



# 2019 Annual Report

Forging Foundations for Future Success

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*A registered non-government school must have policies and procedures that ensure its participation in annual reporting to publicly disclose the educational and financial performance measures and policies of the school.*

*The Education Act 1990 (NSW) requires each registered non-government school to prepare an annual report of a kind determined by the Minister on the school's performance measures and policies as identified by the Minister. Accordingly, the Minister has determined that the performance measures and policies that must be included in the annual report relate to all reporting areas as outlined on page 37.*

# Executive Reports

## Statement from the Head of College

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St Mary and St Mina's College is founded in a mission that stipulates its pillars in holistic education whilst governed by the principles of the Coptic Orthodox Tradition. It measures its success through the balance of academic excellence, as directed by quality teaching and learning and the ability to make positive contributions and impacts on society. Founded in 1999, the 2019 academic year espoused a key milestone and fittingly the 20<sup>th</sup> Anniversary of the College constituted substantial improvements and instigated key strategic directions that acknowledge the challenges and areas for continued development of excellence. Upon this view of a school continuum, various stakeholders have been pivotal to the cementing of the foundations that St Mary and St Mina's was established on. Of this, 2019 saw the partnership with an array of clergy which worked to elevate the school's Pastoral Care Program, and provide the spiritual governance that helps to develop well rounded ambassadors of Christ, amalgamating the spiritual sphere with the emotional wellbeing of each student. In addition, the deep partnership with the school's parent body is evidenced in a flourishing and successful Parents and Friends Association, which, alongside the whole parental body, showed their overt support through a surfeit of event attendance and contributions. It is this Christian community context, that the school worked to

consolidate further in 2019, which ensures each and every student of St Mary's and St Mina's is encouraged to live a life of betterment, achievement and service.

Being a transitional year within the school's strategic plan; a key mark was the various positive changes made across the varying managerial levels. Within this scope, the Head of College prides himself on the strong partnership governed between the Association of Independent School's as this has guided the key teaching and learning initiatives that characterised the 2019 academic period. Of key importance was the focus on 21<sup>st</sup> century learning and general capabilities, as guided by the most recent NSW Curriculum Review<sup>1</sup> and as supported by key educational bodies such as ACER, ACARA and AITSL. This focus, guided the teaching and learning journey for 2019, and presented the overarching focus within staff professional development, school assessments and teacher pedagogy and andragogy. The key milestones within this sphere of change were met readily and with enthusiasm; and both qualitative and quantitative evidence suggests added value within the prescribed outcomes at a shorter time period than initially scoped. This has worked to bring about St Mary's and St Mina's as a school of academic excellence and a leading academic institution within its local district.

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<sup>1</sup> The interim findings of the NESA Curriculum Review can be accessed at <https://nswcurriculumreview.nesa.nsw.edu.au/home/siteAreaContent/524abec1-f0f9-4ffd-9e01-2cc89432ad52>

### **Student Leadership**

Alongside the academic and pastoral sphere of focus, is the area of student wellbeing and self-agency in order to facilitate sound character development. This has been espoused by a well-structured student leadership council. Although the class of 2019 comprised a small cohort, their sustained passion and application to leadership augmented this. Through a variance of initiatives, their pride in their College and their deep school spirit was prefaced in their service to others. Made prevalent through such activities as prayer hubs during rest periods, after school homework club and a range of fundraising events; St Mary's and St Mina's presents a school vision that contributes to the whole being of a student. This qualitative measurement works strongly and conjunctively with statistical tertiary entrance data, which reveals a one hundred percent acceptance rate for the class of 2019. The amalgamation of such achievements across the holistic sphere, will further fuel further strategizing for upcoming years, as a niche by which the College can stand apart within its local district.

### **Sporting Achievements**

Alongside its academic and pastoral programs, the school worked to refine and elevate the sporting opportunities available to its students. As a SWISSA and IPSHA school, students with bodily-kinaesthetic intelligence were provided a platform by which to also excel beyond the sphere of academia. Governed as a focus area within the schools improvement plan; additional time within student timetables were factored for sports training across both the Junior and Secondary campuses. The Junior school worked to refine, improve and elevate gross motor skills within a scope of a transitional school model; affording them the groundwork for

representative school sports.

In our goals to shape all students so that they are well balanced, additional sports training was factored into the student timetable in both the Junior and secondary schools. The junior schools focus was to refine and improve the gross motor skills in preparation of representative school sports. The senior students on the other hand engaged in sports specific practice sessions each week, preparing them well for the games ahead. Both structures attained very pleasing results instantly with many teams reaching the finals for the first time in many years and the senior boys table tennis team awarded champions for 2019.

### **Extra-Curricular Activities**

In an ever-changing world shaped by uncertainty it is essential that students are exposed and build upon problem and complex solving activities. With this in mind, all students were provided with extra-curricular activities that again were factored into the college timetable. These sessions ranged from gardening in Early stage one to STEAM robotics and coding across the senior school. It was wonderful to see our students working on various projects and engage in teamwork which was then displayed to parents during our open afternoon on Friday 5<sup>th</sup> April. We look forward to taking these skills to the next level by entering teams into state wide competitions in the years ahead.

