



ANNUAL REPORT – 2018

Educational and Financial Report

CONTENTS

2

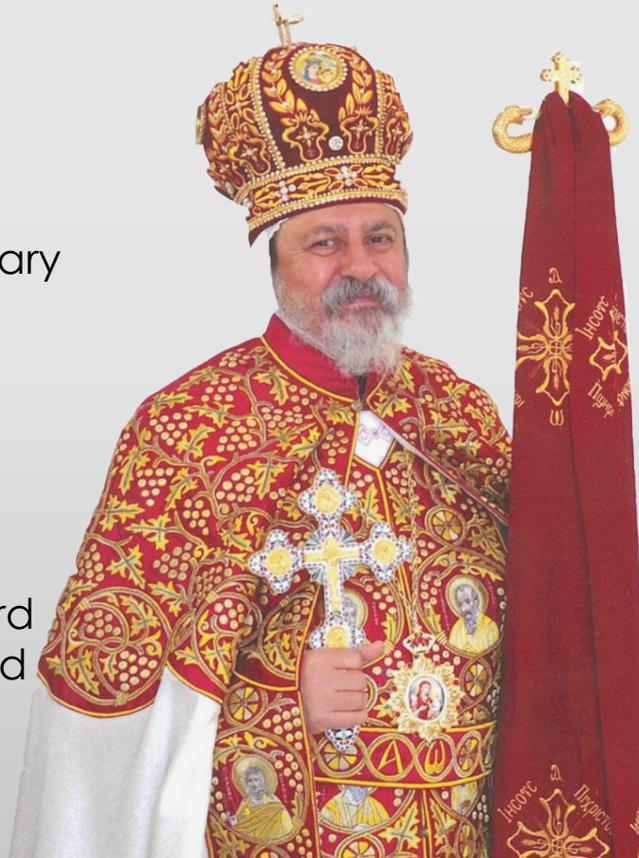
- Message from the Board – 3
- Message from the Principal – 4
- Contextual Information about the school -5
- Characteristics of the Student Body – 6
- Student outcomes in standardised national literacy and numeracy testing -7
- 2018 Naplan Analysis – Spelling & Writing – 8
- 2018 Naplan Analysis – Grammar & Reading - 9
- 2018 Naplan Analysis – Numeracy - 10
- Senior secondary outcomes (student achievements) – 11
- 2018 HSC Result Analysis – 12 - 13
- Professional Learning & Teacher Standards – 14
- Workforce composition - 15
- Student attendance & Management of non attendance – 16
- Enrolment policy - 17
- Other school policies - 18
- School determined priority areas of improvement – 19
- Initiatives promoting respect & responsibility – 20
- Parent, student and teacher satisfaction - 21
- Summary Financial Reporting - 22

NSW COPTIC SCHOOLS BOARD

In October 2018 under the guidance of H.G Bishop Daniel, Bishop of Sydney and its affiliated regions a new College Board was formed consisting of the following members;

HG Bishop Daniel – Chairman
Mr Maged Zaki– Board Secretary
Mr Osama Saweres – Board Member
Mr Matthew Nasralla – Board Member

We would like to thank the previous board for all their hard work and commitment to build our wonderful college.



Message from The School Board

3

2018 was a significant year for the School Board where we have observed our vision for St Mary's and St Mina's Coptic Orthodox College begin taking effect.

The School Board is an integral part of the college and in 2018 played an important role in shaping the future of the college for many years to come.

Our vision and strategic plan for the college is n2018 was a significant year for the School Board where we have observed our vision for St Mary's and St Mina's Coptic Orthodox College begin taking effect.

The School Board is an integral part of the college and in 2018 played an important role in shaping the future of the college for many years to come.

Our vision and strategic plan for the college is now in full play and as a result we have seen some excellent outcomes take place at the conclusion of 2018.

The School Board meets every month to track the progress of the college, with a primary focus on ensuring the continuing provision of quality education delivery and excellent student performance for many years to come.

The School Board has a positive outlook for 2019 and we thank you for your continued support. Now in full play and as a result we have seen some excellent outcomes take place at the conclusion of 2018.

The School Board meets every month to track the progress of the college, with a primary focus on ensuring the continuing provision of quality education delivery and excellent student performance for many years to come.

The School Board has a positive outlook for 2019 and we thank you for your continued support.

FROM THE HEAD OF COLLEGE

Dear St Mary and St Mina's College Community,

The year 2018 was the year of continued growth and achievement across all areas of the College after the implementation of a number of programs from the previous years.

Academically, our students performed above the state standard in both the NAPLAN and the majority of HSC Subjects. This is very pleasing considering the amount of time and money invested into improving the Teaching and Learning standards throughout the years. The introduction of Project Based Learning and a STEAM program saw our students flourish and adapt well to the changes. This will certainly be an area that we seek to expand in the future to provide our students with the skills required of them to match with the careers over the next decade and beyond.

It was a pleasure working along side such a dedicated and committed group of Parents and Friends as they searched for every opportunity to provide our students with enjoyable events and activities that placed large smiles on the faces of our students and raised a considerable amount of money which have seen an upgrade in amenities across both campuses and innovative resources for our teachers and students to explore.

All these developments would not be possible without the continued support of our College Board who set a clear vision and mission to dedicate the time and money required to see improvements across all areas of the College.

Due to an increase in enrolments, both in the Primary and Secondary campuses 2018 was the year that we reentered the SWISSA sporting competition and allowed our students to build upon their team skills and spirits, which they did with so much pride and respect for each other and their competitors. The introduction of training sessions into the student timetable should see ever greater improvements in the years to follow.

