

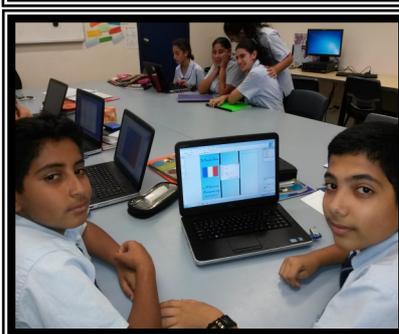
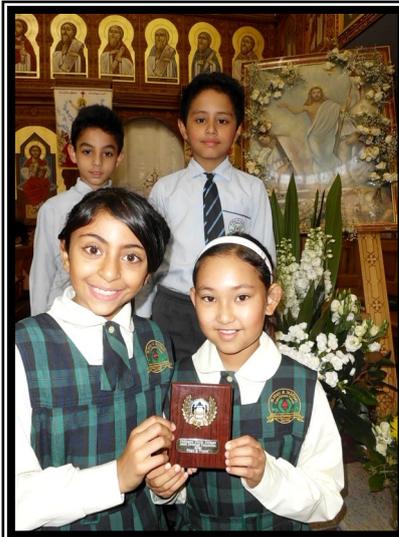


*"In Whom are hidden all the treasures of  
Wisdom and Knowledge"*

Colossians 2:3

# St Mary & St Mina's Coptic Orthodox College

## ANNUAL REPORT 2014



# St Mary & St Mina's Coptic Orthodox College

A Ministry of St Mary & St Mina's Coptic Orthodox Church  
ABN 12088941913

## 1999 - 2014

### HEAD OF COLLEGE

**Mrs. Mervat Rafla** Bachelor of Econ., Grad.Dip.Ed. Sec. Maths

### HEAD OF SECONDARY

**Mr. Rob Stephenson** BSC, Dip. Ed Sec. Maths & Science

### HEAD OF PRIMARY

**Mrs. Michelle Nemec** MACE, MTGN, Dip. Ed., B.Ed., M.Ed., (Admin). Dip. School Compliance

### PRIMARY COORDINATOR

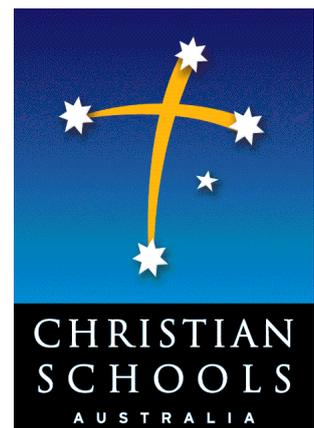
**Mr. Samer Nicola** Bachelor of Computing Science, Bachelor of Education Primary

### BUSINESS MANAGER

**Mr. Ashraf Zaki** FIPA, BA Commerce

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# Our School

## OUR MOTTO

“Fullness of knowledge in Christ”

## OUR VISION

To provide holistic education which strives to enhance the spiritual, intellectual, social, cultural and physical potential of young people. The nurturing and development of Disciples of Christ is our foci.

## OUR MISSION

St Mary & St Mina’s Coptic Orthodox College aims to assist each child to grow up in the fullness of Christ. As a family we aim to instruct that the fullness of knowledge is Christ.

## OUR COLLEGE

St Mary & St Mina’s Coptic Orthodox College is a Kindergarten to Year 12 co-educational day school located in the South-western suburbs of Sydney. It has a Primary campus in Bexley and a Secondary campus in Rockdale. The College commenced in 1999 as a ministry of St Mary & St Mina’s Coptic Orthodox Church. It was established through the vision of His Holiness Pope Shenouda III, Head of the Coptic Orthodox Church who said “the Church without youth is a church without a future, and youth without a church is youth without a future”. The College is a member of Christian Schools Australia and is part of the fellowship of two other Coptic schools in Sydney.

St Mary & St Mina’s Coptic College is a Christ-centred learning community, which works in partnership with families and the churches to assist students to grow up into the Lord Jesus Christ.

Christian Community Schooling is based on a Biblical understanding that God is our Creator and Saviour. He calls us to turn away from the empty way of life that is self-determined, to live as God’s people for His praise and His glory, fulfilling the purposes for which He created us. This is in direct contrast to where education is often reduced to the quality of student performance in national examinations.

Education is all about the relationship between knowledge, learning and living life. A Christian education holds out an alternative narrative to the surrounding culture and is firmly anchored in the Gospel of the Lord Jesus Christ. It is a transforming vision for life that is about wholeness expressed in harmonious relationship with the Lord, oneself and others. The goal is the development of the whole-person in community with others, exercising their gifts in the service of the Lord.

St Mary & St Mina’s College is a Christ-centred learning community which seeks to be shaped by Biblical truth and led by the Spirit of God. The College strives to grow young men and women who develop spiritually, socially, intellectually and physically. The teaching and learning that occurs is a core part of assisting students to live well.



# Our Beliefs & Values

## THE ORTHODOX CREED

The Creed is the essence of our Christian faith. The church gives great value to the Creed, which is shown in its inclusion of the Creed as part of the daily Hours prayers, as faith is both an essential element for our spiritual life, and our beliefs.

The Council of Nicea in the year 325 A.D, was the first ecumenical council which refuted the Arian heresy that denied the Godhead of Christ. The Coptic Orthodox Church was represented in this council by Pope Alexander, the nineteenth Patriarch of Alexandria, accompanied by his deacon Athanasius, who formulated the contents of the Creed. The section of the Creed relating to the Godhead of the Holy Spirit was added in the Ecumenical of Constantinople held in 381 A.D. to refute Macdoniu's heresy which denied the Godhead of the Holy Spirit.

The Creed includes the following main facts of the Faith:

- † The unity of God. The Creed starts with the words "Truly we believe in one God."
- † The Holy Trinity, the Godhead and the role of each.
- † The incarnation, redemption and salvation.
- † Baptism for the remission of sins.
- † The resurrection of the dead and the life to come in eternity.
- † The second coming of Christ for judgment.
- † The one Holy, Universal and Apostolic Church.

## FULLNESS OF KNOWLEDGE IS CHRIST

We believe that the Orthodox family has a unique spirit with a sense of belonging and the College seeks to develop this further. We take up the challenge with the Grace of our Lord Jesus to impart the qualities that will provide a source of strength to each individual, enabling them to take an active and responsible role in society in the spirit of the Holy Bible.

## VISION STATEMENTS

To promote and develop a Bible-based understanding, acceptance and practice of Orthodoxy.

To foster the growth of students towards the full realisation of their academic potential.

To develop an awareness of the history and traditions of the Coptic Orthodox Faith as it relates to the rites of the Church.



## Head of College Message

St Mary and St Mina’s Coptic Orthodox College is an outstanding example of great Christian Education, nurturing the different abilities and talents of our students, and providing opportunities and challenges to enable our students to grow and develop academically, socially, emotionally and creatively. There were many opportunities to celebrate the outstanding achievements of our students in all areas.

I would like to acknowledge the outstanding professionalism, dedication and commitment of our staff that have been extremely busy with the implementation of the new Australian English curriculum and the new Australian Mathematics curriculum this year.

Academic excellence, high expectations, quality teaching incorporating technology, gifted and talented strategies and motivating students to do their personal best are our school priorities. Once again our students achieved outstanding HSC results, with a rank of 63 in NSW. Many of the high achievers were excited by the university offers they received including- Medicine, engineering, medical science, law, pharmacy and commerce.

Our technological upgrade this year has enhanced these programs enabling students to become confident users of a range of technologies.

The contributions to this Annual Report of Mr. Rob Stephenson, Mrs. Michelle Nemec and Mr. Sam Nicola attest to their professional commitment and strong cooperative efforts for the benefit of our students. I sincerely thank and congratulate them and our teachers and teacher assistants for their commitment to high standards. I acknowledge also the exceptional support of our administration and property staff who work closely with our teaching staff to ensure the smooth running of the activities of the School across the two campuses.

This report reflects the work and achievements of our College, staff and students. I certify that the information in this report is a balanced and genuine account of the College’s achievements and areas for development.

Mervat Rafla

Head of College

## The NSW Coptic Schools Board

The NSW Coptic Schools Board is made up of 7 volunteers under the guidance of His Holiness Pope Tawadros II and His Grace Bishop Paula. The NSW Coptic Schools Board is the governing body for the three Coptic Orthodox Colleges in NSW. We would like to thank His Holiness Pope Tawadros II for the honour of allowing us to serve God through our schools

We, as a Board, are constantly striving for excellence within our Colleges. We strongly believe that strong and cohesive working relationships 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 which enables our students to maximise their education and achieve their full potential. Students are encouraged and supported to perform at their best in academics, sports, arts and other extra-curricular activities while growing within a Christian ethos.

The NSW Coptic Schools Board consists of the following:

Name	Profession	Position
His Grace Bishop Paula	Coptic Orthodox Bishop of Tanta	Chairman
Mr Mina Hanna	Lawyer	Secretary
Dr Medhat Guirgis	Orthopaedic Surgeon	Board member
Mr Hosny Guirguis	Structural Engineer	Board member
Mr Magdi Kilada	Professional Industrial Engineer	Board member
Dr Mourad Nosir	Medical Practitioner	Board member
Mr Saher Youssef	Deputy Principal	Board Member
Dr Amany Zekry	A/ Professor of Medicine	Board member

“Behold how good and how pleasant it is for brethren to dwell together in unity.”