### **Curriculum**

Academic excellence and individual student development and progression continued to be the area of focus throughout all of all school based activities in 2019. In conjunction with the AIS, the college commenced the collection of data via the perspectives survey which was analysed in detail by the executives and staff as a whole. The SMSM

teaching framework was discussed and developed by the end of 2019 to be implemented in 2020. This clear and succinct model will bring our teaching in line with 21<sup>st</sup> century standards and prepare our students for lifelong learning. For the third year in a row, the college was recognised by ACARA for achieving exponential growth across all areas assessed through the NAPLAN testing. Whilst pleasing to receive such accolades, a SCOUT team consisting of middle managers was formed in August to analyse individual and cohort trends and over the years. Some much-needed changes will be required and implemented in 2020 across the Junior and Secondary school to achieve our set goals.

The new role of Director of Teaching and Learning was also formed in August this year to direct and assist all staff in maintaining their NESA accreditation and to help them to identify and link their teaching to the AITSL standards. The first and enjoyable phase consisted of peer observations that took place during term 4 2019 and set to continue into 2020. The process thus far has been very constructive and unified all staff with a vision to achieve excellence for our students. We congratulate Mr Papazoglou for being the successful applicant for the role and for being recognised by NESA and the AIS for being an experienced teacher.

During 2020, Coptic Orthodox Studies was recognised by NESA as a school developed board endorsed subject and introduced to our senior students in years 11 and 12. Dr. Father Shenouda Mansour, the General Secretary, NSW Ecumenical council joined our team this year and will both teach and link the COS course to our school pastoral care program. We welcomed Father Shenouda back to

Coptic education and we look forward to seeing the fruits of his work through the service and actions of our senior students.

The main highlight of the year was the HSC results attained by our small but determined Year 12 cohort. Daniel Guirgius and Mina Saweris were awarded the very prestigious All Rounder status with Mina placed 8<sup>th</sup> in English and 16<sup>th</sup> in Chemistry statewide. We wish all our Year 12 students of 2019 the very best in the future and thank them for the legacy of service that they instilled in all of us.

### **Improved resources and future plans**

In early 2019, the College Board and executives undertook an audit of the college resources across both campuses and identified 3 urgent priorities. 20 new PC computers were introduced to the junior computer laboratory. Across at the senior campus, a number of classrooms were overhauled with new furniture, carpet and the renovation of an E-Library for our senior students. To further encapsulate an eventful and memorable year, the announcement of a new senior campus in Rockdale at the annual speech night, put an end to years of speculation and instilled hope for the many present and future parents and students.

The many changes that took place in 2019 will set the platform for the years to come and we are proud that such improvements will ensure that our students are empowered through their academic attainments, their strong sense of identity and above all their knowledge and love of our Lord Jesus Christ.

***Mr. Francois David, Head of College***

# Executive Reports

## Statement from the College Board

### Setting the Pillars for the future

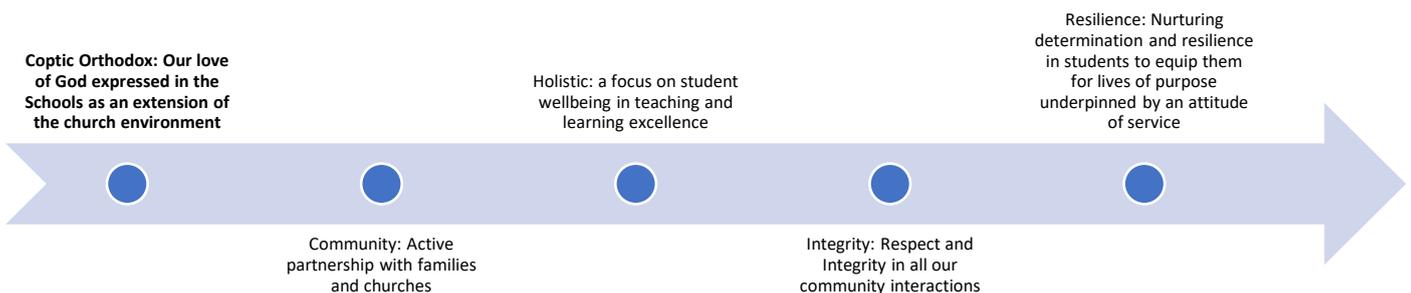
2019 has been a remarkable year where we have been blessed to see some amazing results across all aspects concerning the operation and development of our college.

Our college is an integral part of the community where it plays a key role in the creation and development of our future generations.

During 2019 the College Board in consultation with David Bartlett from Resolve Consulting and the college executive team embarked on a journey back to the foundations of the school to set a new set of pillars in line with the contemporary needs of our students and families.

