

# Saint Mark's Coptic Orthodox College

## 2020 - Annual Report



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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 (SMCOC) 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 regulatory periodic Reviews and Audits. As the College receives Federal Government Recurrent Funding through the NSW State Government authority, the College is accountable to the Department of Education & Training (DET) in meeting all Federal requirements and responsibilities. The College is still equally responsible to the State Government authorities for curriculum, however it is not connected with the NSW Department of Education (DoE) who is the Sector authority for all NSW Public Schools, or Catholic Systemic schools who are governed by the Catholic Education Office.

The Coptic Orthodox Ethos is spiritually and pastorally implemented within the College. The majority of students are Coptic Orthodox background (approximately around 70%), 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.

SMCOC 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. Where students and staff feel secure and supported by all members of the school community, encouraging a service-oriented mode encouraged across Staff and students. With this pastoral and academic mode assisting students to achieve their best, the curriculum then benefits with exceptional results by Yr 12. Whilst grading 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.

Our students are challenged to strive to achieve excellence and success in all areas of the curriculum by attaining their best 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 humans 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 differences, and analyze 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.

Due to the COVID-19 Pandemic, 2020 was the year everything changed in how things were done within all aspects of life. Like all schools, we remained open throughout however classes were taught on-line between late March and late May. Events did not occur as had been previously planned. Competitions were cancelled and NAPLAN was cancelled. Fortunately, things were managed superbly and the support and complete cooperation of our school community including students, parents, staff and support groups greatly assisted each and every change and challenge we were faced with.

# About the Board



St Mark's College is governed by the NSW Coptic Education Board which is made up currently of 4 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 along with the Interim Trustees Board of the Coptic Orthodox Church (NSW) Property Trust through the Delegated Authority of Secretary of the College Board (Mr Mina Hanna). The NSW Coptic Education Board is the governing body of St Mark's Coptic Orthodox College - the CEB have delegated authority 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:

<b>Name</b>	<b>Profession</b>	<b>Position</b>
Mr Mina Hanna	Solicitor	Secretary
Dr Mourad Nosir	Medical Specialist	Board member
Ms Monica Ikladios	Marketing Specialist	Board Member
Dr Mena Salib	Medical Specialist	Board Member

**NSW Coptic Schools Board - St Mark's Coptic Orthodox College**  
**28 June 2021**

# Curriculum Report 2020

## Secondary

### State of Teaching and Learning

2020 saw the first year of the college's triannual learning framework, the '2020-2022 Learning Goals'. The intention of the College's learning goals is to provide a universal language and framework for the structure of teaching at the College, in addition to assisting with the planning of staff professional development.

The goals were devised in 2019 following consultation from key stakeholders: staff, parents, students, and members of the wider community. The AIS Perspectives Survey was used to collate this data and establish the strategic vision for teaching and learning at the College.

One accompanying document to the learning framework is the College's 'Learning Design', a step-by-step process to target the pedagogical methodologies that can be used in everyday teaching to promote quality and rigour. This framework is research based and aligned to the strategy of backward mapping.

Further to this document is the inclusion of the 'Classroom Design' framework, creating a clear set of expectations as to what a classroom looks like at St Mark's Coptic Orthodox College. These expectations apply to both students and staff.

These frameworks can be seen on the proceeding pages.

The sudden onset of COVID-19 results in a dramatic and forced shift in the learning design. Staff are to be commended on their agility in transforming their pedagogy to a digital learning environment.

The school transitioned to 'online learning' via a mandated 50:50 split between Google Meets sessions with the class and allocated learning tasks to be submitted via Google Classroom. Assessment programs were altered in many cases to rearrange tasks; assessment submissions were brought forward and in-class examination-style tasks were delayed until later in the year. Year 12, due to the uncertainties of HSC assessment and examination requirements, continued their assessments on-site outside of the compulsory home learning period. The College was committed to completing the full academic program for all students and successfully achieved this.

In summary, it was a challenging year for the entire profession; however, staff and students at the College are to be commended on the way they adapted to the uncertain climate.

# St Mark's Coptic Orthodox College

## Learning Goals 2020-2022

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### A Christ-centred learning environment

With Christ at the centre of all we do, our learning environments will continue to be filled with love and respect for teachers and students.

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#### Lessons with intent

Every lesson has a purpose on the learning journey. Backed by research, our learning will be 'backward mapped' and the intention of every lesson made clear.



#### Innovative pedagogy and technology

As the College continues to grow in its implementation of technology, lessons will incorporate a greater experimentation with innovative pedagogy and technology.



#### Shared instruction

Through formal and informal collaboration, teachers will share instructional methodologies and seek improvement in their pedagogical practice.



#### Deep learning and critical thinking

Through an engagement in deep learning processes, students will be encouraged to be critical thinkers and will demonstrate a deeper understanding of concepts.

# The Learning Design

Based on our learning goals for 2020-2022, the following five focus areas should assist our instructional design.







### Staff Professional Learning

Due to the transition to a predominantly digital environment, the make-up of staff professional learning had shifted. Where possible and permitted, face-to-face development was preserved. During periods of mandated isolation or home learning, digital development was applied.

An outline of some of the providers / organisations used is as follows:



- TTA
- UNSW
- Duke of Edinburgh
- USYD
- ACHPER
- TPD
- Powerful Partnerships
- Mental Health First Aid for Youth
- AIS NSW
- Royal Ag Society, NSW
- Meet the Markers
- UTS
- Interpersonal Psychotherapy
- 7 Steps to Writing Success
- Cornerstone T&L
- Economics and Business Ed, NSW
- The Tax Institute

### **NAPLAN**

Covid-19 resulted in the cancellation of NAPLAN examinations for all students in Years 3, 5, 7 and Year 9. As such, there is no data to report.

