



## St Mary & St Mina's Coptic Orthodox College

*"In Whom are hidden all the treasures of Wisdom and Knowledge"*  
(Colossians 2:3)

# 2015 Annual School Report



**2015**

**HEAD OF COLLEGE**  
**Mrs. Mervat Rafla (2013 - May 2015)**

**ACTING HEAD OF COLLEGE**  
**Mr Terry Lidgard (May 2015-Dec 2015)**

**HEAD OF SECONDARY**  
**Mrs. Michelle Nemec**

**HEAD OF PRIMARY**  
**Mr. Samer Nicola**

**BUSINESS MANAGER**  
**Mr Ramy Hanna**



## **Theme 1**

### **A message from key school bodies: Head of College, NSW Coptic Board and the Parents and Friends Association**

St Mary and St Mina's Coptic Orthodox College is an outstanding example of 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 preparing engaging lessons, sporting activities, excursions and professional learning. Added to this they have worked many hours to prepare for the Registration and Accreditation process conducted by BOSTES.

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 104 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. Sam Nicola, Ms Robyn Garlick and Mr Ramy Hanna 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 College across the two campuses.

The NSW Coptic Board work tirelessly for the College and their contribution in advising and mentoring is greatly appreciated.

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.

## From the NSW Coptic Board

The NSW Coptic Schools Board is made up of seven 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 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:

<b>Name</b>	<b>Profession</b>	<b>Position</b>
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

## Parents and Friends Association

The P&F Association's primary goal 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. All the profit from the activities is directed towards purchasing new resources for the direct benefit of students. During 2015, we held a number of exciting events including:

- Mothers' Day BBQ
- Fun run
- Spelling Bee
- Fathers' Day breakfast
- Many exciting lunches for our students in addition to the regular canteen lunches, including pizza and kofta days.
- A Bunnings sausage sizzle
- Cadbury chocolate drive
- Annual school fete

The Fete was thoroughly enjoyed by family, friends and neighbours alike. We received very positive feedback from many parents.

The P&F Association was able to raise around \$11,000 for the College during the year. The funds assisted the College to purchase various resources for both the primary and secondary school. With the support of many volunteers: parents, friends and staff it was a successful year. Students always love seeing their parents involved in the College and this is a great opportunity to do so. We look forward to doing even better in 2016!



## Theme 2

### Contextual Information about the School

St Mary & St Mina's Coptic Orthodox College is a Kindergarten to Year 12 co-educational day school located in the Southern 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 the Association of Independent Schools 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, that works in partnership with families and the churches to assist students to grow as committed Christians.

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 undertakes the NSW Curriculum through the Board of Studies Teaching and Educational Standards (BOSTES). The College is accountable to the Department of Education and Training (DET) in meeting all Federal requirements and responsibilities.

St Mary and St Mina's implements a K-12 continuum of education that enables academic and pastoral tracking of students throughout their school years.

The student population is predominantly from an Egyptian background, however, students from other cultural groups are welcomed. The College caters for a number of students who have newly arrived from Egypt. Students who have a lower level of English are encouraged to attend an intensive English program prior to taking up their enrolment at the College. There is support at both the Primary and Secondary campuses for students to improve their English language and literacy skills. Each year there is a candidature for the ESL course in the Higher School Certificate.

The College has a strong commitment to creating a learning environment that prepares students to be life-long learners. Students who complete the HSC generally move onto higher education where they continue to grow in their intellectual capacity. Pastorally the College promotes a culture of respect and positive self-esteem.

Our students are encouraged to "do their personal best" in all aspects of life. Whilst entry to University is the main aim of our senior students, each child from Kindergarten to year 12 is encouraged to pursue interests outside of the classroom. The development of the whole person is one aim of the College. We prepare children from the start of their academic life to connect with the world beyond the classroom.

Each teacher strives to engage students academically so they can reach their full potential. From assessment tasks to sporting activities students experience a rich diversity. This diversity caters for all abilities and interests and contributes to the positive experience of being a student at St Mary and St Mina's.