As part of our school improvement plan, we developed the Teacher Performance and Development Framework in late 2018. The TPDF process will allow staff to focus on self assessment, peer support and collegiality, as well as an opportunity to give and receive feedback from management in the annual review meetings at the end of the year.

We must also congratulate our Year 12 students and their parents for their outstanding efforts and achievements in 2018. Once again, they made us proud with their fantastic results. However, our school's real success is not measurable only with the statistics, rather with its impact on our students' character development.

We would like to thank our School Board and parents for their ongoing support and for working alongside us to make the 2018 school year another successful one.



CONTEXTUAL INFORMATION ABOUT THE SCHOOL

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. This is achieved through offering our students opportunities such as peer support, student representative council, various leadership and service programs.

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.

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.

CHARACTERISTICS OF THE STUDENT BODY

In 2018 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.



STUDENT OUTCOMES IN STANDARDISED NATIONAL LITERACY AND NUMERACY TESTING

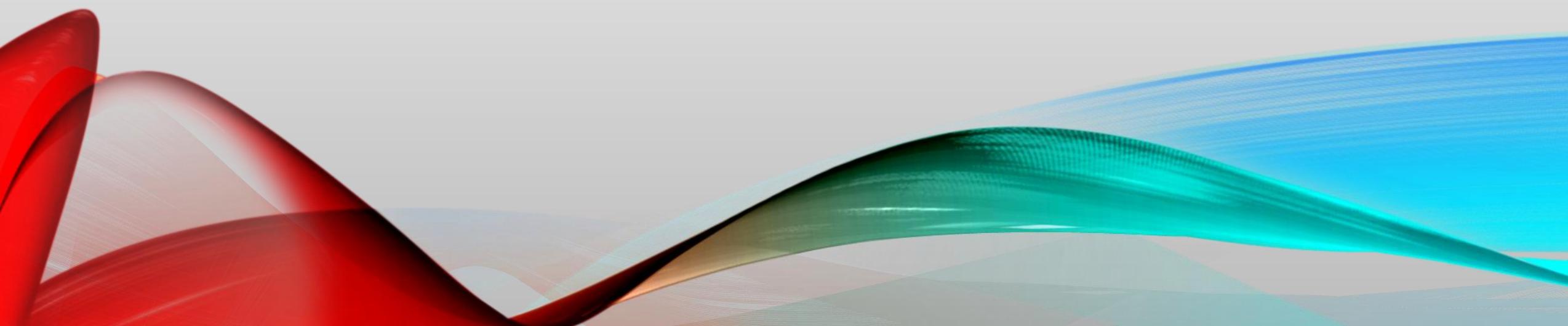
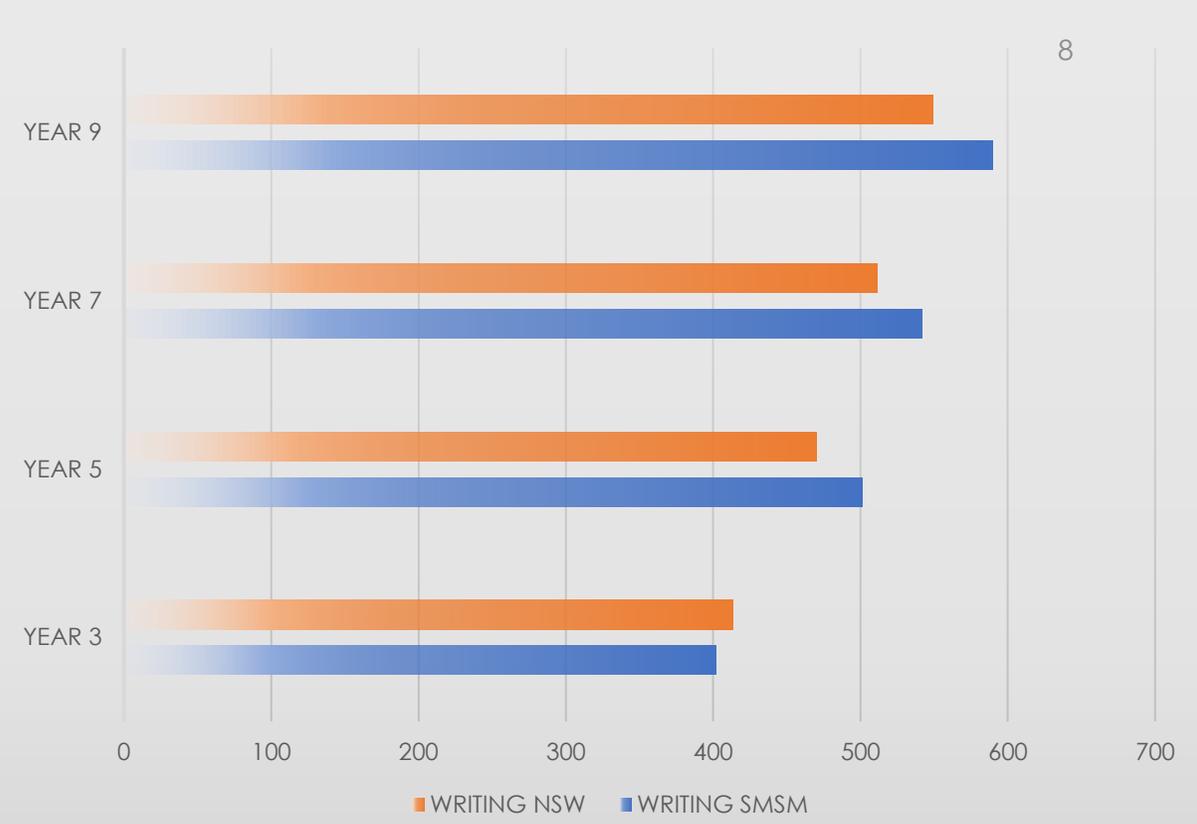
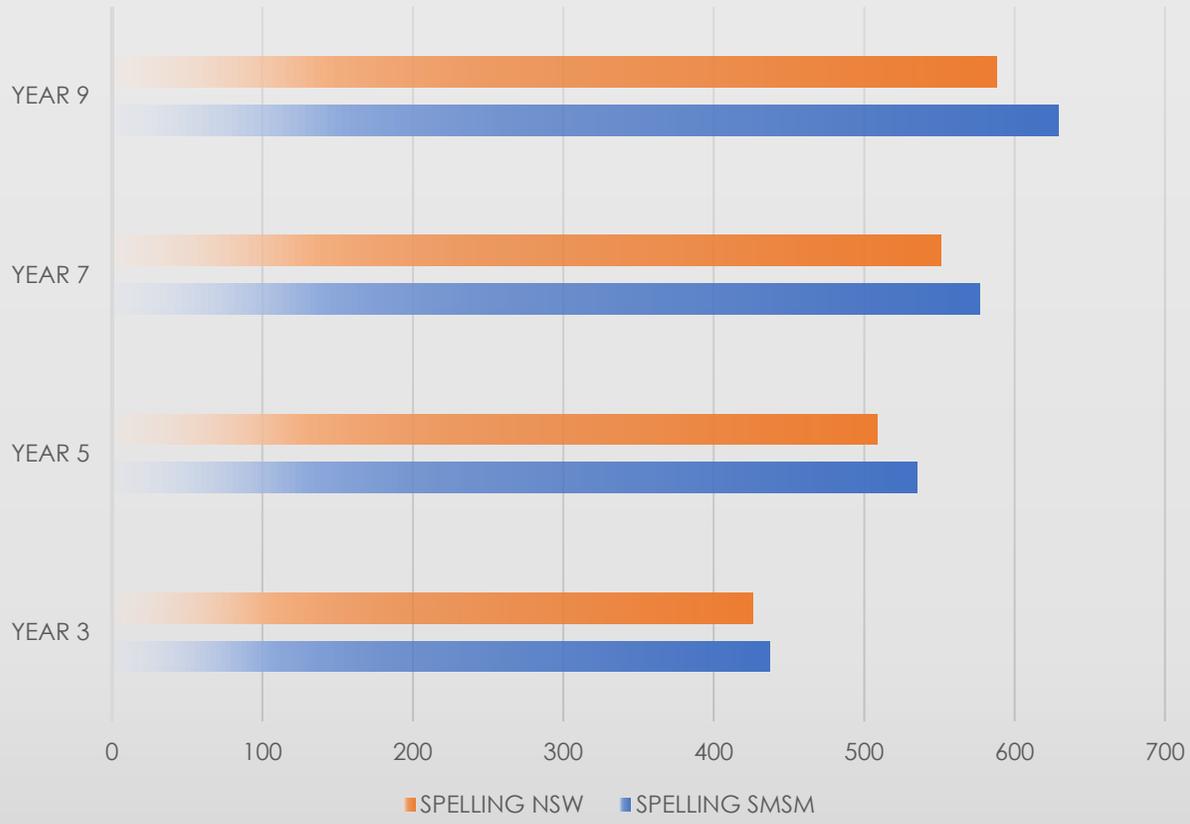
All Year 3, 5, 7 and 9 students across all campuses sat the NAPLAN tests in 2018. The mean results indicate that the performance of the College's cohorts was above that of the state candidature in all five areas: Reading, Writing, Spelling, Grammar & Punctuation and Numeracy.