Psalm 133:1

The primary goal of the Parent Body is to encourage parental involvement in the school and to help the school reach its objectives, fostering a positive spirit within the college. The secondary goal of the association is to provide fundraising activities to support the school. Fundraising activities during the year included the following:

- Annual school fete
- Mother’s Day BBQ
- Father’s Day Breakfast
- Cake stall
- Special food days
- Bunnings sausage sizzle
- Chocolate Drive

The Parent Body was able to raise around \$13,000 for the College during the year. These funds were directed to purchasing various resources for both the Primary and Secondary school for the direct use of the students. These events were only possible through the active support of parents, friends and staff alike. We look forward to a bigger and better 2015 with a more exciting line up planned.



# 2014 K-6 Initiatives & Achievement

- Stage information evening for parents, at the beginning of Term 1 to introduce teachers and the program of learning
- Opportunities provided for parents to attend Parent/Teacher interviews following the Semester 1 report period
- Gymnastics program for K-6 students to meet the requirements of the PDHPE syllabus
- Provided a program of sporting events and House Competitions K-6 including a fun run, swimming and athletics carnivals.
- Plan to join a sport association – Independent Primary School Sporting Organisation (IPSSO) to enable the students to have opportunities to play competitive sport and to build their movement skills
- Plan for formalising of the Transitional Student Support Program for recent to new arrivals to support students
- Plan for the Lunch Time Library Adventure Program to provide enjoyable and worthwhile lunchtime options for the students
- Planning to build teacher capacity, professional development and equipment (hardware and software) to enable enhanced information communication technology (ICT) across all KLAS
- Plan for developing the College approach to K-6 Reading emphasising K-2 reading assessments, interventions and adjustments
- Plan to introduce a General Ability Program to develop critical and creative thinking
- Implementation of increased learning support through the introduction of the Multi-Lit Program involving the employment of specialist staff and support from parents
- Ongoing development of a culture of academic excellence based on a student-centred approach to learning
- Combined Colleges public speaking competition
- A healthy eating program for all students K-6 including a *Crunch and Sip* program
- A leadership program for Year 6
- Plan to implement the use of a College diary
- Review of College policy and prepared all documentation for registration
- Planning for greater support of teachers through mentoring and coaching processes as well as a College wide model for Professional Growth, Development and Review to result in enhanced professional practice across the College
- Plan to implement the Quality Teaching Framework
- Plan to implement a teacher wellbeing committee and program of interventions
- Plan to implement a strengths-based approach to teacher and student development
- Planned for Christian Education Teacher Professional Development

## Activities Promoting Respect and Responsibility

- Student merit, Principal Awards and Academic Medallion system
- College ANZAC Day Ceremony
- College Mass
- College Morning Prayers
- Participation in the Young Leader's Day
- College Interschool Sport, Public Speaking and Debating Competitions
- Friday Friends
- Primary Presentation and Christmas Concert Evening

## Initiatives promoting respect and responsibility

### Key initiatives included

A review of the College's School Representative Council (SRC) was conducted in order to develop students as leaders, while encouraging and celebrating the student voice.

The opportunity for the College captains to attend a leadership day held at the NSW State Parliament where they were given the opportunity to meet and discuss ideas of leadership with politicians and the NSW Governor-General.

A range of parent information evenings which focused on academic achievement across all subjects, as well as an information session for students on time management and study skills.

The introduction of a pastoral care program of teacher mentors for students in Year 12 to provide students with a staff member they feel comfortable with and who they can ask for help with the stresses of the HSC year.

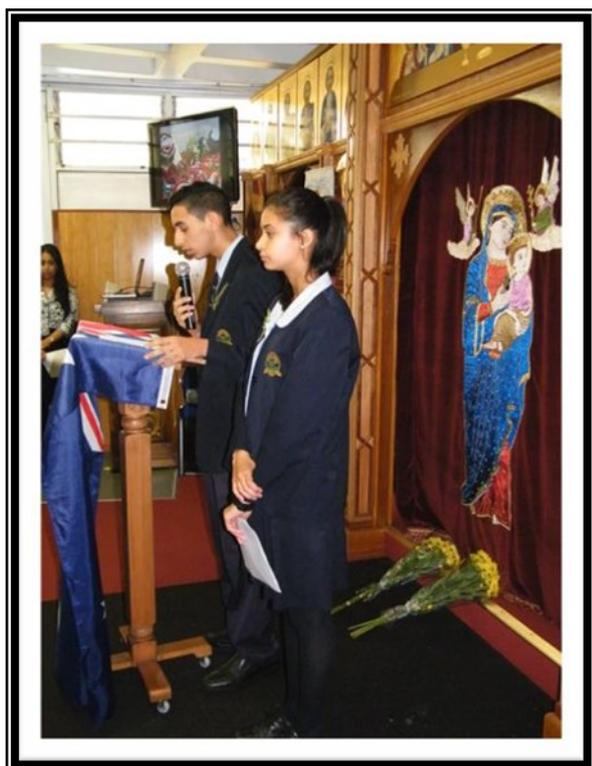
Students took part in assemblies through performance, presentations and receiving awards that celebrated successes and achievements.

Students participated in fundraising activities for a number of causes, especially the raising of funds to support Coptic orphans in Egypt both financially and with school items.

House meetings provided students with a forum to develop their leadership and presentation skills. Different students were invited to contribute either individually or within a group, fortnightly at meetings.

A number of activities on the importance of Cyber safety were prominent in the secondary school. These were developed to promote positive online behaviors and an understanding of what it means to be a good digital citizen.

Students in Year 11 served as "buddies" to students in Year 7, who met them regularly to assist with their adjustment to high school.



# Sporting Targets for 2015

- ◆ Maintaining our affiliation with the Independent Primary School Sporting Organisation (IPSSO) competition school involved in our pool will be Thomas Hassall Anglican College, Georges River Grammar School, William Carey Christian School, St. Mark's Coptic Orthodox College and All Saints Grammar School
- ◆ Maintaining affiliation with All Suburbs Independent School Sporting Association (ASISSA)
- ◆ Maintaining Pathways for elite athletes in Cross Country and Athletics through ASISSA and CIS
- ◆ Organising an Inter-house Soccer Competition
- ◆ Organising Soccer, Little Athletics and Gymnastics Clinic for K-2
- ◆ K-6 Participating in the Adidas School Fun Run
- ◆ K-2 Students participating in Jump Rope for Heart
- ◆ Updating equipment to participate in an Inter-school competition
- ◆ Book Sylvania Athletics Track for the Athletics Carnival
- ◆ Update shields for all carnivals (Cross Country, Swimming, Athletics) and keep record of the houses that won
- ◆ New enrolments of students are placed into houses evenly so it is more competitive during carnivals
- ◆ Involving House Captains in Sporting Activities
- ◆ K-6 participate in Swim School (booking Hurstville Aquatic Centre)
- ◆ Kindergarten continue to be involved in Swim School
- ◆ Ordering trophies for Best and Fairest students in the Interschool competition
- ◆ Ordering trophies for Age Champions in Cross Country, Swimming and Athletics
- ◆ Purchase adequate equipment for K-2 for teachers to work on students' psychomotor skills, loco motor, non-loco motor skills, agility and coordination.
- ◆ Participating in suitable sporting Gala Days.



# Our Staff

St Mary & St Mina's College employed 31 teaching staff and 11 non teaching staff in 2014. Of these 31 teaching staff have qualifications from a higher education institution within Australia or an overseas qualification recognized by AETI-NOOSR guidelines.

## Staff Composition (Full Time & Part-Time)

- 1 \_\_\_ Head of College
- 1 \_\_\_ Head of Secondary
- 1 \_\_\_ Business Manager
- 1 \_\_\_ Head of Primary
- 8 \_\_\_ Primary Teachers (including 1 Coordinator)
- 3 \_\_\_ Secondary Coordinators
- 18 \_\_\_ Secondary Teachers (including 3 Coordinators & Head of Secondary)
- 1 \_\_\_ K-12 ESL Teacher
- 1 \_\_\_ Special Education Teacher
- 1 \_\_\_ Teacher Aid
- 1 \_\_\_ Secondary Laboratory Assistant
- 1 \_\_\_ School Counselor
- 1 \_\_\_ PA
- 1 \_\_\_ IT Manager
- 1 \_\_\_ Teacher Librarian
- 1 \_\_\_ Library Assistant
- 3 \_\_\_ Administrative Staff

## NSW Institute of Teachers / New Scheme Teachers

- 13 \_\_\_ Provisional Conditional
- 17 \_\_\_ Professional Competence

## Average staff attendance

The average teacher attendance during 2014 was 97%

## Professional Development

The average expenditure on professional development per teacher was \$475

Staff professional development was through both school-based professional learning sessions and in-service courses. It focused on teaching and learning strategies, technology and first aid. New Scheme Teachers attended both.



