



2025

NESA Annual Report

Prepared by :

Mr Anthony Deans

HEAD OF COLLEGE

Date: 30 June 2026

TABLE OF CONTENTS



Opening Message from the Head of College	3
Significance of St Mark's College Logo	4
Introduction	5
About the Board	6
A Message from the Board	7
Workforce Profile <i>Professional Learning, Engagement & Staff Development</i>	8
Curriculum Overview	9
NAPLAN	10-11
HSC	12-30
Priority Areas <i>K-6</i>	31-33
Financial Information	34
College Policies	35
Framework <i>Educational Reporting and Accountability</i>	36

A Message from the Head of College



Dear Members of the St Mark's Coptic Orthodox College Community,

It is with gratitude to God that I present the 2025 Annual Report for St Mark's Coptic Orthodox College.

2025 has been a year focused on refinement, consolidation, and strengthening the long-term foundations of the College. Alongside maintaining high academic standards, we continued to reinforce the faith, values, and culture that define our Orthodox Christian identity and guide all aspects of College life.

A major focus throughout the year was the continued development of our Deep Learning framework in partnership with AISNSW. Staff worked to further embed authentic learning experiences, critical thinking, collaboration, and real-world application into classroom practice, ensuring students are well prepared for both academic success and life beyond school.

The College also continued significant work around operational improvement, governance refinement, and strategic planning. Throughout 2025, we strengthened internal systems, communication structures, and accountability processes to support the long-term sustainability and effectiveness of the College.

Investment in staff development and wellbeing remained a priority through reduced teaching loads, expanded planning opportunities, professional learning initiatives, and staff wellbeing programs designed to support staff professionally and personally.

The College also continued significant investment in infrastructure and learning environments. A major milestone this year was the construction of our new university-style Science Laboratory, providing students with a modern and future-focused learning space that significantly enhances practical and senior science education. Further investment also continued across IT infrastructure, cybersecurity, and student support facilities.

Beyond the classroom, student engagement across sport, leadership, missions, and co-curricular life continued to grow strongly. In addition to continuing our Missions Program in the Philippines, the College also established a new mission experience to Egypt, further strengthening students' understanding of faith, service, and the global Orthodox community.

Throughout the year, the College was also blessed to welcome a number of clergy from both Australia and overseas who visited and spoke with our students and wider community, reinforcing the spiritual life of the College and strengthening our connection to the broader Church.

I again acknowledge the outstanding commitment of our staff, whose professionalism, care, and dedication continue to underpin the success of the College community each day.

As we conclude 2025, we do so with confidence in the direction of the College and optimism for the future. We remain committed to building a school community that is academically strong, spiritually grounded, and deeply focused on the wellbeing and development of every student entrusted to our care.

Thank you to our students, staff, parents, clergy, and wider community for your continued support throughout the year.

God Bless,

Mr Anthony Deans
Head of College





Significance of St Mark's College Logo

The logo of St Mark's College holds profound meaning and symbolism, reflecting the heritage and values of our institution.

Southern Cross: Surrounding the Coptic Cross, the Southern Cross represents Australia, as it appears on the Australian national flag, highlighting our location and national identity.

Coptic Cross: At the center of the logo, the Coptic Cross signifies the Coptic roots of the college, emphasising our cultural and religious heritage.

Lotus Leaves: Encircling the Coptic Cross, the lotus leaves symbolise Egypt, connecting us to ancient Egyptian heritage and traditions.

Coptic Word "EKHOWAB": Meaning "Holy" in the ancient language of the Coptic Church, this word serves as a reminder of God's presence among us and our call to live a holy life.

Establishment Year (1996): The date signifies the year of the college's founding, marking the beginning of our journey.

Motto "To Live Is Christ": This verse encapsulates the guiding principle and aspiration of everyone at St Mark's College, inspiring us to live by Christ's teachings.

Each element of our logo weaves together to tell the story of St Mark's College, celebrating our Australian setting, Coptic heritage, and commitment to faith and education.



Introduction

St Mark's Coptic Orthodox College (SMC) is a coeducational K–12 independent school that has proudly served the Sydney community since its establishment in 1996. Beginning in temporary facilities in Lidcombe and relocating to our purpose-built campus in Wattle Grove in 1999, the College has grown into a dynamic and faith-centred learning environment. SMC delivers the NSW Curriculum in accordance with the standards set by the NSW Education Standards Authority (NESA) and consistently meets all accountability measures through regular reviews and audits.

As a recipient of Federal Recurrent Funding via the NSW State Government, the College satisfies all responsibilities outlined by the Department of Education and Training (DET). While SMC operates independently of the NSW Department of Education and the Catholic Education Office, we remain firmly aligned with the regulatory requirements governing registration and accreditation.

Rooted in the teachings and spiritual ethos of the Coptic Orthodox Church, the College nurtures a strong Christian foundation across its academic, pastoral, and community life. While approximately 70% of our students come from Coptic Orthodox backgrounds, our inclusive enrolment practices welcome families from a rich diversity of religious and cultural traditions. Our student body reflects this diversity, representing 21 faiths and 18 cultural backgrounds drawn from all corners of Greater Sydney.

At the heart of SMC is a commitment to excellence, character development, and service. We cultivate a school culture grounded in faith, learning, and care—where every student is known, supported, and inspired. Our educational philosophy promotes holistic development, encouraging students to grow spiritually, intellectually, emotionally, and socially.

Through innovative teaching, inclusive practices, and strong family partnerships, our students are empowered to strive for personal bests while embodying Christian values in their daily lives. From foundational years to Year 12, we foster critical thinking, creativity, and a passion for lifelong learning. Our assessment and reporting practices are designed to capture the full spectrum of student growth and achievement, extending well beyond academic metrics alone.

In all we do, our mission remains steadfast: to provide a Christ-centred education that equips students to thrive with purpose, integrity, and resilience—in both the Church and the wider Australian society.



About the Board

As Chairperson of the NSW Coptic Orthodox Board of Education, I am pleased to acknowledge the dedicated service and commitment of our Board members, who generously contribute their time, expertise, and leadership in support of St Mark's Coptic Orthodox College and the broader Coptic Orthodox community in New South Wales.

Operating with the blessing of His Holiness Pope Tawadros II and under the spiritual guidance of His Grace Bishop Daniel, the Board is entrusted with the governance and strategic oversight of the College. Working collaboratively with the Board of Trustees, we remain committed to ensuring that every decision is guided by the values, traditions, and educational aspirations of the Coptic Orthodox Church.

Throughout 2025, the Board continued to focus on providing strong governance, maintaining regulatory compliance, and supporting the long-term sustainability and growth of the College. Central to our role is ensuring that St Mark's remains a safe, Christ-centred, and future-focused learning environment where students are encouraged to flourish academically, spiritually, socially, and emotionally.

The Board works closely with the Head of College and the Executive Leadership Team to support strategic initiatives, oversee risk management and financial stewardship, and ensure that resources and facilities continue to meet the evolving needs of our students and staff. We are committed to fostering a culture of excellence, accountability, and continuous improvement across all aspects of College life.

The strength of St Mark's lies not only in its educational achievements but also in the partnerships that exist between the College, families, parish communities, staff, and students. The Board values these relationships and recognises their importance in sustaining a vibrant and faith-filled learning community.

I extend my sincere gratitude to my fellow Board members for their wisdom, professionalism, and unwavering commitment to the College's mission. Together, we remain dedicated to preserving the founding vision of St Mark's while continuing to build a strong and sustainable future for generations of students to come.

NSW Coptic Education Board (as of 2025)

Name	Area of Expertise	Role
Mr Mahrous (Ross) Nassif	Industrial Relations	Chairperson
Dr Lydia Moussa	Organisational Management	Secretary
Mr Mark Girgis	Building & Construction	Board Member
Mr Emad Awadalla (resigned March 2025)	Finance and Engineering	Board Member

On behalf of the Board, I thank our students, families, staff, clergy, and supporters for their continued trust and partnership. We look forward to continuing our shared journey of faith, learning, and service in the years ahead.



A Message from the Board

The NSW Coptic Orthodox Board of Education gives heartfelt thanks to our gracious and merciful God for His continued blessings upon St Mark's Coptic Orthodox College throughout the 2025 academic year. As we reflect on the year, we are grateful for the many achievements of our students and staff, the growth of the College, and the steadfast spirit of our community.

In pursuit of continuous growth and excellence, the Board remains committed to the College's guiding vision:

"To enrich our children with Christian teachings founded upon the Coptic Orthodox Faith, becoming value-driven Australian citizens, connected as one body with unique gifts."

This vision is underpinned by the College's core values of **Respect, Unity, Service, Resilience, and Growth**—principles that guide our planning, decision-making, and every aspect of College life.

Our strategic focus continues to prioritise:

- Student development and achievement
- Staff empowerment and professional excellence
- A rich and responsive pastoral journey
- Holistic wellbeing
- Curriculum innovation and delivery
- Community engagement
- Sustainable stewardship of resources

In 2025, we celebrated several significant milestones that reflected the success of these priorities. Among the highlights were the St Mark's Junior Debating Team claiming the Junior Division title in the HICES Debating Competition, the completion and opening of our state-of-the-art Science Laboratory, and our continued investment in capital works to support the College's future growth. The year concluded with the release of the official HSC rankings, which saw St Mark's ranked **88th in New South Wales**.

The Board sincerely acknowledges and appreciates the unwavering support of our staff, leadership team, students, and families. Your dedication, commitment, and prayers have been instrumental in fostering a thriving school community grounded in the values and traditions of the Coptic Orthodox faith.

As we look to the future, we remain prayerfully committed to the continued success of the College, faithful to our spiritual mission, and grateful for the partnership we share with all members of the St Mark's community.

With prayer and gratitude,

Mr Mahrous (Ross) Nassif

Chairperson

The NSW Coptic Education Board



Workforce Profile

Professional Learning, Engagement & Staff Development

In 2025, St Mark's Coptic Orthodox College continued to strengthen its strategic learning agenda with a renewed emphasis on **student achievement**, **professional growth**, and **data-informed practice**. Building on the foundation of the 2020–2023 Learning Goals, the College entered a new cycle of continuous improvement—guided by high expectations, evidence-based teaching, and a commitment to innovation.

Professional Learning and Staff Development

Professional development remained a cornerstone of the College's improvement strategy. Throughout the year, staff across all stages and faculties engaged in targeted professional learning designed to build both individual capacity and collective instructional excellence.

Key focus areas included:

- Literacy and numeracy pedagogy
- Differentiation and inclusive teaching strategies
- Effective use of assessment data to guide learning
- Implementation of Deep Learning strategies aligned with the 7Cs: *Christianity, Character, Citizenship, Communication, Collaboration, Creativity, and Critical Thinking*

Professional learning was delivered through a blended model that included in-house workshops, instructional coaching, online learning modules, and collaborative professional learning communities.

Teacher Attendance, Retention, and Workforce Stability

St Mark's College sustained strong staffing stability in 2025, with an **average daily teacher attendance rate of 94%**, ensuring consistent classroom presence and instructional continuity.

The **staff retention rate of 93%** reflected high levels of job satisfaction, professional engagement, and alignment with the College's mission and values. This continuity positively influenced the College's academic culture, wellbeing framework, and student outcomes.

Teaching and Non-Teaching Staff Composition

To meet the learning and operational needs of its K–12 community, the College employed a dedicated and highly qualified team of educators and support personnel. As of 2025, the workforce profile was as follows:

- **Full-Time Equivalent (FTE) Teaching Staff: 62.7**
- **Full-Time Equivalent (FTE) Non-Teaching Staff: 30.96**
- **Full-Time Teachers Employed: 59**

Teacher Accreditation Status

The breakdown of teacher accreditation categories at St Mark's Coptic Orthodox College in 2025 is as follows:

- **Proficient: 53**
- **Conditional / Provisional: 17**

These staffing levels reflect the College's commitment to maintaining optimal staff-to-student ratios, fostering collaborative teaching environments, and ensuring that students are supported both academically and pastorally. Looking ahead, St Mark's remains committed to investing in staff development, wellbeing, and leadership capability—prioritising sustainable workforce growth and retention into 2026 and beyond.