## Theme 3

# Student Outcomes in Standardised National Literacy and Numeracy Testing

## NAPLAN RESULTS

In May, students sat for the National Assessment Program - Literacy and Numeracy (NAPLAN) tests in Reading, Writing, Language Conventions (Spelling and Grammar & Punctuation) and Numeracy.

Results across Years 3, 5, 7 and 9 Literacy (Reading, Writing, Spelling and Grammar & Punctuation) and Numeracy (Number, Patterns & Algebra and Data, Measurement, Space & Geometry) assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skill and understanding demonstrated in the assessments.

Results for Year 3 are reported across the range of Band 1 to Band 6, with Band 2 representing the national minimum standard for this year level. Results for Year 5 are reported across the range of Band 3 to Band 8, with Band 4 representing the national minimum standard for this year level.

Results for Year 7 are reported across the range of Band 4 to Band 9, with Band 5 representing the national minimum standard for this year level. Results for Year 9 are reported across the range of Band 5 to Band 10, with Band 6 representing the national minimum standard for this year level.

24 Year 3 students and 32 Year 5 students, 24 Year 7 students and 29 students from Year 9 sat for the NAPLAN tests in 2015.

In most areas of Literacy and Numeracy in 2015, results across the school were above state average. The following table outlines the School and State Means over 2 years.

Test	Year	Year 3		Year 5		Year 7		Year 9	
		School	State	School	State	School	State	School	State
Reading	2015	426.8	430.3	490.5	502.0	542.8	549.5	592.7	584.1
	2014	428.6	423.3	528.7	504.7	546.9	549.4	570.2	586.3
Writing	2015	428.3	423.1	487.6	483.5	528.9	511.5	582.4	545.0
	2014	416.5	409.0	494.3	474.1	530.5	512.7	556.5	548.8
Spelling	2015	430.9	418.5	494.1	506.4	558.4	555.1	606.5	591.9
	2014	438.9	423.9	536.7	507.1	552.6	552.8	577.9	590.5
Grammar and Punctuation	2015	466.3	439.7	509.9	509.1	574.4	546.6	595.1	571.5
	2014	445.4	436.0	541.4	512.4	557.6	549.8	568.5	578.6
Numeracy	2015	402.9	402.5	505.4	498.5	581.8	548.9	641.6	599.6
	2014	433.7	407.9	511.5	494.3	583.8	552.3	649.8	597.7
Data, Measurement, Space and Geometry	2015	403.0	400.7	498.7	496.9	571.6	546.3	629.3	598.1
	2014	429.2	407.3	497.5	493.1	577.2	552.2	632.1	595.0
Number, Patterns and Algebra	2015	401.9	405.1	516.4	500.5	590.8	551.2	649.1	600.2
	2014	439.1	408.3	525.5	495.2	590.1	551.9	663.4	599.4

In many cases, the top Band results were also above the state as shown in the following Percentages in Top Bands Table.

Test	Year	Year 3 Band 6		Year 5 Band 8		Year 7 Band 9		Year 9 Band 10	
		School	State	School	State	School	State	School	State
Reading	2015	29.2	30.5	15.6	17.5	4.2	11.9	10.3	8.2
	2014	30.0	29.7	20.7	16.9	13.6	12.9	4.8	7.9
Writing	2015	16.7	16.0	9.4	6.3	8.3	4.5	6.9	5.6
	2014	5.0	11.5	3.4	5.6	4.5	4.9	4.8	6.5
Spelling	2015	25.0	27.1	9.4	12.9	0.0	11.6	3.4	9.0
	2014	15.0	26.3	27.6	14.7	9.1	14.7	4.8	12.2
Grammar and Punctuation	2015	25.0	32.1	9.4	18.1	20.8	15.9	6.9	6.3
	2014	30.0	32.5	37.9	22.7	18.2	14.9	9.5	7.5
Numeracy	2015	16.7	18.8	12.5	14.1	12.5	13.3	31.0	13.1
	2014	20.0	17.7	17.2	13.8	27.3	14.8	42.9	14.1
Data, Measurement, Space and Geometry	2015	20.8	13.0	12.5	12.4	12.5	11.7	20.7	10.8
	2014	15.0	17.3	6.9	10.5	31.8	14.8	28.6	13.2
Number, Patterns and Algebra	2015	20.8	25.2	18.8	16.1	29.2	17.2	27.6	14.3
	2014	25.0	17.2	24.1	17.5	31.8	17.4	52.4	17.6

