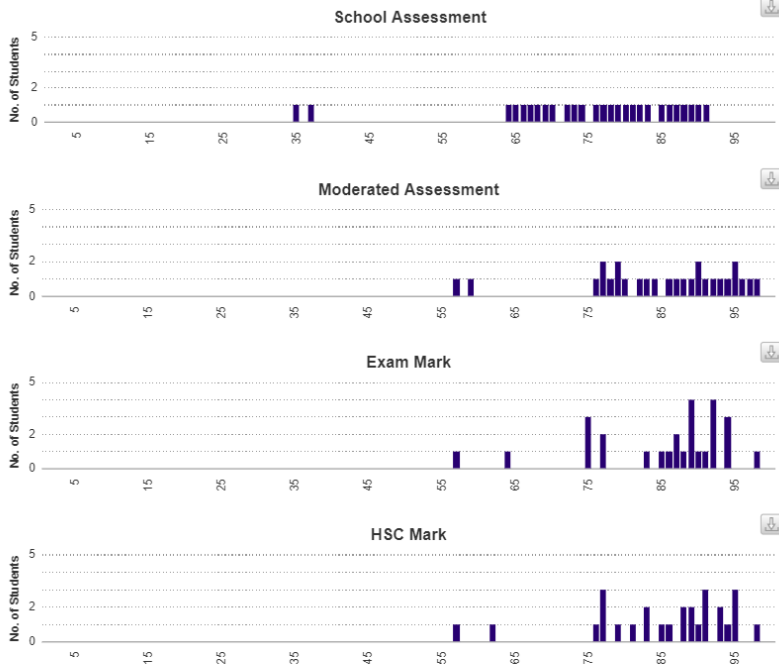


		2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018
Mathematics Extension 2	remove	0.57	1.11	0.44	0.81	0.03	0.36	0.28	0.35	0.64	0.40	0.67	0.08	0.48	0.62	0.67	0.43	-0.09	0.74
No. of candidates		1	1	5	7	9	12	9	15	14	20	12	17	14	6	14	6	8	13
Mathematics Extension 1	remove	-0.01	0.64	0.49	0.72	0.52	0.45	0.11	0.66	0.40	0.57	0.45	0.48	0.51	0.42	0.87	0.27	0.22	0.56
No. of candidates		8	4	12	17	12	20	26	34	31	36	28	18	23	14	17	14	18	27



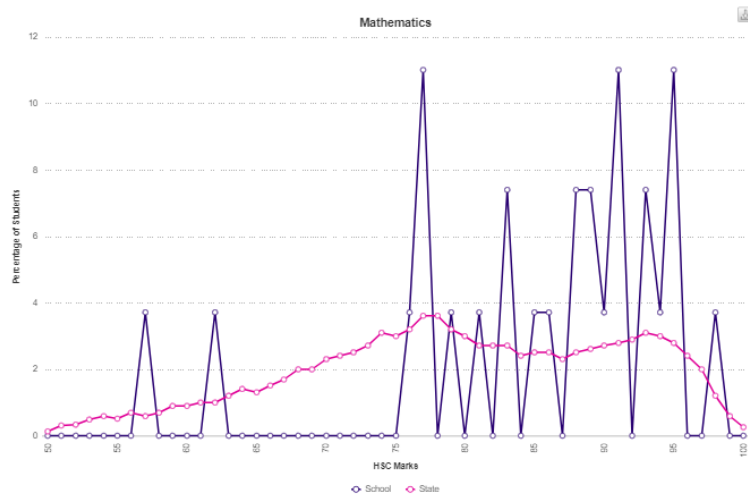
2019 HSC Results Analysis
Course: Mathematics Advanced
 Report completed by: Wagdy Micheal

Students have continued to perform well in HSC Mathematics. The school average (85.09%) continues to outperform the state average (78.01), as it has throughout St Mark's history in Mathematics. There were 27 students who completed HSC Mathematics Course in 2019. Eleven students were able to attain a Band 6, which represented 40.74% of the class compared to the state figure of 23.51%. We also had 9 students were able to attain a Band 5, which represented 33.33 % of the class compared to the state figure of 225.67%. Also 5 students were able to attain a Band 4, which represented 18.51% of the class compared to the state figure of 29.16%. Also 1 student was able to attain a Band 3, which represented 3.7% of the class compared to the state figure of 13.83%. Also 1 student was able to attain a Band 2, which represented 3.7% of the class compared to the state figure of 4.99%. Twenty students out of total of 27 achieved in the highest two Bands 6 & 5, which represented 74.07% of the class compared to the state figure of 49.18%. Out of the 27 students who sat the Mathematics Examinations, 5 of them were accelerants. 2 of these accelerated students achieved Band 6.



Mark Comparison compares the distribution of School Assessment, Moderated Assessment, Examination Marks, and the HSC Mark for course(s). In addition to the graph, marks are displayed in a table.

Set Name	35	37	57	59	62	64	65	66	67	68	69	70	72	73	74	75	76	77	78	79	80	81	82	83	84	85	86	87	88	89	90	91	92	93	94	95	96	97	98
School Assessment	1	1	0	0	0	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	0	0	0	0	0	0	0	
Moderated Assessment	0	0	1	1	0	0	0	0	0	0	0	0	0	0	0	0	1	2	1	2	1	0	1	1	1	0	1	1	1	1	1	2	1	1	1	1	2	1	1
Exam Mark	0	0	1	0	0	1	0	0	0	0	0	0	0	0	0	3	0	2	0	0	0	0	0	1	0	1	1	2	1	4	1	1	4	0	3	0	0	0	1
HSC Mark	0	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	1	3	0	1	0	1	0	2	0	1	1	0	2	2	1	3	0	2	1	3	0	0	1



State vs School Mark Distribution compares the HSC Mark distribution of a particular course at both school and state level. The percentage of students in the state on an individual HSC mark is shown by hovering over the graph.

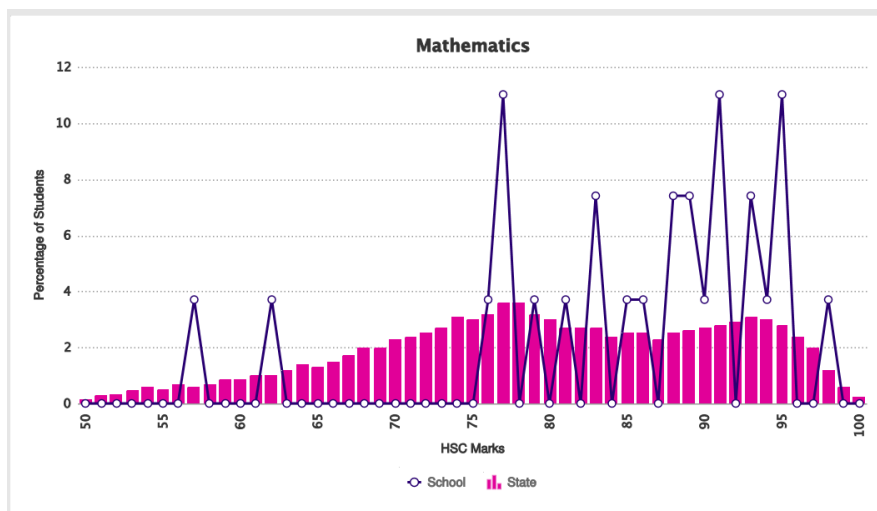
School	50	51	52	53	54	55	56	57	58	59	60	61	62	63	64	65	66	67	68	69	70	71	72	73	74	75	76	77	78	79	80	81	82	83	84	85	86	87	88	89	90	91	92	93	94	95	96	97	98	99	100
State	22	50	54	82	98	83	113	99	117	149	150	170	175	209	236	219	253	294	352	344	391	419	427	467	528	518	550	613	608	540	505	457	467	466	413	435	435	388	436	453	467	478	498	525	514	487	414	339	216	99	43

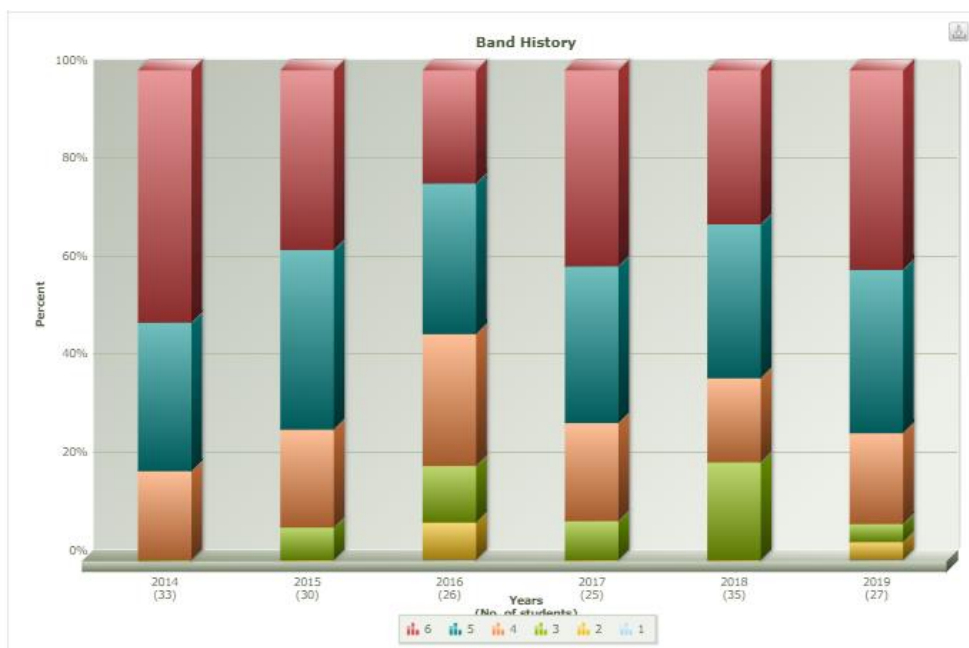
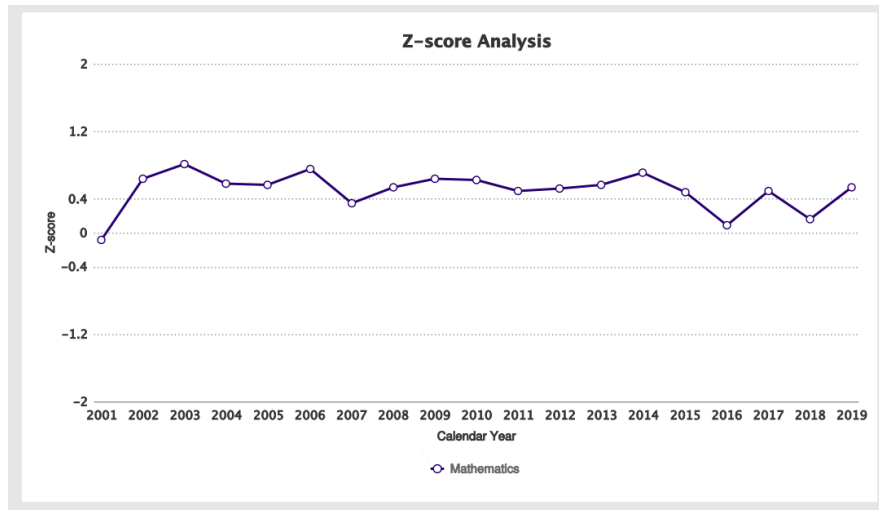
Band	School	School %	State	State %
1	0	0	447	2.57
2	1	3.7	867	4.99
3	1	3.7	2401	13.83
4	5	18.51	5061	29.16
5	9	33.33	4455	25.67
6	11	40.74	4080	23.51

From the tables and graphs above you can see that the school achieved above the State in the top three bands. The exam itself seemed quite a good paper for the capable 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 their good results. Some of our students achieved higher results in the HSC than the School Assessments due to the fact that students after the Trials spend more time and put 100% effort to improve their results which The Mathematics Faculty will address this issue in 2020 and the future.

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

Mathematics Marks	06	07	08	09	10	11	12	13	14	15	16	17	18	19
Total Number of Students	27	41	44	35	42	33	22	20	33	30	26	25	35	27
No. of Students with Band 6	10	9	17	11	19	12	9	10	17	11	6	10	10	11
No. of Students with Band 6 (%)	37	22	39	31	45	36	40.9	50	51.5	36.66	23.07	40	28.57	40.74
No. of Students with Band 5	13	14	14	15	10	11	8	4	10	11	8	8	12	9
No. of Students with Band 5 (%)	48	34	32	43	24	33	36.36	20	30.30	36.66	30.76	32	34.28	33.33
No. of Students with Band 4	2	9	6	9	12	10	3	5	6	6	7	5	6	5
No. of Students with Band 4 (%)	7	22	14	26	29	30	13.64	25	18.18	20	26.92	20	17.14	18.51
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	85.09
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	78.01





Band History shows the percentage of students in each band in the selected course over time. In addition, the percentage of students achieving each band is displayed in a table.

[more](#)

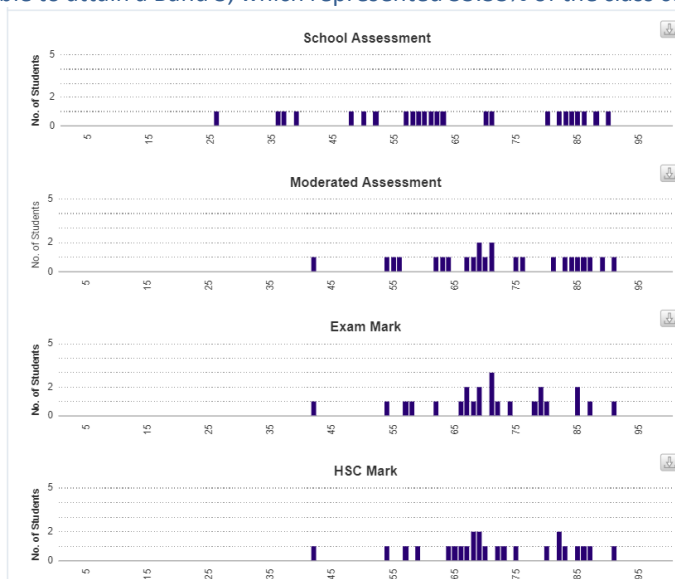
		6	5	4	3	2	1
2014	remove	51.51	30.30	18.18			
2015	remove	36.66	36.66	20.00	6.66		
2016	remove	23.07	30.76	26.92	11.53	7.69	
2017	remove	40.00	32.00	20.00	8.00		
2018	remove	31.42	31.42	17.14	20.00		
2019	remove	40.74	33.33	18.51	3.70	3.70	



2019 HSC Results Analysis
 Course: **Mathematics Standard 2**
 Report completed by: Wagdy Micheal

Students struggled in HSC Mathematics Standard 2. There were 24 students who completed HSC Mathematics Standard 2 Course in 2019.

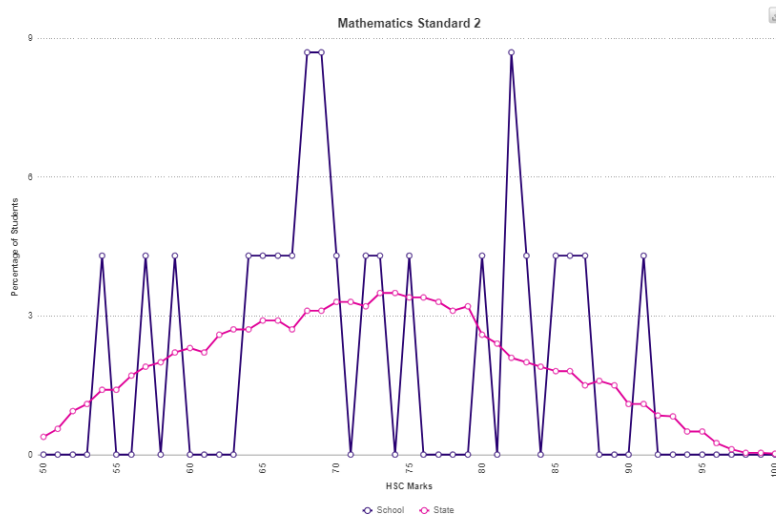
Only one student from this group was able to achieve a Band 6, which represented 4.16 % of the class compared to the state figure of 5.19%. We also had 7 students were able to attain a Band 5, which represented 29.16% of the class compared to the state figure of 18.86%. Also 4 students were able to attain a Band 4, which represented 16.66% of the class compared to the state figure of 32.11%. Also 8 students were able to attain a Band 3, which represented 33.33% of the class compared to the state figure of 26.68%.



Mark Comparison compares the distribution of School Assessment, Moderated Assessment, Examination Marks, and the HSC Mark for course(s).