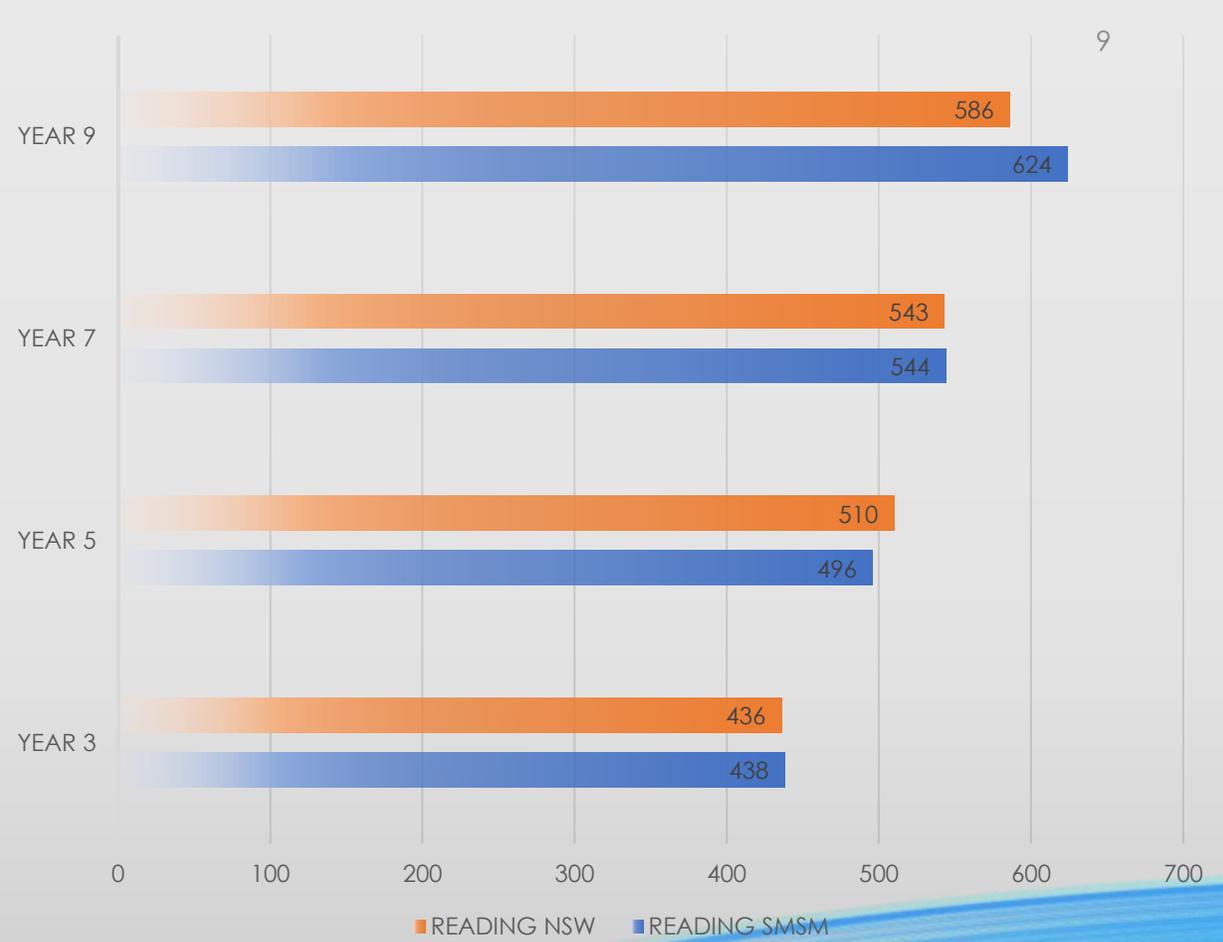
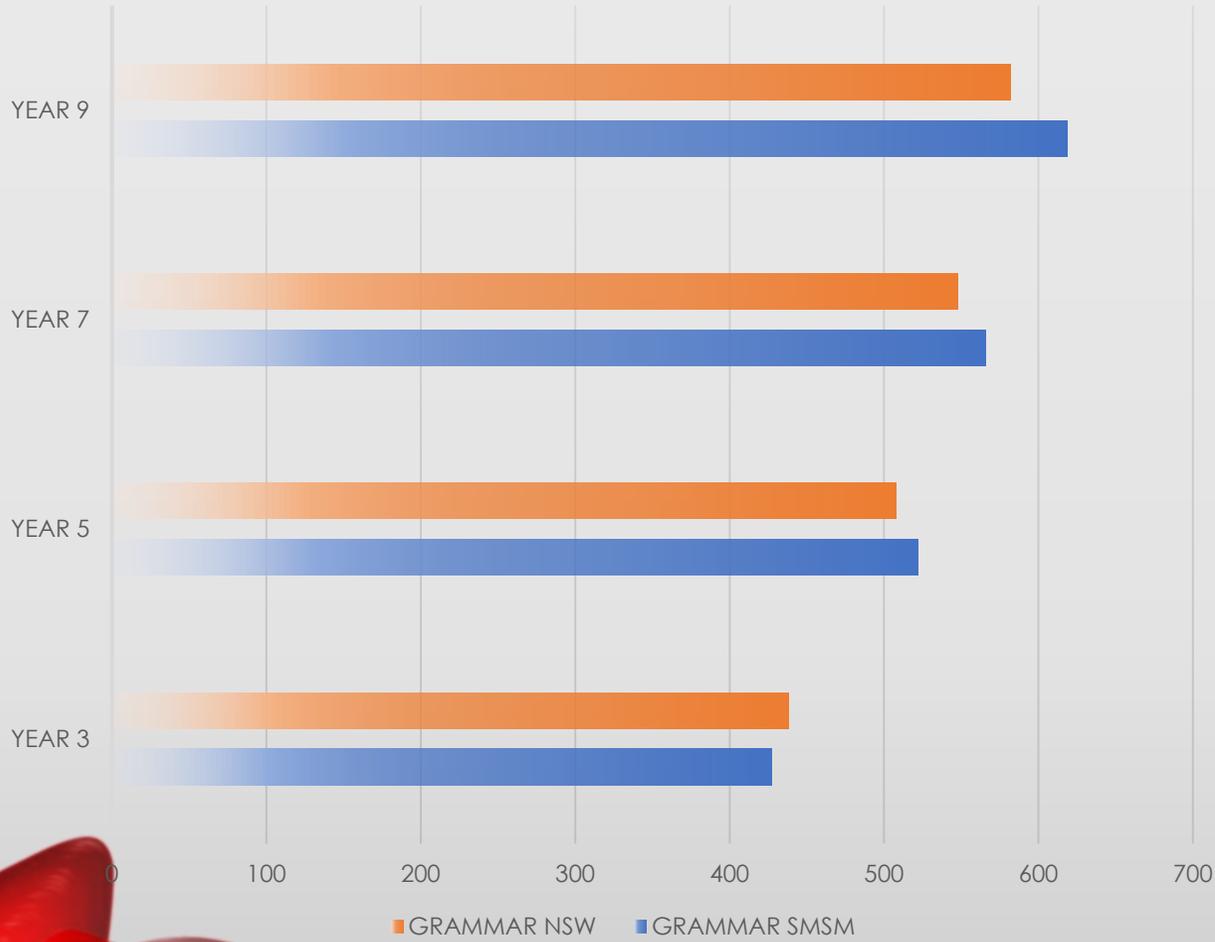
17 Year 3 students and 15 Year 5 students, 23 Year 7 students and 22 students from Year 9 sat for the NAPLAN tests in 2018.