The following table shows the percentage of St Mary & St Mina's students who achieved the National Minimum Standard.

Test	Year	Year 3	Year 5	Year 7	Year 9
Reading	2015	95.8	93.7	96.0	93.3
	2014	83.3	90.6	91.3	90.9
Writing	2015	100	96.9	96.0	86.7
	2014	79.2	87.5	95.7	81.8
Spelling	2015	95.8	96.9	96.0	96.7
	2014	83.3	90.6	95.7	90.9
Grammar and Punctuation	2015	100	96.9	96.0	90.0
	2014	83.3	90.6	91.3	77.3
Numeracy	2015	91.7	96.9	96.0	96.7
	2014	83.3	87.5	95.7	95.5

The following table shows the Average Scaled Score Growth of SMSM's students compared with the State.

Test	Year 5		Year 7		Year 9	
	School	State	School	State	School	State
Reading	90.7	77.7	50.8	42.5	39.9	38.6
Writing	74.9	61.2	37.2	27.7	50.2	27.2
Spelling	84.9	83.8	58.5	50.7	27.5	31.7
Grammar and Punctuation	70.4	72.4	61.7	38.4	50.2	27.7
Numeracy	107.2	94.1	81.8	53.1	54.7	47.6

## Theme 4

# The Granting of Records of Achievement and Results of the 2015 Higher School Certificate

## Record of School Achievement

21 students successfully completed the Year 10 requirements for the Record of School Achievement.

28 students successfully completed the Preliminary requirements for the Record of School Achievement.

## HSC Results

In 2015, 51 students from St Mary & St Mina's Coptic Orthodox College sat for the NSW Higher School Certificate in 19 courses studied at the school and 4 courses studied externally.

In total, 99.29% of students across the 2 Unit courses achieved marks of 50 or more (Band 2 or higher) with 39.01% of these placed in Bands 5 and 6 (80 – 100) marks. Students at St Mary & St Mina's sat for a total of 42 Extension Course Examinations. Of these students, 100% achieved 25 marks or more out of 50 (Band E2 or higher). 85.71% of students studying Extension courses were placed in the highest Bands (E3 and E4) with 35 marks or more. In general, student achievement was at or above state level. This has been a consistent trend in the school.

Course	Year	No of Students	Performance Band Achievement					
			Bands 3 - 6 (≥ 60%)			Bands 1 - 2		
			School		State	School		State
2 Unit Courses			No of Students	%	%	No of Students	%	%
English Advanced	2015	16	15	93.75	99.04	1	6.25	0.88
	2014	16	15	93.75	99.08	1	6.25	0.84
English Standard	2015	11	10	90.91	84.18	1	9.09	15.23
	2014	8	7	87.50	85.19	1	12.50	14.17
English as a Second Language	2015	6	6	100.00	82.34	0	0.00	16.28
	2014	6	6	100.00	88.64	0	0.00	10.28
Mathematics	2015	10	9	90.00	90.52	1	10.00	9.22
	2014	14	11	78.57	91.32	3	21.43	8.44
Mathematics General 2	2015	8	6	75.00	74.21	2	25.00	24.86
	2014	4	3	75.00	74.98	1	25.00	23.73
Biology	2015	14	13	92.86	83.79	1	7.14	15.64
	2014	11	10	90.91	85.57	1	9.09	13.73
Chemistry	2015	19	17	89.47	93.19	2	10.53	6.49
	2014	18	18	100.00	91.52	0	0.00	8.11
Physics	2015	15	12	80.00	89.35	3	20.00	10.13
	2014	17	16	94.12	90.62	1	5.88	8.78
Business Studies	2015	8	7	87.50	87.50	1	12.50	11.32
	2014	4	3	75.00	87.59	1	25.00	11.49