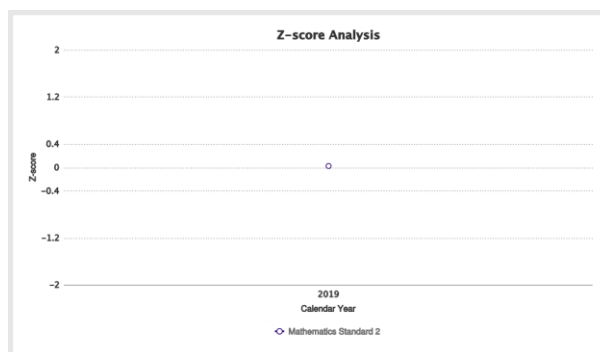
In addition to the graph, marks are displayed in a table.

Set Name	26	36	37	39	42	48	50	52	54	55	56	57	58	59	60	61	62	63	64	65	66	67	68	69	70	71	72	73	74	75	76	78	79	80	81	82	83	84	85	86	87	88	89	90	91		
School Assessment	1	1	1	1	0	1	1	1	0	0	0	1	1	1	1	1	1	0	0	0	0	0	0	0	1	1	0	0	0	0	0	0	0	0	1	0	1	1	1	1	1	0	1	0	1	0	
Moderated Assessment	0	0	0	0	1	0	0	0	1	1	1	0	0	0	0	0	1	1	1	0	0	1	1	2	1	2	0	0	0	1	1	0	0	0	1	0	1	0	1	1	1	1	1	0	1	0	1
Exam Mark	0	0	0	0	1	0	0	0	1	0	0	1	1	0	0	0	1	0	0	0	1	2	1	2	0	3	1	0	1	0	0	1	2	1	0	0	0	0	2	0	1	0	0	0	1		
HSC Mark	0	0	0	0	1	0	0	0	1	0	0	1	0	1	0	0	0	0	1	1	1	1	2	2	1	0	1	1	0	1	0	0	0	1	0	2	1	0	1	1	1	0	0	0	1		

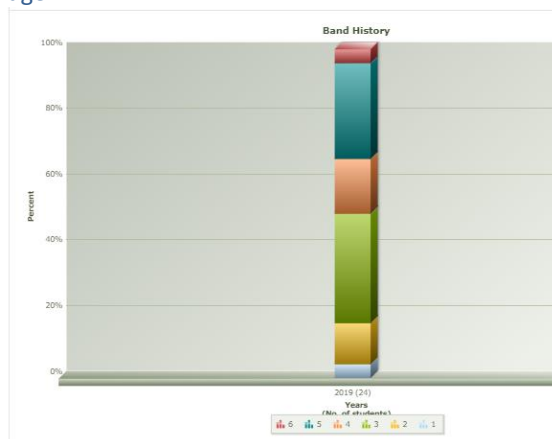


Band	School	School %	State	State %
1	1	4.16	867	2.89
2	3	12.5	3994	13.34
3	8	33.33	7986	26.68
4	4	16.66	9609	32.11
5	7	29.16	5646	18.86
6	1	4.16	1556	5.19

Unfortunately in 2019 our school average was only 0.27% above State Average, we only had one student have achieved Band 6. The results achieved in 2019 are in Table below.



The graph above shows the Standard Deviation of the school being 0.02, which means the School Average is slightly above the State Average.



Band History shows the percentage of students in each band in the selected course over time.

In addition, the percentage of students achieving each band is displayed in a table.

[more](#)

		6	5	4	3	2	1
2019	remove	4.16	29.16	16.66	33.33	12.50	4.16



2019 HSC Results Analysis
Course: Chemistry
 Report completed by: Sherine Metira

Snapshot Statistics

Number of students in the course: 35

Top HSC Examination result: 98

Bottom HSC Examination result: 55

1. Overall Summary: School Group Statistics

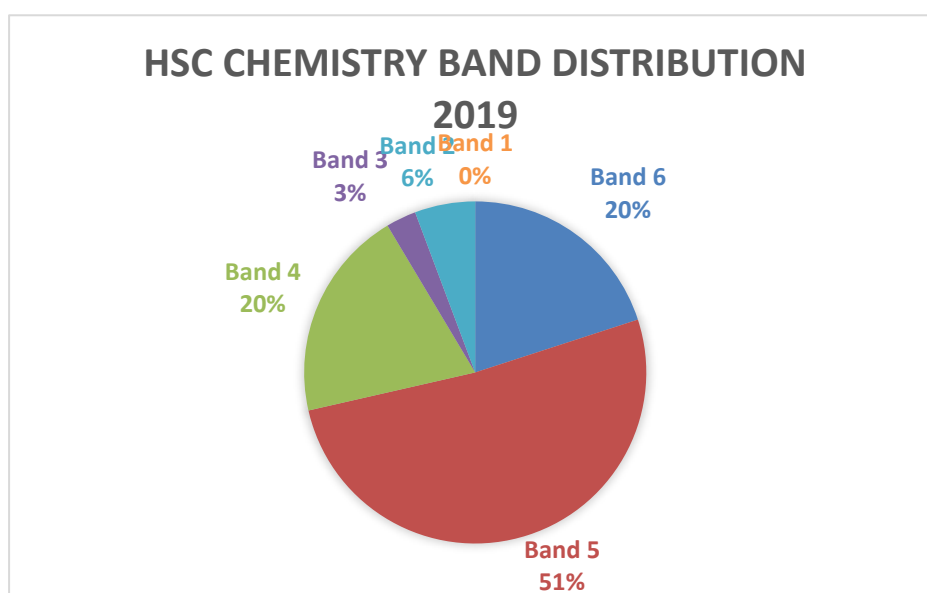
Students included	School Moderated Assessment Mean	School Assessment Mean	School Examination Mean	State Examination Mean	School vs State Differential	Z-Score
35	82.21	84.51	81.69	75.38	6.31	0.46

Summative interpretation of result

School Examination Mean was 6.31% above the State Examination Mean. We achieved 7 Band 6 results and 18 Band 5 results which were inline or slightly greater than we had predicted. Our 2019 achievements compared to the State shows that 71.42% of our students have achieved in the top two bands compared to 45.93% of the State.

2. Course Band Performance

Students included	Band 6	Band 5	Band 4	Band 3	Band 2	Band 1
35	7	18	7	1	2	0



Summative interpretation of the Course Band Performance results

Band 6 - 20% of our Chemistry students achieved this band, which is 4% greater than the % of Band 6's (16.04%) awarded by the state. 7 out of 7 students who received a Band 6, were ranked in the top 8 positions of the course.

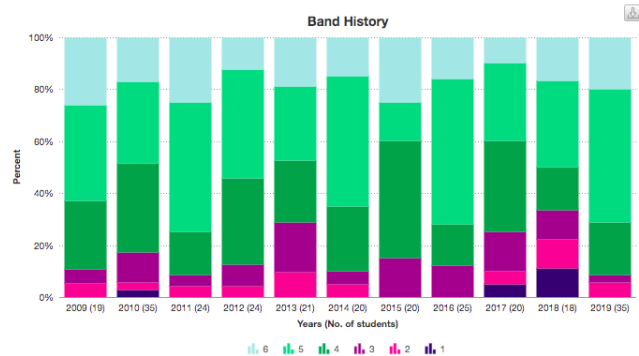
Band 5 – 51.42% of our students achieved this Band, which is 21.53% greater than the % of Band 5's awarded by the state in 2019.

Band 4 – 20% of our students achieved this Band, which is more or less in-line with what we predicted. 21.11% of the state achieved this Band.

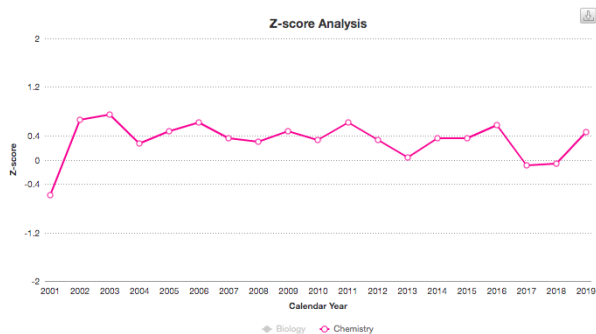
Band 3-2 – The remaining 3 students make up the final 8.56% of the course and their achievements in the HSC examination is in-line with our prediction and assessment of the capabilities of these students.

Overall, 71.42% of our students achieved in the top two bands in comparison to the State's 45.93%. It is also evident that our assessments were able to differentiate between our students and correctly rank our students as supported by the HSC Examination data.

3. Years Comparison



Summative interpretation of the Year's Comparison



Summative interpretation of the Year's Comparison

The cohort of 2019 had 20 % (7 students) achieve Band 6 results and this is the greatest number of students in the last 5 years, but very similar to the 25% (5 students) in 2015, for the Chemistry HSC course. The percentage of combined top two bands was 71.42% (25 students) which is the greatest number of students in the last 5 years, however it is comparable to 2016 where 72% (18 students) achieved the top two bands. Furthermore in 2019 there were 35 students studying HSC Chemistry, which is the largest number of students to study the course in the last 5 years. The z-score analysis shows St. Mark's College performance for 2019 was 0.46 above the state mean.

Overall, student performance in 2019 was in line with most of our predictions according to our assessment of their academic abilities, but we were limited by the new HSC course, in that we found it difficult to determine the style of questions that could be used in the HSC and we were influenced by the seven trial examinations that we had access to. We also had one student unable to sit the Trial HSC Examination as mentioned earlier in the report, and their estimate may have affected the HSC mark of some other high achieving students in this course and their potential to obtain a Band 6 result. This data validates the teaching and learning occurring in the HSC Chemistry course at St. Mark's College and confirms that pedagogically sound methods of delivery are being utilised in the classroom and our assessments are accurately informing us and our students of their ability, which is in line with the standards or higher than those set by the State.

4. Components Report

The results are not split into components

5. Final evaluation and steps moving forward

These results show significant academic gain in Chemistry compared to the last 5 years at the College and our results prove to be much stronger than the NSW State Statistics – particularly for the top two bands, which we are very proud of given that this is a new HSC course for 2019. These results are incredibly affirming and show that we are providing students with assessments that are in-line with the difficulty of the HSC Examination and we are able to rank students with a high level of accuracy, when compared to the final examination. In moving forward, we will broaden the types of examination style questions provided to students based on the 2019 examination paper and other sound HSC Chemistry resources. Further to this, I would like members of the Science team to attend Meet the Markers as part of their Professional Development for 2020 to understand how students are being assessed in this new HSC course. I would also like to improve the science skills of our students at the Colleges across years 7-10 as the HSC Science courses are now 60% skills and the staff have commented on several occasions that the programs we inherited are not detailed enough and do not explicitly programme the Science skills across year 7-10. Having said this, we have not had the opportunity to properly program Year 7-10 as a stable Science team since I joined the College in October 2017, as any time given was allocated to programming the Preliminary and HSC courses for 2018-2019.



2019 HSC Results Analysis

Course: **Biology**

Report completed by: Sherine Metira

Snapshot Statistics

Number of students in the course: 36

Top HSC Examination result: 92

Bottom HSC Examination result: 36

1. Overall Summary: School Group Statistics

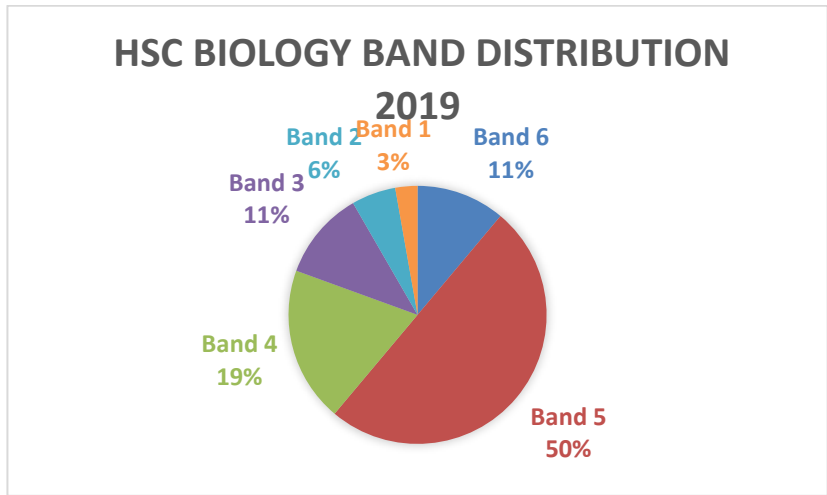
Students included	School Moderated Assessment Mean	School Assessment Mean	School Examination Mean	State Examination Mean	School vs State Differential	Z-Score
36	78.39	81.22	78.22	71.93	6.29	0.50

Summative interpretation of results

School Examination Mean was 6.29% above the State Examination Mean. It was predicted that we would achieve at least 4 Band 6, which we did. There was still the potential for 2 more students to achieve a Band 6, however there were two scores of 89% achieved by these two potential candidates.

2. Course Band Performance

Students included	Band 6	Band 5	Band 4	Band 3	Band 2	Band 1
36	4	18	7	4	2	1



Summative interpretation of the Course Band Performance results

Band 6 - 11.1% of our Biology students achieved this band, which is 5% greater than the % of Band 6's (7.31%) awarded by the state. 3 out of 4 of these students were ranked in the top 3 positions, however the 4th Band 6, who actually scored the highest HSC Examination mark, was ranked 7th. This discrepancy in this particular student's result can be explained by the student's late enrolment into the course 8 weeks after the HSC course had already commenced. High performing students also admitted that the examination did not give them the opportunity to demonstrate the entirety of their knowledge due to the broadness of the questions being asked and the limited testing of Inquiry Question 4-5 from Module 8. Furthermore, this being a new HSC course that was being assessed for the first time this year, the only indication of what the examinations would be like were the trial papers and these proved to be significantly different to the HSC paper itself.

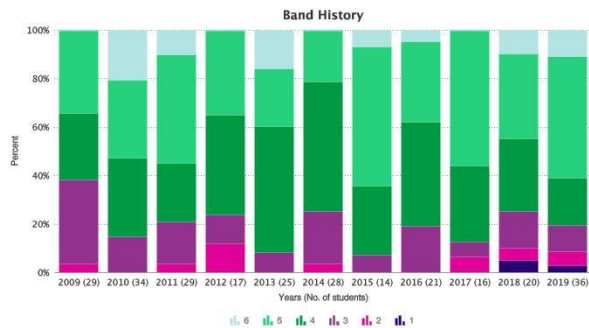
Band 5 – 50% of our students achieved this Band, which is 26% greater than the % of Band 5's awarded by the state in 2019.

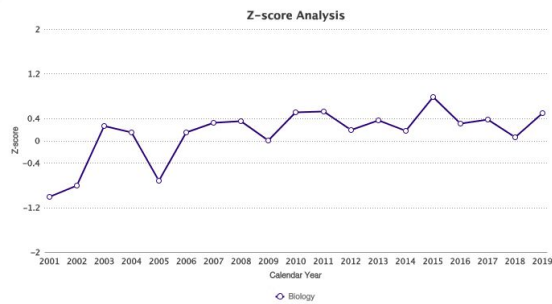
Band 4 – 19% of our students achieved this Band 4 which is more or less in-line with what we predicted. 28.8% of the state achieved this Band.

Band 3-1 – The remaining 7 students make up the final 19% of the course and their achievements in the HSC examination is in-line with our prediction and assessment of the capabilities of these students.

Overall, 61.1% of our students achieved in the top two bands in comparison to the State's 31.31%. It is also evident that our assessments were able to differentiate between our students and correctly rank our students as supported by the HSC Examination data. Some of our students who had not performed so well in school assessment tasks also achieved a higher than predicted HSC Examination mark/final band due to a sporadic determination to do well in the final Examination.

3. Years Comparison





Summative interpretation of the Years Comparison

The cohort of 2019 had the highest % of Band 6 results compared to the last 5 years for the Biology HSC course. The percentage of combined top two bands was greater than the last 5 years in general, however in 2015 there was a greater % of Band 5 results due to a small cohort but upon further analysis the actual numbers are 8 students in 2015 and 18 students in 2019 achieving a Band 5. Furthermore in 2019 there were 22 more students studying Biology therefore the number of students scoring in the top two bands was greatest in 2019. The z-score analysis shows St. Mark’s College performance for 2019 was 0.50 above the state mean.

Overall, student performance in 2019 was in line with most of our predictions according to our assessment of their academic abilities, but we were limited by the new HSC course, in that we found it difficult to determine the style of questions that could be used in the HSC and we were influenced by the seven trial examinations that we had access to. This data affirms the teaching and learning occurring in the HSC Biology course at St. Mark’s College and confirms that pedagogically sound methods of delivery are being utilised in the classroom. Furthermore, our assessments are accurately informing us and our students of their ability, in line with the standards or higher than those set by the State.