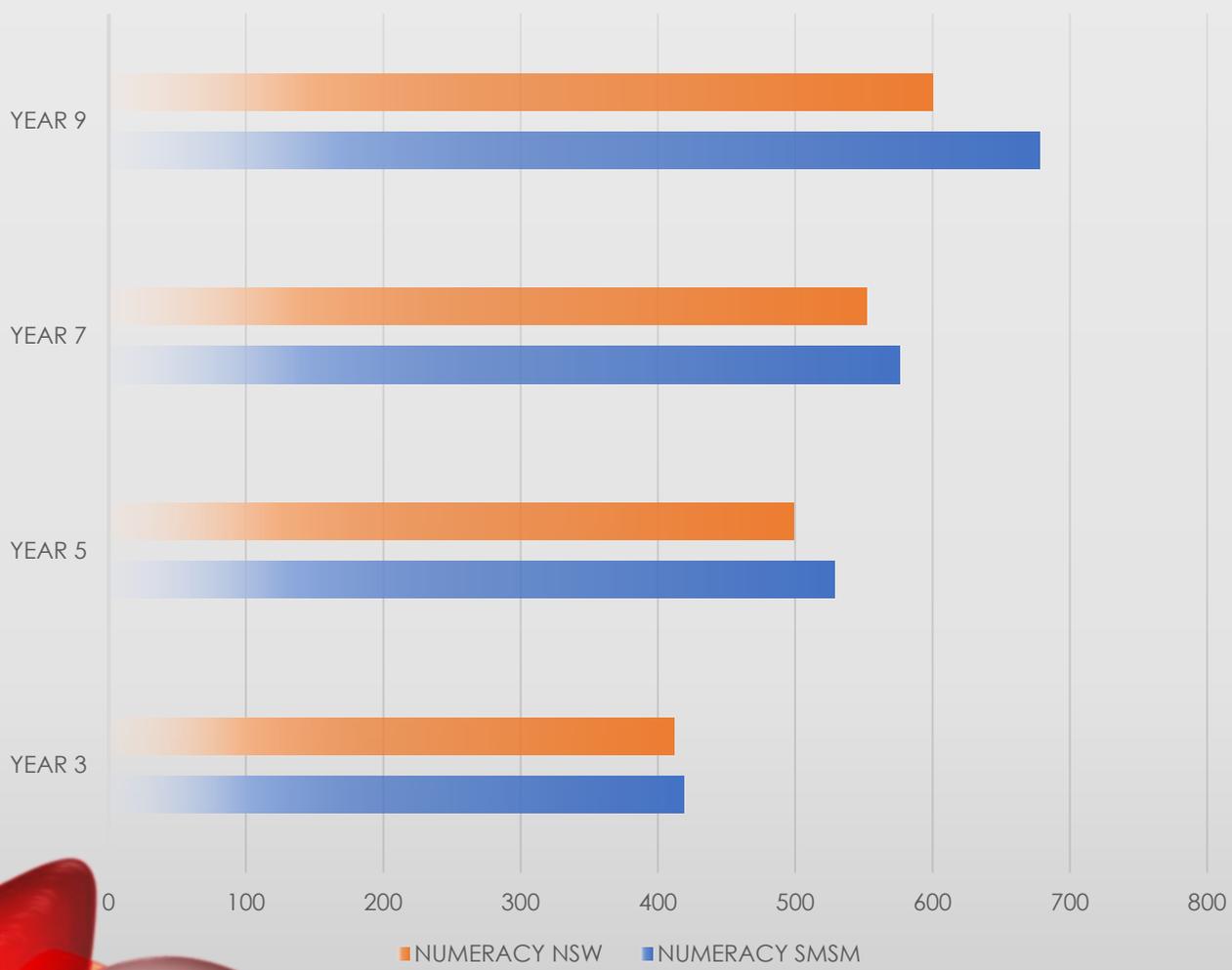
ACARA, the authority that manages NAPLAN, notified the College that our 2018 NAPLAN results exhibited magnitude growth in Literacy and Numeracy.