Course	Year	No of Students	Performance Band Achievement					
			Bands 3 - 6 ( $\geq 60\%$ )			Bands 1 - 2		
			School		State	School		State
2 Unit Courses			No of Students	%	%	No of Students	%	%
Economics	2015	3	3	100.00	92.06	0	0.00	7.55
	2014							
Legal Studies	2015	5	4	80.00	88.91	1	20.00	9.99
	2014	5	3	60.00	83.57	2	40.00	14.98
Information Processes and Technology	2015	3	3	100.00	83.98	0	0.00	14.52
	2014							
Studies of Religion I	2015	8	8	100.00	95.36	0	0.00	4.42
	2014	2	2	100.00	93.84	0	0.00	5.91
Studies of Religion II	2015	3	3	100.00	89.26	0	0.00	10.02
	2014	2	2	100.00	90.38	0	0.00	9.12
Personal Development, Health and Physical Education	2015	4	4	100.00	90.43	0	0.00	8.94
	2014							
Physics	2015	15	12	80.00	89.35	3	20.00	10.13
	2014	17	16	94.12	90.62	1	5.88	8.78
Visual Arts	2015	2	2	100.00	97.98	0	0.00	1.71
	2014	5	5	100.00	97.09	0	0.00	2.54

Course	Year	No of Students	Performance Band Achievement					
			Bands E2 - E4 ( $\geq \frac{25}{50}$ )			Band E1		
			School		State	School		State
Extension Courses			No of Students	%	%	No of Students	%	%
English Extension 1	2015	1	1	100.00	99.67	0	0.00	0.22
	2014							
Mathematics Extension 2	2015	19	19	100.00	98.35	0	0.00	1.53
	2014	20	19	95.00	98.58	2	5.00	1.30
Mathematics Extension 1	2015	22	22	100.00	98.05	0	0.00	1.76
	2014	25	23	92.00	97.84	2	8.00	1.91

The average obtained by students at SMSM was higher than state average in the majority of courses. The school average was more than 5% above state average with the percentage greater than the state average in English as a Second Language (7.74%), Mathematics Extension 1 (5.27%) and Studies of Religion II (7.53%).

Students also performed above state average in Biology, Business Studies, Chemistry, English Standard, Information Processes and Technology, Mathematics General 2, Physics and Visual Arts.

The percentage by which the school mean was higher than the state mean increased from 2014 to 2015 in the following courses: English as a Second Language, Physics and Visual Arts.

Band 6 results were above state average in English as a Second Language (12.75% above state average). Band E4 results were above state average in Mathematics Extension 1 (20.24% above state average).

## Outstanding Individual Results

### Top Achiever

St Mary & St Mina's Coptic Orthodox College is very proud of Jeffrey Morcos who gained equal 4<sup>th</sup> place in NSW in Mathematics Extension 2.

### Distinguished Achievers

Overall an outstanding 25 Band 6 or Band E4 results were obtained by 15 SMSM students. These results are listed below.