### **HSC Minimum Standards Testing**

HSC Minimum Standards tests were held in the periods external to online learning. >90% of students met the minimum standard on their first attempt.

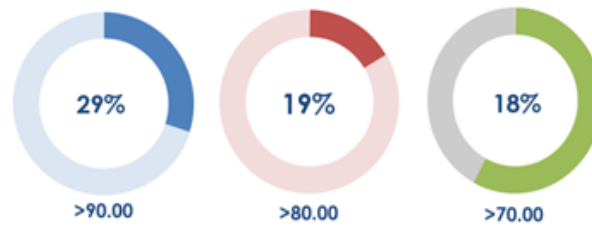
### **HSC Results Analysis**

#### **Snapshot summary**

- 2020 NSW Rank: 88 / 800+ schools
- 3 HSC All-Rounders (Band 6 in every subject)
- 5 students missed 'All-Rounder' status by 1 subject
- Highest ATAR was > 99.45
- 31<sup>st</sup> in NSW for English Advanced, Extension 1 & Extension 2 (Top 4% of NSW)
- = 74<sup>th</sup> in NSW for Maths Advanced, Extension 1 & Extension 2 (Top 10% of NSW)

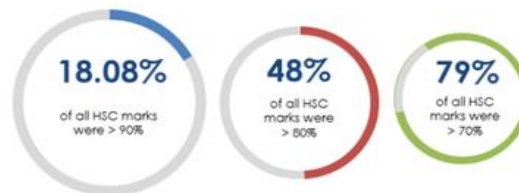
### ATAR Ranges

The following charts correlate the percentage of students that achieved a category of ATAR.

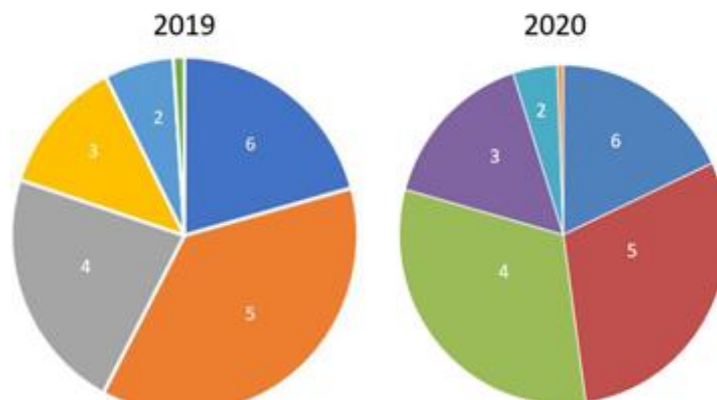


### Band Summaries

The following charts correlate the percentage of HSC marks that were in a particular category.



### Visual Distribution of all 2020 bands vs 2019 bands



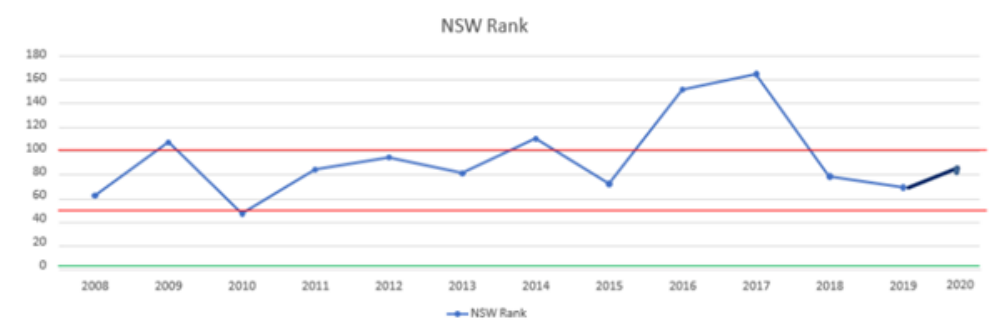
### Subjects with results exclusively in Bands 4 / E3 and above

- Drama
- English Advanced
- English Extension 1
- English Extension 2
- Mathematics Advanced

## State v School Variation

- 14 / 20 subjects outperformed the state in the HSC examination
- Notable subjects that had the largest distance between the school examination mean and the state examination mean:
  - o Physics
  - o Mathematics Extension 1
  - o Chemistry
  - o English Extension 1
  - o English Extension 2

## 2020 College rank v historical



## School Group Statistics

Course	Course	Students Included	Students Omitted	E.M. Mean	State E.M. Mean	School/State Variation	Z-score
<u>Biology 2 unit</u>	15030	37		73.15	72.39	.76	.06
<u>Business Studies 2 unit</u>	15040	34		73.78	71.99	1.79	.12
<u>Chemistry 2 unit</u>	15050	33		79.72	75.52	4.20	.34
<u>Design and Technology 2 unit</u>	15080	9		75.56	78.54	-2.98	-.31
<u>Drama 2 unit</u>	15090	7		75.00	79.62	-4.62	-.47
<u>Economics 2 unit</u>	15110	3		70.80	77.02	-6.22	-.50
<u>English Advanced 2 unit</u>	15140	49		84.88	81.33	3.55	.47
<u>English Extension 1 1 unit</u>	15160	5		45.90	41.66	4.24	.77
<u>English Extension 2 1 unit</u>	15170	1		47.10	39.43	7.67	1.18
<u>English Standard 2 unit</u>	15130	20		70.98	69.93	1.05	.12
<u>Legal Studies 2 unit</u>	15220	14		78.31	74.97	3.34	.26
<u>Mathematics Advanced 2 unit</u>	15255	20		82.98	79.20	3.78	.31
<u>Mathematics Extension 1 2 unit</u>	15250	12		82.82	78.49	4.33	.25
<u>Mathematics Extension 2 2 unit</u>	15260	11		76.64	81.46	-4.82	-.34
<u>Mathematics Standard 2 2 unit</u>	15236	25		70.10	68.40	1.70	.12
<u>Personal Development, Health and Physical Education 2 unit</u>	15320	19		71.08	72.46	-1.38	-.10
<u>Physics 2 unit</u>	15330	20		80.91	73.99	6.92	.49
<u>Studies of Religion I 1 unit</u>	15370	5		39.28	37.69	1.59	.30
<u>Studies of Religion II 2 unit</u>	15380	10		75.22	75.50	-.28	-.02
<u>Visual Arts 2 unit</u>	15400	9		82.11	81.02	1.09	.12