Curriculum Overview

Professional Learning & Staff Development



Enrolment Information

In 2025, St Mark's Coptic Orthodox College reported a total enrolment of 896 students across Kindergarten to Year 12, with a full-time equivalent (FTE) enrolment of 896. The gender distribution remained balanced, comprising boys (49%) and girls (50%).

Student Background

- Language Background Other Than English (LBOTE): 95%
- Indigenous Students: 0%
- ICSEA (Index of Community Socio-Educational Advantage) Value: 1132
- ICSEA Percentile Ranking: 92nd percentile

The distribution of Socio-Educational Advantage (SEA) indicates a strong academic support base:

- 52% of students fall within the top quarter
- 25% within the middle quarters
- Only 3% in the bottom quarter

These figures reflect the College's demographic context, highlighting a student population with strong community and educational support, alongside a significant number of students from culturally and linguistically diverse backgrounds.

Student Attendance

St Mark's maintained an average student attendance rate of 91% in 2025. This strong attendance reflects the school's emphasis on student engagement, wellbeing, and the importance of regular classroom participation.

Attendance is monitored daily through roll marking, with follow-ups conducted for unexplained absences. Strategies include parent contact, formal note collection, and escalation to appropriate authorities where necessary.

The College remains committed to supporting attendance through proactive pastoral care, early intervention, and fostering a positive school culture that encourages students to be present, punctual, and engaged.

HSC Minimum Standards Testing

St Mark's College continued to deliver the **HSC Minimum Standards tests** with strong success. In 2025, over **86% of students met the required standards** in literacy and numeracy on their **first attempt**. This result underscores our commitment to early intervention, high-quality instruction, and equipping students with the foundational skills needed for Stage 6 and beyond.

NAPLAN

Performance Summary



St Mark's Coptic Orthodox College continued to demonstrate strong academic performance in the 2025 NAPLAN assessments, with students achieving results that were consistently above or well above the performance of all Australian students across multiple domains and year levels.

The College's strongest areas of achievement were evident in Writing, Spelling, and Grammar and Punctuation. Students in Years 3, 5, 7, and 9 achieved above-average results in these domains, reflecting the College's ongoing commitment to explicit teaching practices, strong literacy foundations, and high academic expectations. In particular, Year 7 and Year 9 cohorts demonstrated outstanding performance across all literacy domains, with results consistently well above national averages.

The College also achieved very strong outcomes in Numeracy, particularly in Years 7 and 9, where students performed above national benchmarks. These results reflect the dedication of staff in delivering targeted instruction and differentiated learning experiences to support student growth and achievement.

NAPLAN participation at St Mark's remained exceptionally high at 98%, compared to the national participation rate of 95%, demonstrating strong engagement and commitment from students and families.

While the College continues to celebrate these strong results, Reading and Numeracy remain key strategic priorities for ongoing improvement and growth. The College recognises the critical importance of reading comprehension and mathematical reasoning as foundational skills that support success across all learning areas.

To further strengthen student outcomes, St Mark's will continue to prioritise:

- explicit and evidence-based literacy instruction,
- targeted reading comprehension strategies,
- data-informed intervention and extension programs,
- and differentiated support across all stages.

In Numeracy, the College will further strengthen its strategic focus through participation in a targeted Numeracy Project in partnership with the Association of Independent Schools (AIS) in 2026. This initiative will support staff professional learning, strengthen evidence-based numeracy practices, and further enhance student outcomes in mathematical understanding and problem-solving.

These results reflect the strong partnership between students, staff, and families, as well as the College's continued commitment to academic excellence, high expectations, and continuous improvement.



Interpreting the table

Selected school's average when compared to all Australian students

- Well above
- Above
- Close to
- Below
- Well below
- No comparison available

2023

2024

2025



Compare to Students with similar background All Australian students

	Reading	Writing	Spelling	Grammar	Numeracy
Year 3	417	439	423	431	411
Year 5	501	497	515	519	502
Year 7	563	558	565	571	574
Year 9	587	605	596	596	609

NAPLAN participation for this school is 98%

NAPLAN participation for all Australian students is 95%

HSC

Performance Summary



In 2024, students at St Mark's Coptic Orthodox College sat for the Higher School Certificate (HSC) across a diverse range of subjects, reflecting the breadth of our academic offerings and student interests. The following table outlines the subjects in which students were examined, with the number of candidates indicated in brackets:

All Subjects	
Biology	(14)
Business Studies	(23)
Chemistry	(29)
Economics	(9)
English Advanced	(32)
English Ext 1	(4)
English Ext 2	(1)
English Standard	(21)
Geography	(1)
Industrial Technology	(2)
Legal Studies	(12)
Macedonian Continuers	(2)
Maths Advanced	(16)
Maths Ext 1	(23)
Maths Ext 2	(18)
Maths Standard 2	(24)
Modern Greek Beginners	(1)
PDH&PE	(12)
Physics	(16)
Serbian Continuers	(1)
Studies of Religion I	(4)
Studies of Religion II	(23)

HSC Band Summary

75 Students

288 HSC Band Scores

Overall Band Attainment Charts:

2 Unit Subjects Band Attainment - 242 Scores



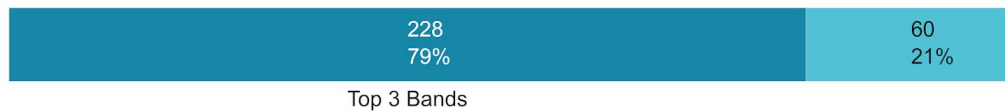
Extension Subjects Band Attainment - 46 Scores



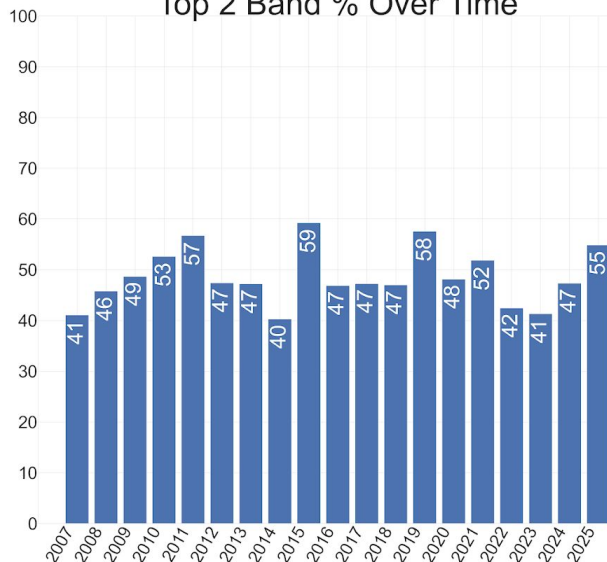
Top Two Bands:



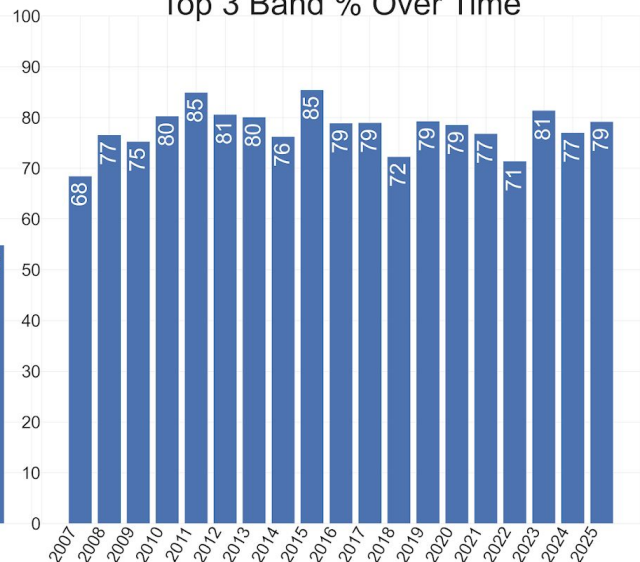
Top Three Bands:



Top 2 Band % Over Time



Top 3 Band % Over Time



HSC Band Ranges

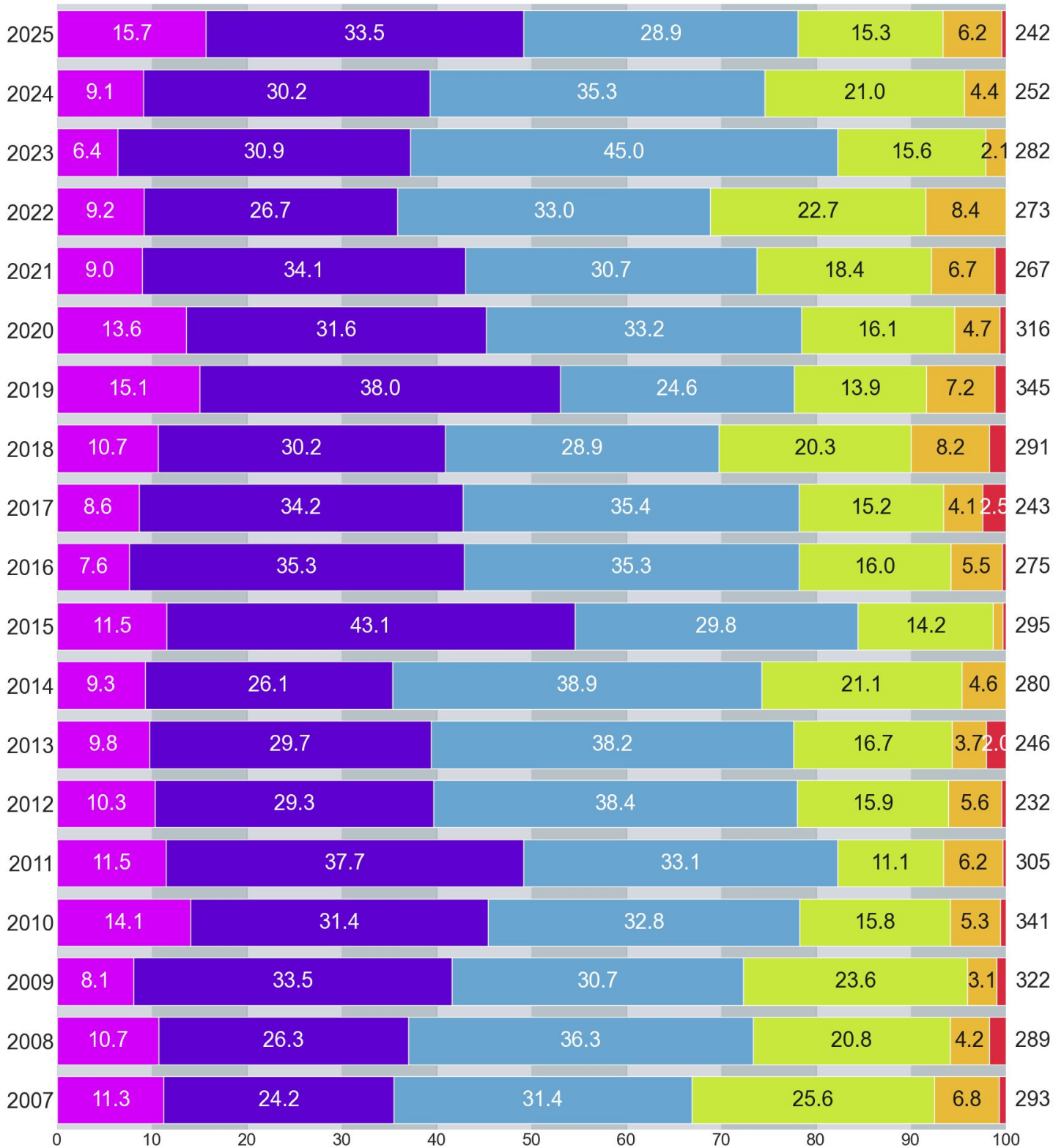
Subject	B6	B5	B4	B3	B2	B1
All Subjects	13.2% (38)	28.1% (81)	30.6% (88)	20.1% (58)	7.3% (21)	0.7% (2)
Biology (14)	14.3% (2)	35.7% (5)	28.6% (4)	14.3% (2)	7.1% (1)	
Business Studies (23)		34.8% (8)	26.1% (6)	30.4% (7)	8.7% (2)	
Chemistry (29)	20.7% (6)	31.0% (9)	37.9% (11)	3.4% (1)	6.9% (2)	
Economics (9)	11.1% (1)	33.3% (3)	33.3% (3)	22.2% (2)		
English Advanced (32)	31.2% (10)	50.0% (16)	15.6% (5)	3.1% (1)		
English Ext 1 (4)			25.0% (1)	75.0% (3)		
English Ext 2 (1)				100.0% (1)		
English Standard (21)	4.8% (1)	19.0% (4)	52.4% (11)	14.3% (3)	9.5% (2)	
Geography (1)		100.0% (1)				
Industrial Technology (2)				50.0% (1)	50.0% (1)	
Legal Studies (12)	8.3% (1)	50.0% (6)	25.0% (3)	8.3% (1)	8.3% (1)	
Macedonian Continuers (2)		50.0% (1)		50.0% (1)		
Maths Advanced (16)	25.0% (4)	31.2% (5)	18.8% (3)	25.0% (4)		
Maths Ext 1 (23)			43.5% (10)	34.8% (8)	17.4% (4)	4.3% (1)
Maths Ext 2 (18)			38.9% (7)	50.0% (9)	11.1% (2)	
Maths Standard 2 (24)	25.0% (6)	25.0% (6)	20.8% (5)	20.8% (5)	4.2% (1)	4.2% (1)
Modern Greek Beginners (1)		100.0% (1)				
PDH&PE (12)		33.3% (4)	25.0% (3)	33.3% (4)	8.3% (1)	
Physics (16)	31.2% (5)	18.8% (3)	37.5% (6)	12.5% (2)		
Serbian Continuers (1)		100.0% (1)				
Studies of Religion I (4)			100.0% (4)			
Studies of Religion II (23)	8.7% (2)	34.8% (8)	26.1% (6)	13.0% (3)	17.4% (4)	