4. Final evaluation and steps moving forward

These results show significant academic gain in Biology compared to the last 5 years at the College and our results prove to be much stronger than the NSW State Statistics – particularly for the top two bands, which we are very proud of given that this is a new HSC course for 2019. These results are incredibly affirming and show that we are providing students with assessments that are in-line with the difficulty of the HSC Examination and rank students well, when compared to the final examination. In moving forward, we will broaden the types of examination style questions provided to students based on the 2019 examination paper and other sound HSC Biology resources. Further to this, I would like members of the Science team to attend Meet the Markers as part of their Professional Development for 2020 to understand how students are being assessed in this new HSC course. I would also like to improve the science skills of our students at the Colleges across years 7-10 as the HSC Science courses are now 60% skills and the staff have commented on several occasions that the programs we inherited are not detailed enough and do not explicitly programme the Science skills across year 7-10. Having said this, we have not had the opportunity to properly program Year 7-10 as a stable Science team since I joined the College in October 2017, as any time given was allocated to programming the Preliminary and HSC courses for 2018-2019.



2019 HSC Results Analysis

Course: **Physics**

Report completed by: Sherine Metira

Snapshot Statistics

Number of students in the course: 16

Top HSC Examination result: 95

Bottom HSC Examination result: 56

1. Overall Summary: School Group Statistics

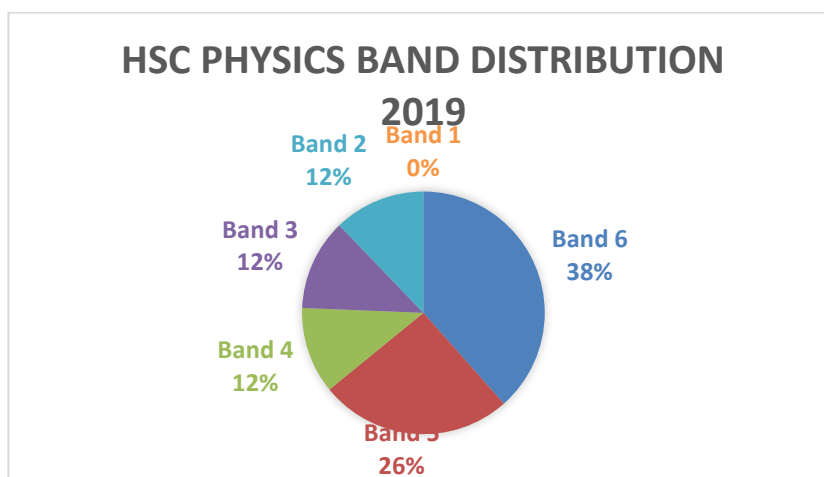
Students included	School Moderated Assessment Mean	School Assessment Mean	School Examination Mean	State Examination Mean	School vs State Differential	Z-Score
16	80.53	82.44	80.49	73.20	7.29	0.53

Summative interpretation of results

School Examination Mean was 7.29% above the State Examination Mean. We achieved 6 Band 6 results and 4 Band 5 results which were inline with our predictions based on student performance throughout 2019. Our 2020 achievements compared to the State shows that 62.5% of our students have achieved in the top two bands compared to 36.88% of the State.

2. Course Band Performance

Students included	Band 6	Band 5	Band 4	Band 3	Band 2	Band 1
16	6	4	2	2	2	0



Summative interpretation of the Course Band Performance results

Band 6 – 37.5% of our Physics students achieved this band, which is 20.13% greater than the % of Band 6’s (12.37%) awarded by the state. 6 out of 6 students who received a Band 6, were ranked in the top 6 positions of the course with a predicted Band 6 result.

Band 5 – 25.0% of our students achieved this Band, which is 0.49% greater than the % of Band 5’s awarded by the state in 2019.

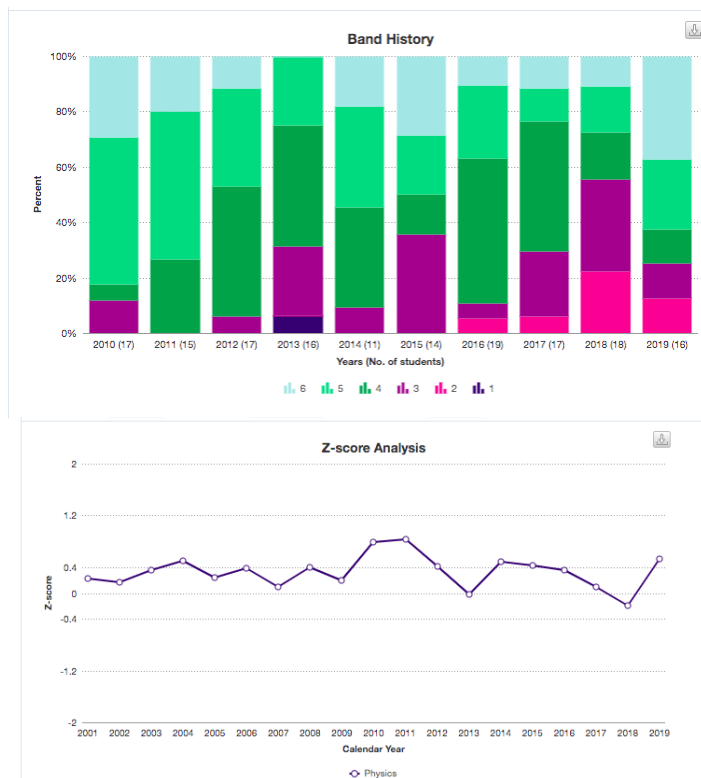
Band 4 – 12.5% of our students achieved a Band 4 which is more or less in-line with what we predicted. 27.23% of the state achieved this Band.

Band 3 – 12.5% of our students achieved a Band 3 compared to 21.3% of the state who achieved this Band.

Band 2 – 12.5% of our students achieved a Band 2 compared to 10.25% of the state who achieved this Band.

Overall, 62.5% of our students achieved in the top two bands in comparison to the State’s 36.88%. It is also evident that our assessments were able to differentiate between our students and correctly rank our students as supported by the HSC Examination data.

3. Years Comparison



Summative interpretation of the Years Comparison

The cohort of 2019 had the highest % of Band 6 results compared to the last 5 years for the Physics HSC course. The percentage of combined top two bands was also much greater than the last 5 years. The z-score analysis shows St. Mark’s College performance for 2019 was 0.53 above the state mean.

Overall, student performance in 2019 was in line with most of our predictions according to our assessment of their academic abilities, but we were limited by the new HSC course, in that we found it difficult to determine the style of questions that could be used in the HSC and we were influenced by the seven trial examinations that we had access to. This data affirms that the teaching and learning occurring in the HSC Physics course at St. Mark’s is of a high standard. Furthermore, our assessments are accurately informing us and our students of their ability, in line with the standards or higher than those set by the State.

4. Final evaluation and steps moving forward

These results show significant academic gain in Physics compared to the last 5 years at the College and our results prove to be much stronger than the NSW State Statistics – particularly for the top two bands, which we are very proud of given that this is a new HSC course for 2019. These results are incredibly affirming and show that we are providing students with assessments that are in-line with the difficulty of the HSC Examination and we are able to rank students with a high level of accuracy, when compared to the final examination. In moving forward, we will broaden the types of examination style questions provided to students based on the 2019 examination paper and other sound HSC Physics resources. Further to this, I would like members of the Science team to attend Meet the Markers as part of their Professional Development for 2020 to understand how students are being assessed in this new HSC course. I would also like to improve the science skills of our students at the Colleges across years 7-10 as the HSC Science courses are now 60% skills and the staff have commented on several occasions that the programs we inherited are not detailed enough and do not explicitly programme the Science skills across year 7-10. Having said this, we have not had the opportunity to properly program Year 7-10 as a stable Science team since I joined the College in October 2017, as any time given was allocated to programming the Preliminary and HSC courses for 2018-2019.



Snapshot Statistics

Number of students in the course: 35
 Top HSC Examination result: 93
 Bottom HSC Examination result: 54

1. Overall Summary: School Group Statistics

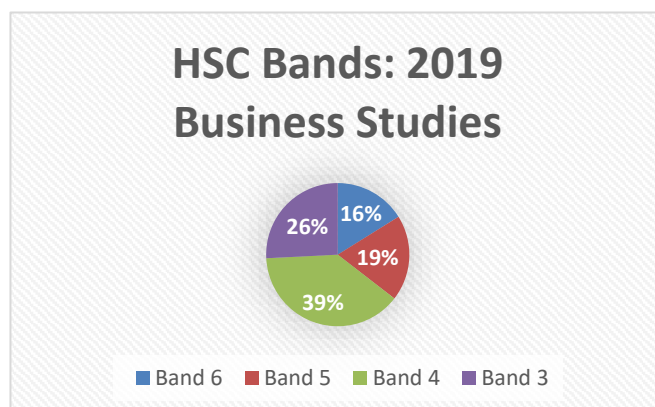
Students included	School Moderated Assessment Mean	School Assessment Mean	School Examination Mean	State Examination Mean	School vs State Differential	Z-Score
35	73.97	66	73.95	72.18	1.77	0.13

Summative interpretation of results

The 2019 Business Studies cohort was one of the largest in St Mark’s history, with 35 students. The overall results were outstanding and an improvement on the previous few years. The class average was significantly better than the State. For a large cohort and with a pretty significant tail, the results have been remarkable. The class overall performed better than expected, with many students managing to push into the Band 5s and some into the high end. It is also great to see those students who were on the bottom end throughout the year, making significant improvements in their results.

2. Course Band Performance

Students included	Band 6	Band 5	Band 4	Band 3	Band 2	Band 1
35	5	6	12	8	4	0



Summative interpretation of the Course Band Performance results

A record 5 students attained a Band 6 result with the highest being 94. What is impressive is the number of students who with their School Assessment were sitting on Band 1, managed to push themselves to Band 2. More than 65% of the students attained a Band 4 or higher. This is a great achievement considering that there was a large group of students in this cohort who showed a consistent lack of motivation and dedication to their studies. Some of these students performed much higher than expected and that is a testament to their ability to apply themselves in order to advance their overall result.

There were students who, for example, scored 23 in the Trial Exam, that managed to score 59 in the HSC Exam.

Students, on the whole, did well in the HSC, especially considering they were a very challenging mixed ability class. It is also important to highlight the achievements of some students who struggled with the English language and understanding business concepts, as well as the application of business terminology. The Business Studies paper was one of the best in recent years in terms of the questions being assessed and the opportunity for students to link to contemporary businesses. This is evident from the outstanding results from the cohort, enabling 31% of the students to attain a Band 5 or 6.

This cohort was a class of mixed ability students, with some requiring a lot of one-on-one attention. Both teachers worked collaboratively and implemented strategies to cater for the different learners in the classroom. Classes were often combined allowing one teacher to deliver the content and the other to assist, monitor and guide individual students. Having both teachers in the room and working so closely to produce resources and co-teaching the students, was an advantage for the students as they were able to engage in a different teaching style at times.

3. Years Comparison

Table 1: HSC Business Studies Marks 2010-2019

BUSINESS STUDIES EXAM MARKS	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019
Total Number of Students	16	36	27	21	21	21	24	21	21	35
No. of Students with Band 6	1	4	4	0	1	1	1	0	1	5
No. of Students with Band 6 (%)	6	11	15	0	5	5	4	0	5	14
No. of Students with Band 5	8	15	12	9	7	11	7	15	6	6
No. of Students with Band 5 (%)	50	42	44	43	33	52	29	71	29	17
No. of Students with Band 4	4	10	7	8	9	6	10	3	3	12
No. of Students with Band 4 (%)	25	28	26	38	43	29	42	14	14	34
Class Average [E.M Mean]	77.6	77.66	79.08	75.70	75.62	79.82	74.80	79.52	72.18	73.95
State Average [State E.M. Mean]	74.35	72.93	73.98	73.63	74.00	73.65	73.21	73.17	73.62	72.18
Difference	3.25	4.73	5.1	2.07	1.62	6.17	1.59	6.35	-1.44	1.77

Figure 1: Trends in HSC Business Studies Indicators 2010-2019

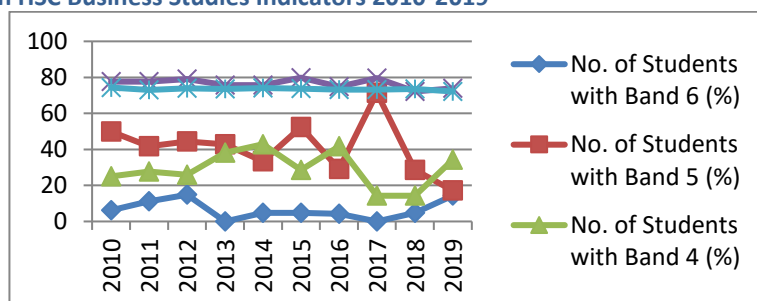


Figure 2: Z-score Analysis HSC Business Studies 2001-2019

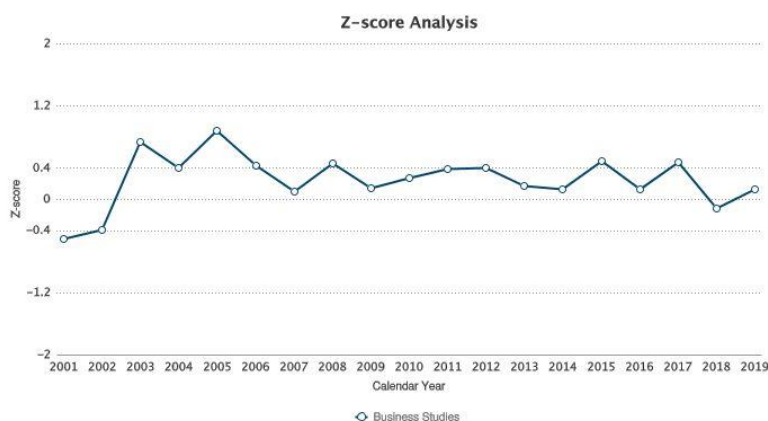


Table 2: HSC Business Studies Z-Score Analysis 2015 - 2019

Data Sets	2015	2016	2017	2018	2019
Business Studies z-score	0.49	0.13	0.48	-0.12	0.13

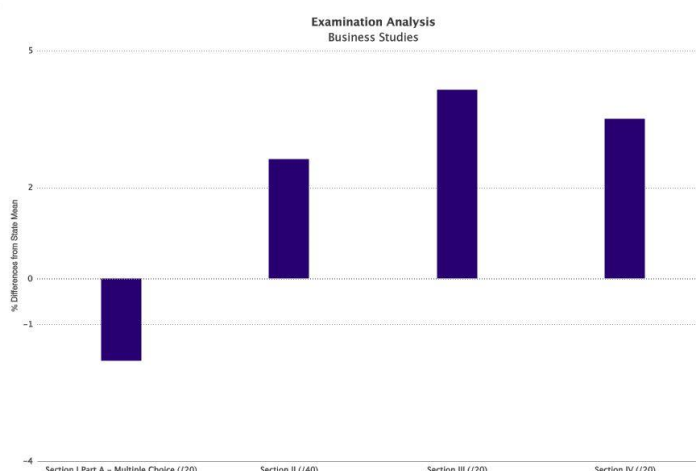
Summative interpretation of the Years Comparison

The Band distribution for Business Studies shows that students performed extremely well compared to the last five years. Previous cohorts have only managed to attain a maximum of one Band 6 in a given year.

At the same time, the percentage of students attaining Band 5 and 4 in the past has been higher. This indicates that the measures that have been implemented in recent years to push the students from the middle Bands to the top Bands, have come to fruition.

The z-score for Business Studies for 2019 was 0.13 indicating a positive growth. This is an improvement on the 2018 result of -0.12. The trend in Business Studies over the last five years has been a positive fluctuation above zero. Business Studies has generally been a successful course at St Mark’s and the students have performed above the State mean. As the z-score encompasses the whole cohort, the challenge will be to lift the students on the lower bands to the top.

4. Components Report



Students outperformed the state in three out of the four sections of the HSC exam. It is pleasing to see the students’ performances in all the written components of the exam to be above the state mean. This also indicates that students need to work on the Multiple Choice section of the exam.

5. Final evaluation and steps moving forward

The 2019 HSC Business Studies results have been outstanding. It is a credit to the very dedicated staff who worked tirelessly with the students throughout the year. Furthermore, it is also due to the steps taken over the last few years with Assessment backwards-mapping, focus on short and long responses and exposing students to how real businesses are run by means of excursions.