## School Attendance and Retention Rates

Management of student non-attendance

## School Determined Improvement Targets 2014

Improvements in focus

AREAS	PRIORITIES	ACHIEVEMENTS
<b>Well being</b>	Review and extend the opportunities for and processes of student affirmation, to enable acknowledgement of student effort, success and achievement	<p>The School reviewed and streamlined its merits awards processes in addition to holding specialized events to recognize student achievement in a wide variety of areas.</p> <p>The School increased opportunities for students to take initiatives and demonstrate leadership through the organization and running of house meetings.</p> <p>Creating opportunities for students to take initiative and be involved in the presentation of the College through home rooms.</p>
	Embed frameworks to enable each individual student and members of staff to be known, valued, recognized and supported	<p>Introduced a staff well-being team in order to facilitate events to foster and increase morale in staff. The introduction of fortnightly morning teas and themed days for staff to build and enhance collegiality.</p> <p>Enhance opportunities for the student voice to be heard via the school representative council (SRC) through the election of class captains.</p> <p>A Pastoral Care program was developed with a focus on mentoring Year 12 students in order to assist with their well-being. The program has been very successful and students have commented on how they have benefitted from having a staff member they could approach and discuss concerns with.</p> <p>The School engaged Dr. Prue Salter to present on time management and study skills for students in years 10-12 for all subjects as this is an area of weakness for students.</p>
	Develop a student management philosophy, policy and process	<p>Student management policies were evaluated and streamlined to ensure consistency, enhancing student connections. This was presented to and promoted among staff to ensure that all teachers were familiar with the policy and process.</p>
<b>Community Engagement</b>	Seek and facilitate family involvement, participation and feedback into the life of our community	<p>The school newsletter was restructured to provide parents and the community with a greater understanding of student accomplishments and happenings in a wide range of subjects.</p> <p>A range of events were created for parents to attend throughout the year including the school fete and information evenings on academic and pastoral matters.</p>

## Parent, student and teacher satisfaction

Parent, student and teacher satisfaction at St Mary and St Mina's Coptic Orthodox College were measured both formally and informally revealing areas for improvement.

Opportunities for two-way communication between staff and parents were provided at parent and teacher meetings and many other events such as sports carnivals and student exhibitions throughout the year.

The Parents and Friends Association continued to meet regularly, providing opportunities to meet and exchange information with the Principal and other staff, and to plan activities to support the school community.

Student satisfaction is an area for further improvement in the school. Students who have left the College have indicated that lack of subject selection is one of the primary reasons for students to leave the College. Additionally, students who have left have also indicated that another reason for leaving is related to the accelerated mathematics program and student who are not involved are discouraged by the student body.

Teacher satisfaction is another area for further improvement as there has been a high staff turnover. The College has attempted to improve staff morale by ensuring that staff are supported in their decisions that may be disliked by the community but which are essential to adhering to BOSTES policies and procedures.



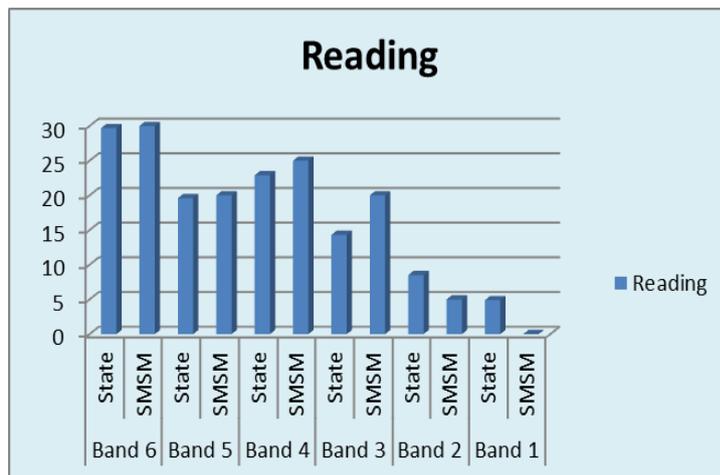
# 2014 School Performance: Year 3 NAPLAN

The National Assessment Program – Literacy and Numeracy (NAPLAN) was completed by students in Years 3, 5, 7 and 9. The following tables compare the results of St Mary and St Mina’s Coptic Orthodox College with students in all NSW schools for these year groups. NAPLAN results indicate that of St Mary and St Mina’s Coptic Orthodox College students are performing significantly above the State in Numeracy. The College has a strong focus on Mathematics as it suits the learning interests of the students. As most students are predominantly from a NESB St Mary and St Mina’s Coptic Orthodox College Literacy results were pleasing.

## Reading

**A total of 20 students sat for the NAPLAN testing. Our results were pleasing considering that the College is 99% NESB.**

- ◆ Band 6- Six Students(30% of Year 3 Students)
- ◆ Band 5- Four Students(20% of Year 3 Students)
- ◆ Band 4- Five Students(25 % of Year 3 Students)
- ◆ Band 3- Four students(20% of Year 3 Students)
- ◆ Band 2-One Student(5% of Year 3 Students)
- ◆ Band 1- Nil

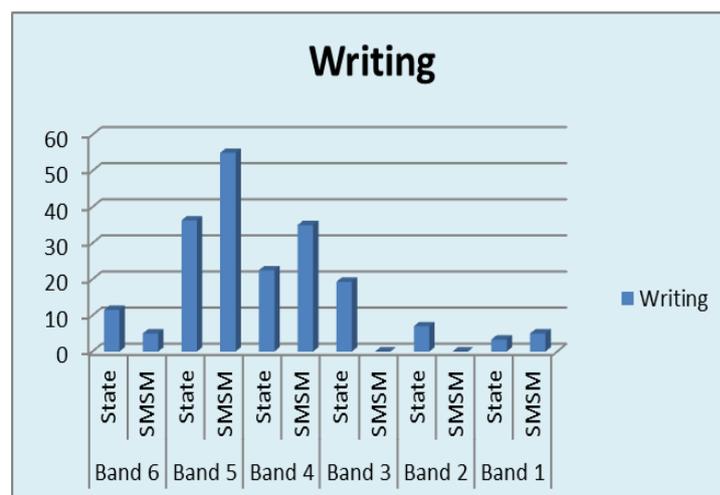


	Band 6		Band 5		Band 4		Band 3		Band 2		Band 1	
	State	SMSM										
<b>Reading</b>	29.7	30	19.6	20	22.9	25	14.3	20	8.5	5	4.9	0

## Writing

**A total of 20 students sat for the NAPLAN testing. Our results were pleasing considering that the College is 99% NESB.**

- ◆ Band 6-One Student(5% of Year 3 Students)
- ◆ Band 5- Eleven Students(55% of Year 3 Students)
- ◆ Band 4- Seven Students(35 % of Year 3 Students)
- ◆ Band 3- Nil
- ◆ Band 2- Nil
- ◆ Band 1- One Student(5% of Year 3 Students)



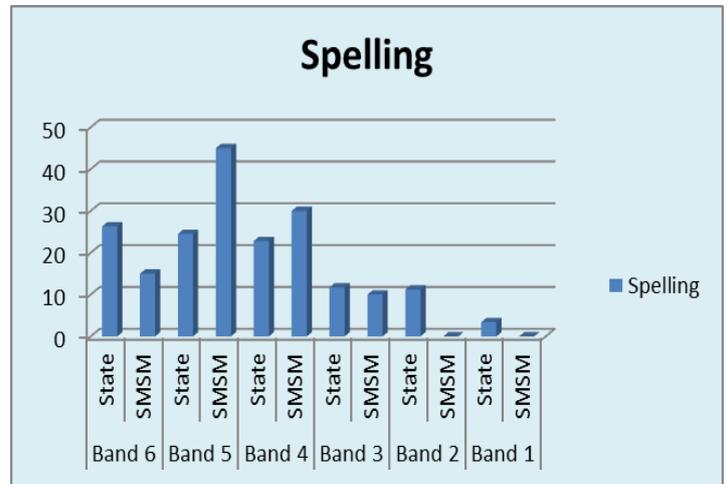
	Band 6		Band 5		Band 4		Band 3		Band 2		Band 1	
	State	SMSM										
<b>Writing</b>	11.5	5	36.3	55	22.5	35	19.3	0	7	0	3.3	5

# 2014 School Performance: Year 3 NAPLAN

## Spelling

A total of 20 students sat for the NAPLAN testing. Our results were pleasing considering that the College is 99% NESB.

- ◆ Band 6-Three Students(15% of Year 3 Students)
- ◆ Band 5- Nine Students(45% of Year 3 Students)
- ◆ Band 4- Six Students(30 % of Year 3 Students)
- ◆ Band 3- Two Student(10% of Year 3 Students)
- ◆ Band 2- Nil
- ◆ Band 1- Nil

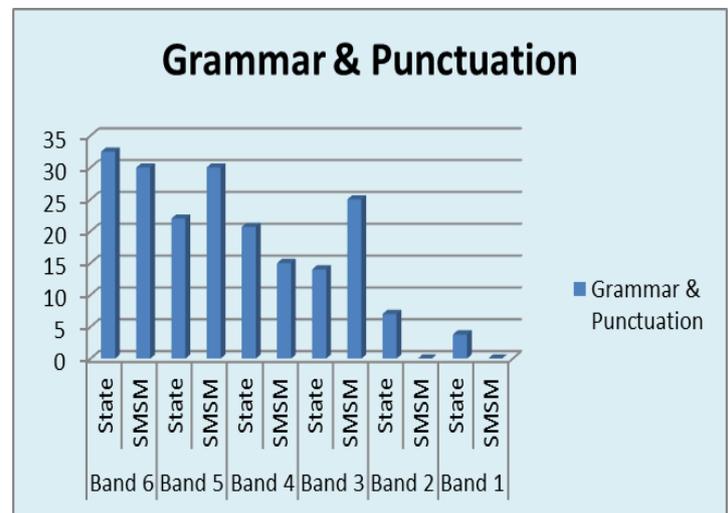


	Band 6		Band 5		Band 4		Band 3		Band 2		Band 1	
	State	SMSM										
<b>Spelling</b>	26.3	15	24.5	45	22.8	30	11.7	10	11.2	0	3.4	0

## Grammar & Punctuation

A total of 20 students sat for the NAPLAN testing. Our results were pleasing considering that the College is 99% NESB.