The strategic intentions of the Board of the NSW Coptic Orthodox Schools are guided and underpinned by:

1. **The NSW Coptic Orthodox Church** who continue to seek to love, glorify and worship God in continuity with the earliest Church, serving the community through the ministry of Coptic Orthodox Schools;
2. **Our Statement of Faith and Core Purpose** are central to work in partnership with families and churches as we offer a sound Christ-centred education which encourages the holistic development of the spiritual, cultural, academic, physical and social characteristics of each child;
3. **Our Core Values** which are lived out, taught and promoted in our Schools



The school board remains committed to this mission and looks forward to further improving our college so that it continues to flourish for many more years to come.

Kind regards,

NSW Coptic Orthodox Board of Education

# Executive Reports

## Statement from the Head of Primary

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Marking the 20th anniversary of St Mary and St Mina's Coptic Orthodox College, the 2019 academic year was marked by a continued strive for improvement in all domains of holistic excellence. Cemented within the school's vision of an institution of academic betterment, whilst coaxed by a dynamic Christian community setting, the school was successful in graduating another Year 6 cohort empowered by their Christian dogma and their individual student trajectory of excellence. Founded within a key strategic area, the view of St Mary and St Mina's through a transitional school model, led the way to the many successful initiatives within all domains of primary school life. With a scope to advantage the view of a school continuum, a map to value added was founded in a renewed focus on Literacy. This primarily was evidenced with a focus on individual student tracking of progress, across all Key Learning Areas and a committed view to embark in timely communication with parents, the areas of student improvement and student strength. In this way, individual student progression is managed and directs a differentiated teaching and learning approach to both our teaching programs and assessments. Augmenting our literacy focus, is the multisensory linguistic arts program, Spalding. Tapping into metacognition, this program has proven successful in the early infant stages enabling deep thinking and critical decoding of linguistics, working to develop accomplished writers; an essentiality governing

the new Higher School Certificate syllabi.

Beyond the scope of syllabus, is the inclusion of a proficient GAT (Gifted and Talented) program which allowed a testing platform to identify students who presented with multiple intelligences, in order to initiate quality teaching and learning opportunities for them. This was readily received and catalysed a series of PBL (project and problem-based learning) initiatives for those students who qualified within this domain. In this way, the Primary Strategy to have an individual student centred approach was nurtured.

Conjunctively, St Mary's and St Mina's Primary extra curricula activities stood as a beacon of the 21st century learning and general capabilities framework. Friday afternoons on the Primary campus bore the hustle and bustle of excited students as they enacted their self-agency in selecting their activity of choice. On offer, Chess, Robotics, STEM and Creative Arts – activities that work beyond the scope of a traditional classroom setting, provoking young critical minds in engaging and exciting ways.

Additionally, the 2019 academic year cemented the transitional model, by incorporating scheduled sports training within student timetables, in order to offer students who, show a natural excellence within the sporting field, the opportunity for skill refinement and development. This approach was governed by the scope for competitive inter school sport competition readiness. This has proven extremely successful, evidenced by the increase in St Mary and St Mina's taking home wins against other IPSSO schools – fueling a school spirit of pride and excellence in all domains. Catalysed by this, is the proficiency by which early leadership skills are inspired within the young St Mary and St Mina's students, qualified through the Primary Student Representative Council and the opportunities this provides for already budding young and aspiring leaders. This leadership program, saw many students rise to the various occasions by which their determined leadership could be flourished and showcased, not limited to their participation in the NSW Young Leaders Day at the Sydney Convention Centre.

Lastly, to consolidate the holistic Primary school strategy for 2019, the upgrade of the Computer Laboratory was in line with the Future's School Approach and job readiness beginning the early onset of skill set. ICT forms one of the identified general capabilities according to NESA and as such this move allowed students to enhance and familiarise themselves, from an early stage, with computing skills and all that is encompassed within this.

Thus, the St Mary and St Mina's 2019 Academic year, was marked as a transitional year of development, refinement, and improvement across all key educational domains. In this way, it set the path for a continued cycle of betterment and evidence-based value added to cement St Mary's and St Mina's Primary school as a leading institution within its local district. The Primary team is proud of the Christian fabric by which all domains of teaching and learning are framed by and see the fruits of this holistic approach within the exemplar young students that it inspires.

***Mr. Sam Nicola, Head of Primary***

# Executive Reports

## Statement from the Parents & Friends Committee

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On behalf of the wonderful P&F committee, I would like to thank the entire college community for their strong support throughout 2019 and the earlier weeks of 2020. We pray that, by the grace and will of God, when the current restrictions due to COVID-19 are lifted, we can continue to work for you and alongside you, to reignite our community's sense of unity and immeasurable pride, as well as raise funds for our small and vibrant college.

I also wanted to take this opportunity to reflect on some of the fantastic P&F and community initiatives of 2019, and thank everyone who has volunteered their time, resources, ideas, services, skills, support, etc. On behalf of the college's leadership team and the P&F committee, I thank you! I would also like to extend a special thanks to the college's entire team of staff and leadership team who have continuously thrown their full support behind the P&F committee.

