



St Mary & St Mina's Coptic Orthodox College

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

2017 Annual School Report



HEAD OF COLLEGE: Mrs. Patricia Veness

HEAD OF PRIMARY: Mr. Samer Nicola

BUSINESS MANAGER: Mr. Ehab Bestawros

Theme 1

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

Head of College

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. In 2017 there were many opportunities to celebrate the outstanding achievements of our students in all areas.

The College was blessed with a visit from His Holiness Pope Tawadros II in August 2017. This was the first time His Holiness had visited the College since becoming the Leader of the Coptic faith. The whole College was blessed when His Holiness prayed the Mass at St Mary and St Mina's Cathedral and after Mass His Holiness spent a considerable amount of time speaking with the children.

I would like to acknowledge the outstanding professionalism, dedication and commitment of our staff who have been extremely busy preparing engaging lessons, sporting activities, excursions and professional learning throughout the 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. Many of the high achievers were excited by the university offers they received including engineering, medical science, law and health sciences.

The contributions to this Annual Report of Mr. Samer Nicola, Ms. Robyn Garlick, Mrs. Sandra Germann and Mr. Ehab Bestawros 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 six volunteers under the guidance of His Holiness Pope Tawadros II and His Grace Bishop Daniel. The NSW Coptic Schools Board is the governing body for two of the 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 Board Members are:

Name	Position
His Grace Bishop Daniel	Chair
Mr Maged Bector	Secretary
Mr Magdi Kilada	Board member
Mr Michael Gindy	Board member
Mr Sam Kilada	Board member
Mr Sam Sirry	Board member
Mr Riad Riad	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 2017, we held a number of exciting events including:

- Mothers' Day BBQ
- Fathers' Day breakfast
- Many exciting lunches for our students in addition to the regular canteen lunches, including pizza days.
- Bunnings sausage sizzles
- 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 raised around \$13,000 for the College during the year. The funds will assist with the renovation of the girls and boys bathrooms at secondary. 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.



Parents and Friends President Mrs Shereny Selim presenting gifts to Mrs Awad and Rebecca

Theme 2: Contextual information about the school and characteristics of the student body

St Mary and St Mina's Coptic Orthodox College offers an education from Kindergarten to Year 12 on two campuses - the primary campus at Bexley and secondary campus at Rockdale.

The school's vision is to provide holistic education to enhance the spiritual, intellectual, social, cultural and physical potential of young people. This is achieved through the school's vision assisting each student to grow up in the fullness of Christ as stated in the schools motto: (In Christ) are hidden all the treasures of Wisdom and Knowledge (Colossians 2:3).

The College seeks to enhance and strengthen relationships and a sense of belonging within the Orthodox family through imparting qualities from the Bible which provide strength to the individual and society at large. Pastorally the College promotes a culture of respect and positive self-esteem. Towards the end of 2016 a new position was created at the College to support student wellbeing. The Wellbeing coordinator has introduced a Peer Support Program to enhance student wellbeing, especially for the new year 7 students.



2017 Peer Support Activity

The school offers academic excellence, STEM technology, a spiritually rich environment where students are encouraged to take ownership of their welfare and behaviour, small class sizes and a warm rich culture based on the Coptic Orthodox heritage. The school has demonstrated outstanding academic achievement at Higher School Certificate level with many students achieving outstanding results across all key learning areas.

In 2017 there were 245 students enrolled at the College with the majority being from Egyptian decent. Other cultural groups at the College include Greek, Macedonian, Ethiopian, Chinese, Indian and Philipino.

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.

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 2017

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. In 2017 students in Year 9, who did not attain a band 8 in Numeracy and Literacy were deemed ineligible to receive their Higher School Certificate in 2020. Students who did not reach a band 8 will be given two chances each year of 2018, 2019, 2020 and for five years after Year 12 to reach the minimum standard for Numeracy and Literacy in NSW.

14 Year 3 students and 19 Year 5 students, 28 Year 7 students and 17 students from Year 9 sat for the NAPLAN tests in 2017.