## Overall assessment of HSC results

The College's 2020 HSC results are commendable. Teachers added value to student outcomes in many courses and this is reflected in the impressive set of results. Comparative to this cohort's Year 9 NAPLAN results, significant value has been added.

The teachers of these courses are to be commended on their unbridled dedication to their students.

## 2020 Priority Areas

### 2020 Targets (Whole School)

1. Student Welfare (Mental Health, Positive Behaviour for learning, Restorative Justice Initiatives)
2. Student Wellbeing (Mental Health, Resilience and Positive Relationships)
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 –
  - a) Increase participation and School to further facilitate NESA Accreditation processes.
  - b) Pursue ways to support staff to enhance our collegial environment and communication

### Yrs. 7 - 12

1. Student Welfare & Wellbeing – 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.

### K - 6

1. Reading – Reading continues to be the focus.  
In 2020 K-2 have completed the Progressive Achievement Test and 2021 K-6 students will sit for the PAT-R test. PAT-R (The **Progressive Achievement Tests** in Reading (**PAT-R**) are **tests** designed to assist teachers in their assessment of students' reading comprehension, vocabulary and spelling. It provides teachers with objective information for setting realistic learning goals and planning effective programs.)
2. Reading bug is a reading program for K-2 used to reinforce more reading and comprehension activities at home.
3. Learning Intentions and 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 continues to be the focus. Students' achievements will be monitored using PAT Math.  
2020 K-2 completed the PAT Maths and 2021 k-6 will sit for the PAT maths. This evidence based assessment will assist teachers to monitor their students' growth and progress.

### Primary Curriculum and Assessment

In the Junior School we aim to provide a positive approach to learning by ensuring that:

- Children feel secure, happy and confident.
- Children are independent and responsible for their learning.
- Activities provided will stimulate and motivate them to new experiences and further

learning.

- Children experiment, manipulate, trial, change, take risks, re-trial, succeed and discover what they want to know.
- Skills are developed in the area of problem solving and decision-making.
- Individual learning needs are catered for.
- Children talk through problems with their peers, individually or through class discussions.
- Student progress is communicated and discussed with parents.
- Respect for others is modelled, encouraged, supported and expected.

## 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. Homework is modified to cater for all abilities and this is done through close monitoring and communication with the parents.

### **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 .

### **Key Learning Areas and Extra Curricula:**

- Literacy (SPALDING Program)
- Numeracy (Maths in the Box – Hands on activities involving real life experiences)
- Science and Technology
- Humanities and Social Sciences (HASS)
- Health and Physical Education
- The Arts-Music, Visual Arts, Drama
- Coptic Orthodox Studies
- Coptic Studies
- Drama
- Debate
- Activities/clubs

**Assessment:**

Assessment is an integral part of each curriculum area and an on-going process. It is to be a continuous process throughout a child's schooling. The information provided will assist in planning and catering for individual needs. Various modes of assessment will be used to monitor and promote learning, and these include:

- Observation/anecdotal records
- Sample of children's work
- Running Record (reading development levels)
- Teacher made tests
- Parent/Teacher interviews
- Diagnostic Tests
- Weekly spelling tests
- NAPLAN

**Assessment Procedure**

All type of assessments is created by teachers and approved by the head of primary and the head of teaching and learning prior to administering the assessment. Students are assessed in variety of ways that include:

- Topic tests are pen/pencil and paper testing which are conducted at the end of topics taught in each Key Learning Areas. The tests are designed to cater for students with different abilities. The first part of the test caters for students with basic abilities and it's about 60% of the value of the test. The Second part of the test cater for students are more able to deal with challenging questions and it's about 20% of the value of the test. The final part of the test identifies the enriched students and it is about 20% of the test.
- Projects and assignments are to incorporate the application of understanding and learning in areas such as HASS, Science, CAPA and may integrate other Key Learning Areas. This is clarified in the Junior School Scope and Sequence.
- Observing and recording students understanding of the concepts taught in class as it occurs e.g. oral presentations, movement skills, language development, hands on tasks etc.

**Assessment Recording Process**

Teachers record the assessments results in their chronicle (day book). Then after recording the results they save them on SEQTA ( the college system ) . The results are shared with Mrs Nada and Mrs Shehata for analysis.

**Students Monitoring Process**

Monitoring the students' progress and analysing their results to cater for all students in the Primary school is vital. Therefore, the process below is followed:

The head of the primary school and the head of teaching and learning in the primary school create excel files for each class at the beginning of each academic year. After the teacher who set the tests marks them, the class teacher checks them thoroughly before saving the marks on the excel file under the correct subject. Teachers meet with their grade partner and the head of the primary school and the head of teaching and learning to discuss the student / students who



are struggling and analyse their results to create an intervention program to be able to assist the students. Teachers and an executive member meet with the parents to discuss the intervention program and set goals for the student of concern.

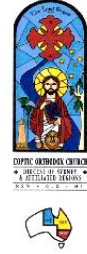
#### **Assessment Schedule K-6**

Assessment Schedule in the junior school is subject to change due to many reasons such as; Students who did not grasp the concepts, interruption in the school due to carnivals, Bishops visits etc. so, the unit may take longer than intended.