- ◆ Band 6- Six Students(30% of Year 3 Students)
- ◆ Band 5- Six Students(30% of Year 3 Students)
- ◆ Band 4- Three Students(15 % of Year 3 Students)
- ◆ Band 3- Five Student(25% of Year 3 Students)
- ◆ Band 2- Nil
- ◆ Band 1- Nil



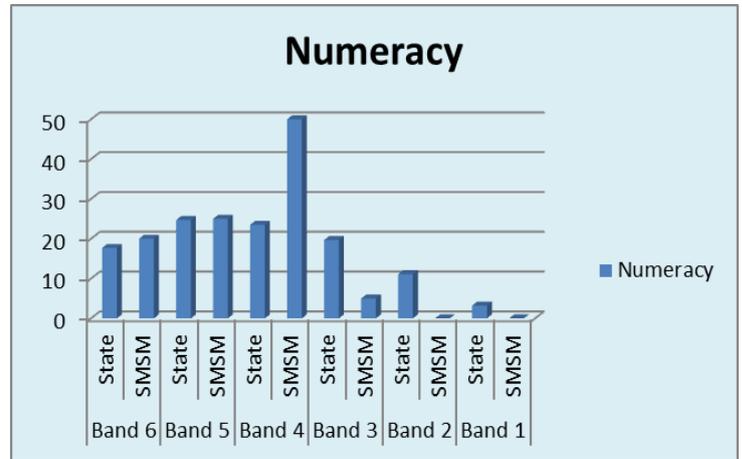
	Band 6		Band 5		Band 4		Band 3		Band 2		Band 1	
	State	SMSM										
<b>Grammar &amp; Punctuation</b>	32.5	30	22	30	20.7	15	14	25	7	0	3.8	0

# 2014 School Performance: Year 3 NAPLAN

## Numeracy

A total of 20 students sat for the NAPLAN testing. Our results were pleasing considering that the College is 99% NESB.

- ◆ Band 6- Four Students(20% of Year 3 Students)
- ◆ Band 5- Five Students(25% of Year 3 Students)
- ◆ Band 4- Ten Students(50 % of Year 3 Students)
- ◆ Band 3- One Student(5% of Year 3 Students)
- ◆ Band 2- Nil
- ◆ Band 1- Nil

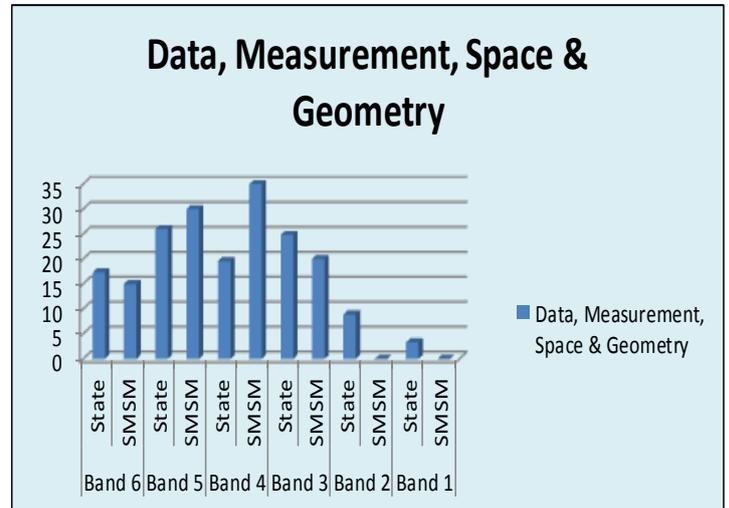


	Band 6		Band 5		Band 4		Band 3		Band 2		Band 1	
	State	SMSM										
<b>Numeracy</b>	17.7	20	24.7	25	23.5	50	19.7	5	11.1	0	3.2	0

## Data, Measurement, Space and Geometry

A total of 20 students sat for the NAPLAN testing. Our results were pleasing considering that the College is 99% NESB.

- ◆ Band 6- Three Students(15% of Year 3 Students)
- ◆ Band 5- Six Students(30% of Year 3 Students)
- ◆ Band 4- Seven Students(35 % of Year 3 Students)
- ◆ Band 3- Four Student(20% of Year 3 Students)
- ◆ Band 2- Nil
- ◆ Band 1- Nil

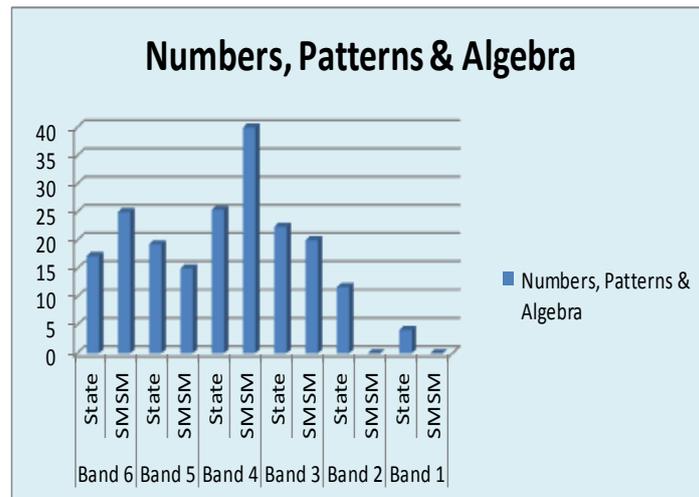


	Band 6		Band 5		Band 4		Band 3		Band 2		Band 1	
	State	SMSM										
<b>Data, Measurement, Space &amp; Geometry</b>	17.3	15	26	30	19.6	35	24.8	20	8.9	0	3.3	0

## Numbers, Patterns & Algebra

A total of 20 students sat for the NAPLAN testing. Our results were pleasing considering that the College is 99% NESB.

- ◆ Band 6- Five Students(25% of Year 3 Students)
- ◆ Band 5- Three Students(15% of Year 3 Students)
- ◆ Band 4- Eight Students(40 % of Year 3 Students)
- ◆ Band 3- Four Student(20% of Year 3 Students)
- ◆ Band 2- Nil
- ◆ Band 1- Nil



	Band 6		Band 5		Band 4		Band 3		Band 2		Band 1	
	State	SMSM										
<b>Numbers, Patterns &amp; Algebra</b>	17.2	25	19.3	15	25.4	40	22.4	20	11.7	0	4.1	0



# 2014 School Performance: Year 5 NAPLAN

## Reading

A total of 29 students sat for the NAPLAN testing. Our results were pleasing considering that the College is 99% NESB.

- ◆ Band 8- Six Students(20.7% of Year 5 Students)
- ◆ Band 7-Six Students(20.7% of Year 5 Students)
- ◆ Band 6- Eleven Students(37.9 % of Year 5 Students)
- ◆ Band 5- Four students(13.8% of Year 5 Students)
- ◆ Band 4-Two Student(6.9% of Year 5 Students)
- ◆ Band 3- Nil

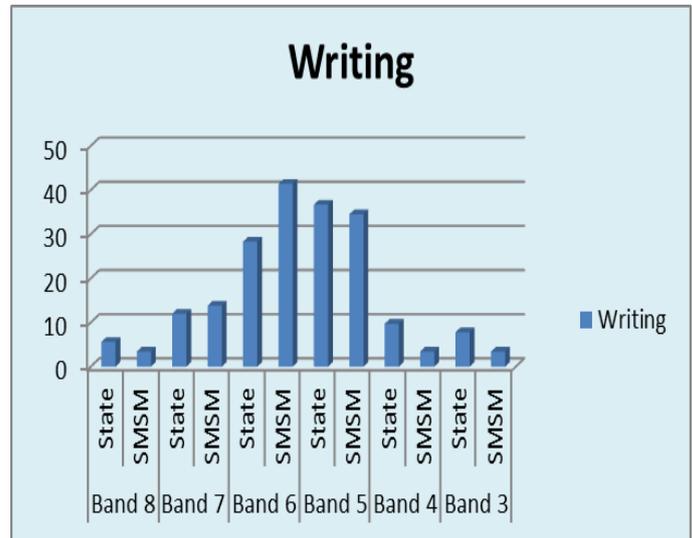


	Band 8		Band 7		Band 6		Band 5		Band 4		Band 3	
	State	SMSM										
<b>Reading</b>	16.9	20.7	18.3	20.7	25.7	37.9	21.3	13.8	12.4	6.9	5.4	0

## Writing

A total of 29 students sat for the NAPLAN testing. Our results were pleasing considering that the College is 99% NESB.