Further details about the performance on NAPLAN are documented on the My School website: <http://www.myschool.edu.au>

The following tables and graphs 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	2018	438	436	496	510	544	543	624	586
	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
Writing	2018	402	413	501	470	542	511	590	549
	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
Spelling	2018	437	426	535	509	577	551	629	588
	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
Grammar and Punctuation	2018	427	438	522	508	566	548	619	582
	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
Numeracy	2018	419	412	529	499	576	552	678	600
	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

SENIOR SECONDARY OUTCOMES (STUDENT ACHIEVEMENTS)

GRANTING OF RECORD OF SCHOOL ACHIEVEMENT

Only 1 student
required the issuing
of a Record of
School
Achievement in
2018

YEAR 12 – HIGHER SCHOOL CERTIFICATE RESULTS

- 21 students sat for a NSW Higher School Certificate course across a range of 17 courses in 2018. In total, 68% of attempts across all courses achieved Band 4/E3 or higher with 8% placed in Band 6/E4 and 31% placed in Band 5/E3.

NSW Board of Studies Honour Roll for scoring 90 marks or above in 10 or more units of study

- 13% of our 2018 cohort achieved the prestigious status of 'All Rounder'
- Timothy Guirguis
- Tamara Nakhla
- Monica Said

Course	Year	No of Students	Performance Band Achievement					
			Bands 3 - 6 (60%)			Bands 1 - 2		
			School		State	School		State
			No of Students	%	%	No of Students	%	%
English Advanced	2018	18	18	100.00	98.61	0	0.00	1.39
	2017	6	6	100.00	98.49	0	0.00	1.37
	2016	14	14	100.00	98.82	0	0.00	1.05
English Standard	2018	3	3	100.00	84.98	0	0.00	15.06
	2017	1	1	100.00	81.79	0	0.00	17.36
	2016	2	2	100.00	83.52	0	0.00	15.54
Mathematics	2018	13	10	76.92	92.56	3	23.07	7.44
	2017	4	4	100.00	90.58	0	0.00	9.08
	2016	5	5	100.00	91.91	0	0.00	7.78
Biology	2018	8	8	100.00	89.99	0	0.00	10.12
	2017	2	2	100.00	87.45	0	0.00	11.87
	2016	6	6	100.00	89.81	0	0.00	9.70
Chemistry	2018	11	11	100.00	88.93	0	0.00	11.07
	2017	7	7	100.00	90.37	0	0.00	9.21
	2016	11	11	100.00	93.91	0	0.00	5.63
Physics	2018	8	4	50.00	87.03	4	50.00	12.97
	2017	6	6	100.00	88.03	0	0.00	11.44
	2016	6	6	100.00	87.91	0	0.00	11.52
Business Studies	2018	10	10	100.00	87.64	0	0.00	12.36
	2017	2	2	100.00	85.99	0	0.00	12.53
	2016	5	5	100.00	86.08	0	0.00	12.70
Studies of Religion I	2018	6	6	100.00	93.44	0	0.00	6.56
	2017	2	2	100.00	95.39	0	0.00	4.29
	2016	5	5	100.00	94.58	0	0.00	5.09
Ancient History	2018	2	2	100.00	84.92	0	0.00	15.08
Community and Family Studies	2018	4	4	100.00	86.66	0	0.00	13.34
Legal Studies	2018	5	5	100.00	85.78	0	0.00	14.22
Modern History	2018	4	4	100.00	85.24	0	0.00	14.76
Visual Arts	2018	7	7	100.00	99.41	0	0.00	0.59

The average obtained by students at SMSMCOOC was higher than state average in the majority of courses, including:

- Biology – 1.09%
- Business Studies – 1.2%
- Chemistry – 3.93% ≥
- Legal studies – 0.35%
- Mathematics Ext 2 – 9.14%

The percentage by which the school mean was higher than the state mean increased from 2017 to 2018 across a number of subjects.

11 Band 6/E4 and 29 Band 5/E3 were attained across 17 HSC courses in 2018. Combined the total of 40 Band 5/6 is an excellent achievement overall but still allows for plenty of improvement in 2019.

SENIOR SECONDARY OUTCOMES (STUDENT ACHIEVEMENTS)

Course	Year	No of Students	Performance Band Achievement					
			Bands E2 - E4 ()			Band E1		
			School		State	School		State
Extension Courses			No of Students	%	%	No of Students	%	%
Mathematics Extension 2	2018	2	2	100.00	97.95	0	0.00	2.05
	2017	5	5	100.00	97.49	0	0.00	2.39
	2016	8	7	87.50	97.88	1	12.5	1.97
Mathematics Extension 1	2018	7	5	71.4	96.36	2	28.6	3.64
	2017	8	8	100.00	97.07	0	0.00	2.58
	2016	7	7	100.00	97.00	0	0.00	2.75
English Extension 1	2018	2	2	100.00	99.83	0	0.00	0.17

PROFESSIONAL LEARNING AND TEACHER STANDARDS

The school administrators and teachers took part in various professional learning activities organised by TTA, AIS NSW and the Professional development team of the school. This includes:

- Various external sessions where teachers attended individually
- Induction days for new teachers (both Primary and High Schools)
- Implementing staff development through staff evaluation (all High School teachers)
- Demystifying the English Syllabus
- Effective approaches to teaching and learning in Languages
- 12 Tactics of effective numeracy instruction
- Differentiation workshop
- Various cross curricular sessions
- Phenix awareness Training
- Annual school expenditure on staff PD: \$15300.66

Note: This sum only covers course fees and does not include the costs of providing replacement teachers for staff on PD, which is very substantial (over \$300 per teacher per day).

Teacher Qualification

All teaching staff meets the professional requirements to teach in NSW schools and is registered with NESAs.

Accreditation Status of Teaching Staff

Level of Accreditation	Number of Teachers
Conditional	2
Provisional	1
Proficient	24
Highly Accomplished	
Lead Teacher	
Total number of Teachers	27

WORKFORCE COMPOSITION

Teaching Staff	27
Full-time equivalent teaching staff	23
Non-teaching	6
Full-time equivalent non-teaching staff	4

Category	Number of Teachers
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, or	27
Teachers who have qualifications as a graduate from a higher education institution within Australia or one recognised within the AEINOOSR guidelines but lack formal teacher education qualifications, or	0
Teachers who do not have qualifications as described in (a) and (b) but have relevant successful teaching experience or appropriate knowledge relevant to the teaching context	0

STUDENT ATTENDANCE & MANAGEMENT OF NON ATTENDANCE

At St Mary and St Mina's College we believe that all students need to attend school regularly to attain all the educational opportunities the school has to offer. Regular attendance will allow them to achieve their full potential socially, academically and morally. School attendance is the key to developing the right path to a child's positive values to education, social commitment and future participation in the workforce. Schools are responsible for promoting the regular attendance of students in partnership with parents.

SMSM utilises the Sentral program to keep attendance records for all students throughout the day. All teachers including specialist teachers are responsible for the well-being and welfare of the students under their care. Therefore, it is vital for all teachers to take attendance of all students during the period of time that they are responsible for them in order to fulfill the requirements of the Child Protection Policy.