In most areas of Literacy and Numeracy in 2017, results across the school were above state average. ACARA, the authority that manages NAPLAN, notified the College that our 2017 NAPLAN results exhibited magnitudinal growth in Literacy and Numeracy.

The following table outlines the School and State Means over 3 years.

In most areas of Literacy and Numeracy in 2017, results across the school were above state average. The following table outlines the School and State Means over 3 years.

Test	Year	Year 3		Year 5		Year 7		Year 9	
		School	State	School	State	School	State	School	State
Reading	2017	400.6	436.5	532.1	508.5	534.5	548.6	592.6	588.8
	2016	425.0	429.0	510.3	502.9	567.5	543.2	596.0	583.6
	2015	426.8	430.3	490.5	502.0	542.8	549.5	592.7	584.1
Writing	2017	422.9	421.2	506.5	477.9	536.2	516.8	594.7	559.1
	2016	455.3	424.1	489.9	477.6	532.5	515.5	579.7	546.9
	2015	428.3	423.1	487.6	483.5	528.9	511.5	582.4	545.0
Spelling	2017	403.0	426.6	537.4	507.9	549.1	558.3	607.5	591.8
	2016	444.8	429.8	523.3	501.0	574.1	550.7	628.2	587.4
	2015	430.9	418.5	494.1	506.4	558.4	555.1	606.5	591.9
Grammar and Punctuation	2017	419.5	444.3	551.3	506.3	544.5	546.6	628.6	582.7
	2016	474.5	441.5	554.5	512.2	591.4	545.2	583.9	572.4
	2015	466.3	439.7	509.9	509.1	574.4	546.6	595.1	571.5
Numeracy	2017	405.9	416.1	537.8	499.6	586.6	560.2	665.1	602.9
	2016	438.9	406.7	538.4	499.4	621.7	554.0	657.1	595.5
	2015	402.9	402.5	505.4	498.5	581.8	548.9	641.6	599.6
Data, Measurement, Space and Geometry	2017	397.7	412.1	527.2	497.1	572.1	558.2	657.7	603.0
	2016	418.5	403.7	522.2	495.9	624.5	555.0	658.2	595.4
	2015	403.0	400.7	498.7	496.9	571.6	546.3	629.3	598.1
Number, Patterns and Algebra	2017	410.8	418.4	543.8	500.3	595.0	561.0	670.1	602.3
	2016	455.9	408.2	551.3	500.1	619.8	553.0	655.7	595.3
	2015	401.9	405.1	516.4	500.5	590.8	551.2	649.1	600.2

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	2017	7.1	29.2	21.1	18.4	0.0	11.8	11.8	7.6
	2016	20.0	28.1	14.3	15.4	25.0	12.0	14.3	7.9
	2015	29.2	30.5	15.6	17.5	4.2	11.9	10.3	8.2
Writing	2017	0.0	14.5	5.3	5.3	7.1	5.4	5.9	7.3
	2016	46.7	16.6	4.8	5.2	0.0	4.5	0.0	4.2
	2015	16.7	16.0	9.4	6.3	8.3	4.5	6.9	5.6
Spelling	2017	14.3	28.3	31.6	17.4	14.3	14.3	0.0	9.1
	2016	26.7	27.4	14.3	15.5	15.0	12.3	13.3	8.4
	2015	25.0	27.1	9.4	12.9	0.0	11.6	3.4	9.0
Grammar and Punctuation	2017	21.4	35.8	31.6	21.8	14.3	12.7	17.6	11.1
	2016	46.7	34.6	33.3	20.9	25.0	15.2	6.7	8.8
	2015	25.0	32.1	9.4	18.1	20.8	15.9	6.9	6.3
Numeracy	2017	14.3	23.0	26.3	13.4	25.0	17.1	29.4	12.1
	2016	26.7	19.7	23.8	15.5	31.6	13.7	42.9	11.5
	2015	16.7	18.8	12.5	14.1	12.5	13.3	31.0	13.1
Data, Measurement, Space and Geometry	2017	21.4	24.2	15.8	12.0	21.4	16.6	29.4	11.4
	2016	20.0	15.0	28.6	14.6	36.8	16.2	50.0	12.9
	2015	20.8	13.0	12.5	12.4	12.5	11.7	20.7	10.8
Number, Patterns and Algebra	2017	21.4	21.0	31.6	13.8	28.6	21.2	35.3	12.2
	2016	40.0	22.6	33.3	15.7	42.1	14.2	35.7	12.6
	2015	20.8	25.2	18.8	16.1	29.2	17.2	27.6	14.3