The strengths of the results lie in teaching to the top and bottom students, lifting the students from the bottom into the higher bands.

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 almost twenty percent higher in the HSC examination compared to the Trial examination.

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.

It would be beneficial for students to be exposed to real life businesses, to guest speakers and lectures. Successful past HSC students could be invited to run workshops in class.



2019 HSC Results Analysis
 Course: **Legal Studies**
 Report completed by: Jaime Jacob

Snapshot Statistics

Number of students in the course: 19
 Top HSC Examination result: 89
 Bottom HSC Examination result: 41

1. Overall Summary: School Group Statistics

Students included	School Moderated Assessment Mean	School Assessment Mean	School Examination Mean	State Examination Mean	School vs State Differential	Z-Score
19	71.63	62.11	70.59	73.66	-3.07	-0.21

Summative interpretation of results

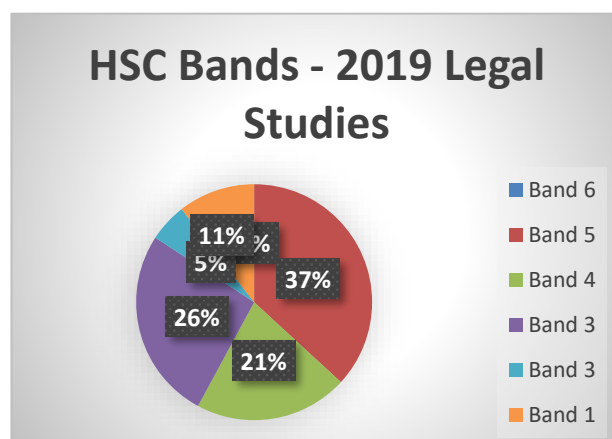
The 2019 HSC Legal Studies class of nineteen students produced an average of 70.59 compared to the State Mean of 73.66. Generally, most students performed better than expected and better than their Internal School Assessment Mark. However, there was an expectation that a number of the top performing students in the course would perform considerably better.

Students, on the whole, did well in the HSC, especially considering they were a very challenging mixed ability class with a cluster of the school's weakest students on the bottom end. Some students had quite good writing abilities while others struggled considerably in this and other areas of the course. In saying that, 58% of the students managed to score a Band 4 or 5 score which is quite remarkable for this cohort.

Some students who were sitting on Band 3 and below from their Internal Assessments, managed to score results in the Band 4 category. Furthermore, the class surpassed their average in the Trial Examination (51%) and the School Internal Assessment Mark (62%) in the final HSC Exam (70.59%). The rigours work that the teacher undertook in improving student written responses, especially with the weaker students enabled them to produce good results overall in the HSC.

2. Course Band Performance

Students included	Band 6	Band 5	Band 4	Band 3	Band 2	Band 1
19	0	7	4	5	1	2



Summative interpretation of the Course Band Performance results

The 2019 Legal Studies Internal Assessment Mark submission had an expectation of one Band 6 and three Band 5s. Although no Band 6s were attained in the HSC Exam, seven Band 5s were attained. Furthermore, 58% of the students scored a Band 4 or higher. This is a great achievement considering that there was a large group of mixed ability students in this cohort, along with a tail of students who showed a consistent lack of motivation and dedication to their studies.

Some of the students performed much higher than expected and that is a testament to their ability to apply themselves in order to advance their overall result.

There are a number of examples of small success with students who scored Band 1 results in the Trial Exam and managed to score a Band 3 result in the HSC. One particular student who struggled with the English language and had a mark of 28% in the Trial Exam, worked closely with the teacher throughout the year to score an exceptional mark of 61% in the HSC Exam.

3. Years Comparison

Table 1: HSC Legal Studies Marks 2010-2019

LEGAL STUDIES EXAM MARKS	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019
Total Number of Students	10	16	13	14	25	26	14	5	20	19
No. of Students with Band 6	0	0	0	0	0	0	0	0	1	0
No. of Students with Band 6 (%)	0	0	0	0	0	0	0	0	5	0
No. of Students with Band 5	1	6	4	6	4	12	3	2	7	7
No. of Students with Band 5 (%)	10	38	31	43	16	46	21	40	35	37
No. of Students with Band 4	4	8	8	8	8	7	8	3	5	4
No. of Students with Band 4 (%)	40	50	62	57	32	27	57	60	25	21
Class Average [E.M Mean]	69.22	75.58	77.25	77.64	69.43	76.12	73.26	77.96	72.83	70.59
State Average [State E.M. Mean]	72.88	74.23	74.44	75.00	73.36	74.60	75.01	75.86	75.05	73.66
Difference	-3.66	1.35	2.81	2.64	-3.93	1.52	-1.75	2.1	-2.22	-3.07

Figure 1: Trends in HSC Legal Studies Indicators 2010-2019

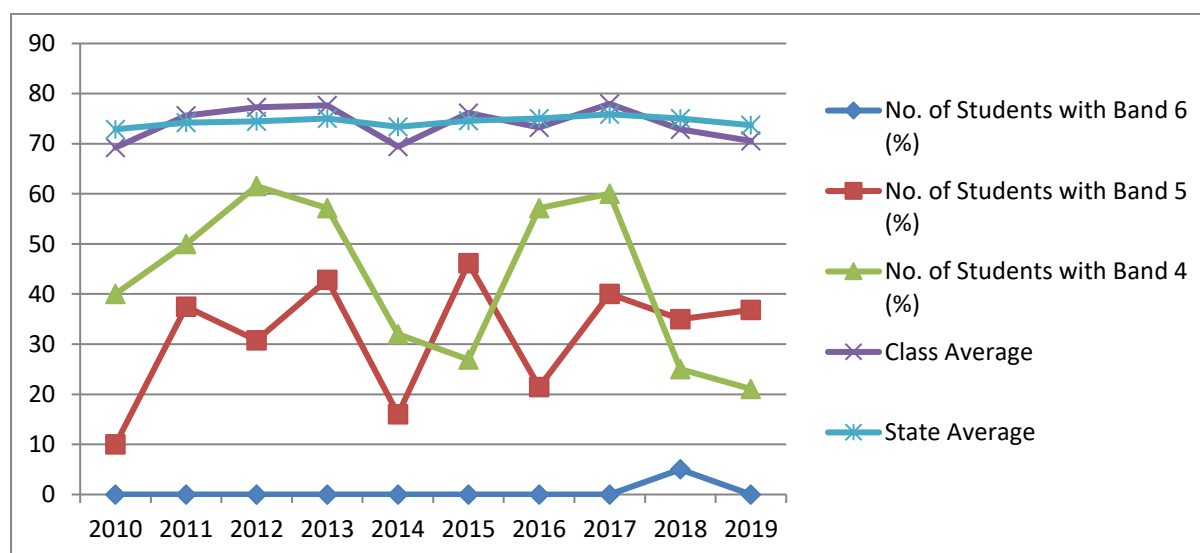


Figure 2: Z-score Analysis HSC Legal Studies 2002-2019

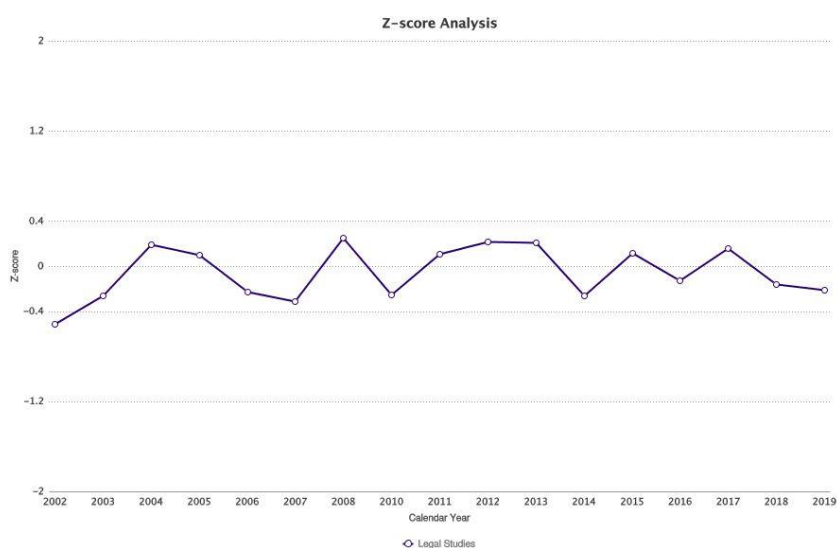


Table 2: HSC Legal Studies Z-Score Analysis 2015 - 2019

Data Sets	2015	2016	2017	2018	2019
Legal Studies z-score	0.12	-0.13	0.16	-0.16	-0.21

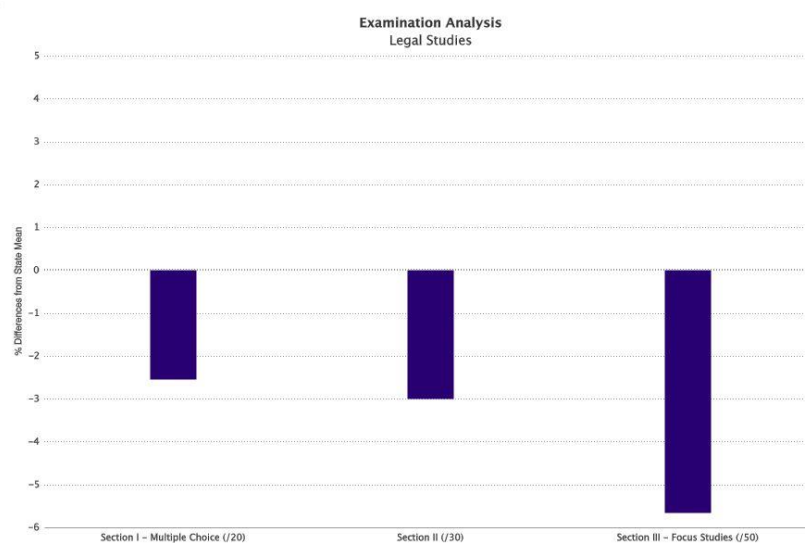
Summative interpretation of the Years Comparison

The Band distribution for Legal Studies over the last five years shows a fluctuation in the number of Band 4s and Band 5s received. Over 70% of the students received a Band 4 or 5 score in 2015 and 2016. This peaked to 100% in 2017 with a small class of five students. The last two years the percentage of these scores have declined to 60% and below. Last year the top performing student attained a Band 6 score in Legal Studies. Although that was not equalled this year, the 2019 cohort managed to attain the same number of Band 5s as last year – seven – and with a slightly higher percentage.

This indicates that the close monitored work directed at the lower-to-middle students with application of Case Studies and the student writing ability, has 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.

The z-score for Studies of Religion in 2019 was -0.21 and over the last five years there has been two years of positive growth. The last two years it has dipped below zero. Legal Studies lends itself to being a challenging course for students at St Mark’s as students are required to write extensively in three of the four sections accounting for 80% of the exam and marks. This is where the weaker students would struggle. 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 challenge going forward will be to lift the students on the lower bands to the top and improve. 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.

4. Components Report



The Legal Studies paper consists of 20 Multiple Choice questions, 15 marks for Structured Responses and 65 marks of Extended Responses. Most of the HSC paper was at 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 question for the Core Topic on Crime honed in on one minor dot point out of a possible six major sections that students could have been assessed on. Although all sections were covered thoroughly in class, the narrow focus could have created some anxiety amongst the students.

Students overall fell below the State Mean for all sections of the exam. The best performing section was the Multiple Choice section. 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 such as sentence structure and paragraph writing, it is then difficult to make them understand the importance of including evidence and examples to justify and support their answer. This is particularly important in Legal Studies as there is always questions with the directive term of 'evaluate' in the HSC exam.

5. Final evaluation and steps moving forward

The overall results for the 2019 Legal Studies class is pleasing. Students that were on the bottom end picked themselves up and managed to score their best result for the year in the HSC. More was expected of the top students who may have missed out on adding sufficient detail, elements of law and legislation and incorporating Case Studies into the written responses.

The teacher worked closely with the bottom placed students, providing them with differentiated learning material and breaking down very complex legal terminology and concepts. This certainly helped to improve their results.

Going forward, more explicit teaching directed at the top students is required so that they can fine tune and refine their written responses.

Students also need further exposure to external resources through attending Court Sessions, seminars and lectures.

All school based assessment types have been set to mimic the requirements of the HSC. This also enables them to prepare themselves to use and gather evidence to construct a critical argument. A lack of time and planning to embed pre-assessment sampling and modelling in our program of learning, could be a reason for less students achieving higher results. Explicit teaching is required here.

For continued improvements, greater time in assisting students with extended responses would be ideal. Literacy abilities and expectations are still lacking among some students. 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 the responses can be brief.

The emphasis on developing written responses – short and long – with regular informal/mock assessments needs to continue and begin much earlier in the Preliminary year. It would also be ideal to advise students regarding the demands of the course during subject selection.



2019 HSC Results Analysis

Course: **Economics**

Report completed by: Jaime Jacob

Snapshot Statistics

Number of students in the course: 14

Top HSC Examination result: 87

Bottom HSC Examination result: 56

1. Overall Summary: School Group Statistics

Students included	School Moderated Assessment Mean	School Assessment Mean	School Examination Mean	State Examination Mean	School vs State Differential	Z-Score
14	73.89	66.21	73.11	77.34	-4.23	-0.35

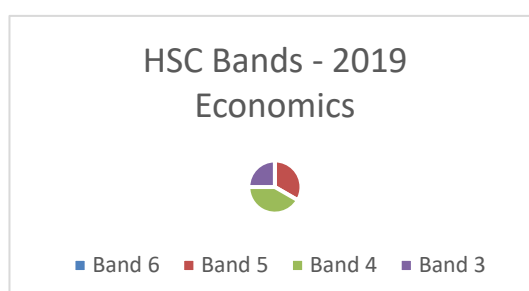
Summative interpretation of results

The 2019 HSC Economics class of fourteen students produced an average of 73.11 compared to the State Mean of 77.34 which is significantly higher than the 2018 cohort. Generally, most students performed better than expected and better than their School Assessments. However, there was an expectation that a number of the top performing students in the course would perform considerably better. Students mostly had a good work ethic throughout the year. However, in the latter part of the year as the content became challenging, some of the students found the course very difficult.

Overall, considering the class cohort of mixed ability students, the class performed quite well. It was surprising and disappointing to see a number of the top placed students had not performed as well as expected. The students in the top five had been performing well above the class over the two years and had a Band 6 potential. It is good to see that the weaker students did manage to improve on their Semester Two Exam and School Assessment mark.

2. Course Band Performance

Students included	Band 6	Band 5	Band 4	Band 3	Band 2	Band 1
14	0	4	5	3	2	0



Summative interpretation of the Course Band Performance results

Although no Band 6s were attained by this cohort, it is pleasing to see that 64% of the students scored a Band 4 or higher which is a great achievement for this group of students. It was expected that two students would attain a Band 5, however, they fell short by a few marks. The lowest internal assessment submitted was 33 and it was pleasing to see that the same students managed to above 55.

It is impressive that the number of students who with their School Assessment were sitting on Band 1, managed to push themselves to Band 2 or higher.

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 and enabled them to better prepare for tasks and focus on key syllabus areas.

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 practise their essay writing and analytical skills. This is one area that still needs attention.