Some priority achievements identified in the 2019 Annual Report have been transferred to improvement targets for 2021 due to the effects of the pandemic in 2020.



# Saint Mark's Coptic Orthodox College



## Acceleration Progression Policy & 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 campus. This structure allows the College to continuously collect data on each student's achievements throughout the years and to foster and enhance their learning. St Mark's Coptic Orthodox College recognises that all students learn and progress at different rates and that academic standards varies amongst students. The goals of acceleration are to provide and adjust an appropriately challenged curriculum, depending on the needs of the individual students.

This policy outlines specific criteria for consideration in determining appropriate student placement. Students who wish to apply for acceleration in a specific subject must be:

- high achievers in the area(s) in which they wish to accelerate; and
- Above average performance on all core subjects (Maths, Science and English)
- above average NAPLAN results
- able to demonstrate social and emotional maturity
- Evidence of an attendance record +90% present

Determining **social and emotional readiness** will be determined based on:

- observation of interactions with peers over a reasonable time period
- the student's level of motivation
- anecdotal or actual evidence from teachers, parents and Counsellor.

The content of the acceleration programs will be aligned to **NESA curriculum outcomes**.

**Individual adjustment plans (IAPs)** will be developed for every accelerant student to cater for their individual needs. IAPs will also be developed for every student exiting the program to support their social and emotional wellbeing.

NESA will be notified of all student being acceleration that are studying stage 5 and 6 courses by March each year through the Confirmation of Entry Form.

## Acceleration Procedure – criteria based decision making

Criteria	Intake Thresholds	Manage	Managing Out Thresholds
1. Subject Mark & Standardized Test	80% and above <sup>1</sup> for 2x terms	Monitor	Less than <b>75%</b> for each assessment
2. Other Core Subject Marks	Above average results in the course <sup>1</sup> for 2 terms	Monitor	below average results in the course for 2 terms
3. NAPLAN	Band 8+ in relevant areas in year 7	Monitor	Less than band 8 in year 9 NAPLAN
4. Approved Counsellor Report	Assessing the emotional maturity and ability to sustain a balanced academic and social perspective.	Monitor	Substantial drop in subject marks, core subjects and/or student wellbeing (through pastoral team) can trigger a counselled session / report.
5. Attendance level	+90% attendance is required	Monitor	Continue to monitor attendance and be in discussions with parents
Overall Assessment based on criteria	Minimum 4 of the above 5 in-take criteria must be met including the Subject Mark		If any of the criteria's are not met, an assessment will be conducted by the Acceleration committee.
Committee Final decision <sup>3</sup>	Committee to make a decision by aiming to each consensus. If Consensus cannot be reached voting will take place. Decision will be minuted.		Committee to make a decision by aiming to each consensus. If Consensus cannot be reached voting will take place. Decision will be minuted.

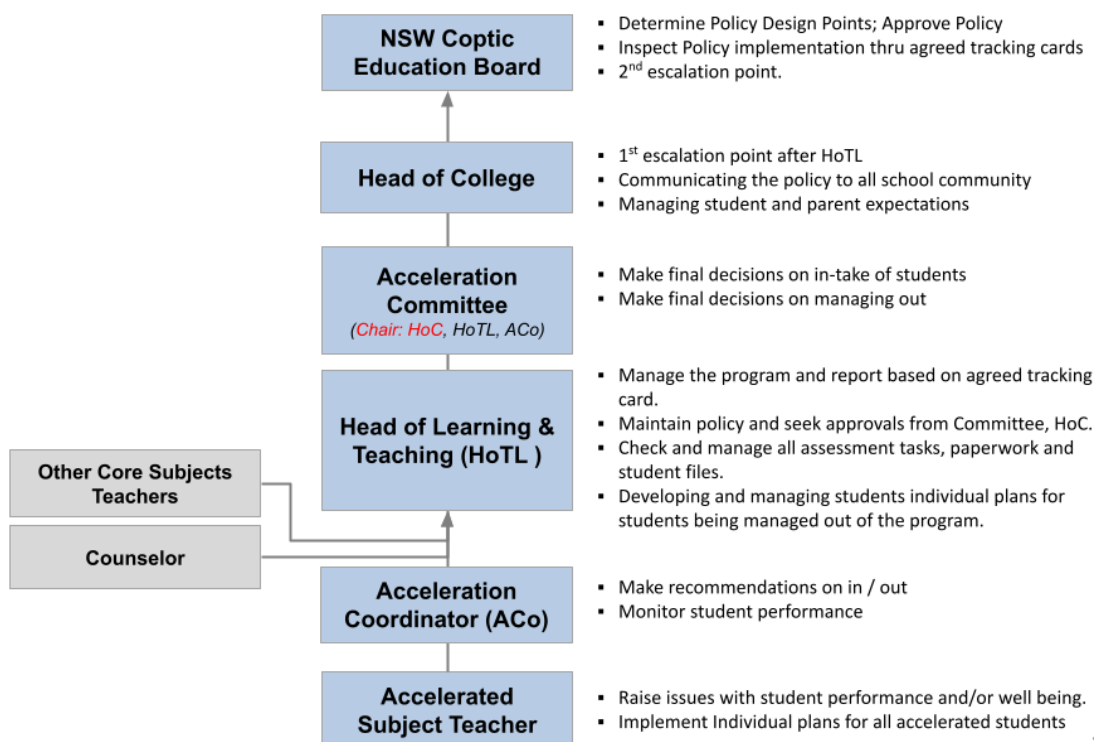
1. *Progressive mark over the year*
2. *Core Subjects: English, Science and Maths*
3. *Committee can override the criteria above in special cases e.g.. extreme medical conditions. Max number of overrides should not exceed 5% of total accelerants.*
4. *The relevant Staff plus Counsellor will provide a social wellbeing report for the student to the Acceleration Committee to be considered for their final decision.*