Below are a list of activities that the committee, supported by a large group of tireless volunteers, either fully organised or helped to organise, for and on behalf of the college:

- + Annual college dinner
- + Bunnings fundraising sausage sizzle
- + Mother's and Father's Day gift stalls and breakfast
- + Year 5&6 orientation
- + Year 6 graduation
- + Year 12 graduation
- + Grandparents day
- + Primary science fair

In 2019 the P&F committee helped raise more than \$13K. We are working closely with the leadership team and the college staff to identify how to best put this money to use, for the benefit of all students.

We are all looking forward to returning to some sort of normal, where we can all continue to serve the college community.

Blessings,

Ghada Issak

President - St Mary and St Mina's Coptic Orthodox College P&F committee

## School Profile



*“For I know the plans I have for you declares the Lord, plans to prosper you and not to harm you, plans to give you hope and a future.”-Jeremiah 29:11*



### Christian Foundations

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, 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. 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 mission in assisting each student to grow up in the fullness of Christ as stated in the school's motto, “*Fullness of Knowledge in Christ*”.

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, and various leadership and service programs.



*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. In 2019 there were 262 students enrolled at the college with the majority being from Egyptian descent. Other cultural groups at the College include Greek, Macedonian, Ethiopian, Chinese, Indian and Filipino.*

## Broad Curricular and Co-Curricular Opportunities

St Mary and St Mina's is a thriving educational environment where students are empowered to discover their talents, develop their strengths and maintain the highest personal and academic standards. A broad ranging extra-curricular program provides students with many opportunities to develop their personal strengths. The College has a strong commitment to creating a learning environment that prepares students to be life-long learners. The College values the role that extracurricular activities play in developing important skills within our students and as such sets aside time each week for students to engage in a STEAM activity of their choice. Parents also have a opportunity to enroll their children in specialized music and sports programs after school hours. Students who complete the HSC generally move onto higher education where they continue to grow in their intellectual capacity.

## Student Body

St Mary and St Mina's students come from a wide geographical area, mainly from the St George area and Sutherland Shire but stretching as far as South West Sydney. The school conducts one class for each cohort, with Year 5 and 6 currently running as a composite class led by Mr. Petro Papazoglou. 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. 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.

# Academic Performance

## NAPLAN Overview 2019

% OF STUDENTS WHO ATTAINED NATIONAL MINIMUM BENCHMARKS OR HIGHER IN 2019		
NAPLAN TESTS	OVERALL LITERACY	OVERALL NUMERACY
YEAR 3	93.75%	100%
YEAR 5	97.05%	100%
YEAR 7	82.00%	100%
YEAR 9	91.40%	100%

\*Note that the overall literacy percentages are a compilation of the four literacy results

% AT OR ABOVE THE NAPLAN NATIONAL MINIMUM STANDARD									
CATEGORIES	LAST 4 YEARS	YEAR 3		YEAR 5		YEAR 7		YEAR 9	
		SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE
READING	2016	100	96.9	100	94.1	95	95.3	92.9	94.5
	2017	100	96	100	95.6	92.9	94.9	94.1	94.5
	2018	94.7	96.2	100	94.6	96.4	95.2	100	94.8
	2019	85	97.8	94.1	95.7	100	95.7	92	93.4
WRITING	2016	100	98.7	100	95.7	100	92	100	83.9
	2017	100	98.4	100	93.6	96.4	91.4	94.1	84
	2018	94.7	97.2	100	91.2	92.8	90.2	100	81.3
	2019	100	98.8	100	94.5	100	91.8	88	85.1
SPELLING	2016	100	96.9	100	94.6	95	94.7	100	91.6
	2017	100	97	100	95	89.3	98.6	94.1	98.3
	2018	94.7	95.5	100	96	92.9	93.8	100	91.6
	2019	95	95.4	100	95.5	100	84.3	92	94.1
GRAMMAR & PUNCTUATION	2016	100	97	100	96	100	94.9	100	90.1
	2017	100	94.1	100	93.7	96.4	92.3	100	91.6
	2018	89.5	95.8	100	94.5	92.9	93.7	95	93.1
	2019	95	96.5	94.1	93.2	100	92.9		
OVERALL NUMERACY	2016	100	96.9	95.2	95.8	100	97	100	97.8
	2017	100	97.2	100	97	100	97.7	100	99
	2018	94.7	97.9	100	97.4	100	97.8	100	97.5
	2019	100	97.2	100	97.1	100	96.5	100	98.7