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	2017	100	100	92.9	94.1
	2016	100	91.3	95.0	92.9
	2015	95.8	93.7	96.0	93.3
Writing	2017	100	100	96.4	94.1
	2016	100	91.3	100	100
	2015	100	96.9	96.0	86.7
Spelling	2017	100	100	89.3	94.1
	2016	100	91.3	95.0	100
	2015	95.8	96.9	96.0	96.7
Grammar and Punctuation	2017	100	100	96.4	100
	2016	100	91.3	100	100
	2015	100	96.9	96.0	90.0
Numeracy	2017	100	100	96.4	100
	2016	100	87.0	100	100
	2015	91.7	96.9	96.0	96.7

The following table shows the Average Scaled Score Growth of SMSMCOOC students compared with the State.

Test	Year 5		Year 7		Year 9	
	School	State	School	State	School	State
Reading	100.5	78.2	55.6	46.3	62.9	38.6
Writing	71.0	55.1	61.6	33.5	83.4	46.5
Spelling	99.9	89.6	59.2	52.0	45.4	36.0
Grammar and Punctuation	78.3	66.6	47.4	37.0	61.9	34.8
Numeracy	124.6	96.8	89.3	61.1	74.0	52.4

HIGHER SCHOOL CERTIFICATE RESULTS

In 2017, 16 students from St Mary & St Mina's Coptic Orthodox College sat for the NSW Higher School Certificate in 11 courses studied at the school and 1 course studied externally.

In total, 100% of students across the 2 Unit courses achieved marks of 50 or more (Band 2 or higher) with 51.61% of these placed in Bands 5 and 6 (80 – 100) marks. Students at St Mary & St Mina's sat for a total of 13 Extension Course Examinations. Of these students, 100% achieved 25 marks or more out of 50 (Band E2 or higher). 92.31% 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	2017	6	6	100.00	98.49	0	0.00	1.37
	2016	14	14	100.00	98.82	0	0.00	1.05
	2015	16	15	93.75	99.04	1	6.25	0.88
English as a Second Language	2017	1	1	100.00	81.79	0	0.00	17.36
	2016	2	2	100.00	83.52	0	0.00	15.54
	2015	6	6	100.00	82.34	0	0.00	16.28
Mathematics	2017	4	4	100.00	90.58	0	0.00	9.08
	2016	5	5	100.00	91.91	0	0.00	7.78
	2015	10	9	90.00	90.52	1	10.00	9.22
Biology	2017	2	2	100.00	87.45	0	0.00	11.87
	2016	6	6	100.00	89.81	0	0.00	9.70
	2015	14	13	92.86	83.79	1	7.14	15.64
Chemistry	2017	7	7	100.00	90.37	0	0.00	9.21
	2016	11	11	100.00	93.91	0	0.00	5.63
	2015	19	17	89.47	93.19	2	10.53	6.49
Physics	2017	6	6	100.00	88.03	0	0.00	11.44
	2016	6	6	100.00	87.91	0	0.00	11.52
	2015	15	12	80.00	89.35	3	20.00	10.13
Business Studies	2017	2	2	100.00	85.99	0	0.00	12.53
	2016	5	5	100.00	86.08	0	0.00	12.70
	2015	8	7	87.50	87.50	1	12.50	11.32
Studies of	2017	2	2	100.00	95.39	0	0.00	4.29