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## Acceleration Procedure – Managing In-take and Managing-Out

In-take procedure	How we manage?
<b>Internal Intake</b> <ul style="list-style-type: none"> <li>Intake for all KLAs will be done on a semester basis. However, the monitoring will be done on a term basis through the tracking cards.</li> <li>Students will have to apply for acceleration by week 4, Term 4 of Year 7 using application in attachment #1.</li> <li>The committee will review the applications and assess based on criteria and a decision will be made.</li> <li>The decision will be conveyed to the students and parents in an interview with the HoTL/Acceleration Coordinator (Aco) at the beginning of week 7, Term 4 of Year 7.</li> <li>Parents return the signed acceptance form outlining the terms &amp; conditions by the beginning of week 8, Term 4 of Year 7</li> </ul>	<ul style="list-style-type: none"> <li>Acceleration tracking sheets (including house patron reports) will be updated every term facilitated by the HoTL/Aco. Staff &amp; Counsellor's reports will include attendance, behaviour and any other areas of concern.</li> <li>Review with Acceleration committee conducted each term. In this review decisions will be made on in-take, managing-out and IAP reviews.</li> <li>NESA will be notified of all student being acceleration that are studying stage 5 and 6 courses by March each year through the Confirmation of Entry Form.</li> <li>All students entering <b>stage 6</b> will have completed "all my own work" prior to commencement of the course.</li> </ul>
<b>External Individual Semester Intake</b> <ul style="list-style-type: none"> <li>Application for new students will be received by HoTL/Acceleration Coordinator.</li> <li>Standardised test will be conducted for the student.</li> <li>The HoTL/Aco will liaise with the previous school and outsource the students reports, results and liaise with relevant teachers and counsellors – to ensure that the applicant has covered all the previous year syllabus / pre-requisites.</li> <li>The HoTL/Aco will inform the committee on the results and a decision will be made by the committee during the third week after the students commences.</li> <li>The decision will be conveyed to the student and parents in an interview with the DoTL/Aco. The parents must return the signed acceptance form by the following week.</li> </ul>	<b>Managing Out procedure</b> <ul style="list-style-type: none"> <li>Students tracking cards will be attached to all accelerants semester reports highlighting missed acceleration criteria.</li> <li>Warning letter will be sent to parents <b>by the Aco after each assessment, if the student achieves less than 75%</b></li> <li>One term probation is actioned with written notification signed by Aco &amp; HoC.</li> <li><b>If the student does not perform after the one term probation, they will be managed out and not be able to re enter the program.</b></li> <li>Individual adjustment plan will be developed by the Aco/HoTL to ensure that an enrichment plan is catering for the individual student exiting the program.</li> </ul>

## Roles & Responsibilities



# Staff & Students

## 2020 In-Services & Professional Development

### Secondary Staff Professional Learning

The school has continued to invest in staff professional learning. Due to the pandemic, 2020 was dramatically reduced in all sessions face-to-face and external sessions however staff were supported in continuing to reach and receive professional development sessions via the various on-line platforms. The College completed online learning modules thereby allowing staff allowance to balance their work demands with their own learning.

## 2020 Teacher Attendance & Retention

In 2020 the teacher attendance daily average was 91.5%.

The retention rate was 98%.      43 = Full time teachers      5 = Part Time teachers (3.8 fte)

## 2020 Student Attendance

Student attendance averages to an 87.12% yearly average. It seems regardless of the restrictions faced during early-mid 2020 with offsite, on-line learning taking place over a 6-8 week period, Student Attendance refers to attendance requirements and the sanctions that flow from inadequately explained absences including on-line attendance during lessons. Duties include: using rolls to record absences; contacting parents; seeking formal notes; or contacting the appropriate authorities.

Year	Attendance Percentage
Y01	89.1%
Y02	91.93%
Y03	87.75%
Y04	89.83%
Y05	86.71%
Y06	90.01%
Y07	94.13%
Y08	89.68%
Y09	90.43%
Y10	88.39%
Y11	76.00%
Y12	71.50%
<b>Total</b>	<b>87.12%</b>

Other information which might be useful:

- Total enrolments for 2020 were 744
- 96% of students Language background is other than English

Teaching Staff: 43

Full time equivalent Teaching Staff: 46.8 fte

Non- teaching Staff: 16

Full-time equivalent non-teaching staff: 13.3 fte

# College Policies - 2020

## Child Protection

### 1. Child protection

The safety, protection and welfare of students is the responsibility of all staff members and encompasses:

- a duty of care to ensure that reasonable steps are taken to prevent harm to students which could reasonably have been foreseen; and
- obligations under child protection legislation

#### 1.1 Purpose and scope

This policy sets out staff responsibilities for child protection and processes that staff must follow in relation to child protection matters. This policy applies to all staff members, which includes employees, contractors and volunteers.

Staff members who fail to adhere to this policy may be in breach of their terms of employment.

#### 1.2 Key legislation

There are four key pieces of child protection legislation in New South Wales:

- the *Children and Young Persons (Care and Protection) Act 1998* ("Care and Protection Act");
- the *Child Protection (Working with Children) Act 2012* ("WWC Act");
- the *Children's Guardian Act 2019* ("Children's Guardian Act")
- the *Crimes Act 1900* ("Crimes Act").