3. Years Comparison

Table 1: HSC Economics Marks 2010-2019

ECONOMICS EXAM MARKS	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019
Total Number of Students	17	16	5	0	2	13	4	12	8	14
No. of Students with Band 6	0	0	0		0	0	0	0	0	0
No. of Students with Band 6 (%)	0	0	0		0	0	0	0	0	0
No. of Students with Band 5	6	4	0		2	4	0	3	1	4
No. of Students with Band 5 (%)	35	25	0		100	31	0	25	13	29
No. of Students with Band 4	6	4	4		0	6	2	3	3	5
No. of Students with Band 4 (%)	35	25	80		0	46	50	25	38	36
Class Average [E.M Mean]	72.9	67.69	69.72		82.30	74.74	69.90	73.03	63.33	73.11
State Average [State E.M. Mean]	73.5	74.20	75.23		75.73	76.12	76.55	76.60	76.25	77.34
Difference	-0.6	-6.51	-5.51		6.57	-1.38	-6.65	-3.57	-12.92	-4.23

Figure 1: Trends in HSC Economics Indicators 2010-2019

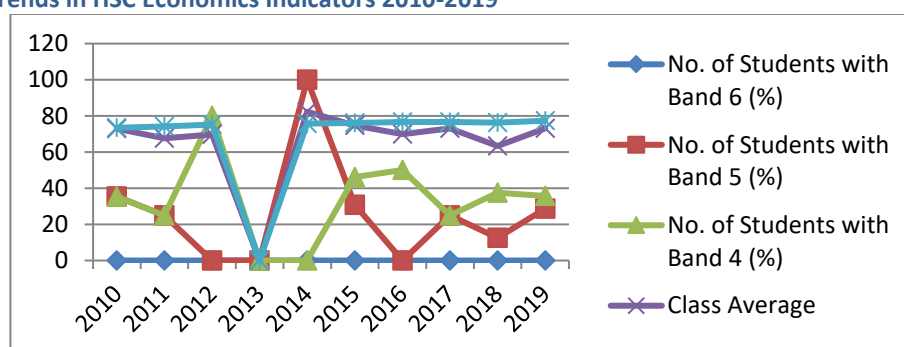


Figure 2: Z-score Analysis HSC Economics 2003-2019

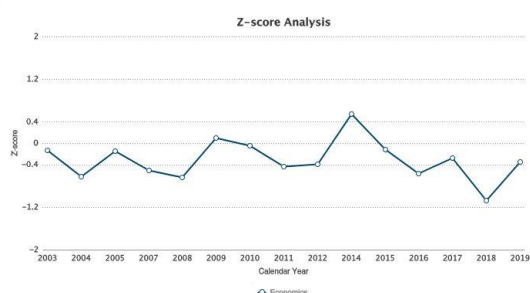


Table 2: HSC Economics Z-Score Analysis 2015 - 2019

Data Sets	2015	2016	2017	2018	2019
Economics z-score	-0.11	-0.57	-0.27	-1.07	-0.35

Summative interpretation of the Years Comparison

The Band distribution for Economics shows that students performed well compared to the last five years. Four students managed to score a Band 5 result which equals the highest number from five years ago. The 2019 results also had 64% of the students scoring a Band 4 or higher which is good in comparison to the last five years and also a great result for this cohort of mixed ability students.

The emphasis on improving short and long responses and adding detail to written work has gradually been effective with the senior students.

The z-score for Economics in 2019 was -0.35, an improvement on last year. However, this follows the trend for the last five years with the z-score being below zero. The nature of the course and the calibre of the cohort of students who sit the exam is a main factor to this result. Although there has been success in lifting clusters of students into higher Bands and marks, the challenge is always to lift the whole cohort, especially when there is a tail.

4. Components Report

The Economics exam consists of four sections – Multiple Choice and three written response sections. The Multiple Choice section always challenges students in Economics, as it really requires students to have a thorough understanding of all economic concepts and their application.

A significant part of the Exam consists of 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.

Students overall fell below the State Mean for all sections of the exam. However, it is good to see that the best performing section was the Extended Response section, attributing to the measures put in place in the classroom over the last few years such as the focus on short and long responses.

5. Final evaluation and steps moving forward

The overall Economics results for 2019 have been good. However, more was expected of the students at the top. What is really pleasing is the significant improvement in the bottom placed students. Those students at the top did work collaboratively and close with the teacher and they were able to see achieve a good result. The emphasis to teach to those on the bottom and top has been positive, along with exposing students to external resources, data and economists at conferences and seminars.

For continued improvements, greater time in assisting students with extended responses would be ideal. Literacy abilities and expectations are still lacking amongst some students. 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 their responses can be brief.

The Multiple Choice section of the exam is not to be taken lightly and it is something that students need constant practise in as it really requires students to have a thorough understanding of all economic concepts and their application.

It would be beneficial for students to be continued to be exposed to external sources – Economics in the ‘real’ world. The emphasis on developing written responses – short and long – with regular informal/mock assessments needs to continue and begin much earlier in the Preliminary year. It would also be ideal to advise students regarding the demands of the course during subject selection.



Snapshot Statistics

Number of students in the course: 4
 Top HSC Examination result: 87
 Bottom HSC Examination result: 69

1. Overall Summary: School Group Statistics

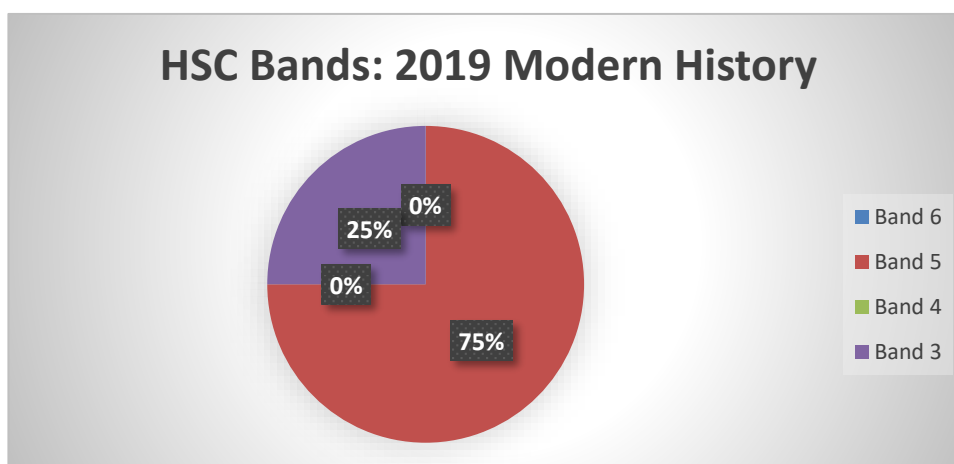
Students included	School Moderated Assessment Mean	School Assessment Mean	School Examination Mean	State Examination Mean	School vs State Differential	Z-Score
4	80.20	70.50	80.25	73.44	6.81	0.48

Summative interpretation of results

The 2019 HSC Modern History class very small in number but produced amazing results. Although there were no Band 6s attained, the Class Mean was substantially higher than that of the State Mean. Considering that this cohort was sitting the first HSC Exam for the new syllabus, students have performed remarkably well. The students performed better than expected in the HSC, compared to how they were performing at the school level. Three of the four students produced a result of 80 or above, which is a testament to their hard work and the constant close guidance of their teacher.

2. Course Band Performance

Students included	Band 6	Band 5	Band 4	Band 3	Band 2	Band 1
4	0	3	0	1	0	0



Summative interpretation of the Course Band Performance results

The students performed very well in Modern History, with three of the four students achieving at least a Band 5. Although this equals the same number of Band 5s as some of the previous years, no other cohort managed to have seventy five percent of its class to attain a Band 5 score. This is a remarkable achievement for this very small class.

The expectation after the internal assessments and Trial Examination was that this class would only achieve a high score of one Band 5. However, the class has performed beyond expectations and produced wonderful results. It is a credit to the teacher and the collaborative work of the students.

The small class size was a strength of this group, along with their collegial nature and willingness to support each other in their study. The students achieved more strongly in the last two topics of the examination, with questions very similar to those they responded to in the examination having been heavily modelled and discussed in class with the students. The results suggest that students struggled with the use of historical sources, especially deploying these as evidence to support an argument or making judgements as to their value.

3. Years Comparison

Table 1: HSC Modern History Marks 2014-2019

Modern History - EXAM MARKS	2014	2015	2016	2017	2018	2019
Total Number of Students	10	4	12	10	7	4
No. of Students with Band 6	0	0	0	0	0	0
No. of Students with Band 6 (%)	0	0	0	0	0	0
No. of Students with Band 5	0	2	3	0	3	3
No. of Students with Band 5 (%)	0	50	25	0	43	75
No. of Students with Band 4	6	2	4	6	2	0
No. of Students with Band 4 (%)	60	50	33	60	29	0
Class Average [E.M Mean]	68.40	79.45	69.88	67.74	73.20	80.25
State Average [State E.M. Mean]	74.95	75.29	74.45	73.73	73.88	73.44
Difference	-6.55	4.16	-4.57	-5.99	-0.68	6.81

Figure 1: Trends in HSC Modern History Indicators 2014-2019

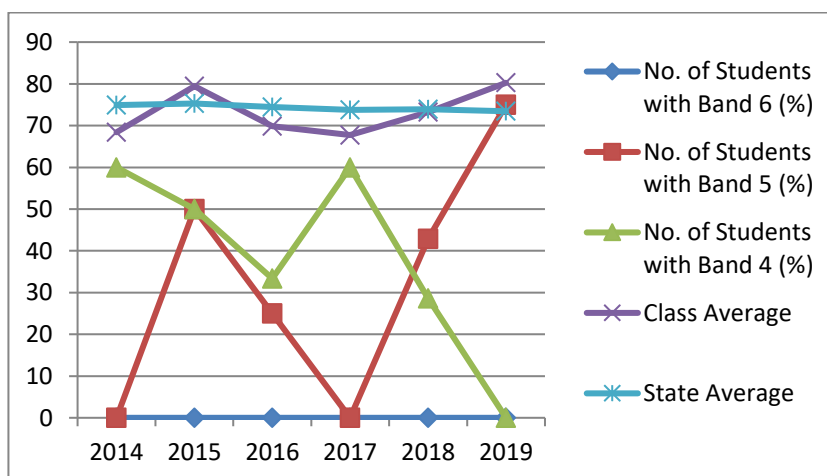
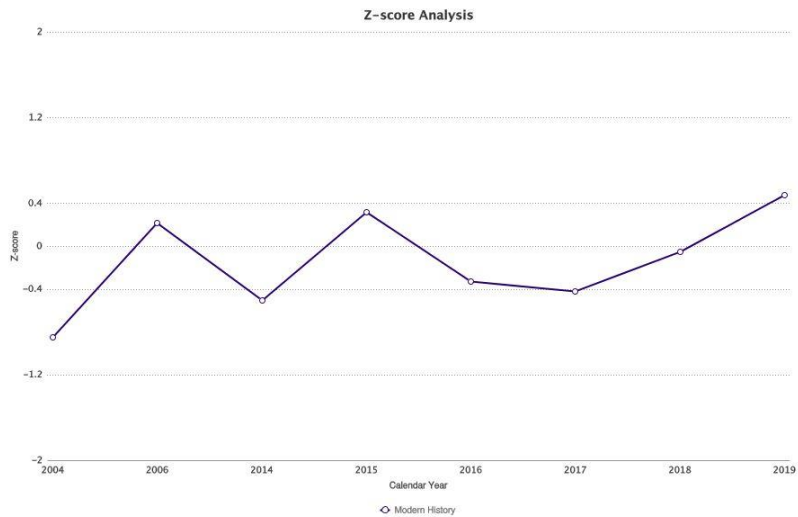


Table 2: HSC Modern History Z-Score Analysis 2015 - 2019

Data Sets	2015	2016	2017	2018	2019
Modern History z-score	0.32	-0.33	-0.42	-0.05	0.48

Figure 2: Z-score Analysis HSC Modern History 2004-2019



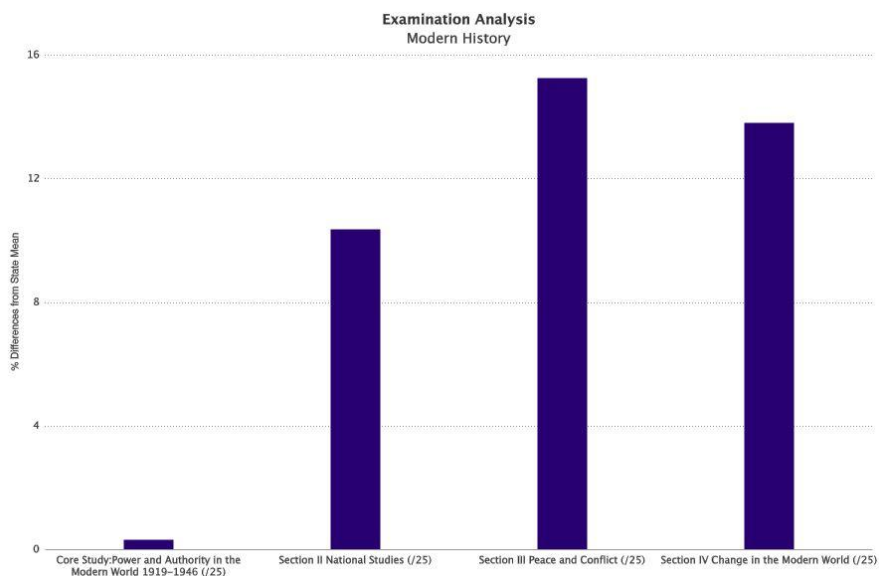
Summative interpretation of the Years Comparison

The Band distribution for Modern History shows that students performed very well compared to the last six years. Although students in Modern History have not attained a Band 6 score, they have been successful in achieving a number of Band 5 scores in the past.

Modern History has not been a popular choice for students at St Mark's in the past and classes have been small in number. The nature of the course – involving a lot of independent reading, note taking and analysis of sources, is not often in the mould of our students. However, the 2019 cohort managed to challenge this trend and performed well.

The z-score for Modern History in 2019 was 0.48 and it is the highest score in the last five years. In the more recent years, the z-score has been below zero. However, the trend in the last three years shows a steady growth.

4. Components Report



Percentage difference between school and state means on examination sections/components.				
	Core Study: Power and Authority in the Modern World 1919-1946	Section II National Studies	Section III Peace and Conflict	Section IV Change in the Modern World
	(/25)	(/25)	(/25)	(/25)
% Differences from State Mean	0.32	10.36	15.24	13.8

The Modern History paper throughout, involves extensive writing – 2 extended responses along with a structured response section and a short answer section. Students are required to write extensively with detailed knowledge in order to score high marks. The results indicate that this is where the students were most challenged.

In comparison to the rest of the state, the students achieved above the State Mean across all sections of the HSC Examination. The students achieved only slightly above the State Mean in the Core section, Power and Authority in the Modern World, while they achieved results at least 10% higher than the State Mean in other sections, with the highest difference being in the Peace and Conflict Section, where students achieved 15% above the State Mean.

This is a great achievement for a class sitting the very first HSC paper for the new Modern History Syllabus.

5. Final evaluation and steps moving forward

For a small class sitting the very first exam for a new syllabus, the Modern History class of 2019 has produced great results – with over 75% of the class attaining a Band 5 score.

The strength in these results come from the small class size and them working closely with the teacher. Students were dependent on teacher guidance as well as for all the additional research material.

The marks suggest that the assessment programme needs to increase the emphasis on source analysis, a focus on having students use unseen sources as pieces of evidence in support of an argument. While source analysis is examined within the Core section of the HSC, the section where students only just achieved above the state mean, the skill itself can be reinforced in students' study of all other sections of the HSC. While the other assessments may appear to have achieved their purpose in giving students an indication of how well they understand the given topic in the context of how it will be examined, there is room for these assessments to be altered to better support students study of the Core.

Modelling of responses across all sections will be beneficial in the future. The devotion of time in each lesson to breaking down questions would achieve the dual goal of both ensuring that students see the relevance of the content they are learning and adequately preparing them for the HSC examination.

Students need greater exposure to researching and research methods. Individual textbooks for the different sections, especially the Cambridge Stage 6 Topics in Modern History, would help to better support all students in giving them easy access to a more in-depth study of each of the topics, allowing them to find evidence and information that they can more easily utilise in their responses.



2019 HSC Results Analysis

Course: **Studies of Religion I**

Report completed by: Jaime Jacob

Snapshot Statistics

Number of students in the course: 11

Top HSC Examination result: 44

Bottom HSC Examination result: 38

1. Overall Summary: School Group Statistics

Students included	School Moderated Assessment Mean	School Assessment Mean	School Examination Mean	State Examination Mean	School vs State Differential	Z-Score
11	40.22	35.18	40.18	38.24	1.94	0.14

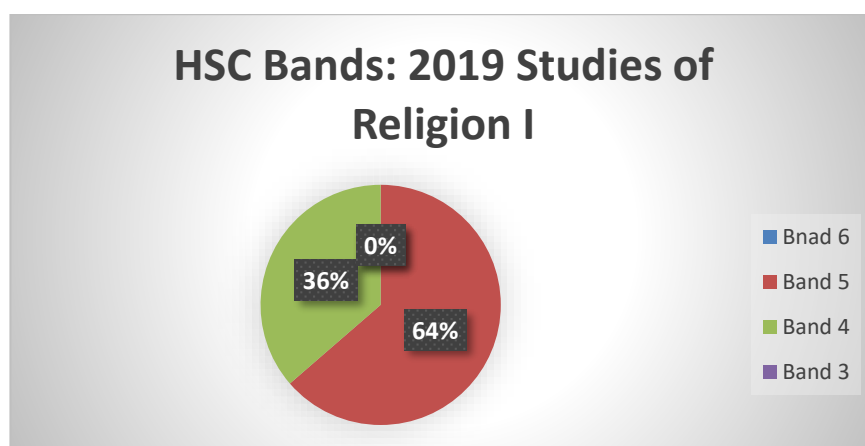
Summative interpretation of results

The 2019 Studies of Religion I cohort produced amazing results in the HSC. The Class Average exceeded the State Mean by almost 2 marks. All students managed to score a Band 4 or 5 result, with seven (64%) of the students attaining a Band 5 result. Two of the students narrowly missed out a Band 6 result. The small class size and the writing ability of the students enabled them to work towards these good results. Students performed better than expected across the board.