NAPLAN SCORES 2016-2019				
YEAR 3	2016	2017	2018	2019
READING	425	401	438	389
WRITING	455	423	402	417
SPELLING	445	403	437	438
GRAMMAR	474	419	427	444
NUMERACY	439	406	419	374
YEAR 5	2016	2017	2018	2019
READING	510	532	496	473
WRITING	490	506	501	482
SPELLING	523	537	535	507
GRAMMAR	555	551	522	508
NUMERACY	538	538	529	511
YEAR 7	2016	2017	2018	2019
READING	567	534	544	520
WRITING	533	595	542	521
SPELLING	574	549	577	569
GRAMMAR	591	544	566	539
NUMERACY	604	587	576	572
YEAR 9	2016	2017	2018	2019
READING	596	593	624	581
WRITING	580	595	590	544
SPELLING	625	608	629	594
GRAMMAR	584	629	619	590
NUMERACY	657	665	678	611

AVERAGE COMPARED TO STUDENTS WITH A SIMILAR BACKGROUND
Well Above
Above
Close To
Below
Well Below

# Academic Performance

## HSC Overview 2019



### NSW All Round Achiever 2019 (Band 6 in all HSC courses)



**Daniel Guirguis**

Physics, Chemistry, Adv English, Ext 1 & Ext 2 Mathematics



**Mina Saweris**

Physics, Chemistry, Adv English, Ext 1 & Ext 2 Mathematics

### 2019 DISTINGUISHED ACHIEVERS (Band 5 & 6/Top 20% in the State)



**Mina Banoub**  
English Advanced



**Jacob Badawy**  
English Advanced



**James Cole**  
Mathematics - Ext 1 & Ext 2  
Business Studies, Chemistry  
English Advanced, Physics



**Micheal Georgei**  
Mathematics Ex1 & Ext 2



**Christina Guirguis**  
English Advanced, Business  
Studies, Chemistry, Biology



**Maryanne Kamel**  
English Advanced  
Business Studies



**Rebecca Nassief**  
Mathematics Ex1 & Ext 2



**Mariam Rizk**  
English Advanced, Biology,  
Chemistry, Studies of Religion I

Congratulations to all 2019 HSC students, families and teachers for attaining exceptional results. May the Lord bless your path forward.

## 2019 HSC Highlights

- Two 'All Rounders' in the HSC.
- Ten students listed as Distinguished Achievers in the HSC (Gaining a Band 6 in one or more subjects).
- Mina Saweris was 1 of only 46 students in the state to achieve the highest possible ATAR result in 2019. Mina came 8<sup>th</sup> Place of 25, 277 students in English Advanced and 16<sup>th</sup> Place out of 10, 238 students in Chemistry

### 2016 - 2019 TOP HSC ATAR RESULTS



### 2019 HSC: COMPARISON SMSM % WITH STATE % IN THE TOP 2 BANDS

SUBJECT	SMSM % BANDS 5/6	STATE % BANDS 5/6
Biology	25	31
Business Studies	38	38
Chemistry	50	46
English Advanced	62	62
Mathematics Advanced	0	50
Mathematics Extension 1	50	50
Mathematics Extension 2	100	67
Physics	33	37
Studies of Religion - 1 unit	33	46
Studies of Religion - 2 unit	0	45
Visual Arts	0	63

# Academic Performance

## HSC Overview 2019

HSC RESULTS 2016-2019 - % OF STUDENTS IN TOP TWO BANDS (5 & 6) IN SMSM COURSE SUBJECTS				
COURSE	2016	2017	2018	2019
Biology	67	100	25	25
Business Studies	40	100	40	38
Chemistry	50	43	50	50
English - Advanced	69	50	42	62
Mathematics - General	60	75	31	0
Mathematics - Extension 1	75	88	71	50
Mathematics - Extension 2	89	100	100	100
Physics	17	43	38	33
Studies of Religion – 1 Unit	20	50	0	33
Studies of Religion – 2 Unit	80	N/A	67	0
Visual Arts	100	N/A	14	0

# 100%

**All of our 2019 Year 12 graduates either received a university placement or were eligible for one.**

## Post School Destinations

Students who completed Year 12 are encouraged to identify post-school options that will best suit their interests, talents, and career goals, and are supported with applications for scholarships, early entry schemes, and Educational Access Scheme (EAS) as well as other pathways for non-university options.

For those electing to go to university, many students applied for and accepted early offers, and will study diverse disciplines at a wide range of universities. alumni of varying stages of their studies and careers are invited to share post-school experiences with current students, to pass on knowledge and inspire young men and women as they prepare to complete their schooling.

REPORTING AREA 6: POST SCHOOL DESTINATIONS (SENIOR SCHOOL)

## Vocational Training

In 2019, no students from the Year 12 cohort participated in vocational or trade training or completed a Certificate/VET qualification.

REPORTING AREA 4: SENIOR SECONDARY OUTCOMES INCLUDING HSC, VOCATIONAL TRAINING AND VET

## RoSA

St Mary and St Mina's Coptic College is registered to award RoSA (Record of School Achievement) to students who conclude their studies prior to the HSC. In 2019, no students received this report.