Miriam Abd Elmeseh	Mathematics Extension 1
George Beshara	Mathematics Extension 1, Mathematics Extension 2
Mark Bishay	Mathematics Extension 1
Mira Boshra	Mathematics Extension 1, Arabic Continuers, Arabic Extension
Veronica Gerges	Mathematics, Mathematics Extension 1
Merna Grace	Mathematics Extension 1, Mathematics Extension 2
Mary Guirgies	Mathematics Extension 2
Rosemary Mina	Mathematics Extension 1, Mathematics Extension 2
Jeffrey Morcos	Mathematics Extension 1, Mathematics Extension 2
Veronica Morcos	Chemistry, Physics
Mariam Razkala	Chemistry, English as a Second Language
Justina Shehata	Mathematics Extension 1
James Tawdrous	Mathematics Extension 1
Sarah Tawfik	Mathematics Extension 1
Renee Youssef	Mathematics Extension 1, Mathematics Extension 2

## Theme 5 Teacher Qualifications

Category	Number of teachers including P/T
Teachers who have teaching qualifications from a higher education institution within Australia or as recognised within the National Office of Overseas Skills Recognition (AEI-NOOSR) guidelines	26
Teachers who have a bachelor degree or higher from a higher education institution within Australia or one recognised within the AEI-NOOSR guidelines but lack formal teacher education qualifications	0

## Professional Learning

All staff participated in Professional Learning throughout 2015. Child Protection, Safe and Supportive Environment and implementation of the Australian Curriculum were common themes at staff meetings throughout the year.

Description of the Professional Learning Activity	No of staff participating
Child Protection: Behaviours to Encourage and Behaviours to Avoid	32
St John Ambulance course	31
Asthma training	31
Disability standards for education, NCCD & curriculum adjustments	26
PD day at the AGNSW HSC teacher day.	1
AIS Teacher Wellbeing Day	1
English Extension 2 Day	1
ACHPER assessment practices' for PDHPE	1
Law for School Counsellors	1
Adapting your arts program to include iPads	1

## Theme 6 Workforce Composition

School staff 2015	
Teaching Staff	26
Full-time equivalent teaching staff	20
Non-teaching	8
Full-time equivalent non-teaching staff	8.6

## Theme 7

### Student Attendance, Retention Rates and Post School Destinations

#### Student Attendance Rates

Year Level	Attendance Rate %
Kindergarten	90.83
Year 1	94.98
Year 2	95.34
Year 3	94.32
Year 4	93.70
Year 5	92.06
Year 6	93.77

Year Level	Attendance Rate %
Year 7	99
Year 8	94.16
Year 9	86.95
Year 10	87.34
Year 11	74.37
Year 12	85.12

#### Management of Non-Attendance

The College maintains an enrolment register and monitors daily attendance of students as a requirement of the amendments to the Education Act 1990 (NSW). The Act requires all students from the age of 6 years to the age of 17 years to be enrolled in a government or registered non-government school. They are required to attend school at all times when the school is open.

The following procedures are in place to assist with the management of student attendance.

- A designated staff member listens to the messages on the student absentee message bank to determine the students who are absent, each day.
- The designated staff member sends a text message to parents whose son/daughter is absent and has not left a message on the College voice mail system, asking them to contact the College re their son/daughter's attendance.
- The designated staff member updates SchoolPRO on a daily basis.
- All students who are late must sign in at Reception and submit late notes
- Year Advisers/class teachers are informed via email, by the designated staff member of messages re students who are absent each day.
- In serious cases the Head of College (HOC) is informed of situations when students are absent and the parents are unable to be contacted. Written correspondence will be sent to the parent to arrange a meeting with the HOC.

## Theme 8

### Enrolment Policies

#### St Mary and St Mina's Enrolment Policy

St Mary and St Mina's Coptic Orthodox College is a comprehensive co-educational K-12 school providing an education underpinned by religious values and operating within the policies of the NSW BOSTES. All applications will be processed in order of receipt and consideration will be given to the applicant's support for the ethos of the school, siblings already attending the school and other criteria determined by the school from time to time. Once enrolled, students are expected to act consistently with the school's ethos and comply with the school rules to maintain the enrolment. Parents also are expected to be supportive of the ethos of the school.