#### 1.3 Related policies

There are a number of other School policies that relate to child protection that staff members must be aware of and understand including (but not limited to):

- Code of Conduct - sets out information about the standards of behaviour expected of all staff members;
- Work Health and Safety Statement - identifies the obligations imposed by work health and safety legislation on the School and staff members;
- Discrimination, Harassment and Bullying Statement – summarises the obligations in relation to unlawful discrimination, harassment and bullying;
- Complaint Handling Procedures – provides the steps taken by the School in addressing complaints; and
- SMC Student Welfare Policy
- SMC Student Code of Conduct
- SMC Student Discipline Policy and Procedures

#### 1.4 Compliance and records

The Head of College monitors compliance with this policy and securely maintains School records relevant to this policy, which includes:

- register of staff members who have read and acknowledged that they read and understood this policy;
- working with children check clearance (WWCC clearance) verifications;
- mandatory reports to the Department of Communities and Justice (DCJ), previously known as Family and Community Services; and
- reports of reportable conduct allegations, the outcome of reportable conduct investigations, and/or criminal convictions.



## 2.1 Children protection concerns

There are different forms of child abuse. These include neglect, sexual, physical and emotional abuse.

**Neglect** is the continued failure by a parent or caregiver to provide a child with the basic things needed for his or her proper growth and development, such as food, clothing, shelter, medical and dental care and adequate supervision.

**Sexual abuse** is when someone involves a child or young person in a sexual activity by using their power over them or taking advantage of their trust. Often children are bribed or threatened physically and psychologically to make them participate in the activity. Child sexual abuse is a crime.

**Physical abuse** is a non-accidental injury or pattern of injuries to a child caused by a parent, caregiver or any other person. It includes but is not limited to injuries which are caused by excessive discipline, severe beatings or shakings, cigarette burns, attempted strangulation and female genital mutilation.

Injuries include bruising, lacerations or welts, burns, fractures or dislocation of joints.

Hitting a child around the head or neck and/or using a stick, belt or other object to discipline or punishing a child (in a non-trivial way) is a crime.

**Emotional abuse** can result in serious psychological harm, where the behaviour of their parent or caregiver damages the confidence and self-esteem of the child or young person, resulting in serious emotional deprivation or trauma.

Although it is possible for 'one-off' incidents to cause serious harm, in general it is the frequency, persistence and duration of the parental or carer behaviour that is instrumental in defining the consequences for the child.

This can include a range of behaviours such as excessive criticism, withholding affection, exposure to domestic violence, intimidation or threatening behaviour.

## 2.2 Child wellbeing concerns

Child wellbeing concerns are safety, welfare or wellbeing concerns for a child or young person that do not meet the mandatory reporting threshold, risk of significant harm in section 5.1.2.

## 2.3 Staff member responsibilities

Key legislation requires reporting of particular child protection concerns. However, as part of the School's overall commitment to child protection, all staff are required to report any child protection or child wellbeing concerns about the safety, welfare or wellbeing of a child or young person to the Head of College.

If the allegation involves the Head of College a report should be made to the General Secretary of the College Board.

# 3. Working with children

The WWCC Act protects children by requiring a worker to have a WWCC clearance or current application to engage in child related work. Failure to do so may result in a fine or imprisonment.

The Office of the Children's Guardian (OCG) is responsible for determining applications for a WWCC clearance. It involves a national criminal history check and review of reported workplace misconduct findings. The result is either to:

- grant a WWCC clearance (generally valid for 5 years); or
- refuse a WWCC clearance (further applications cannot be made for 5 years).

In addition, the OGC may impose an interim bar on engaging in child related work for both applicants and WWCC clearance holders.

WWCC clearance holders are subject to ongoing monitoring by the OGC.

### 3.1 Responsibilities for working with children checks

#### 3.1.1 Staff members

Staff members who engage in child-related work and eligible volunteers (including those volunteers working at overnight camps) are required to:

- hold and maintain a valid WWCC clearance;
- not engage in child-related work at any time that they are subjected to an interim bar or a bar;
- report to the Head of College if they are no longer eligible for a WWCC clearance, the status of their WWCC clearance changes or are notified by the OCG that they are subjected to a risk assessment; and
- notify the OCG of any change to their personal details within 3 months of the change occurring. Failure to do so may result in a fine.

It is an offence for an employee to engage in child-related work when they do not hold a WWCC clearance or if they are subject to a bar.

All volunteers are required to:

- be aware and follow the expectations of conduct expressed in the School Staff Code of Conduct.
- Sign the Volunteer Statutory Declaration or provide Some volunteers engaged in high risk roles may be required to provide a WWCC clearance.

#### 3.1.2 The School

The School is required to:

- verify online and record the status of each child-related worker's WWCC clearance;
- only employ or engage child-related workers or eligible volunteers who have a valid WWCC clearance; and
- advise the OCG of the findings they have made after completing a reportable conduct investigation, including whether they have made a finding of reportable conduct. A finding of reportable conduct in relation to sexual misconduct, a sexual offence or a serious physical assault must be referred to the OCG's Working with Children Check Directorate (WWCC Directorate). It is an offence for an employer to knowingly engage a child-related worker who does not hold a WWCC clearance or who has a bar.

### 3.2 Working with children check clearance

A WWCC clearance is authorisation under the WWC Act for a person to engage in child-related work. All individuals, employed full or part time, casual or volunteering must possess a current WWCC and clearance.

## 4. Mandatory reporting

The Care and Protection Act provides for mandatory reporting of children at risk of significant harm. A child is a person under the age of 16 years and a young person is aged 16 years or above but who is under the age of 18, for the purposes of the Care and Protection Act.

Under the Care and Protection Act, mandatory reporting applies to persons who:

- in the course of their employment, deliver services including health care; welfare, education, children's services and residential services, to children; or
- hold a management position in an organisation, the duties of which include direct responsibility for, or direct supervision of, the provision of services including health care, welfare, education, children's services and residential services, to children.