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	%	%
Religion I	2016	5	5	100.00	94.58	0	0.00	5.09
	2015	8	8	100.00	95.36	0	0.00	4.42
Studies of Religion II	2017	1	1	100.00	92.32	0	0.00	7.11
	2016	5	5	100.00	90.10	0	0.00	9.38
	2015	3	3	100.00	89.26	0	0.00	10.02

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	%	%
Mathematics Extension 2	2017	5	5	100.00	97.49	0	0.00	2.39
	2016	8	7	87.50	97.88	1	12.5	1.97
	2015	19	19	100.00	98.35	0	0.00	1.53
Mathematics Extension 1	2017	8	8	100.00	97.07	0	0.00	2.58
	2016	7	7	100.00	97.00	0	0.00	2.75
	2015	22	22	100.00	98.05	0	0.00	1.76

The average obtained by students at SMSMCO C was higher than state average in the majority of courses. The school average was more than 5% above state average in Physics (13.48%), English as a Second Language (11.68%), Business Studies (9.93%), Biology (6.3%), Mathematics Extension 1(6.04%), and Mathematics Extension 2 (5.83%). Students also performed above state average in Chemistry and Mathematics.

The percentage by which the school mean was higher than the state mean increased from 2016 to 2017 in Mathematics Extension 1.

Band 6 results were above state average in Physics (39.31% above state average) and Band E4 results were above state average in Mathematics Extension 1 (11.91% above state average).

Outstanding Individual Results

Top Achiever

St Mary & St Mina's Coptic Orthodox College is very proud of Timothy Guirguis (Year 11) who gained 2nd place in NSW in Physics.

Distinguished Achievers

Overall an outstanding 8 Band 6 or Band E4 results were obtained by 7 SMSMCOCC students. These results are listed below.

Carin Guirgis	Mathematics Extension 1
Daniel Guirguis	Mathematics Extension 1
Timothy Guirguis	Physics
Tamara Nakhla	Physics
Monica Said	Physics
Mary Saweris	Mathematics Extension 1
Mina Saweris	Mathematics Extension 2, Mathematics Extension 1

RECORD OF SCHOOL ACHIEVEMENT

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

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

Theme 5 Teacher Qualifications

Level of Accreditation	Number of teachers
Pre-2004 Teachers (accreditation not required till January 2018)	7
Conditional	0
Provisional	5
Proficient	15
Highly Accomplished	0
Lead Teacher	0
Total number of Teachers	27

Category	Number of Teachers
Teachers having teacher education qualifications from a higher education institution within Australia or as recognised within the National Office of Overseas Skills Recognition (AEI-NOOSR) guidelines	27
Teachers having 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 2017. 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	35
Asthma training	2
English Teachers Association HSC Study Day	2
Sydney University Physics for the HSC	1
Visual Arts Conference	1
Mathematics Association: The new Curriculum	4
AIS : Funding Briefing	2
UNSW Global: Literacy in the Primary School	9
Sydney Catholic Schools: Governance Training	1
Mathematics Association: New Stage 6 Curriculum	4
Peer Support Training	2
ICT: Training for the new management system	35

Theme 6 Workforce Composition

School staff 2017	Total
Teaching Staff	27
Full-time equivalent teaching staff	23
Non-teaching	8
Full-time equivalent non-teaching staff	3

At present the College does not employ any Aboriginal or Torres Strait Islander staff

Theme 7

Student Attendance, Retention Rates and Post School Destinations

Student Attendance Rates

Year Level	Attendance Rate %
Kindergarten	88.85
Year 1	91.98
Year 2	93.40
Year 3	96.35
Year 4	91.80
Year 5	95.07
Year 6	97.73

Year Level	Attendance Rate %
Year 7	98.26
Year 8	94.16
Year 9	93.85
Year 10	91.38
Year 11	88.44
Year 12	90.57

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.