#### Procedures

- All applications should be processed within the school's enrolment policy.
- The Head of College will consider each applicant's supporting statement / interview responses regarding their ability and willingness to support the school's ethos.
- The Head of College will consider each applicant's educational needs. To do this, the school will need to gather information and consult with the parents / family and other relevant persons.
- The Head of College will identify any strategies which need to be put into place to accommodate the applicant before a decision regarding the enrolment is made.
- The administrative assistant will inform the applicant of the outcome of their application by letter.
- An enrolment fee must be paid prior to an enrolment interview
- Once the applicant has accepted a position at the College and bond must be paid. The bond is refundable with 1 terms notice of the student being withdrawn from the school.

Subject to availability, offers of a place will be made according to whether there are siblings of the student already at the school, the order of application, and the suitability of the applicants. Continuing enrolment is subject to the student's adherence to school rules (see enrolment contract, pastoral care policies and behaviour management policies) and **payment of all school fees**.

#### Characteristics of the student body

The student body is mainly Egyptian and they belong to the Coptic Orthodox faith Other Christian faith groups are welcome to apply for enrolment at the college. The language background for many students is Arabic, however, all children speak English at school. Some new arrivals attend an intensive language course prior to accepting their enrolment.

## Theme 9: Other School Policies

### Student Welfare

The College is committed to providing a safe and supportive environment which focuses on the rights of:

- ⇒ all students to learn
- ⇒ teachers to teach
- ⇒ all to be safe.

These rights will be outworked in a Christian community that places emphasis on providing a secure and caring, quality education that values and encourages spiritual, intellectual, creative and physical growth in each individual.

The students of the College are informed of and expected to uphold the Student Code of Behaviour. This Student Code of Behaviour is designed to promote a high standard of conduct in each student and to ensure the safety of all and the efficient running of the College.

It should be noted that corporal punishment is not and must not be administered at the College nor should parents be encouraged to administer it to their children on our behalf.

### Anti-Bullying

Bullying is a product of social dynamics which can be defined as the repeated negative actions by individuals or groups against a target individual or group, which involves an imbalance of power. We define bullying behaviour as repeated and deliberate harassment, intimidation or abuse that can be verbal, social, psychological, emotional or physical. Bullying is unfair and one-sided. Typically it occurs when a person or group of persons, repeatedly and deliberately tries to harm, harass, humiliate or distress another person. It occurs when someone keeps hurting, frightening, threatening, or leaving someone out on purpose.

Bullying occurs in a number of ways, including:

- *Verbal* - Teasing, name-calling, offensive language, unwelcome comments, intrusive questions, 'nuisance' or abusive phone calls, emails, MSN or text messages, spreading malicious gossip verbally or electronically.
- *Physical* - Fighting, pushing, hitting, offensive gestures, invasion of personal space.
- *Social/Emotional* - Standover tactics, extortion, threats, damage or disregard of property or possessions, repeated exclusion.

The College's Safe and Supportive Environment Policy promotes resolution rather than punishment. Bullying will not be tolerated at St Marys.

### Strategies to Manage Bullying

Responses to incidents of bullying and/or harassment will be tailored to suit the situation according to severity, frequency and duration. A positive approach, which seeks to bring about change in the behaviour and thinking of student/s who are bullying, will be used wherever possible. However, disciplinary sanctions may also be required. At all times discretionary judgment will be applied according to the age of the students involved. Any situations reported will be thoroughly investigated, treated with discretion and appropriately acted upon. The aim at all times is to create a situation where all parties can co-exist

peacefully in the College in an environment of care and safety.

Staff members are committed to a common response to bullying when incidents occur, using procedures outlined below:

- A staff member who witnesses a bullying incident should respond to the students involved immediately, indicating that the behaviour witnessed is unacceptable and contrary to expectations at the College
- A staff member who is informed of, or witnesses, a bullying incident should report the incident to the relevant Head of College. While the College will provide support for the offender, the first priority is to support those targeted and protect them from further bullying. Following the investigation, if bullying/harassment is found to have occurred, the following range of strategies may be implemented, depending on the severity of the incident:
  - Discussion with student/s in order to bring about a positive reconciliation of the parties. Mediation may be required.
  - Opportunities created for those involved to discuss and explore possible solutions that may resolve the issue and repair the harm done
  - Counselling of those targeted
  - Counselling of others involved (eg witnesses) if necessary
  - Counselling of the offender to help her to understand the implications of her actions and the likely consequences if the behaviour continues
  - Discussion with relevant parents
  - Isolation from peers
  - Detention/s
  - Removal of privileges
  - Professional assistance from experts within the College or from outside the College (eg conflict resolution, anger management)
  - Suspension
  - Expulsion

All actions are based on the principles of procedural fairness. Throughout the investigation and subsequent actions, care will be taken to maintain confidentiality as far as possible.

## Discipline Policy

Our expectation is that all of our students will learn to exercise self-discipline and comply with the College's standards outlined in the Student Code of Behaviour.

The disciplinary measures used will vary according to the maturity of the student, his/her past behaviour, and the seriousness of the offence.

**It should be noted that corporal punishment is not and must not be administered nor should parents be encouraged to administer it to their children on our behalf.**

On enrolment parents signify their agreement with the principles embodied in the Student Code of Behaviour, Associated Rules and Uniform Code. We expect every parent to support and encourage their child to comply.

## Discipline Procedures

Teachers, parents and students are informed of the Student Behaviour Management Policy, guidelines, procedures and consequences of breaches. On enrolment parents signify their agreement with the principles embodied in the Student Code of Behaviour, Associated Rules,

Uniform Code and Consequences of Code Breaches. We expect every parent to support and encourage their child to comply.

### **Procedural Fairness**

The Head of College is responsible for ensuring that the principles of 'procedural fairness' are implemented for student allegations of misbehaviour. Procedural fairness involves seeking the views of both parties when dealing with an allegation of misbehaviour, giving both parties the opportunity to clarify and/or rebut the views of the other party, and seeking input from witnesses in order to establish what is factual and what is conjecture, opinion or prejudice.

### **Complaints and Grievances**

The Grievance and Conflict Resolution Policy is concerned with implementing solutions to situations where there is conflict and disharmony within the College community. It includes situations where students, staff or member of the wider College community are in conflict with the College.

The College is committed to maintaining a strong sense of biblical community. Conflict within the College community is to be worked through employing biblical principles and due legal process and procedural fairness.

Grievances must always be dealt with under the principles of Procedural Fairness which means that the complainant has the right to be heard and the right to receive an impartial decision.

The following principles will be employed when dealing with more serious conflict:

1. Presumption of innocence until guilty.
2. Confidentiality
3. Allegations stated clearly in writing.
4. Affected parties made aware of allegations.
5. Chairman of the Board made aware of the grievance. Other agencies eg AIS, FaCs, Police, Ombudsman, Workcover, may be informed if appropriate. The College administration will cooperate fully with government departments and other agencies in the resolution of grievances.
6. Opportunity for response by the affected parties.
7. Evidence collected impartially.
8. Processes will take into consideration College policies and appropriate government legislation.
9. Witnesses present at formal meetings.
10. Minutes kept of formal meetings.
11. Conclusions made as quickly as possible after weighing up evidence.
12. Affected parties will be made aware of the result of the investigation as soon.

For a full explanation of College Policies refer to the College website  
<http://www.stmary.nsw.edu.au>

## Theme 10

### School determining priority areas for improvement in 2015

The major priority area for the College in 2015 was to gain Registration and Accreditation from BOSTES. The College was given a one year registration and accreditation. BOSTES is to return in March 2016 for a further inspection process.

The College does not have a Strategic Improvement Plan.

The NSW Coptic Board has as one of its priorities the purchase of a site for the College to be accommodated on one site. Presently the College is located on two sites.

Improved Teaching and Learning remains a priority.

#### 2016 Priority Areas

Develop a Strategic Improvement Plan and use this plan for annual improvement strategies.