HSC

Band Percentages – 2 Unit Subjects

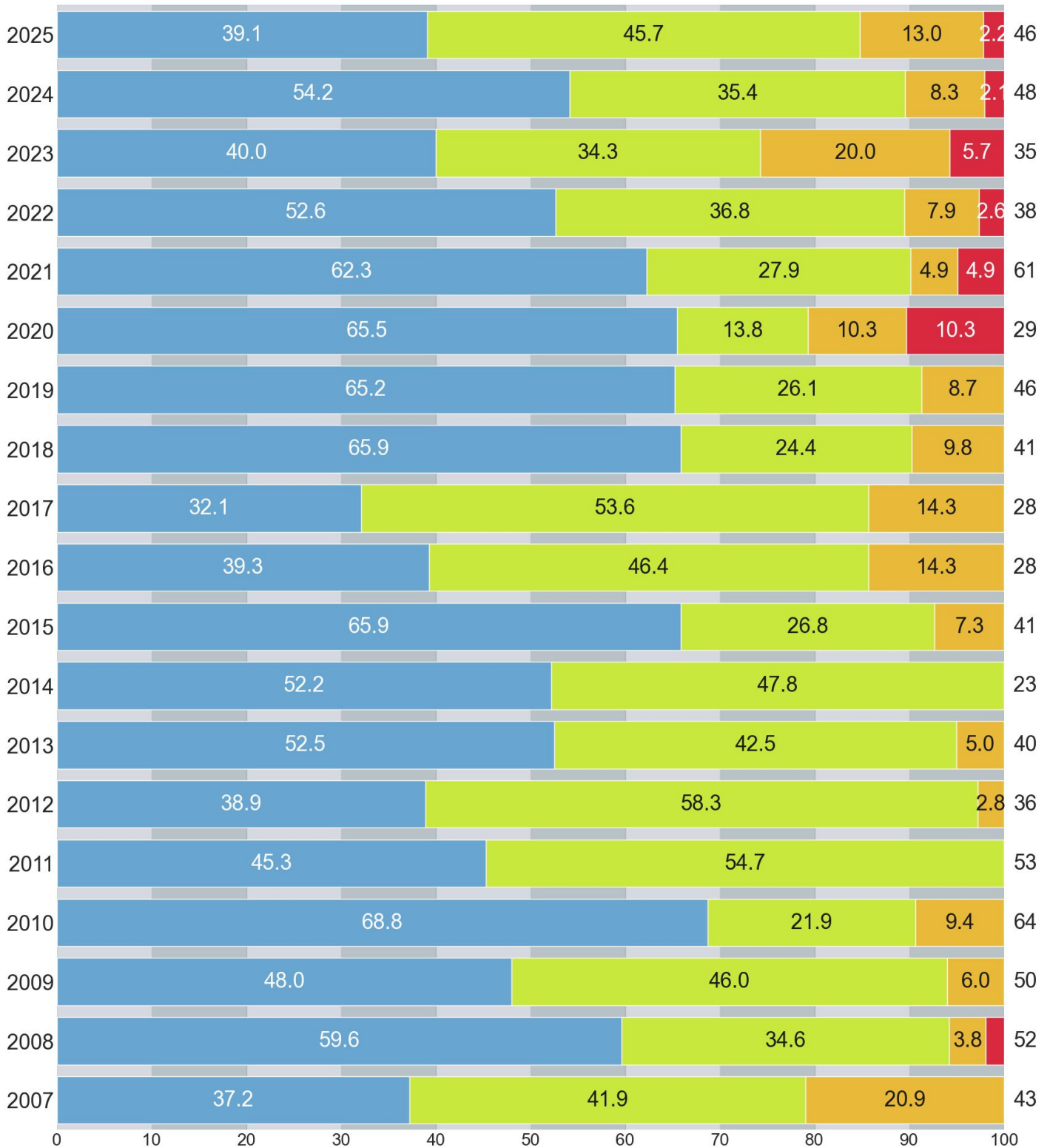


Band Percentages - 2 Unit Subjects





Band Percentages - Extension Subjects

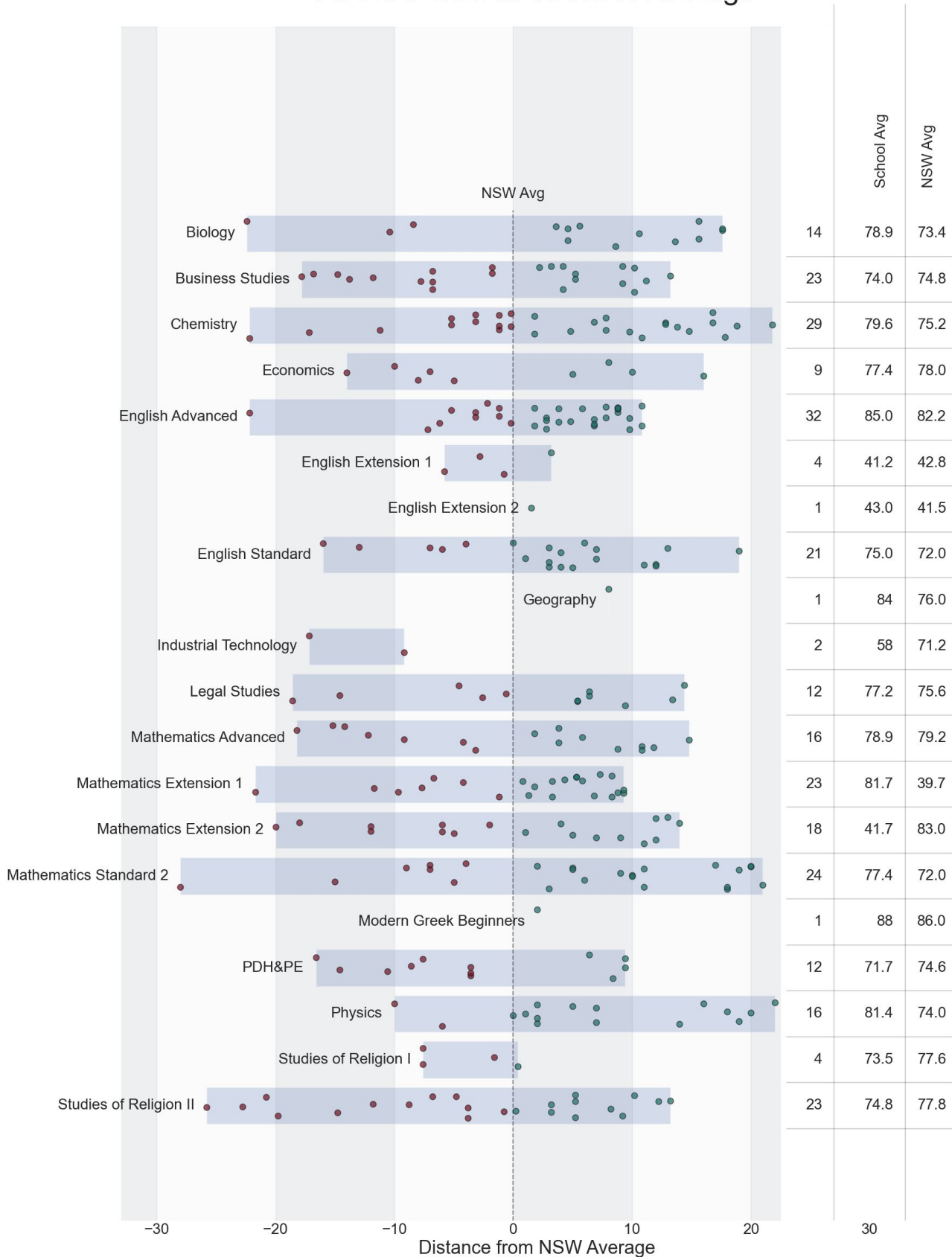


HSC

All Scores vs NSW Average



All HSC Scores vs NSW Average



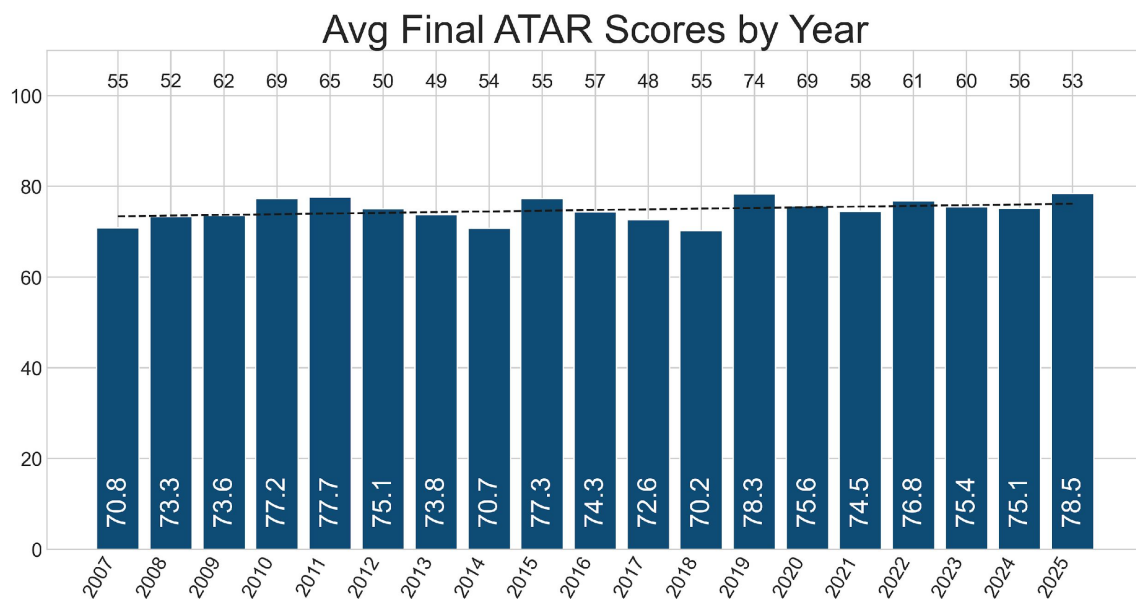
HSC

ATAR Summary



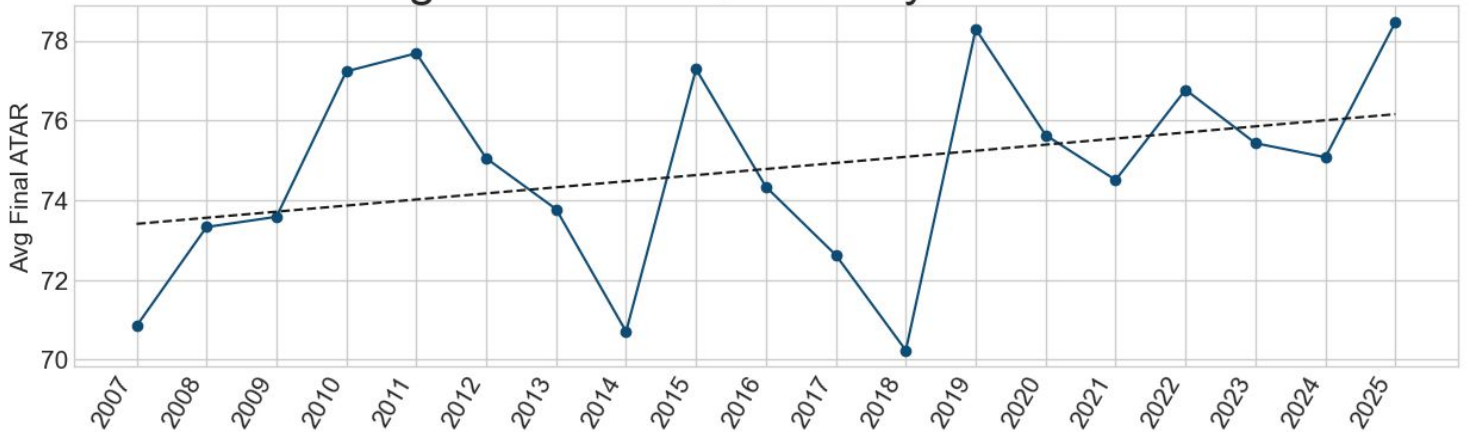
	All	Boys	Girls
Count	53 (56)	26 (35)	27 (21)
Avg ATAR	78.46 (75.08)	75.43 (72.2)	81.38 (79.87)
Med. ATAR	82.18 (75.72)	79.96 (73.59)	88.34 (81.88)
St. Dev.	18.58 (17.18)	19.46 (17.34)	17.55 (16.18)
Min ATAR	33.52 (36.72)	33.52 (36.72)	39.44 (41.66)
Max ATAR	99.95 (99.82)	99.95 (99.82)	99.58 (99.43)

The table above presents summary statistics for **all** Year 12 students at SMC who were eligible to receive an **ATAR** in **2025**.