Overall, the class has performed quite well, with all students improving on the Trial Exam mark and some of the students managing to improve on their School Assessment mark. The 2019 class cohort of SOR – I wavered in their level of application, often dedicating their time to other subjects and neglecting SOR. Leading into the HSC, they managed to remain focused and as a result, strengthened their performance.

2. Course Band Performance

Students included	Band 6	Band 5	Band 4	Band 3	Band 2	Band 1
11	0	7	4	0	0	0



Summative interpretation of the Course Band Performance results

The 2019 Studies of Religion I class been consistent in their performance and in line with previous year groups. Although no Band 6s were attained, seven of the eleven students scored a Band 5 score and all students managed to score at least a Band 4. This is in line with the pattern of student performances over the last four years. In recent history, five years ago was when the Studies of Religion I cohort attained Band 6 results. Although the students have the ability to write well, the expectation with the 2019 cohort was that some of the weaker students would fall in the Band 3 category. However, the students performed remarkably well. This is a credit to the close monitoring and drive by the teacher, in completing the course with substantial time to be honed in on key examination techniques.

The weaker students who were achieving an average of 50% were able to achieve a Band 4 (70%) and therefore showed significant improvement especially with some students who would have been considered as below average performers leading into the latter half of the year, as illustrated in some assessment tasks yet as the year progressed these students regained focus and motivation for the subject which assisted in their overall progress.

School assessments attempted to target all aspects of the course in order to assist students in adequately completing their HSC. Through the assessment tasks administered the teacher was able to target the weaknesses of each individual student and therefore attempt to mend the gaps in knowledge as well as build upon their strengths in order to further refine their skills. Additionally, the nature of tasks used also aided skills which many will utilise within their tertiary education.

3. Years Comparison

Table 1: HSC Studies of Religion I Marks 2010-2019

SOR - I EXAM MARKS	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019
Total Number of Students	14	3	8	11	9	14	7	11	13	11
No. of Students with Band 6	2	0	0	2	0	2	0	0	0	0
No. of Students with Band 6 (%)	14	0	0	18	0	14	0	0	0	0
No. of Students with Band 5	5	3	2	3	2	9	5	6	5	7
No. of Students with Band 5 (%)	36	100	25	27	22	64	71	55	38	64
No. of Students with Band 4	7	0	5	4	7	3	2	4	4	4
No. of Students with Band 4 (%)	50	0	63	36	78	21	29	36	31	36
Class Average [E.M Mean]	39.97	41.27	37.56	38.58	38.20	41.09	40.76	38.55	35.42	40.18
State Average [State E.M. Mean]	38	38.11	37.19	38.16	38.15	38.49	38.34	38.77	37.03	38.24
Difference	1.5	3.16	0.37	0.42	0.05	2.6	2.42	-0.22	-1.61	1.94

Figure 1: Trends in HSC Studies of Religion I Indicators 2010-2019

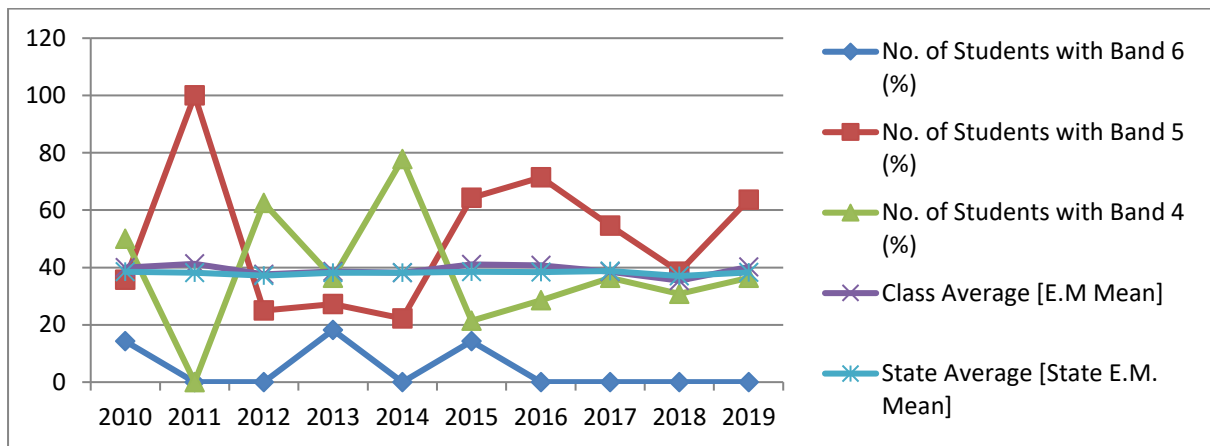
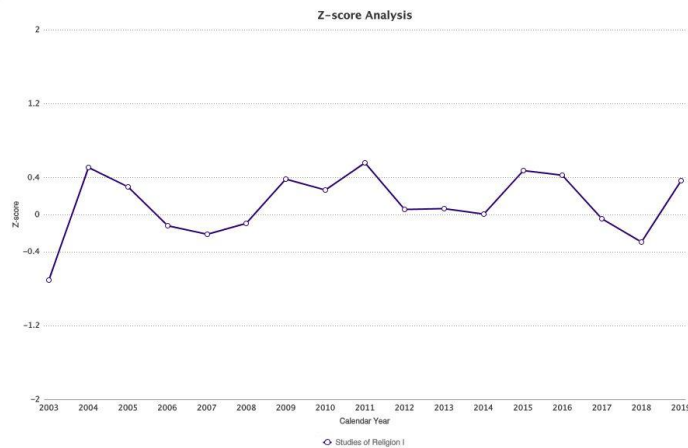


Table 2: Studies of Religion I Z-Score Analysis 2015 - 2019

Data Sets	2015	2016	2017	2018	2019
Studies of Religion I z-score	0.48	0.43	-0.04	-0.29	0.37



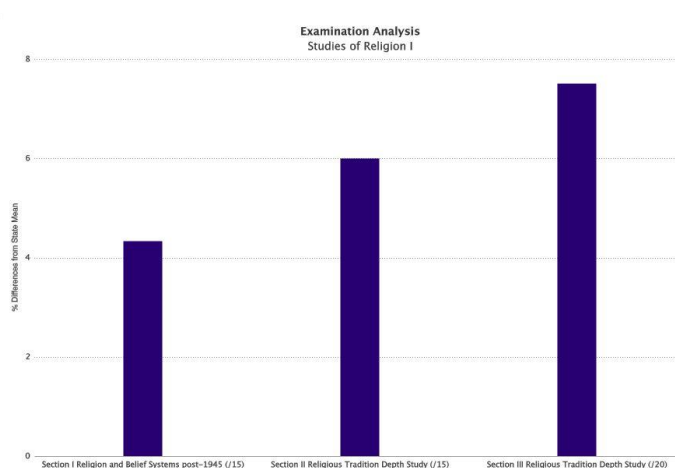
Summative interpretation of the Years Comparison

The Band distribution for Studies of Religion I shows that students performed well compared to the last five years. Seven students managed to score a Band 5 result which is the highest accumulation since five years ago. Remarkably, all students scored a Band 4 or higher result, similar to the 2016 cohort. This is a great result for this cohort of students, who although had the ability, were often not focused. The two students that narrowly missed out on the Band 6 can be attributed to the strength in their overall writing ability and not having exceptional retention of key pieces of knowledge that was required in order to successfully complete the course.

The emphasis on improving short and long responses and adding detail to written work has gradually been effective with the senior students.

The z-score of 0.37 for this cohort is also very positive. Studies of Religion I in the last five years has been fluctuating with the z-score – with two scores above zero starting in 2015 and two consecutive negative scores starting in 2017. The student performances outstripping the State Mean is testament to this positive score in 2019.

Components Report



The Studies of Religion I Unit course is quite straightforward and allows students to gain an understanding of the content by following through with the work regularly. The more able students have taken up the opportunities to bring in external sources of information into their writing to add depth and detail. The exam itself was not as challenging as the school-based assessments. Students were given ample preparation and feedback leading up to the HSC, however, the weaker ability students did struggle with articulating their knowledge in their writing.

The 2019 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. The HSC paper was balanced and therefore was able to assess a variety of aspects within the course. In saying this there were a few multiple-choice questions which were ambiguous and therefore could have thrown off some students undertaking the exam. Overall, the nature of the HSC paper aided student performance as students were well prepared and therefore were able to perform well in the different types of questions which were administered.

Measures were put in place emphasising revision of key skills such as addressing Multiple Choice questions and structured responses. In light of this, the class outperformed the State in all three sections by a significant margin. This was also a significant turnaround from the 2018 breakdown of the sections.

4. Final evaluation and steps moving forward

This Cohort's main weakness was their attitude towards the subject. Many students valued other subjects like Mathematics and the Sciences which at times hindered their performance in some tasks. Once their attitude and attention switched to the Studies of Religion course, the performance within the cohort strengthened.

Furthermore, some students were struggling to write for lengthy periods of time, or the legibility of their writing was compromised resulting from the excessive use of technology and therefore this was a challenge for many students. This feature was counteracted through the limitation of using technology in class as a writing instrument therefore allowing students to write for lengthy periods of time as well as working on the overall legibility of writing.

The main strengths of this class was the fact that student's quality of writing was strong. Furthermore, the small class size made it easier to get through content in an efficient and effective manner therefore leaving time to revise and tackle HSC style questions in depth. This also allowed the teacher to work closely with individual student needs to and to fine tune their responses to questions.

Going forward, greater emphasis needs to be placed on developing written responses with regular informal/mock assessments. Encouraging students to have a wider reading program and referring to external sources will help in this regard.

The focus on honing in on the skills to answer Multiple Choice questions in Section I with a close analysis of the 2016 Census data needs to continue. Furthermore, students need to feel the intensity of the course and the work ethic required throughout the year and not allowing students to feel that it is a 'light' course.



2019 HSC Results Analysis

Course: **Studies of Religion II**

Report completed by: Jaime Jacob

Snapshot Statistics

Number of students in the course:

Top HSC Examination result: 90

Bottom HSC Examination result: 55

1. Overall Summary: School Group Statistics

Students included	School Moderated Assessment Mean	School Assessment Mean	School Examination Mean	State Examination Mean	School vs State Differential	Z-Score
18	72.61	61.44	72.61	76.58	-3.97	-0.37

Summative interpretation of results

The 2019 Studies of Religion II performed reasonably well in the 2019 HSC. Those students who had been working consistently managed to produce the results that was anticipated of them.

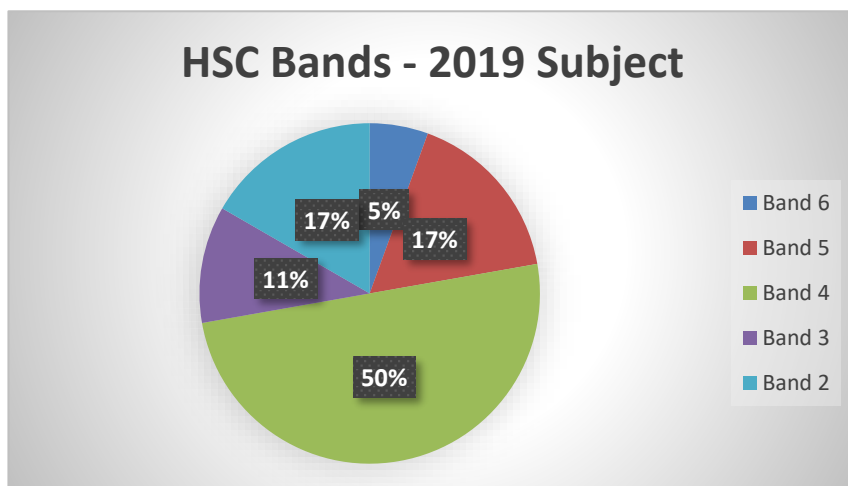
This cohort of students can best be described as an average performing group of students with very few standout performers. There were a number of weak students due to language difficulty as well as poor attendance.

The highest mark for the class was 91 and 71% of the students achieved a Band 4 or higher result. The weaker students from the course also managed to improve on their Trial and School Assessment mark. Considering the make-up of this class, these results have surpassed expectations for this cohort.

Furthermore, the students managed to lift their class average from the Trial Exam (52%) as well as the internal School Assessment mark (61%) in the HSC Exam to an average of 72.61%.

Course Band Performance

Students included	Band 6	Band 5	Band 4	Band 3	Band 2	Band 1
18	1	3	9	2	3	0



Summative interpretation of the Course Band Performance results

The 2019 Studies of Religion II class strived throughout the HSC year to produce some good results. From the internal School Assessments, it was expected that the top student would score a Band 6 result and this was achieved. The band distribution shows that 71% of the students managed to score a Band 4 or above result, which is quite remarkable for this class.

The internal assessment marks had one Band 6 submitted and no Band 5s. The remainder of the class was marked as Band 4 or below. The success of the bottom placed students to improve on their school assessment marks have been pleasing. One particular student was able to refine their expression and significantly improve their handwriting in order to assist in their overall result for Studies of Religion, from a score of 73 internally to 83 for the HSC.

Students who lacked motivation and had significant absenteeism through the year put themselves in an irreparable predicament but still managed to make some improvement on their results.

This Studies of Religion class came a long way from their Preliminary year and overcame some personal hurdles to produce the results. The teacher working closely with the class enabled the students to gel and regulate a sense of collaborative learning where students would support one another and the class was able to engage in debating a lot of contemporary issues.

2. Years Comparison

Table 1: HSC Studies of Religion II Marks 2010-2019

SOR - II EXAM MARKS	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019
Total Number of Students	21	17	0	18	6	27	16	18	10	18
No. of Students with Band 6	0	0		0	0	0	1	0	1	1
No. of Students with Band 6 (%)	0	0		0	0	0	6	0	10	6
No. of Students with Band 5	3	4		5	0	9	8	5	5	3
No. of Students with Band 5 (%)	14	24		28	0	33	50	28	50	17
No. of Students with Band 4	7	7		5	4	12	3	11	4	9
No. of Students with Band 4 (%)	33	41		28	67	44	19	61	40	50
Class Average [E.M Mean]	67.23	70.49		71.76	71.43	74.02	78.04	74.87	79.66	72.61
State Average [State E.M. Mean]	76.64	76.36		75.74	75.38	74.20	75.58	76.27	74.63	76.58
Difference	-9.41	-5.87		-3.98	-3.95	-0.18	2.46	-1.40	5.03	-3.97

Figure 1: Trends in HSC Studies of Religion II Indicators 2010-2019

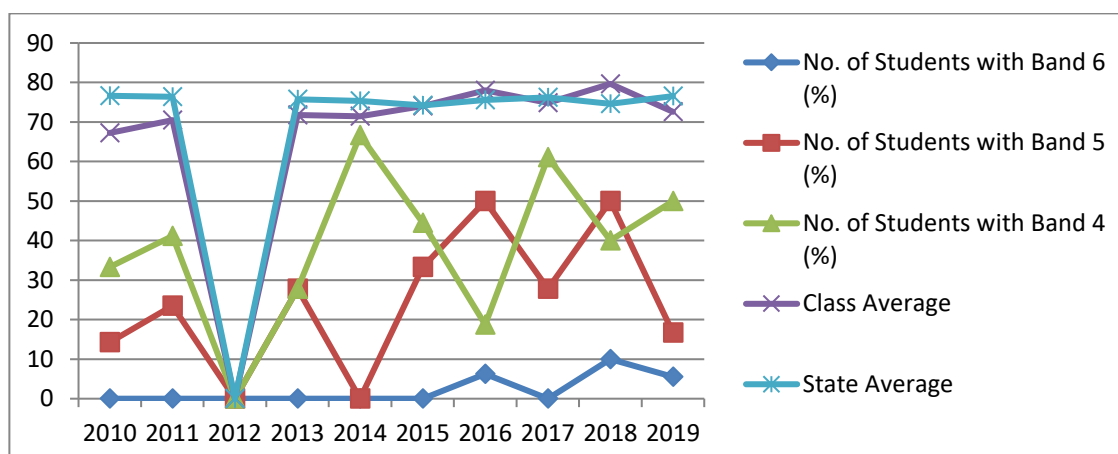
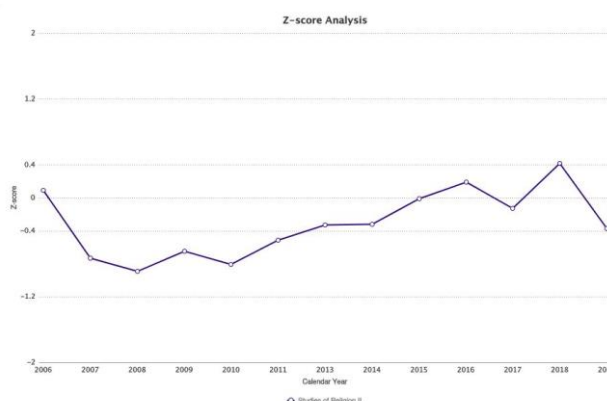


Table 2: Studies of Religion II Z-Score Analysis 2015 - 2019

Data Sets	2015	2016	2017	2018	2019
Studies of Religion II z-score	-0.01	0.19	-0.13	0.42	-0.37

Figure 2: Z-score Analysis HSC Studies of Religion II 2006-2019



Summative interpretation of the Years Comparison

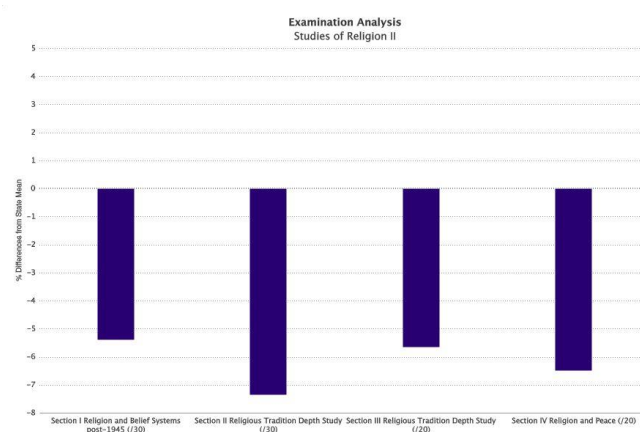
The Band distribution for Studies of Religion II indicates a fluctuating trend over the last five years. Similar to 2019, the 2016 and 2018 cohort also managed to attain a Band 6 score. This year saw a decline in the number of Band 5s attained compared to the previous five years and it can be attributed to the make-up of this particular class and their progress throughout the HSC year. It was expected that the marks would fall in below Band 5 in 2019.