Area	Priorities
Teaching and Learning	<ul style="list-style-type: none"><li>• Improve literacy and numeracy as evidenced in NAPLAN</li><li>• “One more mark” strategy in HSC examinations</li><li>• Use data more effectively – RAP, SMART</li><li>• Begin teacher observations</li><li>• Improve attendance rates from K-12</li></ul>
Policies	<ul style="list-style-type: none"><li>• Revise the Student Management and Welfare Policy</li></ul>
Resources	<ul style="list-style-type: none"><li>• Purchase literature for stage 1 to improve literacy</li><li>• Redesign the Library and staff common areas</li><li>• Purchase current reading material for the secondary library</li><li>• Clearly identify resource priorities to gain financial assistance from the Parents and Friends association</li></ul>
Sport	<ul style="list-style-type: none"><li>• Maintaining our affiliation with the Independent Primary School Sporting Organisation (IPSSO) competition</li><li>• Maintaining Pathways for elite athletes in various sports through ASISSA, SWISSA and CIS</li></ul>

## Theme 11

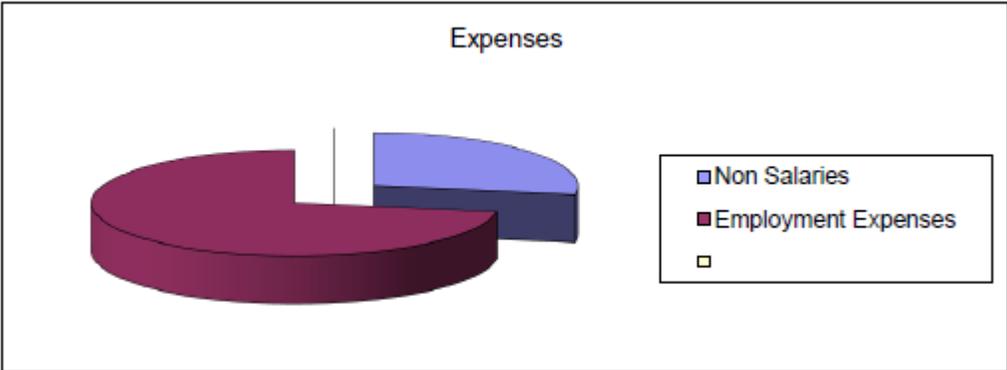
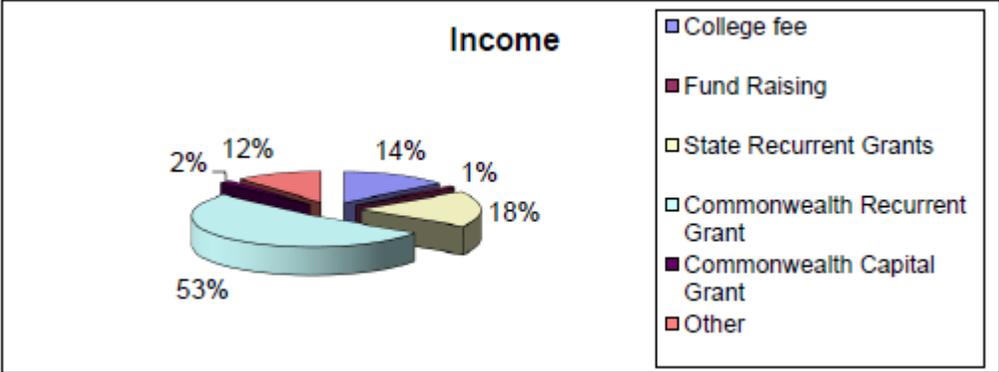
### Initiatives promoting respect and responsibility

In 2015 school camps were held in various year groups. The theme for these camps was under the banner of self-esteem and building confidence.

Year 6 went to the National Capital and experienced what it means to be a leader in today's world.

Theme 12  
Summary of Financial Information

**Summary Financial information Year 2015**



The financial information was prepared by the Chief Financial Officer Mr Ramy Hanna.