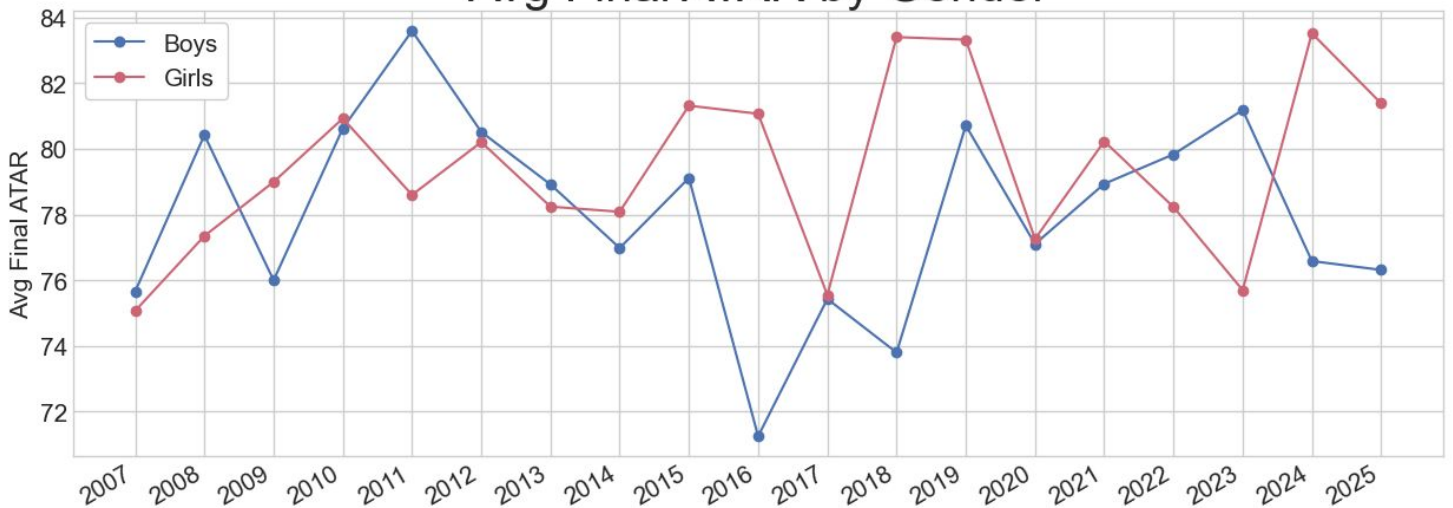
Over the last five years the trend has been one of general increase in performance in terms of average ATAR scores with an average increase in ATAR score achievement of 0.62 ATAR points per year.

Avg Final ATAR Scores by Year - Line

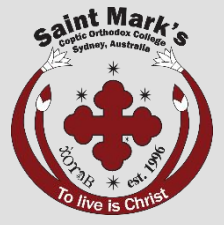


The line chart shows a zoomed in perspective of the change in average final ATAR scores achieved by students at St Marks from 2007 to 2025.

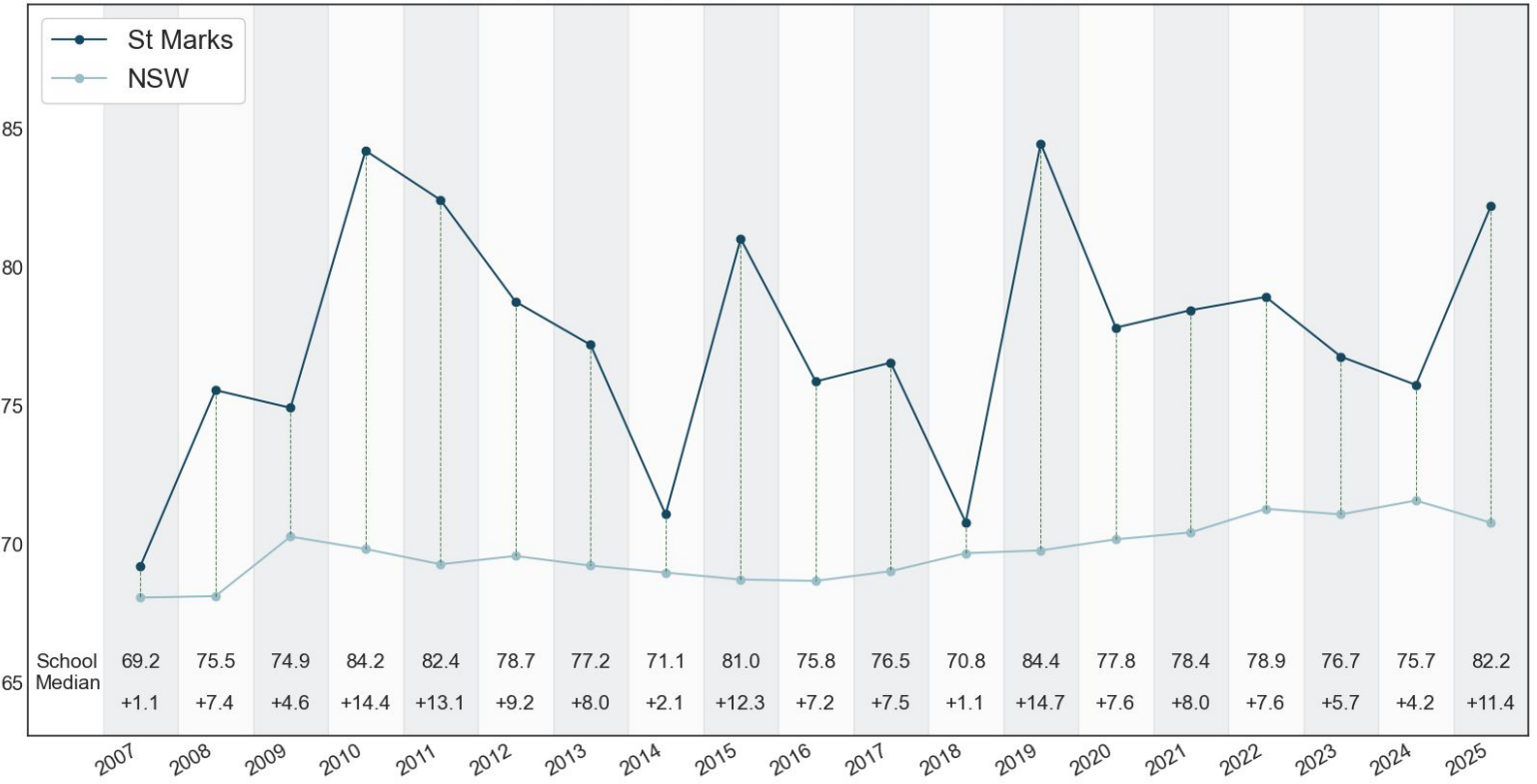
Avg Final ATAR by Gender



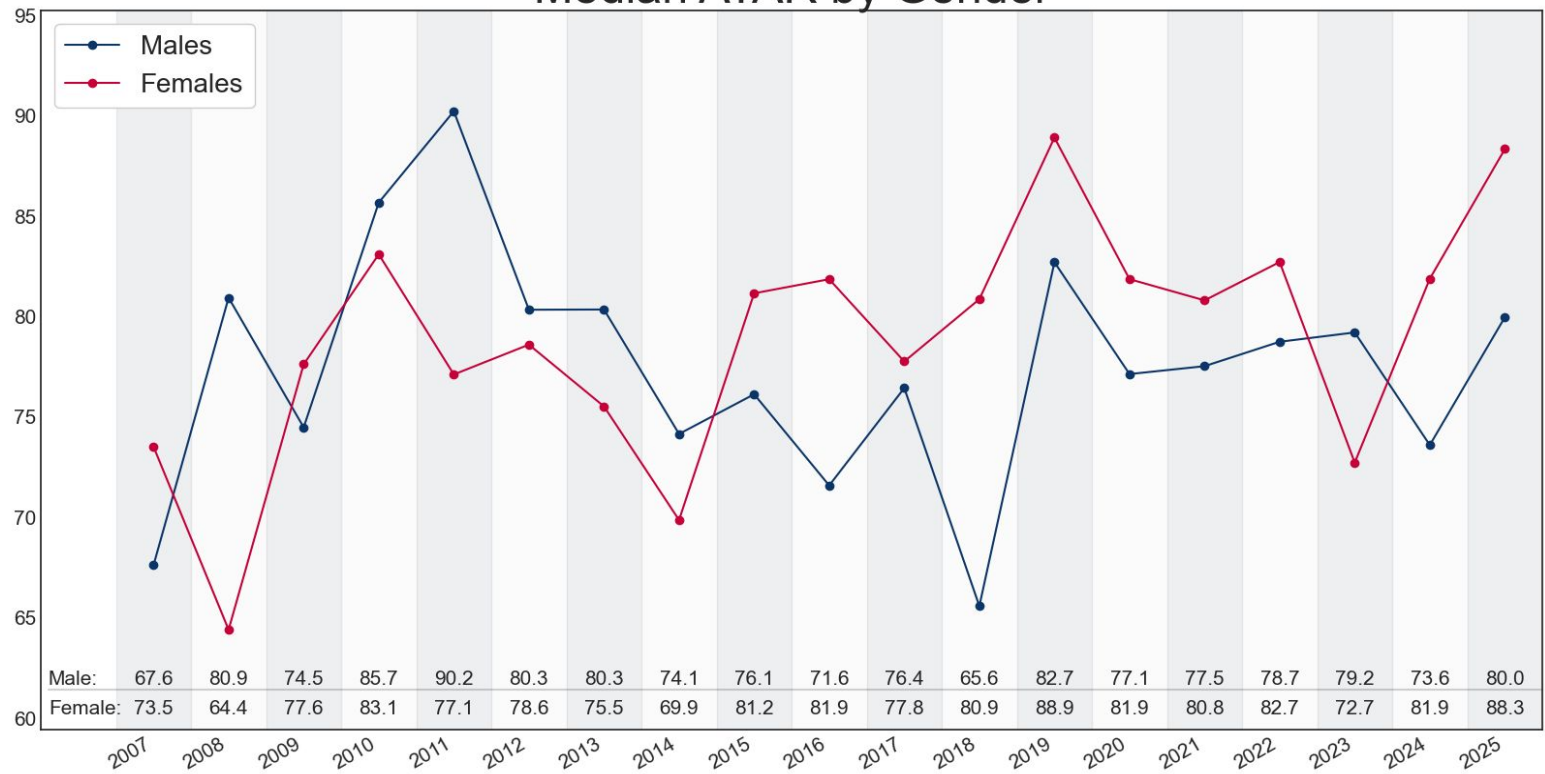
The above chart shows a zoomed in view of the average performance of boys and girls over time. In 2025 the average final ATAR for girls was 81.38 and the final average ATAR for boys was 76.31, highlighting a gender gap of 5.07.