The subject line format enables only a certain type of students to choose Studies of Religion – those that are unable to cope with Extension Mathematics and Extension English or do not have an interest in PDHPE.

It is a very content heavy course that requires a lot of extensive writing, along with independent reading, note taking and analysis of data. These are areas which most of these students would have struggled with.

The z-score trend, similar to the Band distribution, indicates that since 2015, there has been a fluctuation. The 2019 z-score was -0.37 compared to 0.42 in 2018, indicating the decline in the class average.

3. Components Report



The Studies of Religion II HSD Exam is made up of two Extended Response components and two Structured Response sections 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 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.

The 2019 HSC Exam was found to be challenging overall and students fell below the State Mean for all four sections of the exam. Historically, students have generally struggled with extended responses and adding sufficient detail to their work to explicitly address the question, with the 2018 cohort being an exception in recent history.

Intense literacy skills work will need to be established prior to the Preliminary year in order to address this going forward.

4. Final evaluation and steps moving forward

The Studies of Religion II Unit course is very content heavy and requires extensive reading and writing in order for students to achieve great results. The more able students have taken up the opportunities to bring in external sources of information into their writing to add depth and detail. It is essential to have a competent level of literacy comprehension and application in order to succeed.

In light of this and the class dynamics of the 2019 cohort, students have performed well in the HSC. The top student in the class managed to score a Band 6 result as expected and many other students performed better than expected, well above their School Internal Assessment Mark.

The students were pushed to perform at a high level by their teacher, working closely with students on extended responses, providing additional resources, close analysis of their work and providing vital feedback.

Excursions would have been a great way to tie up the content learned in class to real-life people and significant events however time constraints did not allow for this. Students would also benefit from having an exposure to other sources of learning e.g. guest speakers, attending lectures etc. Staff would benefit from Professional Development in any aspect of the Studies of Religion course.



2019 HSC Results Analysis

Course: PDHPE

Report completed by: Michael Apokourastos

Snapshot Statistics

Number of students in the course: 18

Top HSC Examination result: 89

Bottom HSC Examination result: 50

1. Overall Summary: School Group Statistics

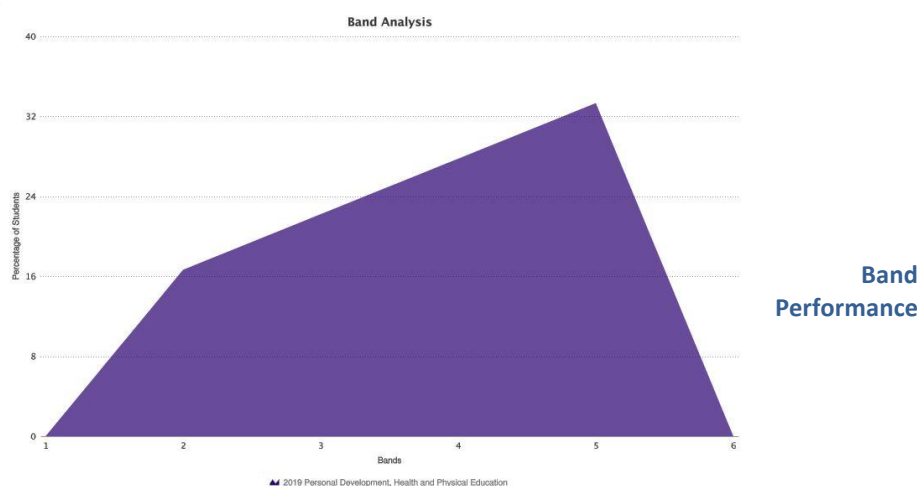
Students included	School Moderated Assessment Mean	School Assessment Mean	School Examination Mean	State Examination Mean	School vs State Differential	Z-Score
18	72.42	66.89	72.36	72.57	-.21	-.02

Summative interpretation of results

Individually each student performed near to or as expected in PDHPE this year excluding those at the top and bottom of the course. In 2019 there were 18 students who completed the HSC course with no student omissions. A combined total of 61.1% of students attained either a Band 4 or Band 5 with unfortunately no students attaining a Band 6.

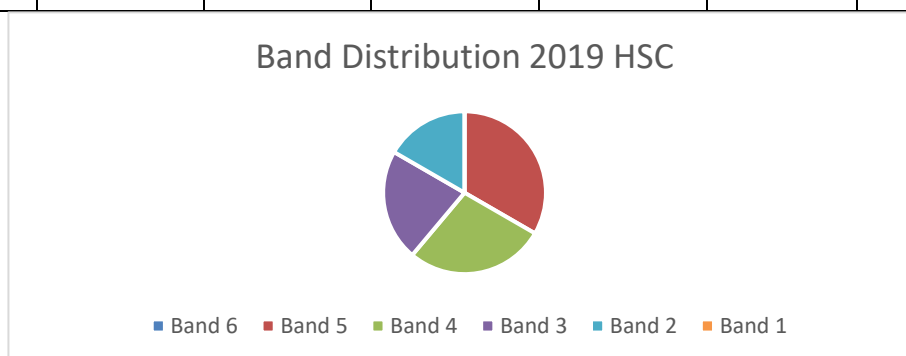
Data of importance to note is the School Assessment marks of three (3) students of 94 resulting in a HSC mark of 89 which may indicate to us that our internal assessment may have been slightly more lenient. However, on the other hand the one (1) student with a submitted School Assessment Mark of 17 received an HSC mark of 50. Overall, in 2020 the PDHPE faculty are working towards mitigating the instances of outliers at both top and bottom end and working towards getting strong cohort performances across the board.

2. Course



Students included	Band 6	Band 5	Band 4	Band 3	Band 2	Band 1
18	-	6	5	4	3	-

Band Distribution 2019 HSC



Summative interpretation of the Course Band Performance results

The 2019 cohort performed to expectation for the most part. When comparing the HSC exam results against the school assessment mark, our top ranked students achieved a HSC mark of 89 with a school assessment mark of 94 and unfortunately missed the Band 6. With regards to the top 3 students whose marks were all moderated down, this may suggest that for the top end of the class the assessments were not in line with the expected rigour of the HSC exam. We also saw two (2) 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.

In consultation with the class teacher, many of the strategies used were student centred and focused on content understanding and application to HSC style questions. Multiple lessons were collaborative with discussions encouraged as well as small groupwork. As much as possible, ICT tasks were completed, and peer assessed. Content was delivered through power points with information for every topic, all linked back to the syllabus which was used as the main source of delivering information. Upon reflection of the cohort performance it has been discussed that further pedagogical strategies such as marked revision could be implemented in order to lift the tail end students and ultimately benefit the entire cohort.

3. Years Comparison



Summative interpretation of the Years Comparison

When drawing comparison between the 2019 cohort and the previous 2018 and 2017 cohorts PDHPE saw an improvement between 2017 and 2019. In 2017, the majority of the results in 2017 occupied the lower bands, however in 2018 the majority of results occupy the higher bands (4-6) and this was repeated again in 2019. However, it is unfortunate to note that 2019 was the first year since 2012 there was no Band 6 results despite having three (3) identified Band 6 students. In order to rectify this the 2020 cohort were given a more experienced teacher coupled with a push towards further professional development for our younger, less experience staff.

It is also pleasing to note, with regards to St Mark's z-score over the past three years the PDHPE cohort has now seen the z-score improve gradually since 2017, indicating a pattern of growth in recent times.

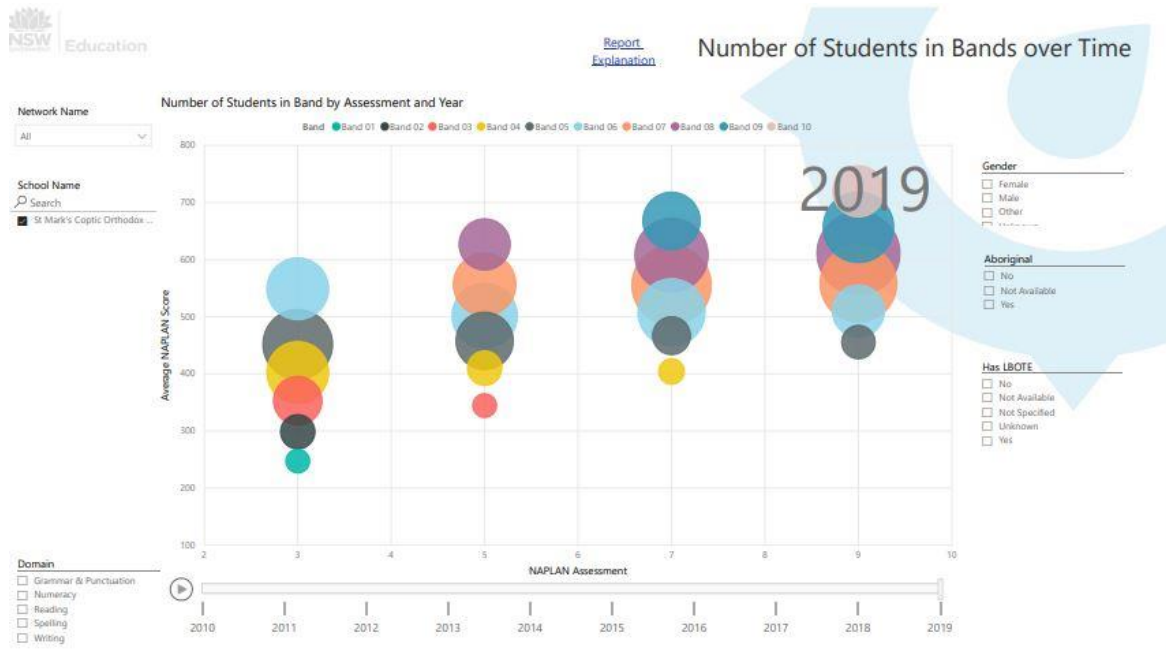
4. Final evaluation and steps moving forward

Overall, I was satisfied with the cohort results as we did see a gradual improvement in most and some dramatic improvement in others between the trials and the HSC exams. By all accounts the cohort were mostly cooperative and enthusiastic towards the content being taught. As a HoF I am very proud of the way the class teacher conducted herself and the professionalism and willingness to learn she displayed throughout 2019 as she was thrown into the deep end in her first year as a teacher being given the daunting task of a HSC cohort. In terms of areas of improvement, my focus in 2020 will be on trying to ensure that students at the very top can carry their results through and maintain their band 6 result if they received that at school level but also to avoid having such a drastic gap between the middle of the cohort and the bottom. Strategies may include, greater focus of differentiation as well as encouraging the 2020 teacher to provide a range of teaching strategies in order to cater for various types of learners in our classrooms.

This data as always is useful in identifying which areas our students are competent in but also allows us to see where we are struggling. Communicating this data to the current HSC teacher will provide them with a stronger platform and base from which they can then develop their lessons and assessment tasks. Unlike 2019, the teacher allocated in 2020 is a vastly more experienced teacher with the hopes of returning successful results. Finally, the College has always been supportive of allowing me to send my staff away on professional development days and particularly in the case of our junior teachers this must continue into the future, especially with the introduction of a number of new syllabi under the PDHPE umbrella.

NAPLAN - 2019

In the early stages of 2019, St Mark's Coptic Orthodox College was again 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 2018.

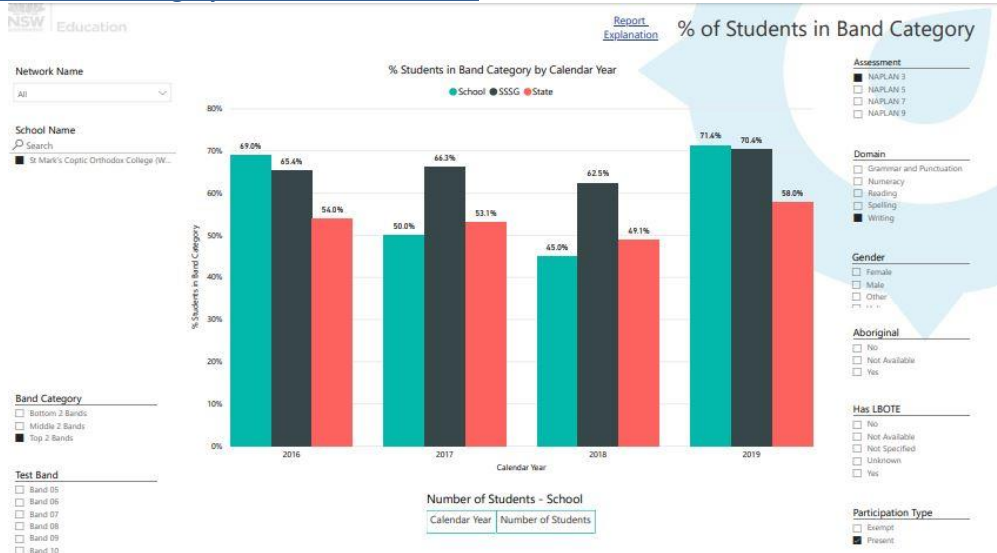


NAPLAN Primary Student Percentages in Bands

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 Band Category & School Level Growth



Network Name
All

School Name
Search
St Mark's Coptic Orthodox Coll...



2019 NAPLAN Secondary 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 2019 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.

A summary of the 2019 NAPLAN results for Secondary (Yrs 7 & 9) are as follows:

- The Secondary school average NAPLAN score is HIGHER than the national average in EVERY category across Years 7 and 9.
- The Year 9 average NAPLAN score is HIGHER than the 2018 cohort (current Year 10)
- Years 7 and 9 have exhibited STRONG growth across the NAPLAN categories compared to their previous attempt at the NAPLAN examinations

The data below has led to the following instructional strategies and things to be mindful of within our teaching:

- Greater exposure of higher order concepts and thinking
- Greater variety of question types and engagement with the upper tier of Blooms Taxonomy
- Incorporation of Problem Based Learning / Concept Based Learning
- Move beyond the scaffold of writing and target the skills associated with development of writing and articulation

Year 7 Growth

Network Name
All

School Name
Search
St Mark's Coptic Orthodox Coll...



Yr 9 Growth



2019 Priority Areas

K - 6

1. Reading – Literacy Pro was introduced in 2017 and continues to reinforce reading at home.
2. 2018 we introduced Reading bug to reinforce more reading and comprehension activities at home and this also continues.
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 continuing to be developed further.