- ◆ Band 8- One Student(3.4% of Year 5 Students)
- ◆ Band 7-Four Students(13.8% of Year 5 Students)
- ◆ Band 6-Twelve Students(41.4% of Year 5 Students)
- ◆ Band 5- Ten students(34.5% of Year 5 Students)
- ◆ Band 4-One Student(3.4% of Year 5 Students)
- ◆ Band 3- One Student(3.4% of Year 5 Students)



	Band 8		Band 7		Band 6		Band 5		Band 4		Band 3	
	State	SMSM										
<b>Writing</b>	5.6	3.4	12	13.8	28.3	41.4	36.7	34.5	9.7	3.4	7.8	3.4

# 2014 School Performance: Year 5 NAPLAN

## Spelling

A total of 29 students sat for the NAPLAN testing. Our results were pleasing considering that the College is 99% NESB.

- ◆ Band 8- Eight Students(27.6% of Year 5 Students)
- ◆ Band 7-Seven Students(24.1% of Year 5 Students)
- ◆ Band 6- Nine Students(31 % of Year 5 Students)
- ◆ Band 5- Five students(17.2% of Year 5 Students)
- ◆ Band 4- Nil
- ◆ Band 3- Nil

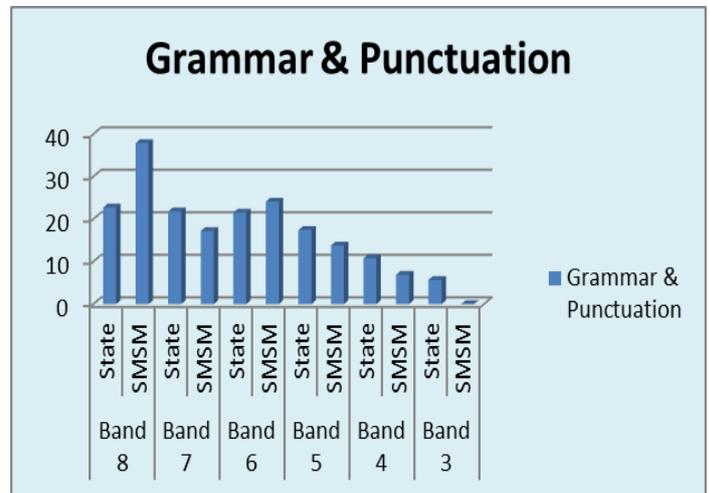


	Band 8		Band 7		Band 6		Band 5		Band 4		Band 3	
	State	SMSM										
<b>Spelling</b>	14.7	27.6	28.1	24.1	25.6	31	18.3	17.2	8.1	0	5.2	0

## Grammar & Punctuation

A total of 29 students sat for the NAPLAN testing. Our results were pleasing considering that the College is 99% NESB.

- ◆ Band 8- Eleven Students(37.9% of Year 5 Students)
- ◆ Band 7-Five Students(17.2% of Year 5 Students)
- ◆ Band 6- Seven Students(24.1% of Year 5 Students)
- ◆ Band 5- Four students(13.8% of Year 5 Students)
- ◆ Band 4-Two Student(6.9% of Year 5 Students)
- ◆ Band 3- Nil



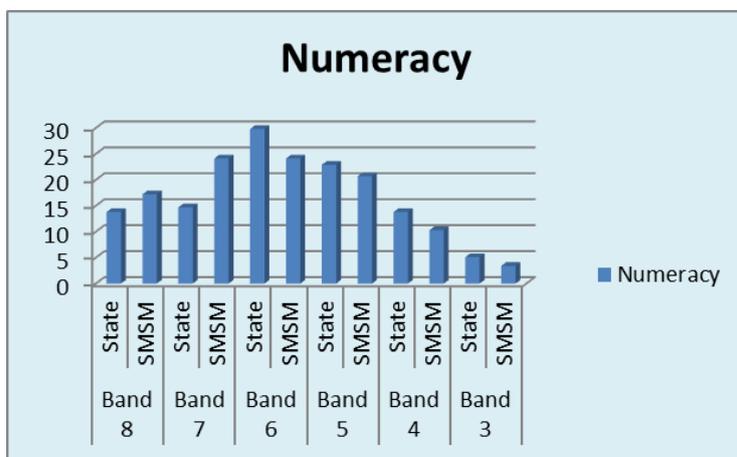
	Band 8		Band 7		Band 6		Band 5		Band 4		Band 3	
	State	SMSM										
<b>Grammar &amp; Punctuation</b>	22.7	37.9	21.8	17.2	21.5	24.1	17.4	13.8	10.8	6.9	5.7	0

# 2014 School Performance: Year 5 NAPLAN

## Numeracy

A total of 29 students sat for the NAPLAN testing. Our results were pleasing considering that the College is 99% NESB.

- ◆ Band 8- Five Students(17.2% of Year 5 Students)
- ◆ Band 7-Seven Students(24.1% of Year 5 Students)
- ◆ Band 6- Seven Students(24.1% of Year 5 Students)
- ◆ Band 5- Six Students(20.7% of Year 5 Students)
- ◆ Band 4-Three Student(10.3% of Year 5 Students)
- ◆ Band 3- One Student(3.4% of Year 5 Students)

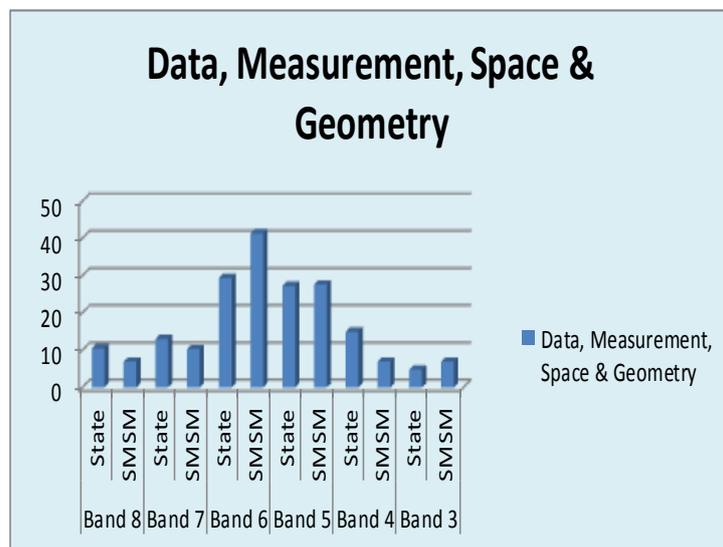


	Band 8		Band 7		Band 6		Band 5		Band 4		Band 3	
	State	SMSM										
<b>Numeracy</b>	13.8	17.2	14.7	24.1	29.8	24.1	22.9	20.7	13.8	10.3	5.1	3.4

## Data, Measurement, Space and Geometry

A total of 29 students sat for the NAPLAN testing. Our results were pleasing considering that the College is 99% NESB.

- ◆ Band 8- Two Students(6.9% of Year 5 Students)
- ◆ Band 7-Three Students(10.3% of Year 5 Students)
- ◆ Band 6- Twelve Students(41.4 % of Year 5 Students)
- ◆ Band 5- Eight Students(27.6% of Year 5 Students)
- ◆ Band 4-Two Students(6.9% of Year 5 Students)
- ◆ Band 3- Two Students(6.9% of Year 5 Students)



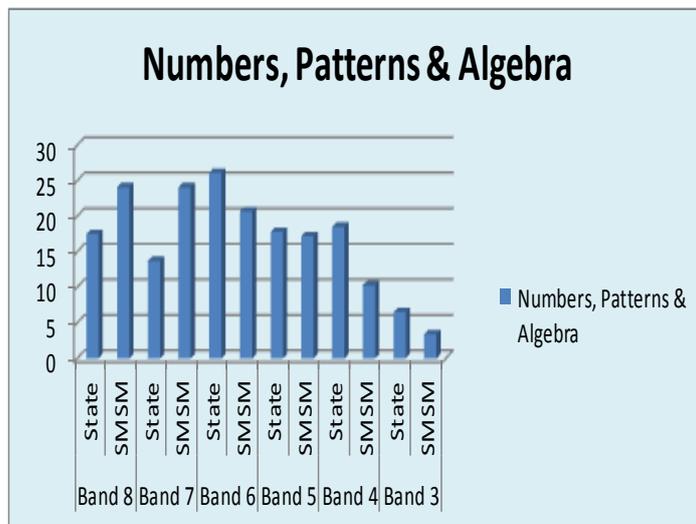
	Band 8		Band 7		Band 6		Band 5		Band 4		Band 3	
	State	SMSM										
<b>Data, Measurement, Space &amp; Geometry</b>	10.5	6.9	13	10.3	29.4	41.4	27.3	27.6	15	6.9	4.8	6.9

# 2014 School Performance: Year 5 NAPLAN

## Numbers, Patterns & Algebra

A total of 29 students sat for the NAPLAN testing. Our results were pleasing considering that the College is 99% NESB.