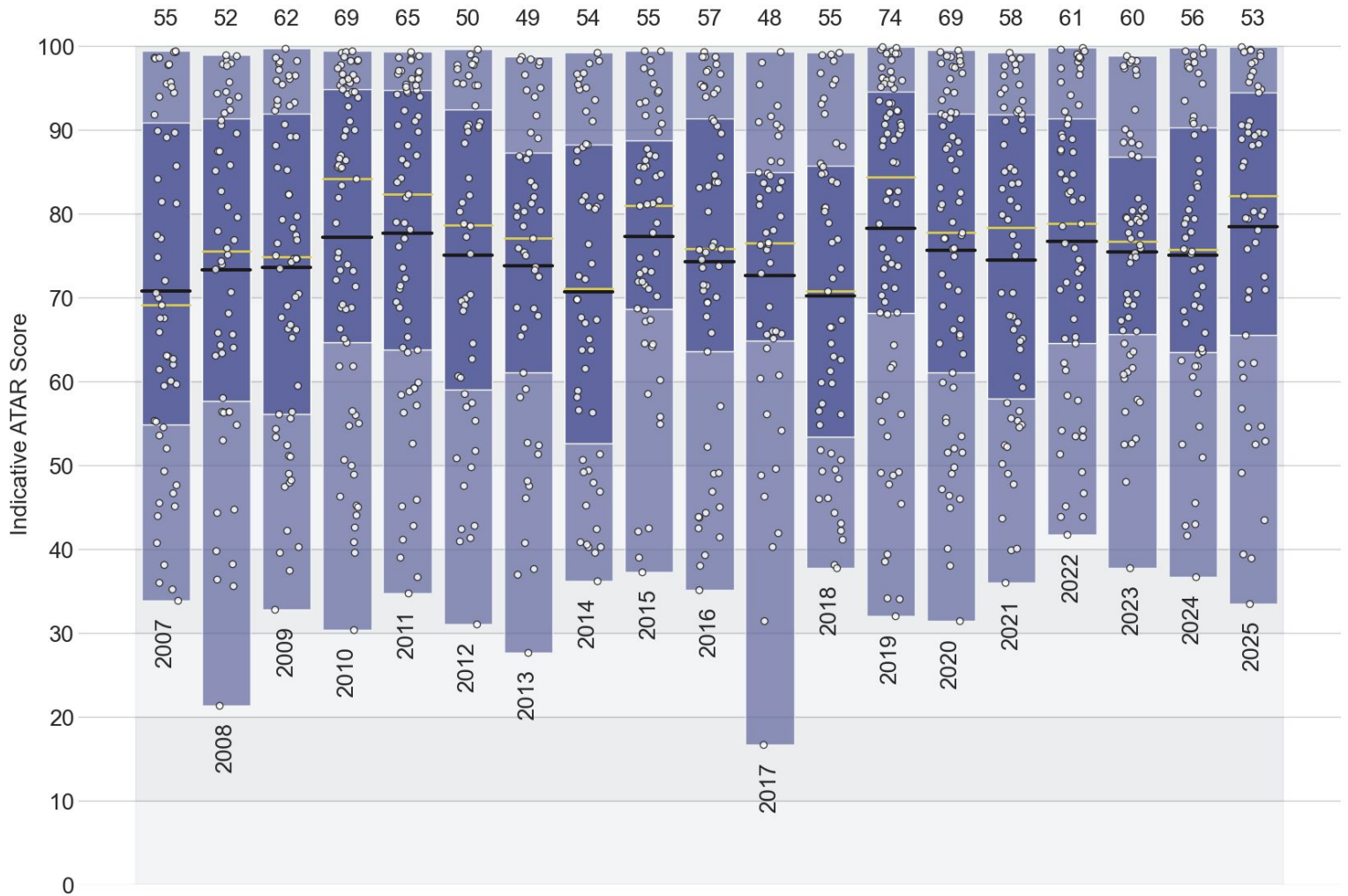
Median ATAR - School vs State



Median ATAR by Gender



Final ATAR Range by Year



The above chart shows the range of final ATAR scores achieved in 2025.

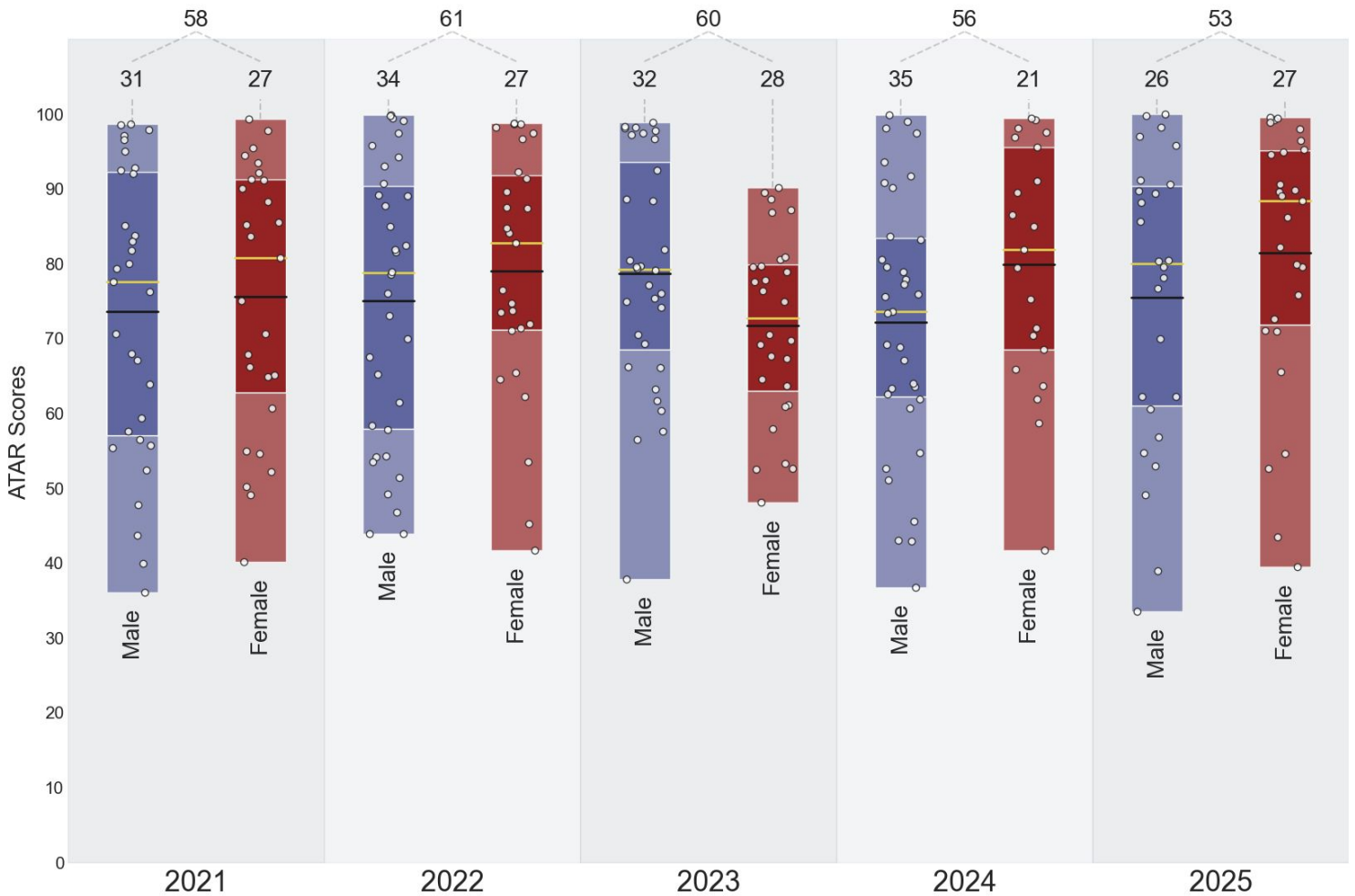
The black lines are the average final ATAR.

The yellow lines are the median final ATAR.

The light blue bars show the top and bottom 25% of ATAR scores in the cohort and the dark blue bar shows the middle 50%.

Each white dot is an individual student's ATAR.

ATAR Scores by Gender



The above chart shows the range of final ATAR scores achieved by gender over the last 5 years.

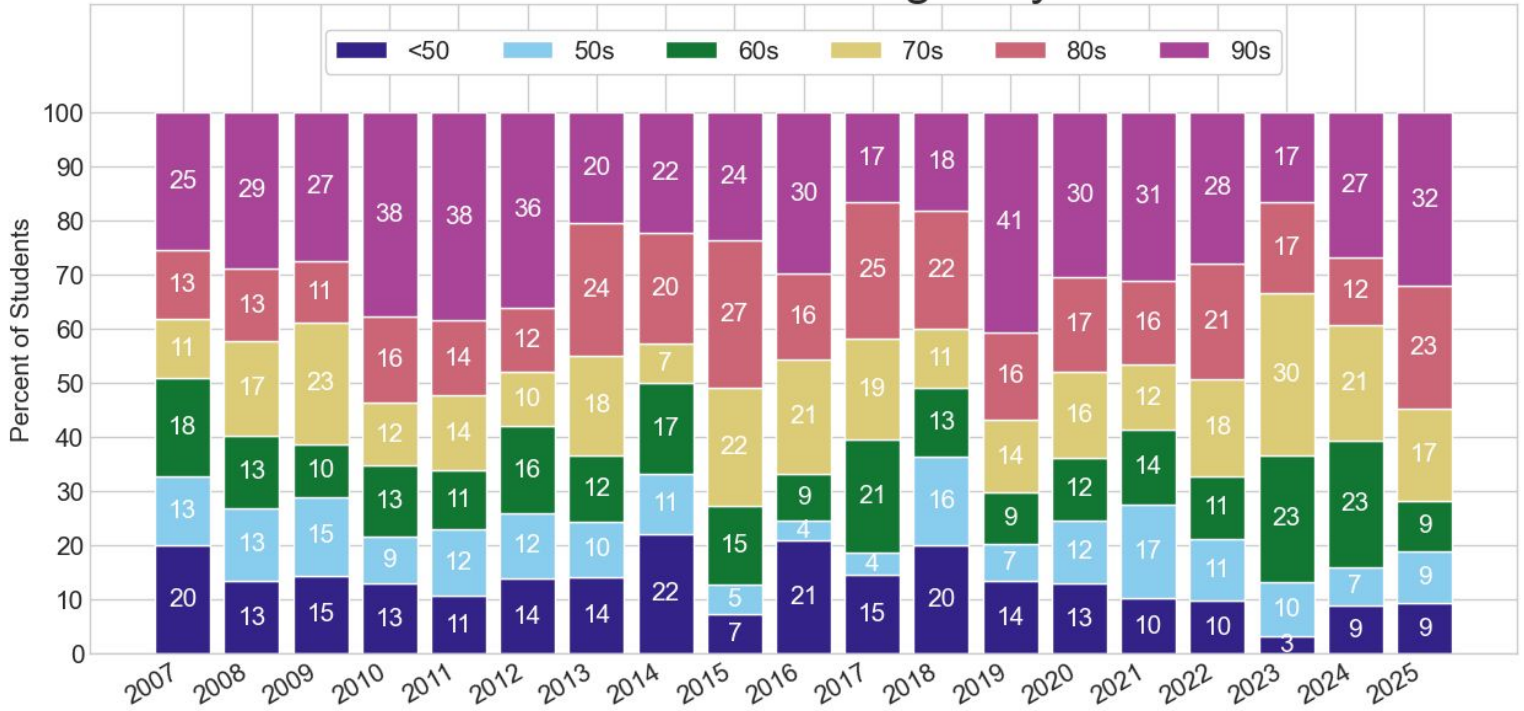
The black lines are the average final ATAR.