REPORTING AREA 5: THE GRANTING OF RECORDS OF SCHOOL ACHIEVEMENT (RoSA)

INCLUDING HSC, VOCATIONAL TRAINING AND VET

# 2019 Academic Competition Results

UNSW GLOBAL REACH COMPETITIONS - JUNIOR SCHOOL YEARS 3 - 10				
SUBJECT	GOOS EFFORT	COMMENDABLE	OUTSTANDING	EXEMPLARY
MATHEMATICS	15	30	15	1
ENGLISH	15	12	6	

REPORTING AREA 3: STUDENT OUTCOMES IN STANDARDISED NATIONAL LITERACY AND NUMERACY TESTING AND COMPETITION

# Staff Professional Learning

## Overview

St Mary and St Mina's Coptic College is a professional learning community that seeks to explore and implement productive and effective learning practices. Teacher professional learning helps teachers gain insight into and knowledge of their craft.

SMSMCOC encourages the development of new ways of thinking about content and embraces diverse approaches to teaching. The core focus is the design and delivery of effective pedagogy that leads to improved student outcomes.

To this end, teachers are involved in professional development experiences that advance pedagogical content knowledge, access current research on how students learn, build our professional community and are aligned with school priorities.

## Professional Learning Costs

# \$14168

**Total Cost of Professional Learning**

# \$525

**Average Expenditure per teaching staff**

PROFESSIONAL LEARNING 2019
7 - 10 PDHPE Conference
2019 Heads of Sport Conference
AIS Conference: Learning for Tomorrow - Educating for the Future
AIS NSW-Proficient Teacher Accreditation
Spalding Education Australia- Spalding Training
Economics and Business Educators NSW-:Teaching the preliminary co
Wise Solutions- Student Welfare
AIS NSW- EXPERIENCED TEACHER DIGITAL PORTFOLIOS SHOWC
AIS NSW- ISTAA Experienced Teacher Accreditation 2019
AIS NSW- Professional Learning
National Curriculum Services-
AIS NSW- Experience Teacher
TTA-PD Annual school membership
AIS NSW Schools investing in a confident future
AIS NSW MEA Interpretation workshop
Mathematical Ass. NSW Inc.-
Australasian Problem-Solving Mathematical Olympiad
AIS NSW school improvement masterclass
ACHPER NSW Branch Inc-PDHPE
EBE NSW Subscription
Resolve Consulting Group – Strategic Panning
Ideal Learning-
ACHPER NSW Branch Inc programming the new k-10 PDHPE Syllabus
IPSHA Leaders Conference
IPSHA Early Learning Conference-The Changing face of Education: Early Learning in the 21 st Century



# Teaching Standards

CATEGORY	NUMBER OF TEACHERS
Teaching staff 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, or	27
Teaching staff having a bachelor's degree from a higher education institution within Australia or one recognised within the AEI-NOOSR guidelines but lack formal teacher education qualifications	0
Teachers who do not have qualifications as described in (a) or (b) but have relevant successful teaching experience or appropriate knowledge relevant to the teaching context	0

REPORTING AREA 7: PROFESSIONAL LEARNING AND TEACHERS STANDARDS/QUALIFICATIONS

# Workforce Composition

SCHOOL STAFF 2019	NUMBER
Teaching staff	27
Full-time equivalent teaching staff	22
Non-teaching staff	5
Full-time equivalent non-teaching staff	2

\* Figures are excluding maternity leave & LWOP

REPORTING AREA 8: WORKFORCE COMPOSITION

# Teaching & Learning

## Priorities, Achievements & Improvement Targets

### 2019 PRIORITIES

1. Broaden cocurricular activities for students K -10
2. Increase student access to technology
3. New College Strategic Plan
4. Frameworks to lead the College into 21<sup>st</sup> century learning
5. Improve the image of the college within the community
6. Manage NESA teacher accreditation and ensure staffs are all registered to teach under the new system.
7. Devise and implement a senior school BYOD policy and procedure for 10 – 12 students.
8. Improvements in NAPLAN results

### 2019 ACHIEVEMENTS

1. Introduction of cocurricular club sessions K – 10 and after-hours music tuition
2. New computer installed in the Primary laboratory and a new set of chromebooks for the senior campus
3. Consultation and development of a new strategic plan based on pillars and foundations
4. Establishment of a Teaching framework to phased across K – 12 over the next 2 years and the inclusion of a Director of Teaching and Learning role
5. Introduction of new sports uniform and playing kits. Student represented the College at various community events.
6. NESA Accreditation and Registration on the eTams site complete.
7. Implementation of BYOD for Years 9-12
8. Letter from ACARA stating growth beyond expectation



# Teaching & Learning Improvement Targets 2020

1. Investigate various online teaching resources including Read Theory, Literacy Planet and Education Perfect
2. Monitor and facilitate maintenance of NESAs teacher accreditation
3. Senior academic report template review
4. Implementation of peer observation feedback professional development
5. Development and implementation of SMSM Teaching Framework

# Student Body

## Overview 2019

The physical and mental well-being of students at St Mary and St Mina's is our highest priority. The Student Wellbeing network encompasses every facet of the school culture and curriculum. It is based on God's desire for us as His creation, to live life to the fullest in relationship with Him. Therefore, student wellbeing is nurtured by developing close, trusting relationships with all members of the school community. A wonderful trinity is formed between the school, families and the church that works as one body to serve our students.