- ◆ Band 8- Seven Students(24.1% of Year 5 Students)
- ◆ Band 7- Seven Students(24.1% of Year 5 Students)
- ◆ Band 6- Six Students(20.7% of Year 5 Students)
- ◆ Band 5- Five Students(17.2% of Year 5 Students)
- ◆ Band 4- Three Students(10.3% of Year 5 Students)
- ◆ Band 3- One Student(3.4% of Year 5 Students)



	Band 8		Band 7		Band 6		Band 5		Band 4		Band 3	
	State	SMSM										
<b>Numbers, Patterns &amp; Algebra</b>	17.5	24.1	13.7	24.1	26.1	20.7	17.8	17.2	18.5	10.3	6.5	3.4



# 2014 School Performance: Year 3&5 NAPLAN

	2008	2009	2010	2011	2012	2013	2014			
Colour Scheme <span>Red &amp; Green</span> <input type="button" value="Submit"/> <span style="float: right;">Alternate view: <a href="#">Results in graphs</a></span>										
	Reading		Persuasive Writing		Spelling		Grammar and Punctuation		Numeracy	
Year 3	429 400 - 457		416 393 - 440		439 413 - 465		445 415 - 476		434 410 - 457	
	SIM 463 454 - 472	ALL 418	SIM 431 423 - 439	ALL 402	SIM 444 435 - 452	ALL 412	SIM 472 462 - 482	ALL 426	SIM 439 431 - 447	ALL 402
Year 5	529 505 - 552		494 472 - 516		537 515 - 558		541 516 - 567		512 492 - 531	
	SIM 542 533 - 550	ALL 501	SIM 497 488 - 505	ALL 468	SIM 523 516 - 531	ALL 498	SIM 543 534 - 552	ALL 504	SIM 522 514 - 530	ALL 488

**How to interpret this chart**

**SIM** schools serving students from statistically similar backgrounds

**ALL** Australian schools' average

Student population below reporting threshold

Year level not tested

Selected school's average is

- substantially above
- above
- close to
- below
- substantially below

- average of schools serving students from statistically similar socio-educational backgrounds (SIM box)
- average of all Australian schools (ALL box)

Selected average: 449 (435 - 463)

SIM: 475 (465 - 485)

ALL: 420

Colour shows if the selected school's average is above or below statistically similar schools' average

Colour shows if the selected school's average is above or below the Australian schools' average

Average and margin of error at 90 per cent level of confidence for statistically similar schools

Marginal error at 90 per cent level of confidence

[Tell me more](#)

Year 3			Year 5		
Band	Achievement		Band	Achievement	
			8 or above	19%	28%
				15%	
			7	19%	24%
				20%	
6 or above	25%	45%	6	34%	26%
	25%			26%	
5	17%	22%	5	13%	15%
	22%			21%	
4	21%	19%	4	8%	5%
	23%			11%	
3	17%	8%	3 or below	0%	1%
	16%			5%	
2	4%	3%			
	9%				
1	0%	1%			
	5%				
<b>Selected school</b>			<b>Selected school</b>		
Assessed:	83%		Assessed:	91%	
Exempt from test:	17%		Exempt from test:	9%	
Participated in test:	100%		Participated in test:	100%	
Absent from test:	0%		Absent from test:	0%	
Withdrawn from test:	0%		Withdrawn from test:	0%	
<b>Australian schools</b>			<b>Australian schools</b>		
Participated in test:	95%		Participated in test:	95%	
Exempt from test:	2%		Exempt from test:	2%	
Absent from test:	2%		Absent from test:	2%	
Withdrawn from test:	3%		Withdrawn from test:	2%	

**How to interpret this chart**

- Selected school
- Statistically similar schools
- Australian schools
- Year level not tested
- Does not meet reporting threshold

Band 3: Selected school 16%, Statistically similar schools 17%, Australian schools 17%

Band Represent the percentage of students achieving in this band in the selected school, in statistically similar schools and in Australian schools.

[Tell me more](#)

Percentage of students who sat the test, were exempted or were absent in the selected school and in Australian schools

# 2014 School Performance: Year 7 NAPLAN

The National Assessment Program – Literacy and Numeracy (NAPLAN) was completed by students in Years 3, 5, 7 and 9. The following tables compare the results of St Mary and St Mina’s Coptic Orthodox College with students in all NSW schools for these year groups. NAPLAN results indicate that of St Mary and St Mina’s Coptic Orthodox College students are performing significantly above the State in Numeracy. The College has a strong focus on Mathematics as it suits the learning interests of the students.

Year 7 are out-performing the State at the top band in all areas apart from spelling. Year 9 students are out-performing the State at the top band in Grammar and Punctuation and are close to the State in other top bands apart from spelling.



## Year 7

Band	Reading		Writing		Spelling		Grammar & Punctuation		Numeracy	
	State %	SMSM %	State %	SMSM %	State %	SMSM %	State %	SMSM %	State%	SMSM %
9	12.9	13.6	4.9	4.5	14.7	9.1	14.9	18.2	14.8	27.3
8	18.5	13.6	13.9	13.6	23.4	27.3	18.7	18.2	16.6	18.2
7	27.2	27.3	21.1	27.3	26.3	22.7	27.3	31.8	24.5	18.2
6	25.1	40.9	28.6	36.4	18.9	31.8	17.5	22.7	26.2	27.3
5	12.8	0.0	23.0	18.2	11.2	9.1	15.4	4.5	15.0	9.1
4	3.5	4.5	8.6	0.0	5.4	0.0	6.2	4.5	2.8	0.0

## Year 9

Band	Reading		Writing		Spelling		Grammar & Punctuation		Numeracy	
	State %	SMSM %	State %	SMSM %	State %	SMSM %	State %	SMSM %	State %	SMSM %
10	7.9	4.8	6.5	4.8	12.2	4.8	7.5	9.5	14.1	42.9
9	19.3	9.5	9.7	0.0	14.3	14.3	16.7	9.5	15.1	19.0
8	26.4	38.1	22.7	42.9	28.5	23.8	19.9	23.8	24.6	9.5
7	23.3	14.3	21.6	23.8	25.9	38.1	26.2	23.8	26.0	14.3
6	15.6	28.6	20.2	14.3	11.5	14.3	19.1	14.3	17.2	14.3
5	7.5	4.8	19.3	14.3	7.6	4.8	10.5	19.0	2.9	0.0

## School Performance: ROSA and HSC

No students applied for ROSA credentials. All Year 10 students from 2013 progressed to Year 11 in 2014. No Year 11 students left during 2014. No student in Year 12 enrolled in a vocational education course.

### 2014 HSC Results

The students, their parents and the staff of the College, both past and present, are congratulated on the academic achievement of the Class of 2014. A number of students who do not feature in the 'highlights' are equally deserving of praise, having worked to the best of their ability, often achieving strong results in difficult personal circumstances, in particular the seven students who were new to the country.

The results obtained are even more remarkable when they are viewed in the light of the make-up of the cohort. The strong results across a diverse set of subjects are indicative of students being provided with the opportunity to succeed in accordance with their talents and motivations.

### **Highlights**

- Ranked 65 for HSC achievement
- Much improved English results – ranked 93 in state for English
- Three Band 6 results in English (Advanced) (with two 89s!)
- A mark of 95 in English (Advanced)
- 14 of 16 students in English (Advanced) in the top 2 bands
- A Band 6 (our first) in English (Standard)
- Nine E4 results in Extension 1 Mathematics
- An exam mark of 100 in Extension 1 Mathematics
- A mark of 99 in Extension 1 Mathematics
- Four E4 results in Extension 2 Mathematics
- A mark of 96 in Extension 2 Mathematics
- Two Band 6 results in Mathematics
- Seven Band 6 results in Chemistry (with one 89) out of 18 students
- A mark of 95 in Chemistry
- Four Band 6 results in Physics
- Our first Band 6 in Business Studies
- A Band 6 in Studies of Religion 1
- Three all-rounders (another student missed this by one mark in one subject!)
- Three students with an ATAR above 99
- Highest ATAR – 99.75
- Fourteen students with an ATAR above 90, out of 29 students eligible for an ATAR

# High School Certificate Results

A number of students accelerated in Mathematics, while performing to a high standard, did not achieve the results they desired. Consideration should be given to how students are selected for acceleration to ensure that students are not disadvantaged by accelerated progression. In addition, the monitoring process for accelerated students needs strengthening to ensure continuing high levels of performance, consistent with the expectations for accelerated students.

It is recommended that students be heavily exposed to high band exemplars, particularly in courses that do not have a strong record of achievement in the HSC, so that students have a clear understanding of the standards to which they must aspire.

It is often easy to highlight the successes of talented individuals, but one of the best measures of a college's success is how the less academically gifted students fare. The College can be justifiably proud of the fact that all students in all courses were afforded the opportunity to succeed, with most students performing at their optimal levels. Nearly all of our HSC cohort has progressed to higher education.