All teachers are mandatory reporters. Other staff members may also be mandatory reporters. Any queries about whether other staff members are mandatory reporters should be directed to the Head of College.

# 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 cooperation 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 countermeasures. 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. The Deputy Head of College will include this as part of the staff handbook and code of conduct information session.
- The curriculum includes 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.
- 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 are 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.
- The 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 the yard and/or detention/suspension.
  - withdrawal of privileges.
  - student enrolment may be withdrawn
  - ongoing counselling from appropriate agencies 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 and 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 Robert MacFarlane for action/advice: [macf1rob@police.nsw.gov.au](mailto:macf1rob@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 consisted of Mrs Grohala (Deputy HoC), Mrs Nada (Head of Primary), Mrs Lotfi (Infants Coordinator) and Mrs Sidhom (Office Manager). An audit of maintenance requirements is conducted each semester and maintenance is completed each term day on reported matters via a Maintenance Book located in the Office and selected days throughout term breaks. The College Board is informed of WHS issues at each meeting and reviews of policy and situations take place regularly.

## **Risk Management**

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

## **Anaphylaxis K - 12 Guidelines**

Anaphylaxis is a severe and sudden allergic reaction. Anaphylaxis characteristically occurs soon after exposure to a "trigger" and these reactions can be serious and even life threatening. Certain foods have common triggers, and the ones most likely to cause an allergic reaction are nuts, particularly peanuts, eggs, sesame seeds and milk productions. Other triggers may include medications, and insect venom from bees or wasps.

This policy has been developed as a result of increasing numbers of children attending St Mark's College, who may be at risk of an anaphylactic reaction. It is expected that on enrolment of a child with anaphylaxis, staff and parents will develop specific procedures that reflect the specific needs of the children involved. The College endeavours in every way to make the school NUT AWARE, and not necessarily nut-free. The full policy document is found on the College website: [www.stmarks.nsw.edu.au](http://www.stmarks.nsw.edu.au)

## 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 include Fire Drills, Lock-Out and Lock Down preparations.

## Excursions

No excursions were undertaken during 2020 due to the Pandemic. Teachers are normally 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 is present). Overall responsibility for College security rests with the Head of College or their delegate.

## Resolving Grievances

### 1. Curriculum

#### ***Primary School***

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

#### ***Senior School***

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

### 2. Welfare

#### ***Primary School***

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

#### ***Senior School***

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

The complete Policy documents may be accessed on the school website: [www.stmarks.nsw.edu.au](http://www.stmarks.nsw.edu.au)

## Complaints Policy

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

The complete Policy documents may be accessed on the school website: [www.stmarks.nsw.edu.au](http://www.stmarks.nsw.edu.au)

## Resolving Grievances Rationale

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

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

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

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

## Aim

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

## Implementation

- The person making the complaint against another individual shall follow the proper channels and not go outside these. These channels are summarized in the diagrams at the end of this policy.
- All parties involved must conduct themselves in a true Christian manner, with goodwill, 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 reaches 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](mailto: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 minimizes 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. The resolution and restoration of the relationship between the teacher and the student is necessary after disciplining, and is in the form of either a formal or informal restorative justice session. 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. The Counsellor may be involved in the formal restorative justice session.

## Welfare Committee

A committee made up of the Deputy Head of College (Chairperson), Head of Secondary Students, College Chaplain, 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 embrace how powerful 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 composed 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, the Welfare Committee and partnership with EXODOX who help facilitate and create lessons to cater for student needs and well-being.

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, school spirit and quality friendships. 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, Head of Secondary Students 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 organisations such as EXODOS 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
- 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 Head of Secondary Students will be involved.

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

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

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

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

## Academic Care

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

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

Promoting academic care through:

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

Teachers that promote academic care:

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

## Student Discipline Policy

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

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

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

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

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

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

### Procedural Fairness

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

The principles of procedural fairness include the right to:

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

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

### General Policies

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

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

### Implementation of the Discipline Policy

This policy is implemented by:

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



## Procedures for implementing effective discipline

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

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

## Strategies to Promote Good Discipline

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

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

## Medications Policy

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

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

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

## Infectious Diseases Policy

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

- Covid 19 - Where there is a suspected or confirmed case of COVID-19 connected with a school, the school needs to assess the situation and implement formal response procedures to investigate reports, assess the risk and activate response programs as appropriate for all COVID-19 reports.
- 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 – Readmission 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'.

# 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 enrollment. **Kindergarten cut-off date 30 May of each year.**
  - (b) Copies of student's Birth Certificate, Baptism Certificate and Immunisation Certificate
  - (c) Evidence of Australian citizenship must be produced. If not an Australian citizen, copies of all documentation stating visa/residency status and Passport.
  - (d) Copies of most recent two school reports (other than Kindergarten application), ALL NAPLAN results (dependent on Stage completed). (All Reports to be officially translated into English if Reports are from non-English speaking countries)
  - (e) Copies of two family references (1 x character and 1 x professional) from non-related individuals
- Please Note: Completing and forwarding all the above does not constitute nor guarantee enrolment.

## 2. Interview

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

## 3. Letter of Offer

- Following the interview, a letter will be forwarded to you on the result of your enrolment application. If successful, you will receive a Letter of Offer outlining all Conditions & Requirements for the Application to be confirmed and processed resulting in a guarantee placement.
- If successful, the student's position is secured upon receipt of the Acceptance Offer and all fees-in-advance required within three (3) weeks of the Letter of Offer. NB: fees in advance are non-refundable unless a written withdrawal request is received by the Head of College with at least one (1) full term notice in advance. Bond is also refundable on exit with written request only.