The yellow lines are the median final ATAR.

The light blue and red bars show the top and bottom 25% of ATAR scores in the cohort and the dark blue and red bars show the middle 50%.

Each white dot is an individual student's ATAR.

Final ATAR Percentages by Year

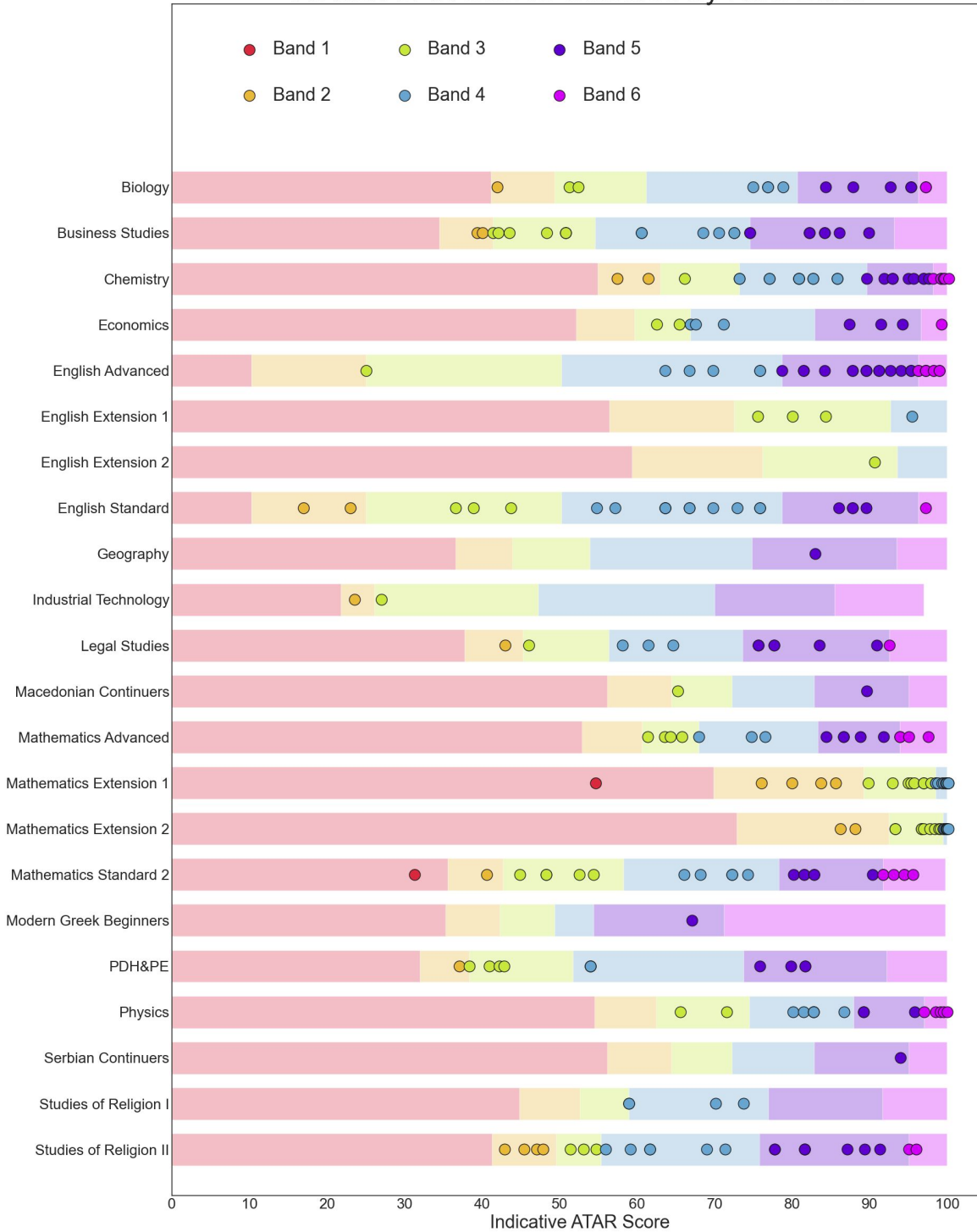


The above chart provides an opportunity to compare ATAR achievement of past cohorts. Each colour represents the percentage of students in that year who achieved in that ten mark increment.

Indicative ATAR Ranges

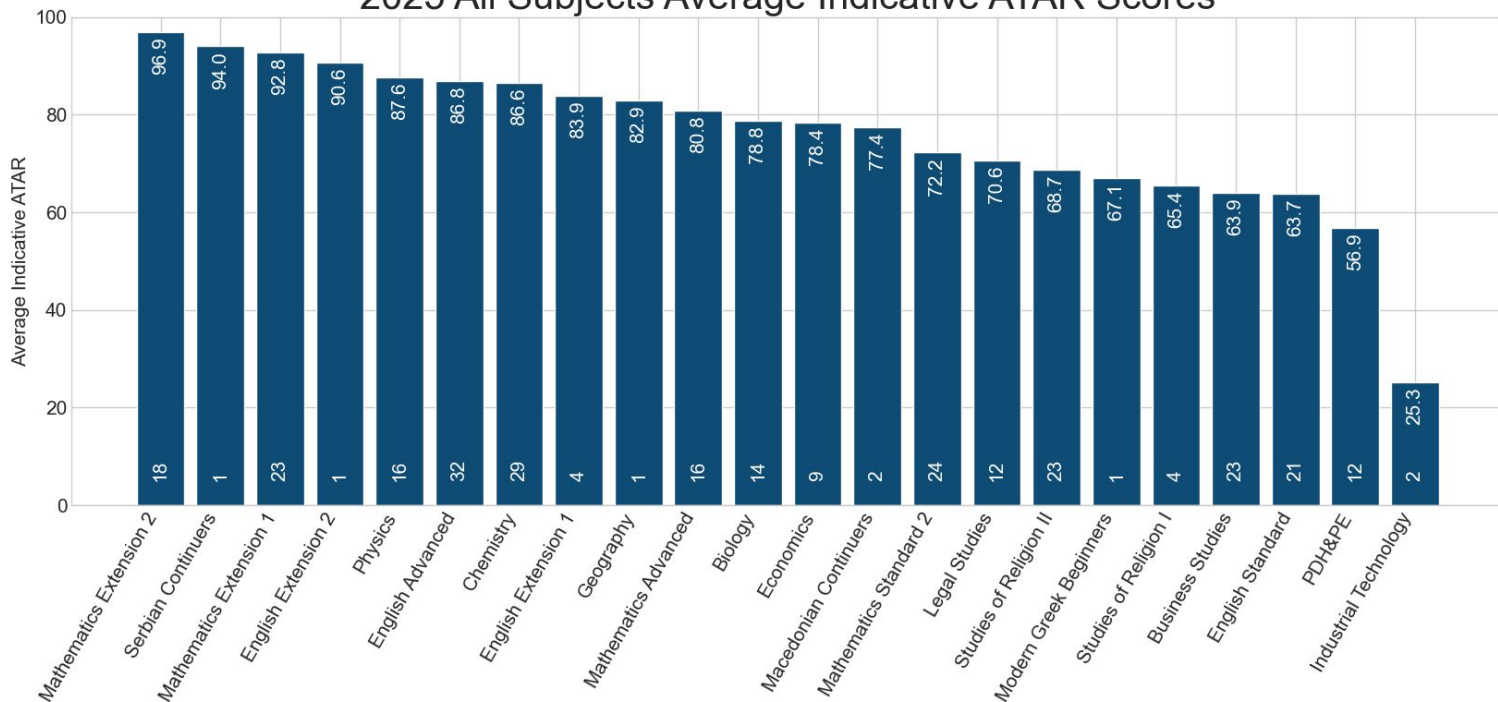
Subject	90s	80s	70s	60s	50s	<50
All Subjects	34.4% (99)	21.9% (63)	13.9% (40)	11.5% (33)	7.6% (22)	10.8% (31)
Biology (14)	35.7% (5)	14.3% (2)	28.6% (4)		14.3% (2)	7.1% (1)
Business Studies (23)		26.1% (6)	21.7% (5)	13.0% (3)	13.0% (3)	26.1% (6)
Chemistry (29)	48.3% (14)	27.6% (8)	13.8% (4)	6.9% (2)	3.4% (1)	
Economics (9)	33.3% (3)	11.1% (1)	11.1% (1)	44.4% (4)		
English Advanced (32)	53.1% (17)	25.0% (8)	9.4% (3)	9.4% (3)		3.1% (1)
English Ext 1 (4)	25.0% (1)	50.0% (2)	25.0% (1)			
English Ext 2 (1)	100.0% (1)					
English Standard (21)	4.8% (1)	19.0% (4)	14.3% (3)	28.6% (6)	9.5% (2)	23.8% (5)
Geography (1)		100.0% (1)				
Industrial Technology (2)						100.0% (2)
Legal Studies (12)	16.7% (2)	8.3% (1)	33.3% (4)	16.7% (2)	8.3% (1)	16.7% (2)
Macedonian Continuers (2)		50.0% (1)		50.0% (1)		
Maths Advanced (16)	31.2% (5)	25.0% (4)	12.5% (2)	31.2% (5)		
Maths Ext 1 (23)	73.9% (17)	13.0% (3)	8.7% (2)		4.3% (1)	
Maths Ext 2 (18)	88.9% (16)	11.1% (2)				
Maths Standard 2 (24)	29.2% (7)	20.8% (5)	12.5% (3)	8.3% (2)	8.3% (2)	20.8% (5)
Modern Greek Beginners (1)				100.0% (1)		
PDH&PE (12)		16.7% (2)	16.7% (2)		25.0% (3)	41.7% (5)
Physics (16)	37.5% (6)	50.0% (8)	6.2% (1)	6.2% (1)		
Serbian Continuers (1)	100.0% (1)					
Studies of Religion I (4)			50.0% (2)		50.0% (2)	
Studies of Religion II (23)	13.0% (3)	21.7% (5)	13.0% (3)	13.0% (3)	21.7% (5)	17.4% (4)

All Ind ATAR Scores Coloured by HSC Band



This chart shows the indicative ATAR scores (represented by the coloured circles) achieved by the students in each subject area. The coloured bars behind the circles represent the indicative ATAR score range for each HSC band. This chart is used to evaluate the achievement of students relative to the thresholds between the HSC bands and how those thresholds between HSC bands compare for different subjects.