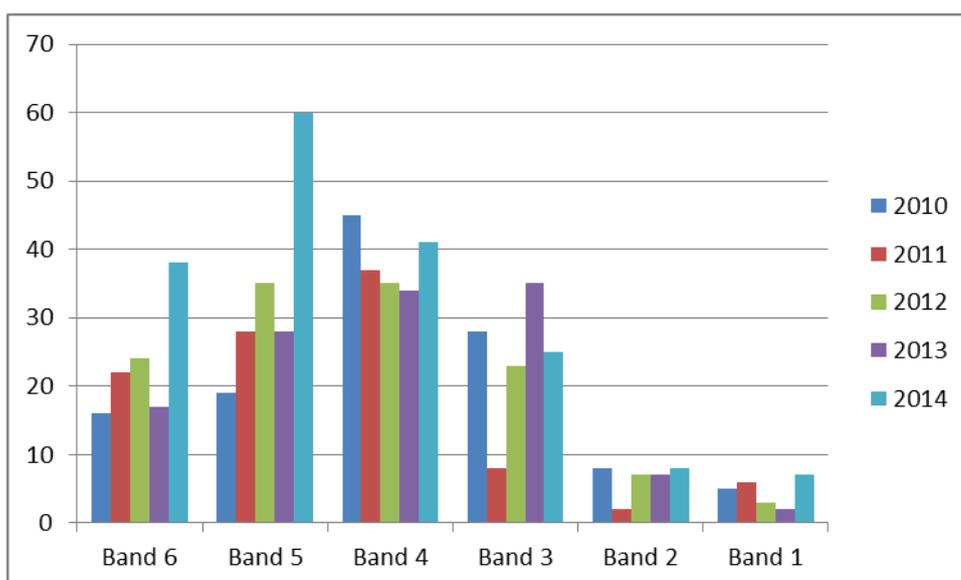


## School Group Statistics

<b>Course</b>	<b>SMSM Mean</b>	<b>State Mean</b>
Ancient History	64	72
Biology	68	72
Business Studies	72	74
Chemistry	84	76
English (Advanced)	73	67
English (Standard)	84	81
English (ESL)	74	73
Legal Studies	67	73
General Mathematics	67	69
Mathematics	68	78
Mathematics Extension 1	79	81
Mathematics Extension 2	78	82
Physics	75	73
Studies of Religion 1	43	38
Studies of Religion 2	63	75
Visual Arts	80	78

# High School Certificate Results

	2010	2011	2012	2013	2014
<b>Band 6</b>	16	22	24	17	38
<b>Band 5</b>	19	28	35	28	60
<b>Band 4</b>	45	37	35	34	41
<b>Band 3</b>	28	8	23	35	25
<b>Band 2</b>	8	2	7	7	8
<b>Band 1</b>	5	6	3	2	7



## Post School Destinations

All HSC students received an HSC. Nearly all Year 12 students (93%) progressed to university or further tertiary education, with 5 of the cohort (17%) accepted into medicine.



## Professional learning and teacher standards

### Celebrating professional learning

St Mary and St Mina's Coptic Orthodox College encourages and fosters a deep commitment to professional learning for all staff, contributing to the school community and the broader education community. The talents of our staff are fostered through a comprehensive professional learning focus at the College.

All staff are expected to improve their professional knowledge, professional practice and professional engagement.

Under the leadership of Mrs Mervat Rafla, staff is supported in their learning and professional accreditation processes. The school culture is one that celebrates, rewards and encourages ongoing professional learning as well as staff contributions to the profession beyond St Mary and St Mina's Coptic Orthodox College.

### Professional learning

St Mary and St Mina's Coptic Orthodox College's enthusiastic support for professional learning ensures that the College attracts, retains and supports the highest calibre of intelligent, inspiring and motivating teachers, who are provided with opportunities to refine their gifts and to pursue their passion and love of learning.

St Mary and St Mina's Coptic Orthodox College's academic staff have undertaken a range of internal and external professional learning opportunities to ensure that the professional growth of staff remains a focus for the College.

The following headings refer to the Australian Professional Teaching Standards identified by the Australian Institute for Teaching and School Leadership (AITSL):

#### **Know students and how they learn**

Staff members participated in professional learning that focussed on developing an understanding of student learning and the impact that their teaching has on student learning.

In specific areas of the College and in faculty departments, individual staff participated in professional learning that focussed on how students learn and the specific needs of individual learners.

#### **Know their content and how to teach it**

Staff members participated in professional learning that developed their subject expertise, ensuring that teachers at St Mary and St Mina's Coptic Orthodox College continue to keep abreast of curriculum developments in their respective fields.

The majority of the courses attended were through the relevant professional teaching associations. Staff professional engagement with their colleagues in other schools, through both formal and informal networks, continues to develop discipline expertise across the College.

## **Plan for and implement effective teaching and learning**

With the publishing of the final syllabi in NSW that incorporate the Australian Curriculum, English, History, Science and Mathematics, teachers began to plan for and familiarise themselves with the new documents and the significant changes to the teaching and learning of these areas. There was a strong focus on professional learning that examined pedagogy and how to plan for and implement effective teaching and learning.

## **Create and maintain supportive and safe learning environments**

Supportive and safe learning environments and professional learning that specifically targeted student wellbeing and pastoral care were a focus across the secondary school. Staff participated in Senior First Aid and Asthma Training. Additionally, staff reviewed and revised the child welfare policies and the ICT policies. St Mary and St Mina's Coptic Orthodox College training continues to ensure that the College remains a safe and supportive learning environment.

## **Assess, provide feedback and report on student learning**

Assessment of learning continued to be an ongoing focus for staff professional learning, with staff focusing particularly on how to create their assessment tasks and their marking rubrics to adhere to the principles of standards-referencing.

## **Engage in professional learning**

Staff are encouraged to reflect on their professional development needs. Staff participates in self-identified professional development in non-term time and through post-graduate research and study. Two members of staff are engaged in doctoral level research projects.

## **Engage professionally with colleagues, parents/carers and the community**

The formal professional learning programs and events ensure that staff engage with a wide range of colleagues, both within the College and in the broader educational community. Professional networks ranging from the CSSA and the AIS and formal and informal networks of teachers ensure that staff engage professionally with their colleagues. Faculty meetings and staff meetings enable staff to share in their professional learning on an ongoing basis. Further, staff have opportunities to present workshops in-house and beyond.

## FACILITIES

- ◆ Completion of new three story Primary building with rooftop playground, library/technology room, school hall and four classrooms
- ◆ New furniture purchased for new classrooms and Kindergarten
- ◆ Establishment of the School Canteen at the Secondary campus
- ◆ A new playground for students in the Primary School
- ◆ New music equipment such as guitars, keyboards and other instruments were purchased for students use
- ◆ Upgrading of sporting equipment
- ◆ The refurbishment of some older classrooms to create flexible and creative learning spaces for Year 12 to study
- ◆ New Chapel room at the Secondary School for staff and students
- ◆ New color photocopier for Primary Campus

## ICT

- ◆ Redesign and re-implement systems infrastructure.
- ◆ Introduce new server and Virtual machines to serve Primary campus' s staff and students
- ◆ NAS Backup solutions for the daily backup & recovery.
- ◆ Wireless network problems resolution.
- ◆ Reconfigure the Firewall & content filter policies to match business needs.
- ◆ Continued provision of laptops.
- ◆ Improved internet speed
- ◆ Desktops maintained for computer labs
- ◆ Additional computers were installed into the Secondary School Computer laboratory
- ◆ Additional laptops, desktop for the classrooms
- ◆ Use Timetable (cloud version)
- ◆ Phone handsets for secondary staff rooms
- ◆ Migrate Library software to a better performance system.

## ICT

- ◆ **School pro** migration to the cloud.
- ◆ Maintain & update **students records** in School pro database.
- ◆ New **Server** to act as backup Virtual host for Secondary campus
- ◆ New improved **Backup policy** to match infrastructure upgrade
- ◆ New 7x **Charging stations** for 7 classrooms with 10 laptop space capacity.
- ◆ School **website** renovation.
- ◆ Use **Skoolbag** for better communication with parents and students.
- ◆ Use cheap solution for sending **SMSs** to the parents
- ◆ Using **File services** to help staff do jobs faster
- ◆ Improve network and systems **security**
- ◆ Maintenance of teacher's **laptops** and computer lab
- ◆ Buy 35x **IPADs** for the primary campus
- ◆ Manage & deploy **Apps** for the 35x IPADs
- ◆ Upgrade 45x **Desktop** PCs in both campuses
- ◆ Deploy Software (**Paint dot net, Sketchup 2015**) on 90 students computers
- ◆ Maintain 25 **desktop**, 24 staff **computers** & 90 **students laptops** in the Secondary campus
- ◆ Maintain 20 **Desktops** & 20 staff **computers** in the primary.
- ◆ Upgrade our **Markbook** software (**Accelerus**) to the latest version
- ◆ Replace all not stable VOIP **phone lines** with more stable ones from Telstra.
- ◆ New **voice mail** system to the Secondary campus
- ◆ New 7x **Data projectors** for the Secondary's classrooms
- ◆ New **email accounts** for Secondary's students.

## FACILITIES

- ◆ New color photocopier for Secondary Campus
- ◆ Maintenance of new and old building
- ◆ Fencing around the Primary College
- ◆ College based intranet
- ◆ Increased storage space
- ◆ Provision of technology and new photocopier
- ◆ Air-conditioner for Visual arts rooms and staffrooms
- ◆ E- books for Library
- ◆ Partitions for Secondary Campus Chapel

## **STUDENTS**

- ◆ Upper Primary school camp
- ◆ High School Camps
- ◆ Swimming & athletics carnival for both campuses
- ◆ Community drive or fund raiser for a country in need
- ◆ Improve student outcomes in Literacy
- ◆ Senior debating teams
- ◆ General ability program
- ◆ New literacy programs (Go T GS and Molt-lit)
- ◆ New readers for K-6
- ◆ Gifted and Talented Program
- ◆ Lunch time Clubs targeting issues including bullying and social skills
- ◆ Chess Club
- ◆ SRC for both Primary and Secondary campuses
- ◆ Korban
- ◆ Choir

## **STAFF**

- ◆ Continued staff training in interactive whiteboards
- ◆ Continued professional development in Biblical foundation and frame working for curriculum
- ◆ Provision of an onsite IT person and increased administration staff in Secondary
- ◆ Staff professional development goal for Napalm and HSC marking

## **Compliance**

- ◆ Review of school policies and procedures
- ◆ WH&S audit
- ◆ Electronic student attendance

## GRIEVANCE POLICY

Central to our policy and procedures is the Biblical framework that the forming and nurturing of godly relationships is at the core of the Gospel. As a Christ-centered learning community the principles as laid out in Mathew 18:15-20, are foundational to bring resolution of conflict and reconciliation of relationship where a concern/grievance (either real or perceived) exists. Hence the procedures cited in the policy produce a process that is based on procedural fairness.