SCHOOL YEAR	ATTENDANCE RATE %
K	94%
1	96%
2	93%
3	92%
4	95%
5	91%
6	91%
7	91%
8	89%
9	92%
10	84%
11	89%
12	86%

Management of Non-attendance

Parents are responsible for the regular attendance of students at school. Problems of non-attendance are usually resolved by principals and school staff in consultation with parents and students. The following procedures are implemented to ensure satisfactory student attendance at school:

1. Parents of students who are absent from School without explanation are contacted each day around 10:00 am by the SMS text messaging service. Parents must inform the school of their child's full day and partial absences by replying school's attendance sms text messaging service.
2. Where a student is absent (either partial or whole day) with no justification/explanation, the Secretary will make initial contact with parent(s) via SMS/phone call for absences up to 2 days.
3. If the student continues to show unsatisfactory attendance or absences are unjustified/unexplained, then the Class Teacher (Primary School)/Year Level Coordinator (High School) will call the parent(s) for a justification/explanation.
4. Where a student is still continuing to show unsatisfactory attendance or absences continue to be unjustified/ unexplained, the Year Level Coordinator will send the parent(s) a Cause for Concern letter. A copy of this letter will be placed in the student's file.
5. In the event that unsatisfactory attendance is continuing or student absence is unjustified/unexplained after the Year Level Coordinator has sent the Cause for Concern Letter, a formal letter signed by the Principal will be sent to the parent(s). Additional school-based intervention strategies may also be implemented, such as:
 - Student and parent interviews
 - Reviewing the appropriateness of the student's educational program
 - Development of a school-based attendance improvement plan
 - Referral to the school counsellor or external agencies
6. Where there is still no improvement after the above strategies have been implemented, then the College will refer the case to the Home School Liaison Officer. Teachers, Coordinators and Deputy Principal monitor the attendance of students on a daily basis. If a concern is identified, school administration (Year Level Coordinator, Deputy Principal and Principal) works with the student, parent and class teacher to improve student's attendance.

Student Retention Rates: From the information available 90% of students who completed Year 10 continued their studies at the College. Of the 10%, 5 students furthered their studies at other schools and 1 student commenced studies at TAFE and employment.

Post School Destinations: All students who completed their HSC in 2018 were accepted to higher education institutions in both NSWs and Queensland. 100% of the students are studying full-time at University.

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

1. All applications should be processed within the school's enrolment policy.
2. The Head of College will consider each applicant's supporting statement / interview responses regarding their ability and willingness to support the school's ethos.
3. 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.
4. 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.
5. The administrative assistant will inform the applicant of the outcome of their application by letter.
6. An enrolment fee must be paid prior to an enrolment interview
7. 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 or at the conclusion of Year 12.

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.

OTHER SCHOOL POLICIES

The School believes every student has the right to a safe, supportive and caring environment that:

Minimises the risk of harm and ensures that students feel secure. - Encourages students to be intellectually able, spiritually aware, socially responsible, emotionally mature, physically healthy and culturally enriched. - Provides student welfare policies and programs that develop a sense of self-worth and foster personal development.

To ensure that all aspects of the School's mission meet the welfare needs of our students, the following policies and procedures are in place:

1. Child Protection Policy

The School policy statement encompasses:

- Legislative requirements
- Roles and responsibilities
 - Reporting and investigating
 - Reportable conduct
- Investigation processes
 - Documentation

This is communicated at the first Professional Development Day of year and part of the staff induction process

2. Codes of Conduct Policy

The School has a range of policies and procedures relating to Codes of Conduct including:

- Roles and responsibilities for staff and students
 - The pastoral system
- Anti-bullying policy and strategies
- Student leadership programs

3. Security Policy

The School has a range of policies and procedures relating to security including:

- Procedures for the security of the grounds and buildings
 - Use of the grounds and facilities
- Emergency procedures:
 - Lock down & Fire
 - Evacuation

All security procedures are practiced twice a year

4. Pastoral Care Policy

The School has a range of policies and procedures relating to pastoral care including:

- The pastoral system involving the Head of Welfare, Year Coordinators, School Counsellors and School Chaplain

A Student Welfare Team meets each fortnight to review students considered to be at risk and to work on strategies to assist the students.

5. Communication & Grievance Policy

The College has a range of formal and informal strategies to facilitate communication between the School, the student, the class teacher and the Year Coordinator.

The College grievance flow chart allows for efficient and effective ways for all members of the College to resolve any possible issues.

A more detailed description of each of the policies and procedures can be found in the Staff Handbook , School Diary and our website www.stmary.nsw.edu.au

SCHOOL DETERMINED PRIORITY AREAS OF IMPROVEMENT

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 7-12 	<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 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, 2018. 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 Improve both the Primary and Secondary playground areas Marketing that is targeted to increase enrolments 	<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 2018 was consolidation of funds to assist with renovations of the secondary campus 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 ASSISA, 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 ASSISA and CIS Secondary students given more choice for sport on Tuesday afternoon

2019 and beyond

Teaching & Learning

- Introduction of explicit and effective teaching and learning methods. Clear learning intentions supported by student exit surveys and google classroom. Spalding PD for Early and stage one teachers. Performance appraisals.

Extra & Co Curricular

- Introduction of clubs activities in the Primary and Secondary campuses with a focus on STEAM and coding. External music tuition and sports skills sessions.

Sports

- Introduction of sports training session across both campuses supported by specialised coaches

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:



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 2018 STUDENTS WENT TO CANBERRA TO TAKE PART IN ACTIVITIES ORGANISED FOR THE STUDENTS HAVING AN EMPHASIS ON WORKING COOPERATIVELY IN TEAMS AND BUILDING RESILIENCE.