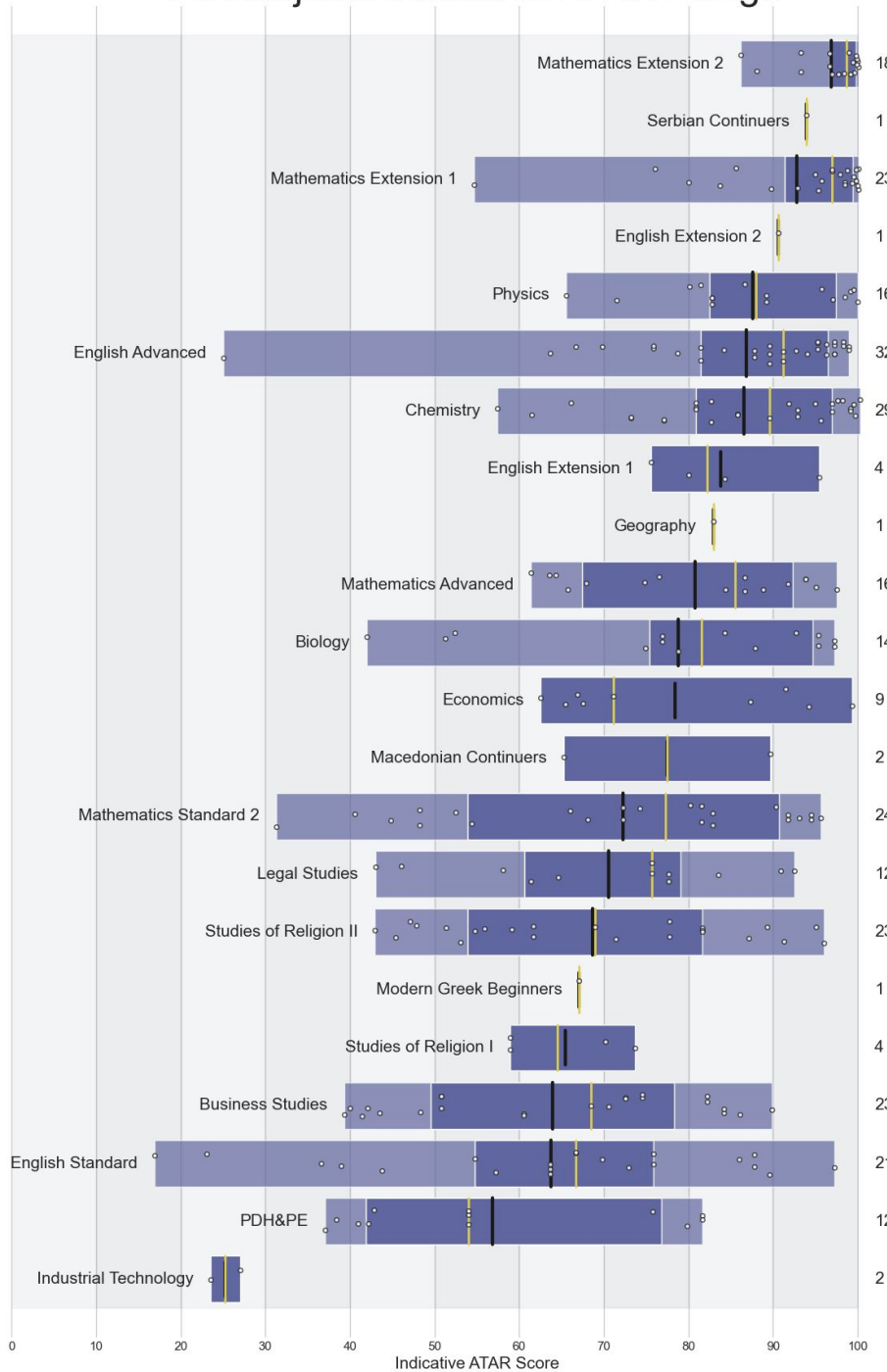
2025 All Subjects Average Indicative ATAR Scores



This report analyses the results of 22 subjects studied at St Marks in 2025. The subject with the highest indicative ATAR was Mathematics Extension 2 with an average indicative ATAR score of 96.9. The subject with the lowest average indicative ATAR was Industrial Technology with an average indicative ATAR score of 25.28.

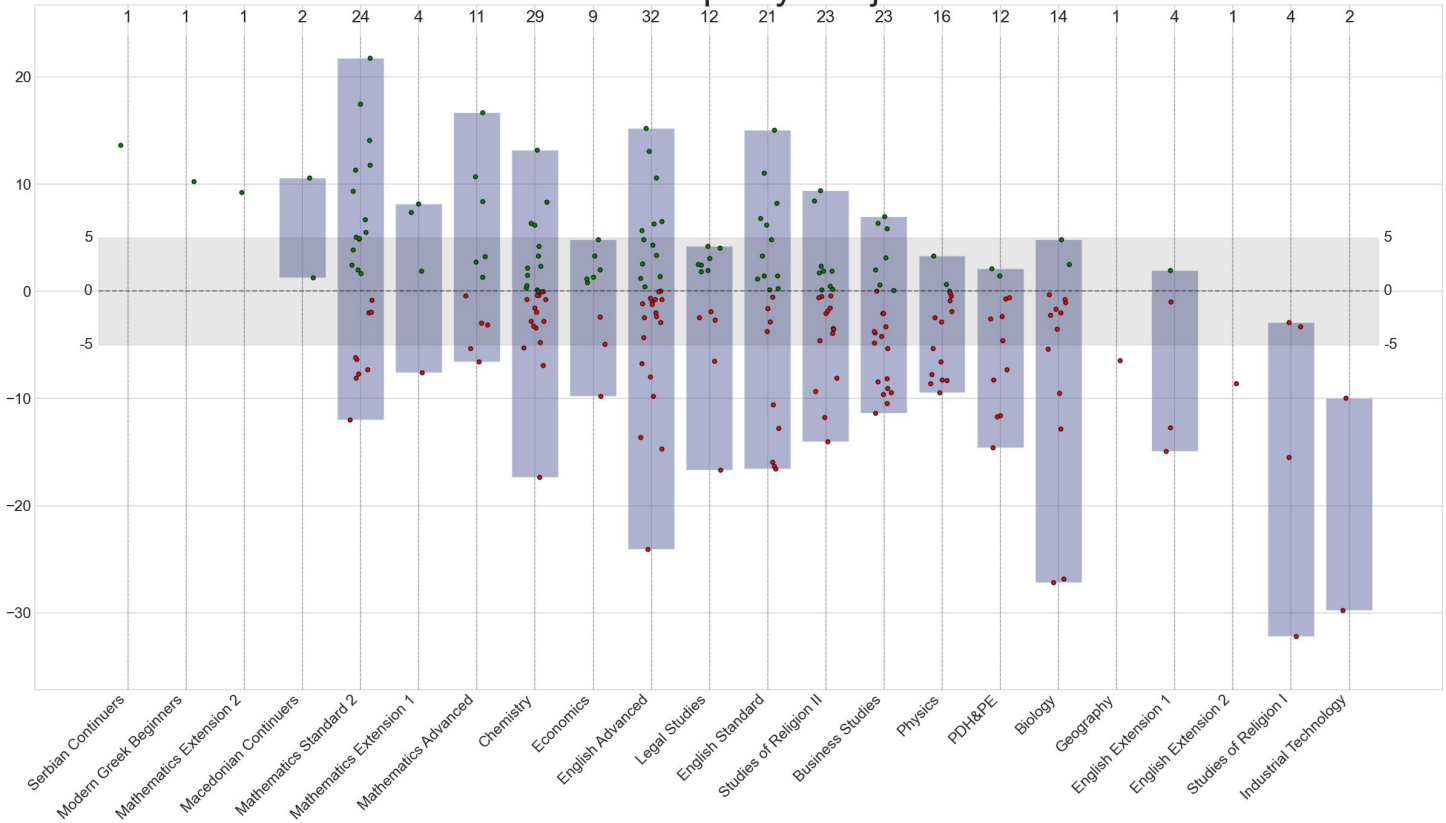
The average Indicative ATAR for all subjects in 2025 was 77.99. This is compared to 2024 when the average indicative ATAR score for the school was 75.06.

All Subjects Indicative ATAR Range



The above chart shows the range of indicative ATAR scores achieved in all subjects in 2025. The black lines are the average indicative ATAR. The yellow lines are the median indicative ATAR. If there are 10 or more students in the course the light blue bars show the top and bottom 25% of scores in the cohort and the dark blue bar shows the middle 50%. Each white dot is an individual student's indicative ATAR score.

ATAR Gaps by Subject



This chart uses a measure that is called the 'ATAR Gap'. A subject's ATAR Gap is the difference between the average indicative ATAR score achieved by the students in the subject and the average final ATAR score achieved by those same students. It's important to note that whilst it might seem positive for a subject to have a positive ATAR Gap, meaning that students, on average, performed better in that subject than in their other subjects, the school's goal should always be for all subjects' ATAR Gap scores to be approaching zero. This would be indicative of consistent achievement of students across all their courses. The ATAR Gap is also affected by students who study more than 10 units for their HSC and use one subject as their 'throw away'. The effect of this is that some students will achieve considerably poorer results in one subject in the hope that it will not count in their ATAR calculation. This may have an adverse effect on a subject's average ATAR Gap, particularly for subjects with relatively few students in the cohort.

2025 the Year 12 cohort at St Mark's Coptic Orthodox College comprised:

- **44 students** studied 10 units
- **7 students** studied 11 units and
- **2 students** studied 12 units or more.

Strategic Performance Targets

1. Close the Gender Performance Gap

In 2025, the average ATAR for girls was **81.38**, compared to **75.43** for boys—reflecting a **5.95 point difference**. Targeted interventions will be implemented to reduce this gap and support equitable achievement across genders.

2. Lift Performance in Underperforming Subjects

Subject-specific improvement plans will be developed and enacted to address areas of lower performance, with a focus on teaching strategies, assessment design, and student engagement.

3. Improve Overall ATAR Outcomes and Reverse the Downward Trend

The average ATAR increased modestly from **74.4 in 2023**, **75.06 in 2024**, and then **78.6 in 2025**. The College is committed to increasing the proportion of students achieving ATARs in the higher performance bands (80–99) through targeted academic support and enrichment.

Post-School Destinations

In 2025, Year 12 graduates from St Mark's Coptic Orthodox College pursued a range of post-school pathways. Of those eligible to receive an ATAR, approximately:

- 65% enrolled in university programs
- 20% entered TAFE or vocational education and training (VET)
- 10% gained direct employment
- 5% were undecided or pursuing gap years

These outcomes reflect strong academic and career counselling support provided throughout the senior years.

Priority Areas

K-6



1. Reading as a Key Focus

Reading remained a key priority across K–6. In 2025, we continued to implement the Developmental Reading Assessment (DRA) across all years. The DRA is an individually administered reading assessment used to determine students’ instructional levels and track their growth over time. This replaced the use of the PAT-R, enabling a more diagnostic, data-driven approach. Teachers utilised the data to set realistic, personalised learning goals and plan targeted instruction.

2. Word Study Program

The SPALDING program was replaced with a structured Word Study approach focusing on phonemic awareness, phonological processing, decoding, and word analysis. This aligns with our commitment to evidence-based practice and builds foundational literacy skills essential for reading comprehension and writing.

3. Learning Intentions and Success Criteria

These continue to be embedded in daily classroom practice to support student ownership of learning. Students clearly understand the purpose of lessons and the steps needed to achieve their goals.

4. Mathematics – Problem Solving and Reasoning

A strong emphasis was placed on hands-on maths activities, with real-world problem-solving embedded across lessons. Teachers used a variety of formative assessments to monitor growth in mathematical understanding and ensure individual needs were being met.

In 2026, St Mark’s College will further strengthen Numeracy through participation in a targeted Mathematics Project in partnership with the Association of Independent Schools (AIS). This initiative will support evidence-based numeracy practices, professional learning for staff, and the continued development of students’ mathematical reasoning and problem-solving skills.

5. Data-Driven Practice

Our practice is guided by ongoing data collection and analysis. Tools like DRA, student work samples, and formative classroom assessments inform planning and intervention. A Data Wall is used to visually track student progress in reading, allowing for real-time adjustments in support and instructional focus.

6. Deep Learning and the 7C’

In 2025, we embedded Deep Learning practices with a focus on the 7C’s: Christianity, Character, Citizenship, Communication, Collaboration, Creativity, and Critical Thinking. These principles are woven through our teaching and learning programs, encouraging students to become globally aware, innovative problem-solvers.

Priority Areas

K-6



7. Project-Based Learning

Authentic Project-Based Learning (PBL) experiences have been implemented to foster critical thinking, teamwork, and inquiry. These projects encourage students to explore real-world issues and apply their learning in meaningful ways.

Enhanced Support Initiatives

In 2025, St Mark's College enhanced its support for student wellbeing and learning:

- **Targeted Intervention:** Tailored support was delivered through small-group programs aligned with the Positive Behaviour for Learning (PBL) framework.
- **Individualised Education Plans (IEPs):** IEPs were developed and regularly reviewed to ensure students with additional needs received appropriate adjustments and interventions.
- **Student Growth Monitoring:** Every student's academic and wellbeing progress is closely monitored to ensure measurable growth in all key learning areas.