Post School Destinations:

All students who completed their HSC in 2017 were accepted to higher education institutions in both NSWs and Queensland. 100% of the students are studying full-time at University.

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 NESAs. 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 a bond must be paid. The bond is refundable with 1 term's written 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 comprised mainly of Egyptian children who 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. There is also an intensive literacy program in the school to assist new enrolments from overseas.

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 exercised 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* – Stand-over 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 Mary and St Mina's Coptic Orthodox College.

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
 - Counseling of those targeted
 - Counseling of others involved (eg witnesses) if necessary
 - Counseling of the offender to help them to understand the implications of their 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, Headspace)
 - 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 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 as possible.

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 2017

In 2017 the Strategic Improvement Plan was be divided into Annual Plans with the emphasis on improving in all areas of Coptic Life and Culture, Teaching and Learning, Resources and Sustainability

2017 Priority Areas

Area	Priorities	Indicators of Success
Teaching and Learning	<ul style="list-style-type: none"> • Improve literacy as evidenced in NAPLAN particularly in Year 4 • Use data more effectively – RAP, SMART • Teacher observations • Continue to improve attendance rates from K-12 • Develop the Library as a centre of learning • Enhance the curriculum in years 9-12 • Investigate a life skills program K-12 	<ul style="list-style-type: none"> • Letter from ACARA stating growth beyond expectation • All staff now familiar with RAP and SMART to assist them with teaching and learning strategies • Ongoing • With the introduction of a Wellbeing Coordinator the attendance rates have improved • Not achieved • VET subjects introduced on stage 6 • Not achieved
Policies	<ul style="list-style-type: none"> • Revise the Student Management and Welfare Policy in line with the appointment of a Student Wellbeing Coordinator 	<ul style="list-style-type: none"> • Policy revised in Term 4, 2017. More emphasis placed on Respect and Responsibility
Resources	<ul style="list-style-type: none"> • Purchase literature for stage 2 to improve literacy • Purchase current reading material for the secondary library • Clearly identify resource priorities to gain financial assistance from the Parents and Friends association 	<ul style="list-style-type: none"> • All Infants/Primary stages have new Home Readers • Reading material donated to secondary to improve the Library • P& F priority for 2017 was consolidation of funds to assist with renovations of the

	<ul style="list-style-type: none"> • Improve both the Primary and Secondary playground areas • Marketing that is targeted to increase enrolments 	<p>secondary campus</p> <ul style="list-style-type: none"> • New games painted onto the Primary playground • Open Day on a Saturday and the Head of College visited Pre-schools to encourage enrolments at the primary campus
Sport	<ul style="list-style-type: none"> • Maintaining our affiliation with the Independent Primary School Sporting Organisation (IPSSO) competition • Maintain Pathways for elite athletes in various sports through ASISSA, SWISSA and CIS • Extend the variety of sport available to the students 	<ul style="list-style-type: none"> • Continued and on going • Re- joined SWISSA and continued with ASISSA and CIS • Secondary students given more choice for sport on Tuesday afternoon

Theme 11

Initiatives Promoting Respect and Responsibility

There are many opportunities at *St Mary & St Mina's Coptic Orthodox College* for the values of respect and responsibility to be extended beyond the classroom for students from Years 7 to Year 12.

Programs that reflect the values of Respect and Responsibility are embedded into the Pastoral Care program.

The current list of community activities undertaken by our students include:

- Peer Support program for Years 10 and 7

- Engaging with the local community by visiting and assisting the elderly

- Student Representative Council

- Duke of Edinburgh Program

- Red Cross public collection and Wear Red Day

- Coptic Orthodox Community Outreach Service

- Exodus Youth Worx

- Coptic Orphans

These opportunities allow the students to gain an understanding of other people and their cultures and to demonstrate the values of respect and responsibility not only within their College community but the broader community.

Years 5 and 6 participate in a Leadership – Team Building camp each year. In 2017 they went to Berry to the Sport and Recreational Camp site. Activities organised for the students have an emphasis on working cooperatively in teams and building resilience.