Initiatives promoting
respect & responsibility

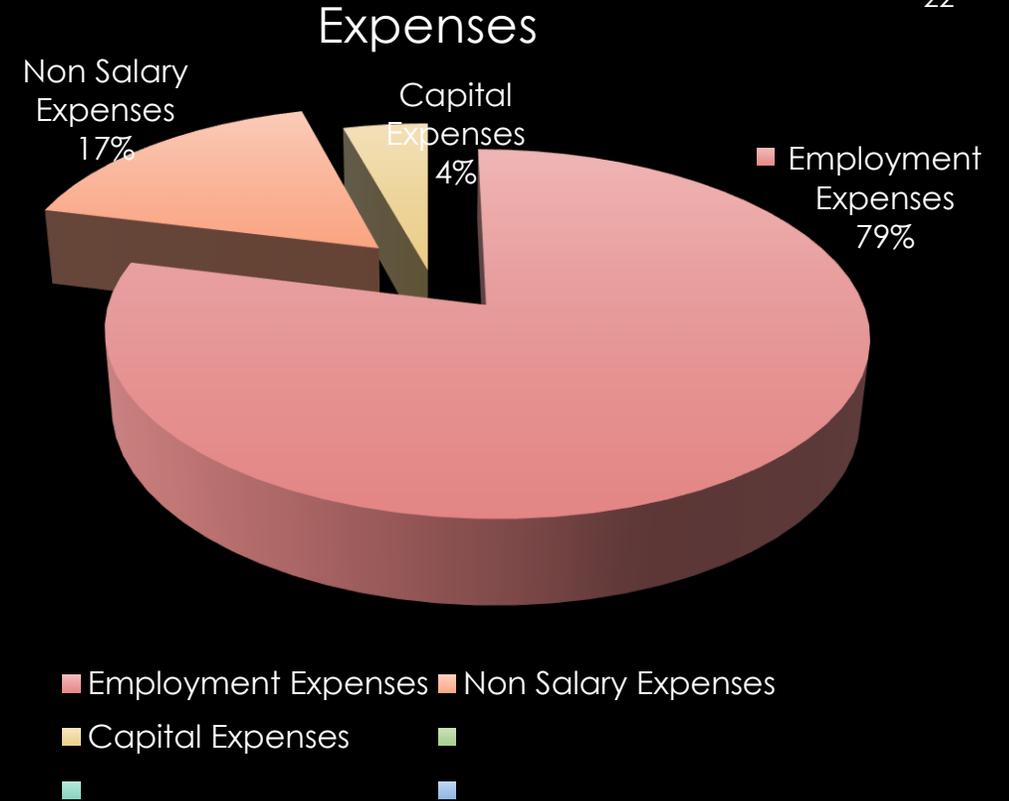
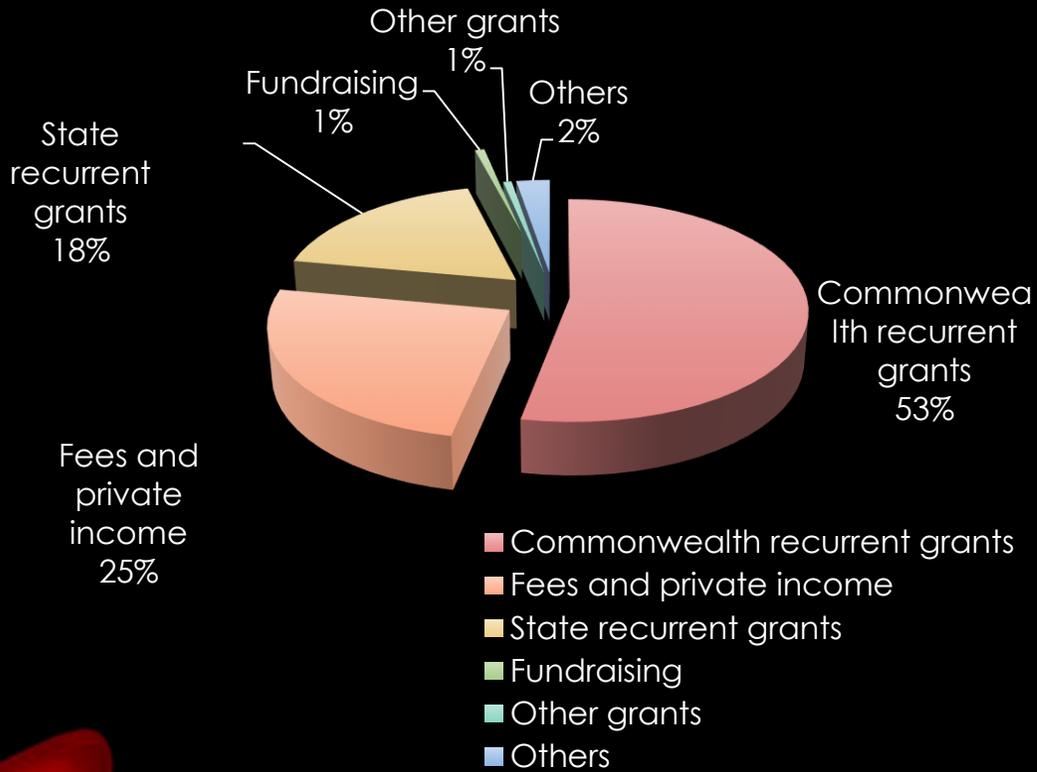
The College is proud of its open door policy – parents are welcomed and encouraged to speak with staff or the College executive. There is an active Parents and Friends Association that meet once per term. These meetings are open forums for parents to ask questions about the direction the College might be taking e.g. STEM education and improvements in student resources. 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 2018 there was an emphasis on the Primary campus and in 2019 the emphasis will shift to secondary.

Years 10, 11 and 12 were surveyed towards the end of 2018 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. In 2019, the College will implement the 'Perspectives' survey tool provided by the AIS to gather information from all stake holders across 5 domains which will form a fundamental part of the school improvement plan over the next 3 years.

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.

Parent, student and
teacher satisfaction



SUMMARY FINANCIAL REPORTING