Primary Curriculum and Pedagogy

At St Mark's College Junior School, our educational philosophy is grounded in nurturing the whole child. Our curriculum is designed to:

- Promote security, confidence, and wellbeing.
- Foster independence, responsibility, and a love of learning.
- Provide hands-on, stimulating learning experiences.
- Encourage experimentation, discovery, and problem-solving.
- Deliver personalised and differentiated learning, allowing each child to thrive.
- Emphasise collaboration, communication, and respect.
- Engage families through ongoing communication and partnership.

Key Learning Areas

- Literacy (Word Study and Guided Reading)
- Numeracy (Hands-on, real-life application)
- Science and Technology
- Humanities and Social Sciences (HASS)
- Health and Physical Education
- The Arts – Music, Visual Arts, Drama
- Coptic Orthodox Studies and Coptic Studies
- Drama and Debate
- STEM and Inquiry Projects

Priority Areas

K-6

Extra-Curricular Enrichment

We strongly value extracurricular engagement. Opportunities in 2025 included:

- Debating
- STEM Clubs
- Chess Club
- Choir and Performing Arts
- Representative Sports
- Outdoor Education and Camps

Assessment & Monitoring

Assessment is continuous and forms the backbone of our planning and teaching. Teachers use multiple modes of assessment to inform their instruction:

- Developmental Reading Assessment (DRA)
- Observation and Anecdotal Notes
- Student Work Samples
- Spelling Tests and Quizzes
- Topic Tests (with tiered levels of challenge)
- Projects and Presentations
- Formative Assessments
- Diagnostic and Curriculum-Based Tests
- Parent/Teacher Interviews

Assessment Procedures

- All assessments are created and reviewed by classroom teachers and approved by the Literacy Coach and Stage Coordinators.
- Tests are tiered to cater for a broad range of abilities:
 - Foundational (60%)
 - Intermediate/Challenging (20%)
 - Extension (20%)

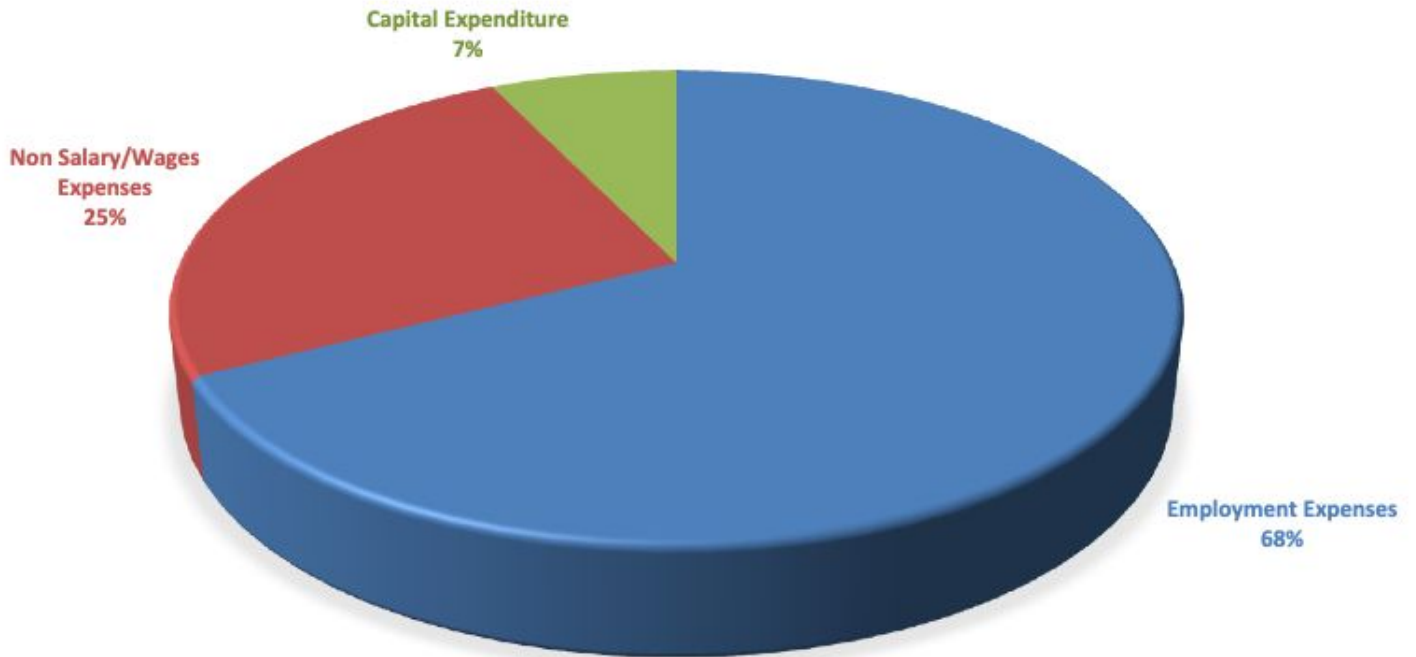
Assessment Recording and Monitoring Process

- Assessment results are first logged in teacher chronicles and then uploaded to SEQTA for ongoing tracking.
- Progress is reviewed regularly to ensure appropriate intervention, support, and enrichment is provided across all stages.

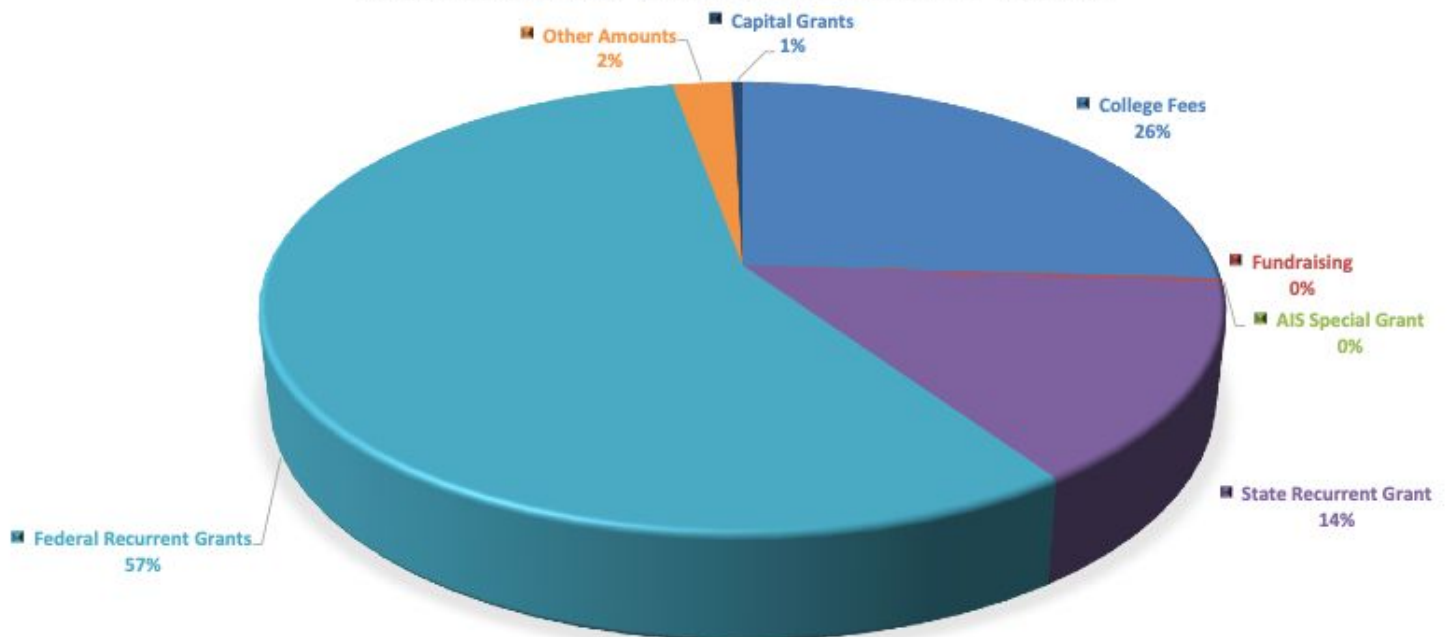
Financial Information

Summary

SAINT MARK'S COPTIC ORTHODOX COLLEGE - EXPENSE



SAINT MARK'S COPTIC ORTHODOX COLLEGE - INCOME





College Policies

St Mark's Coptic Orthodox College maintains a comprehensive suite of policies that ensure the safety, wellbeing, academic integrity, and respectful conduct of all members of the school community. These policies are regularly reviewed by the Executive Leadership Team and the NSW Coptic Education Board to ensure alignment with legislative requirements, sector best practices, and the values of the Coptic Orthodox tradition.

In 2024, the following key policies were linked to the College's operational, pastoral, and educational framework, and were available to staff, students, and parents as part of our ongoing commitment to transparency and community engagement:

Key College Policies (Click on each link to view)

<u>Child Protection</u>	<u>Student Welfare</u>
<u>Privacy</u>	<u>Student Discipline</u>
<u>Anaphylaxis</u>	<u>Student Code of Conduct</u>
<u>Uniform & Grooming</u>	<u>Student Attendance</u>
<u>Acceleration Policy</u>	<u>Use of Technology</u>
<u>Complaints Handling</u>	<u>BYOD</u>

Complaints and Grievances

St Mark's College has established procedures for handling complaints and grievances from students, staff, and parents. These are managed in accordance with the College's published Complaints Handling Policy. In 2025, a small number of formal complaints were received. The College remains committed to resolving issues respectfully, confidentially, and in a timely manner.

Policy Access Statement

These policies are implemented through staff training, student orientation, handbooks, and digital communication platforms. Compliance is monitored by relevant leaders within the College, with oversight provided by the Head of College and College Board.

All College policies referenced in this report—including Child Protection, Student Welfare, Discipline, and Complaints Handling—are available upon request. Parents may access current policy documents through the Head of College Office or by visiting the College website at www.stmarks.nsw.edu.au.



Framework

Educational Reporting and Accountability

Parent, Student and Teacher Satisfaction

Throughout 2025, feedback from students, parents, and staff was gathered through surveys, informal discussions, and event participation. The results indicated high levels of satisfaction in the areas of student wellbeing, classroom learning, and pastoral care. Areas for improvement included enhanced communication regarding assessment timelines and more student-led leadership opportunities.

About this Report

This Annual Report provides a comprehensive overview of St Mark's Coptic Orthodox College's operations, achievements, and compliance for the 2025 academic year. It draws on a range of data sources including standardised national assessments, internal performance measures, and qualitative insights gathered through school-based evaluations and stakeholder engagement.

Contributors

The following members of the College Executive Leadership Team have contributed to the preparation of this report:

- **Mr Anthony Deans** – Head of College
- **Fr George Nakhil** – College Chaplain (Spiritual & Pastoral Leadership)
- **Mrs Deborah Grohala** – Deputy Head of College
- **Mrs Silvia Nada** – Head of Primary School

Their combined leadership, insights, and oversight have ensured the accuracy, integrity, and strategic alignment of the information presented.

Governance and Ownership

St Mark's Coptic Orthodox College operates under the ownership of the **Coptic Orthodox Church (NSW) Property Trust** and is governed by the **NSW Coptic Education Board**. The Board acts as the authorised body responsible for governance, compliance, strategic oversight, financial management, and capital works—exercised through delegation to the Head of College.

All Board members have undertaken formal induction through the Association of Independent Schools of NSW (AISNSW), and have signed the **Responsible Persons Declaration**, confirming their understanding of their roles, responsibilities, and confidentiality obligations.

The Head of College provides regular monthly reports, and additional updates as required, to ensure the Board is fully informed of all aspects of school operations, including performance, compliance, pastoral matters, and alignment with the school's Coptic Orthodox ethos.

Endorsement and Publication

This report has been reviewed and endorsed by the **NSW Coptic Education Board** and is publicly available via the College website and has been submitted to the NSW Education Standards Authority (NESA) in compliance with reporting requirements

Date of Publication: 30 June 2026