Theme 12

Parent, student and teachers satisfaction

The College is proud of its open door policy – parents are welcomed and encouraged to speak with staff or the College executive. There is an active Parents and Friends Association that meet once per term. These meetings are open forums for parents to ask questions about the direction the College might be taking e.g. STEM education. Generally the meetings are positive with parents showing their satisfaction with the College management.

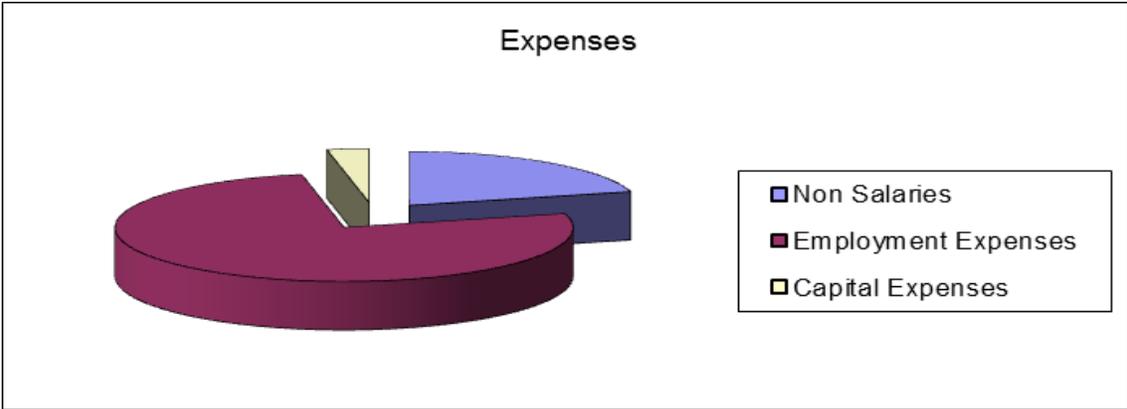
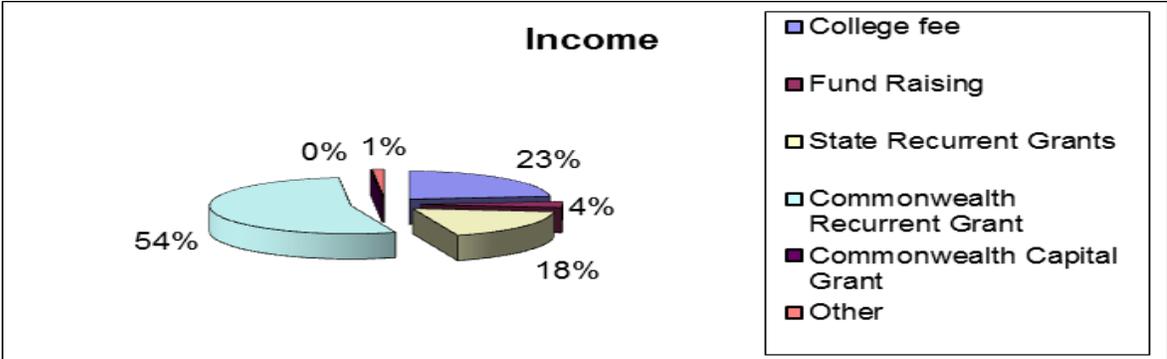
The Parents and Friends raise money each year to support projects at both campuses. In 2017 there was an emphasis on the Primary campus and in 2018 the emphasis will shift to secondary.

Years 10, 11 and 12 were surveyed towards the end of 2017 and the overall findings were very positive. The College has used some of the feedback about curriculum choice to introduce VET courses and explore options from external providers.

Coordinators of the various KLAs meet regularly with their staff and bring ideas to executive meetings. The staff satisfaction is relatively high as they feel their voice is heard and ideas adopted.

Theme 13

Summary of Financial Information



The financial information was prepared by the Chief Financial Officer Mr Ehab Bestawros.