## 4. Waiting List

- Clarity for the Waiting List possibilities is as follows:
- Student on W/L for a particular year/group is informed that position is available -
  - Option 1 - position is accepted and application process continues with requirement payments prior to commencement;
  - Option 2 - position is not accepted for varied reasons and parents do not wish to proceed for the applied-for vacancy position. Process stops here and name is withdrawn, noted with withdrawal date/notification reasons etc. Parents may reapply in future with a 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 an offer is made, with the remaining six-month fee paid within the first six-month period in advance.
- All fees K – 12 are paid in advance.

## CONDITIONS OF ENROLMENT

1. I am aware that the Application Fee \$220 paid prior to the 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 a 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 any 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 in advance. Initial term fees are required before students 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 the 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, receive Reports or attend school functions or events until such payments are made.
9. A prorata 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 the 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. *Full term notice = Full School term notice. Notice of withdrawal within a the term or immediately preceding will result in a term's payment fee being charged to your account.*
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 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 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.

*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 premarital 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 cooperate 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, 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 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 (5-11) will include costs for camps, school diary, swimming lessons, sport costs, resources and Site Licences/IT fee, NAPLAN, sport and sport transport as applicable to your child's year group. Activity Levy also exists for K – 4 & 12 with variations as required. 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 by the School Board.
- 16 For a student to restart a new term, his or her fees must be paid up to date. Failure to honour final notices for fee payments will prevent students from being admitted to class, receive Reports or attend school functions or events until such payments are made.
- 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 school term's tuition fees will be charged in lieu of notice.
- 20 A final statement of fees, following a student's withdrawal, will be sent to those responsible for payment.
- 21 **For each person paying fees, a 20% sibling discount is allowed on tuition fees for the 2<sup>nd</sup> child, 35% for the 3<sup>rd</sup> child and the 4<sup>th</sup> child is free, after full fees are paid for the 1<sup>st</sup> child. Only one type of discount is available per child.**
- 22 The College Board delegates to the Head of College all operational authority to approve courses of instruction consistent with the objectives of the school: to determine all matters relating to order and discipline, and may be called upon to arbitrate on matters pertaining to a student's eligibility to enrol. The decision of the College Board is final, and no correspondence shall be entered into.
- 23 Parents and Guardians must abide by the Rules and Regulations that govern the College and be responsible for payment of fees and charges by the prescribed times. Continued enrolment is at the sole discretion of the College Board and Head of College.
- 24 Waiting List: If a Student on Waiting list for a particular year is informed that position is available: **Option 1** - position is accepted and application process continues with requirement payments prior to commencement; **Option 2** - position is not accepted for varied reasons and parents do not wish to proceed

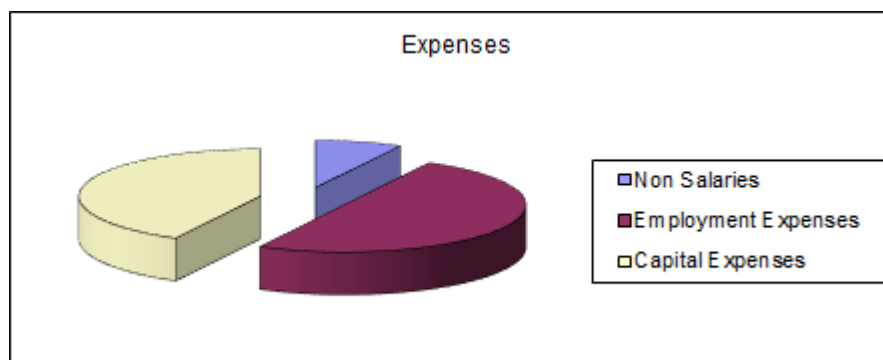
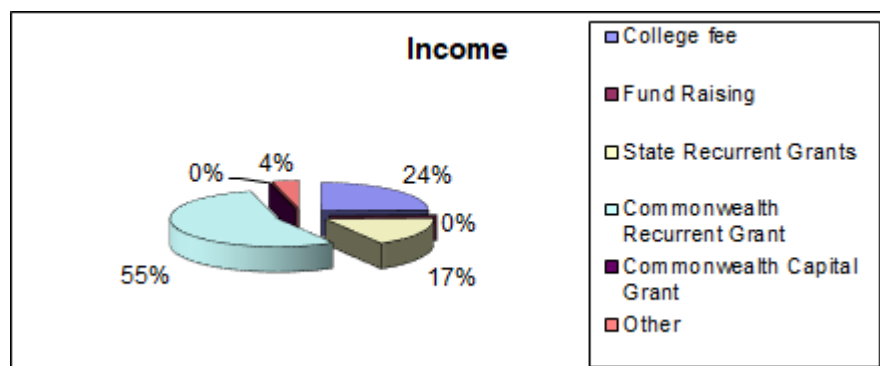
for the applied-for vacancy position. Process stops here and name is withdrawn, noted with withdrawal date/notification reasons etc; Parents may reapply in future with a new application process commenced to apply for a new position if one becomes available.

**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 2020





# About this Report

In preparing this report, the 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 make up the College Leadership Team:



Rev Fr George Nakhil College Chaplain (Spiritual/Pastoral)  
Mr Anthony Tsoutsas Head of College  
Mrs Deborah Grohala Dep Head of College (K-12) and Head of Senior School (7-12)  
Mr Peter Joseph Head of Teaching & Learning Yrs. 7 - 12  
Ms Mary Williams Head of Secondary Students  
Mrs Silvia Nada Head of Primary  
Mr Ehab Bestawros Financial Manager  
Mr Remon Metira Information Technology 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 is the delegated and authorised subcommittee and exists to oversee the College 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 the Roles, Responsibilities and Confidentiality Requirements of Directors following their required Induction Program offered by AISNSW. Monthly reports (+ as requested) are produced and presented by the Head of College to the School's 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 2021