The College's policy for dealing with complaints and grievances includes processes for raising and responding to matters of concern identified by parents and/or students. These processes incorporate, as appropriate, principles of procedural fairness. The full text of the College's policy and processes for complaints and grievances resolution is provided in the Handbook and the information booklet for the Board of Governors. An appropriate outline of the policy and processes is also provided in the Parent Information booklet and the student diary. This policy was developed in 2003. Reporting complaints and resolving grievances is the responsibility of the College Principal.

The Grievance Policy was updated in 2014.

## STUDENT WELFARE

The College seeks to provide a safe and supportive environment which:

- + minimizes risk of harm and ensures students feel secure
- + supports the physical, social, academic, spiritual and emotional development of students
- + provides student welfare policies and programs that develop a sense of self-worth and foster personal development

To ensure that all aspects of the College's mission for providing for a student's welfare are implemented, the following policies and procedures are in place:

## STUDENT DISCIPLINE

Students are required to abide by the College's rules and to follow the directions of teachers and other people with authority delegated by the College. Where disciplinary action is required penalties imposed vary according to the nature of the breach of discipline and a student's prior behavior.

All disciplinary action that may result in any sanction against the student including suspension, or expulsion provides processes based on procedural fairness. The full text of the College's Discipline Policy and associated procedures is provided to all members of the College community through The Staff Handbook. The discipline is part of the Welfare

Policy updated in 2014.

## CHILD PROTECTION POLICY

Encompasses definitions and concepts, legislative requirements, preventative strategies, reporting and investigating "reportable conduct", investigation processes and documentation. This policy is issued to all staff and members of the College Board. Parents may request a copy by contacting the Head of College. The Child protection policy was updated in 2014.

## SECURITY POLICY

Encompasses procedures for security of the grounds and buildings, use of grounds and facilities, emergency procedures and travel on College-related activities. The full text is in the Handbook (view on-line). All risk assessment forms are kept in the Head of College office.

## SUPERVISION POLICY

Encompasses duty of care and risk management, levels of supervision for on-site and off-site activities and guidelines for supervisors. The full text is in the handbook (view on-line).

## CODES OF CONDUCT POLICY

Encompasses the code of conduct for staff and students behavior management and the role of the student leadership system. The full text is in the handbook and student diary.

## **BULLYING POLICY**

In the College there is an expectation of respect for all others, whether they are students, staff, parents or visitors. We expect every member of our community, from the oldest to the youngest and all our staff, both to give and receive care and respect.

When students are bullied, or when students bully others, the School Community is damaged

Therefore the College does not tolerate bullying in any form. The College seeks to build a safe, positive and caring Christian environment in which we acknowledge that each human being is unique and created by God and therefore of immense value

This policy was reviewed in 2013 and accessible from the College's front offices

## **ANTI—DISCRIMINATION POLICY**

The College acknowledges the intrinsic worth of every individual as made in the image of God. The Bible defines the truth of what it means to be truly human in relationship to Christ and this provides the foundation and framework for the Christian ethos of the College community. This is expressed in its Vision and Mission statements and the Enrolment Practices

The College seeks to ensure that none of its practices unlawfully discriminate against any individual or group in breach of the Act as it refers to a faith-based institution

The College's enrolment practices are free from unlawful discrimination, but consideration must be given to the College's capacity to provide the teaching and learning required to meet each child's needs and its potential impact on the cohort.

This policy was reviewed in 2013 and accessible from the College's front offices

## Conditions of Enrolment and Fees Policy [Kindergarten to Year 12]

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

### Expectations and Behavior

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

2 Parents are to actively encourage their children to support the College's goals and to do their utmost to realize those goals in their lives, both within the College and away from it as outlined below.

*St Mary & St Mina's Coptic Orthodox College is a school that works in partnership with parents to create an atmosphere where Christian values and Coptic Orthodox tradition are the foundation of the school's practices and where students and staff feel secure and supported by all members of school community.*

*The distinctive, sincere and continuous practice of Christian love, service and humility provides students with the opportunity to develop and display a high moral standard.*

*Our Students are challenged to strive to achieve excellence and succeed 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.*

3 Parents understand that the Coptic Orthodox Church is morally conservative, and all students are expected to respect the teachings of the Church and to live by them at all times. For example, disrespect, obscenity, alcohol, tobacco, drugs, dancing, violent or immoral music, dating and pre-marital physical relations are all strongly rejected. It is the aim of the College to help young people learn to live a life of prity 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!! Parents will support the College in this aim at all times.

4 Parents agree to actively encourage and support their children to partake in the spiritual programme 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 Masses on a regular basis
  - Community Service Projects
- Christian attitudes and behavior are to be actively encouraged in the classroom and playground.

5 Parents are to actively encourage and support their children to partake fully in the Curriculum as set by the College. This includes the curriculum prescribed by the NSW Board of Studies with the addition of three compulsory courses:

- Arabic Language
- Coptic Language and Hymns
- Coptic Orthodox Studies (Religion)

6 Parents and guardians are expected to co-operate with the College in matters of discipline, attendance, completion of homework and the wearing of the Full School Uniform (including blazer Terms 1 to 4).

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

8 Parents understand that St Mary & St Mina'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 behavior and discouraging and punishing bad behavior.

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 punishments 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 behavior does not meet the expectations of the College.

## **School attendance:**

11 Students must attend college during specified school hours, except where leave is granted or in case of ill health. The college may require appropriate documentation including medical certificates to support leave.

## **School Fees**

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

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

14 Fees are charged three times per annum – posted prior to the commencement of each of Terms 1 to 3, and are due and payable within the first 2 weeks of term commencement

15 Fees in advance for all new enrolments should be paid within 3 weeks from date of offer.

16 A Service Charge will include costs for camps, excursions, school diary, school yearbook, fun days, swimming lessons, sport costs, textbooks and computers. Fee will also include the recommended contribution to the Building Fund. Although voluntary, the School Council expects the support of parents for the Library and Building Fund.

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

18 To complete enrolment in the school, parents are to pay the Enrolment Fee as listed in the Schedule of Fees and Charges or as indicated in the Letter of Offer.

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

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

21 For each full fees paid, a 10% sibling discount is allowed on tuition fees for the 2<sup>nd</sup> child, 20% for the 3<sup>rd</sup> child and 30% for the 4<sup>th</sup> child, after full fees are paid for the 1<sup>st</sup> child. Only one type of discount is available per child.

22 A bond of \$350 per child shall be paid before an offer made by the College. This shall be refunded in full at the completion of schooling provided all outstanding liabilities have been met by the parents and at least one term's notice is given.

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

## Health and Safety

24 Parents acknowledge that they have fully disclosed any special needs (including but not limited to any medical, physical, learning or psychological needs) which the student has. Where any disclosed special needs change or where any special needs arise, Parents agree to notify the School immediately. Parents also agree to complete the student's medical form accurately and provide annual updates for the School Health Centre.

25 Parents acknowledge that the School seeks to maintain an environment that is safe for all students and in which learning can take place. Parents also acknowledge that to this end the Principal or his/her nominee may search the student's bag, locker, mobile phone or other possessions or electronic devices where there are reasonable grounds to do so. The Principal may also carry out computer surveillance which includes using software or equipment to monitor use of computers, the sending or receiving of emails, the accessing of websites and the use of social media.

26 If the student is ill or injured, necessitating urgent hospital and/or medical treatment (for example injections, blood transfusions, surgery) and if Parents are not readily available to authorize such treatment, Parents authorize the school or a responsible member of the School staff, to give the necessary authority for such treatment.

## Personal Belongings:

27 Parents/Guardians acknowledge and agree that the student is solely responsible for loss or damage to personal property brought to the school.

28 The college at its discretion may seek to recover from you any damage to the college's property caused or contributed to by the student. If the damage is covered by insurance we agree to pay the excess.

## General

29 The College Board has the final authority to approve a course of instruction consistent with the objectives of the school: to determine all matters relating to order and discipline, and may be called upon to arbitrate on matters pertaining to a student's eligibility to enroll. The decision of the College Committee is final, and no correspondence shall be entered into.

30 Parents agree to provide the following when filling out the Application for Enrolment Form:

- A copy or extract of the student's birth certificate (if not Australian, proof of Residential Status must be provided).
- If the student is born on or after the 1st August 1986, a copy of one parent's "proof of residential status" (e.g. birth certificate, Certificate of Australian Citizenship, current passport) is required.
- A copy of the immunization register/certificate

**Summary Financial information Year 2014**