Yrs. 7 - 12

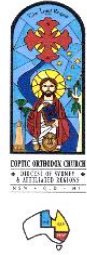
1. Student Welfare & Discipline – Program Development and implementation continues to be a focal point
2. Attendance Rates – Data and analytics to track and measure
3. Faculty Reviews – Faculty improvement plans (FIPs) instigated now and will continue along with Personal Improvement Plans (PIPs) for all teaching staff.

2020 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 to further facilitate NESA Accreditation processes.



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 NESAs through Years 7 – 12

When students being accelerated are studying Stage 5 and Stage 6 courses, NESAs 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

Secondary Staff Professional Learning

The school has continued to invest in staff professional learning. 2019 saw an increase in the amount of development approved by the school, whilst staff also engaged in alternate modes of professional development. The college, for the first time, completed an online learning module for Problem Based Learning, where staff worked at their own pace. This additional flexibility aimed to give staff allowance to balance their work demands with their own learning.

A summary of approved external staff development is as follows:

Month	Faculty	Outline
January	Whole school	Staff Development
February	Select staff	Debating PD
	English	Education Conference
March	Finance	CPA Course
	Mathematics	Maths Association NSW - New Syllabus
	Mathematics	Maths Association NSW - New Syllabus
	Select staff	AIS Evidence Based Classroom Management
	Careers	UTS Careers Day
March	Careers	Careers Development Conference
April	Mathematics	Preparing to Teach Math Ext 1
	Science	Year 12 Theory for Physics
	In-school	Staff Development
May	NSW Math Rooms	NSW Maths Assoc. Ext 2 Maths Syllabus
	HSIE	NSW BJE Studies of Religion 2
	PDHPE	PDHPE Stage 6 Conference
	HSIE	LSA Legal Studies
	Select staff	AIS 21st Century Management
	Careers	Macquarie Uni Careers Day
	English	Seven Steps to Writing Success'
	Select Staff	AHISA DOS Conference
	Science	Chemistry Lecture Day
	Languages	Igniting Passion for Learning
May	Science	Preparing for HSC Biology
June	Science	Preparing for HSC Biology
	Music	Using technology in Music
	PDHPE	AIS New PDHPE Syllabus
	Select Staff	AIS Students at the Centre of Learning PD
	Executive staff	SEQTA Training
	Science	Lab Technician Training
	In-school	Staff Development
	Literacy	Literacy Support
July	PDHPE	PDHPE Assessments
	Science	NSW DET New syllabus skills
	TAS	Teach Tech Conference
August	Select staff	Psychlinx Psychology
	Select staff	PD for PA
	Literacy	Preparing for Minimum Standards Literacy
	Select staff	Leadership Conf. 2019
	HSIE	GTA Geography Skills 7-10
September		
October	Science	K-12 Science & Math Conf
	In-school	Staff Development
	Mathematics	MA NSW New syllabus - Standard & Advanced
October	PDHPE	AIS PDHPE Development
November	Select staff	AHISA DOS Conference
	Mathematics	New Math Syllabus - Ext 2

	Select staff	Data
	Select staff	Data
	Mathematics	New Math Syllabus - Ext 2
	PDHPE	AIS Stage 6 PDHPE Development
December	Science	ANSTO Science Day
	In-school	Staff Development
	In-school	Staff Development

Teacher Attendance & Retention

In 2019 the teacher attendance daily average was 91.5%.

The retention rate was 91%. 43 = Full time teachers 3 = Part Time teachers

2019 Student Attendance

Student attendance equals to a 90.59% yearly average. Student Attendance refers to attendance requirements and the sanctions that flow from inadequately explained absences. Duties include: using rolls to record absences; contacting parents; seeking formal notes; or contacting the appropriate authorities.

Year	Attendance Percentage
Y01	89.6%
Y02	89.3%
Y03	90.75%
Y04	85.4%
Y05	91.4%
Y06	91.05%
Y07	87.7%
Y08	89.25%
Y09	86.35%
Y10	82.05%
Total	88.29%

Other information which might be useful:

- Total enrolments for 2019 were 740
- 96% of students Language background is other than English

Teaching Staff: 43

Full time equivalent Teaching Staff: 41

Non- teaching Staff: 17

Full-time equivalent non-teaching staff: 12.5

College Policies

Child Protection

The School's "Child Protection Policy" details legislative requirements (Ombudsman Act 1974, Child Protection Act 1998, Commission for Children and Young People Act 1998, Children Care and Protection Act 1987 and Amendment Act 2003 and Children and Young Persons' Protection Act 1998.

This introduction briefly explains the procedures to be followed in reporting instances of abuse to the appropriate authorities. The first professional development day of each year is set aside to outline to staff the "Do's and Don'ts" when dealing with children under their care and explains how to be aware of behavioural signs of physical, verbal or sexual abuse. The procedures for dealing with, and the reporting of, these incidents are discussed at length and are set in place for staff to follow. Any updates to Regulations will be outlined and all staff are required to sign their attendance at these sessions.

One staff member receives formal training from the AIS in conducting necessary investigations and will be responsible for the process. Any allegations raised against staff or parents or students are taken seriously and the school follows the process as recommended by The Association of Independent Schools and the NSW Independent Education Union: 'Protocols for Internal Investigation and Disciplinary Proceedings'. Any behaviour that has been found to be reportable conduct is passed on to the appropriate authorities (DOCS, Ombudsman and the Commission for Children and Young People) by the Head of Agency (Head of College).

This information is passed on to students through Coptic Orthodox Studies, PDHPE and Pastoral Care lessons and at special assemblies. Parents are made aware of Child Protection issues raised through the College Newsletter or via College letters sent home. The Child protection policy is available on the College website www.stmarks.nsw.edu.au

All Employees and approved in school Volunteers are screened via the Working with Children check prior to employment as well as through an extensive interview process, with follow up calls to previous employers and referees, and by completing a Prohibited Employment Declaration Form.

Anti-Bullying

Definition:

- Bullying is the deliberate intention to harm someone who does not have the power to stop it.
- Bullying, harassment or any form of discrimination, is immoral and can be unlawful because it interferes with the right of a person to feel safe and valued as a member of a community.
- Bullying takes many forms. It can include but not limited to:
- 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.
- 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.
- 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 Snr Constable Brendan Martin from Liverpool Local Command 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 School Police Liaison Officer Snr Cst Brendan Martin for further action/advice. mart2br@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 Mrs Grohala (Deputy), Mrs Nada (Deputy of the Primary School), Mrs Lotfi and Mrs Sidhom (Office Secretary). An audit of maintenance requirements is conducted each semester and maintenance is completed each term day on reported matters via a Maintenance Book located in the Office and selected days throughout term breaks. The College Board is informed of WHS issues at each meeting and reviews of policy and situations take place regularly.

Risk Management

Risk Management describes how to identify and manage risks in all aspects and areas of College life. It includes a Risk Management Checklist, Risk Assessment forms and Risk Management Procedures with sample plans. Risk Management takes place for every excursion and every outing including sports venues. Delegated authority from the Head of College is issued to pursue required checks by relevant staff responsible for each event/activity. The completed Assessment is forwarded to staff with the original filed by the Financial Manager.

Policies for Emergencies & Critical Events

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

Excursions

Teachers are responsible for Risk Assessment before excursions are confirmed. Preparatory activities, procedures for organising, procedures following an accident, and student/adult supervision ratios are documented.

Professional Standards

Professional Standards refers to the responsibilities of staff for students in their care during class time and at play/sport times. It explains the use of grounds and facilities, and it details security (e.g. locking all classrooms when no teacher present). Overall responsibility for College security rests with the Head of College or their delegate.

Resolving Grievances

1. Curriculum

Primary School

Complaints and grievances are referred to, and resolved by, Classroom Teachers, Head of Primary and the Head of College. All complaints are investigated and, depending on the severity of the Complaint, any, or all, of the persons mentioned above may be involved in the resolution. Curriculum matters are governed by NESAs Requirements and College Assessment and Reporting Policies.

Senior School

Complaints and grievances are referred to, and resolved by the Classroom Teachers, Heads of Faculties, Director of Teaching and Learning, Deputy Head of College and the Head of College. All complaints are investigated and, depending on the severity of the complaint, any, or all, of the persons mentioned above may be involved in the resolution. All complaints are placed on a complaints register which is presented at each executive meeting. Curriculum matters are governed by NESAs Requirements and College Assessment and Reporting Policies.

2. Welfare

Primary School

Complaints and grievances are referred to, and resolved by, the Classroom Teachers, Head of Primary, Deputy Head of College and the Head of College. All complaints are investigated and, depending on the severity, of the complaint, any, or all, of the persons mentioned above may be involved in the resolution. Welfare complaints may also involve the College Priest, College Counsellor, School Investigator or/and external bodies (e.g. DOCS).

Senior School

Complaints and grievances are referred to, and resolved by, the Classroom Teachers, House Tutor, House Patron, Deputy Head of College and the Head of College. All complaints are investigated and, depending on the severity of the complaint, any, or all, of the persons mentioned above may be involved in the resolution. Welfare complaints may also involve the College Reverend Father, College Counsellor, School Investigator or/and external bodies (e.g. DOCS or other Child Protection Authorities).

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

Complaints Policy

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

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

Resolving Grievances Rationale

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

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

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

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

Aim

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

Implementation

- The person making the complaint against another individual shall follow the proper channels and not go outside these. These channels are summarized in the diagrams at the end of this policy.
- All parties involved must conduct themselves in a true Christian manner, with good will, love and courtesy. They must work together to resolve an issue, not work against each other. A positive approach is far more likely to be successful than a negative approach.
- It is anticipated that the majority of complaints will be resolved satisfactorily by courteous discussion between the all parties involved.
- However, if such discussion does not result in a satisfactory resolution, the steps illustrated in the diagram are to be followed in the order that is shown.
- If all parties conduct themselves in a true Christian spirit, it should be very rare that a matter reach the last stage of a formal and written complaint to the College Board.
- Complaints that cannot be resolved even at the level of the Head of College may proceed to the final avenue of appeal, which is to lodge a formal written complaint with the College Board. All complaints should be sent by email with any supporting attachments to copticeducationboard@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 Evonne Youssef 4 day per week). Teachers/House Patrons refer students to her, or students may approach her independently. The counsellor works in concert with staff, parents and parish to meet students' needs. Clergy who visit the College may also be used as a resource for counselling students and/or parents where appropriate. The College Counsellor will be a resource person who can refer students on to other professionals as required. The Counsellor is required to attend the Welfare Meeting each fortnight to share information with the team as well as to gather information on students who may need assistance.

Welfare Committee

A committee made up of the Deputy Head of College (Chairperson), Head of Primary, Head of Pastoral Care (College Chaplain), 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 weekly basis. It is a time where, as a school, we pray together, acknowledge achievement (academic, sporting, positive behaviour) and incorporate activities that teach etiquette, courtesy and cooperation.

Years 5 to 12 students all attend Retreats each year. The programs for each Retreat include time for staff and students to pray and to play together, to get to know one another and to participate in activities that develop cooperation. This is especially helpful for Year 7 whose transition to a new stage of education is made easier as they feel welcomed and at ease with their new teachers.

The Student Welfare Policy and associated procedures is provided to all members of the College Community through the Staff Handbook and the Student Diary. This policy is reviewed and developed through consultation with all College Staff by the Welfare Committee on a yearly basis.

Pastoral Care Program & Rationale

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

John 10.10

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

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

Everyone in the College is involved in pastoral care. Pastoral care is not solely a responsibility for House Tutors, House Patrons, our Chaplain, Clergy or other specialist staff. Every member of staff (teaching and non-teaching) has a responsibility and is accountable for the pastoral care of students. The well-being and care of students is the core of the College's teaching and learning program (curricular, co-curricular and extra-curricular).

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

To enable students to do this we:

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

We seek to achieve these principles through:

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

Pastoral Care Structure

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

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

- The House Tutor is first involved and makes every attempt to resolve the student's issue.
- Where difficulties still arise the House Patron will follow up by interviewing the student.
- If concerns continue then the School Counsellor and/or Deputy Head will be involved.

Parents may be contacted at any time throughout the above procedure.

Students are free to approach the School Counsellor, House Patron or House Tutor for an interview. Some students need short term individual care while a longer period of care is required for others. Confidentiality of the student is maintained.

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

The pastoral care of students is woven into their daily lives at school through formal and informal contact with staff, COS Program and Retreats, Pastoral Care Program, Special Education Program, Orientation Program for Year 7, Activities Program, Camping Program for Years 5 - 10, and Sport.

Academic Care

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

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

Promoting academic care through:

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

Teachers that promote academic care:

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

Student Discipline Policy

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

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

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

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

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

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

Procedural Fairness

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

The principles of procedural fairness include the right to:

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

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

General Policies

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

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

Implementation of the Discipline Policy

This policy is implemented by:

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

Procedures for implementing effective discipline

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

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

Strategies to Promote Good Discipline

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

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

Medications Policy

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

Medications required during school hours will be stored in the office and students requiring medication at school must go to the office. Prescribed medications only may be taken at school and must be administered by a member of staff. Teachers will not 'mind' medications.

Students with asthma should carry asthma treatment with them on all school activities

Infectious Diseases Policy

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

- Chicken Pox – Exclusion from school until fully recovered. Minimum exclusion – 7 days after first spots appear and all spots have crusted and formed hard scabs.
- German Measles – Exclusion from school until fully recovered. Minimum exclusion – 5 days after rash appears.
- Measles – Minimum 5 days after rash appears.
- Mumps – Exclusion from school until fully recovered. Minimum exclusion 1 week after swelling occurs.
- Whooping cough – Exclusion from school until fully recovered. Minimum exclusion is 3 weeks from onset of whoop.
- Ringworm/Scabies – Re-admission to school after appropriate treatment has commenced. A medical certificate detailing treatment is required.

• Pediculosis (head lice) – A student with head lice at school will be isolated to protect other students from possible infestation. The child will need to remain away from school until the infestation is attended to per policy requirements. Re-admission when treatment has been undertaken. Hair should be free from 'nits'.

Homework Policy K – 6

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

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

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

Implementation

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

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

Enrolment Policy

Rationale

The College is a fully comprehensive co-educational independent school from Kindergarten to Year 12, underpinned by Christian religious values and operating within the policies of the NSW 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 received, 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 2nd child, 35% for the 3rd child and the 4th child is free, after full fees are paid for the 1st 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.

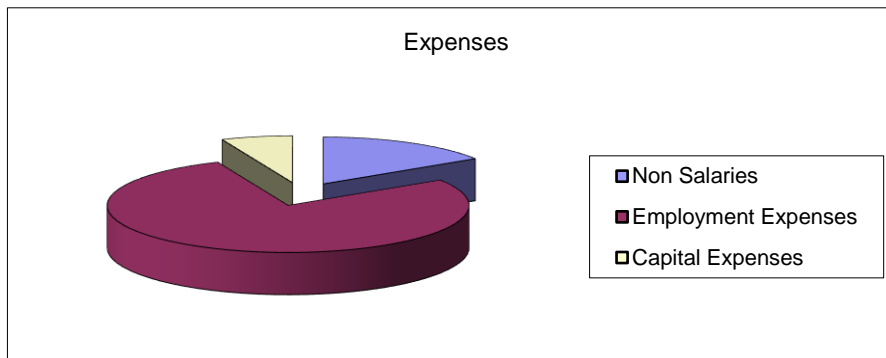
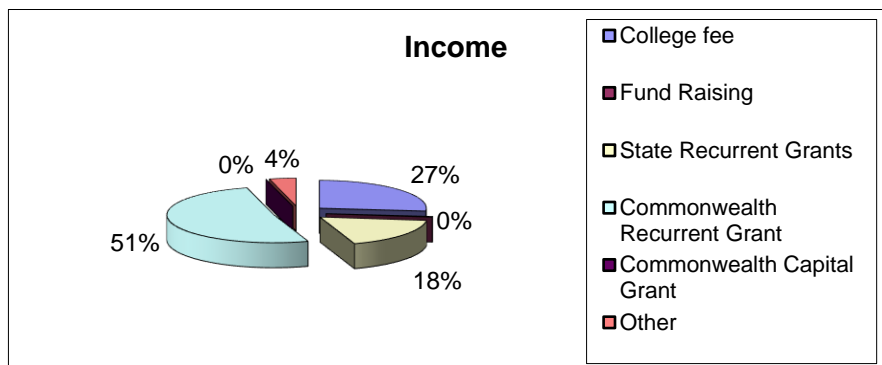
Declaration by Parents or Guardian and Person responsible for payment of fees

Student's Full Name _____ Class / House _____

Parents / Guardians

Signatures: 1. _____ 2. _____ Date: _____

Summary of Financial Information 2019





About this Report

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

Members contributing information towards this Report included:



Fr George Nakhil	College Chaplain (Pastoral)
Mr A. Tsoutsa	Head of College
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 Education 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 2020