Our wellbeing initiatives are both explicit and implicit. They are proactive and reactive. We aim to teach our students about the factors that contribute to a flourishing life (such as positive relationships, resilience, growth mindset, engagement, and mindfulness, amongst others) and we also partner with students to support them in their areas of need.

The Head of the Junior school, Mr Nicola and the Head of student welfare Student Wellbeing, Mrs Germann have the responsibility for the successful implementation of student wellbeing programs throughout the College.

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.

the school. The student wellbeing network consists of the Head of College, Head of Junior School, Head of Student Wellbeing, School Chaplains, Year Co-Ordinator's, Year Coordinators and, all classroom teachers, learning support teachers, specialist teachers and teacher's aides.

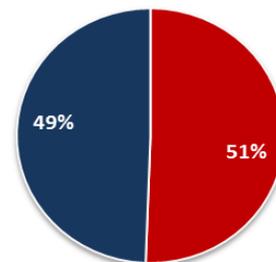
Year Co-Ordinator's take on the responsibility of the student wellbeing for their year group. The school has a year group-based student wellbeing program operating in the Senior School. This program runs for 15 minutes each day. Weekly Liturgies, assemblies, Showcase assemblies and Prefect run activities occur. In addition to this, senior students meet each fortnight with their Year Coordinator teachers to look at goals, character strengths, stresses and how to deal with them in a resilient manner.

Total Student Population

261

Primary: 129 Secondary: 132

■ High School Students ■ Primary School Students





# Student Wellbeing Improvement Targets 2020

1. Introduce Coptic Orthodox Studies lessons to all Year 11 and 12 students in partnership with Dr Father Shenouda Mansour. This will help students' foster a healthy understanding of Christian relationships and a greater understanding of the Coptic faith compared to various other religions
2. Restucture roll call groups into House groups to increased service opportunities and mentoring for all our senior students.
3. Commence discussions with Exodus youthworks to blend our current Pastoral program with their newly developed system.

## 2019 STUDENT WELLBEING ACHIEVEMENTS

Senior students attended local nursing homes to serve the elderly and to build up appreciation for those in need and a mission to serve.

Selected senior students attended a service program in Townsville serving the indigenous and needy people of the area

Daily growth mindset sessions commenced in 2019 as part of morning roll call. Positivity messages were also placed around the campuses to create an environment of positivity

# Respect and Responsibility Initiatives

## Within the curriculum

Across the school, classroom learning is presented without bias and with multicultural perspectives. The School Values are embedded in the classroom both in the content of lessons and in the mode of delivery. 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.

## Fundraising and Community Outreach

Students are given the opportunity to demonstrate responsibility towards others. All students (K-12) are involved in caring for others' needs through support of local, national, and international aid organisations.

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

Peer Support program for Years 10 and 7

Exodus Youth Worx

Coptic Orphans

Student Representative Council – engaging with the local community by visiting and assisting the elderly

Red Cross public collection and Wear Red Day

Duke of Edinburgh Program

## Student Wellbeing

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.

## Leadership

Leadership program trains students to accept responsibility within the school community through:

- House Leaders in both Junior and Senior School
- Monitors (K - Year 6)
- Class Captains (Years 1 - 6)
- Student Representative Council (SRC) Junior & Senior
- Peer Support Leaders
- House Officials
- Prefects

STUDENT SUPPORT PROGRAMS OPERATING WITHIN ST MARY & ST MINA'S COPTIC OTHODOX COLLEGE	
Kindergarten	Buddy system facilitated by te Year 6 students
Year 5	Leadership Initiatives program
Years 3-6	Junior School SRC Council
Year 7	Peer support program run by Year 11 students
Year 7 - 10	Student SRC Program
Years 11/12	Senior Leadership

# School Policies

The values that underpin our school policies are widely published. They are:

**RESPECT**  
*For oneself and others around them*

**INTEGRITY**  
*Measured against the word of God*

**RESILIENCE**  
*To bounce back in the face of adversary*

**RESPONSIBILITY**  
*For own actions and behaviours*

**HONESTY**  
*Seeking truth in all situations*

**COMMITMENT**  
*A dedication to apply oneself to all aspects of life especially the relationship with God*

## Overview 2019

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:

## Policies Summary

CARE & PROTECTION OF CHILDREN	SMSM aims to be a motivating environment which is free from bullying, harassment and violence.
ANTI-BULLYING	The policy gives a clear definition of bullying as "a destructive form of aggression with harmful physical, social and emotional outcomes for all involved." Examples of types of aggression are cited, including cyber bullying. The impact of the varying kinds of aggression are also made clear. The steps the school takes to address the various forms of aggression are cited and advice is given on how students can address aggressive situations.
STAFF	Clear guidelines as to staff obligations are given for supervision of students, OHS requirements, critical incident reporting and evacuation procedures etc.
STUDENT WELFARE	Policies also outline provisions for student wellbeing such as for student disabilities, how the student wellbeing system works, (including the availability of counselling services), medical and illness procedures and homework policy etc.
PARENT CODE OF CONDUCT	Clear guidelines are in place regarding how visitors to the school, including parents, should proceed.
STUDENT DISCIPLINE	The <i>Code of Behaviour</i> gives clear explanations for students of acceptable behaviour. This included guidelines for the correct wearing of School Uniform and the offences that may lead to detentions, suspensions or expulsion.
ATTENDANCE	<i>Attendance Policies</i> were revised to accommodate students with poor attendance records. Parents are given explanations regarding how absences are followed up and reported on school reports.
ACCEPTABLE USE OF TECHNOLOGY POLICY	<p>Implemented in 2019: SMSM recognises the potential value of technology in shaping our students' educational experiences and the new avenues it can offer for learning. Technology, including PEDS has the capacity to enhance student productivity, extend the range of learning opportunities and broaden engagement with the digital world when used in the proper context.</p> <p>Newly amended sections include:</p> <ul style="list-style-type: none"> <li>· It is School policy that any student device which may be connected to the internet and brought on to the School grounds must have Family Zone's Mobile Zone technology installed. This includes mobile phones, tablets (such as iPads) and computers.</li> <li>· Mobile phones are to be in student lockers at all times during school hours (Senior School students)</li> </ul> <p>NOTE: Junior School students hand their mobile phones in to the office at the beginning of the day.</p>
COMPLAINTS & GRIEVANCES RESOLUTION	The College's policy for dealing with complaints and grievances includes processes for raising and responding to matters of concern identified by parents and/or students. These processes incorporate, as appropriate, principles of procedural fairness. In relation to grievances and complaints made by students and/or parents, the School follows the guideline set down by the Association of Independent Schools.

A more detailed description of each of the policies and procedures can be found in the *Staff Handbook*, *School Diary* and the college website [www.stmary.nsw.edu.au](http://www.stmary.nsw.edu.au)

Parents are also welcome to contact the college to request a copy of the school policies.

# School Policies

## 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 NESAC. 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

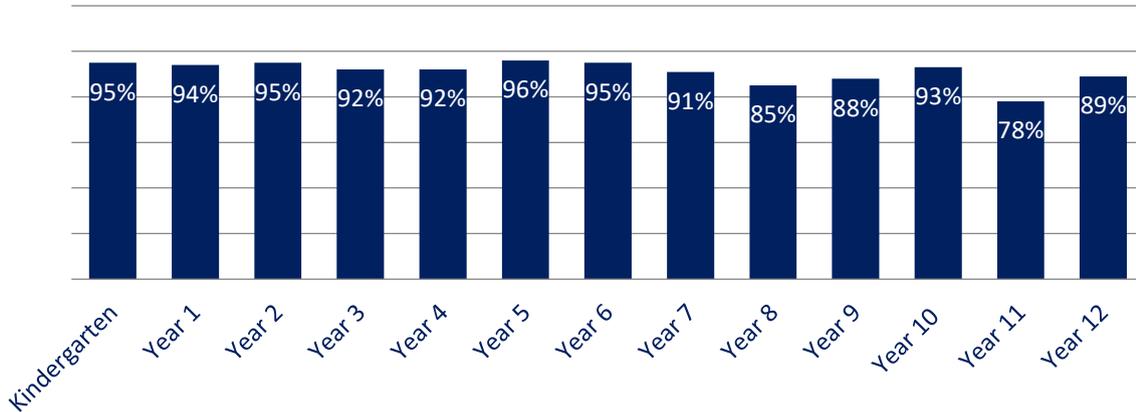
1. All applications should be processed within the school's enrolment policy.
2. The Head of College will consider each applicant's supporting statement / interview responses regarding their ability and willingness to support the school's ethos.
3. The Head of College will consider each applicant's educational 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 enrolment officer 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.
8. Once enrolled, students are expected to support the school's ethos and comply with the school rules to maintain the enrolment. Failure to pay school fees will lead to termination of enrolment.

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.

Full 'Conditions of Enrolment' can be found at:  
<https://stmary.nsw.edu.au/enrolment-form/>

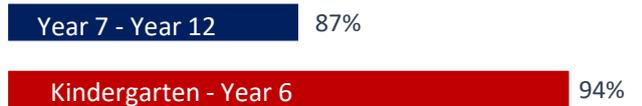
# Student Attendance

Average % Student Attendance Per Year Group 2019



## Average Student Attendance

On average 91% of students attended school each day in 2019.



## School Retention

Year 10 - Year 12: 84% of students who started Year 10 in 2017, continued to finished Year 12 in 2019.

## Management of Non-attendance

- Rolls are marked online through database management system Sentral every lesson in the Senior School and by class teachers in the Primary School.
- Whole Day/Partial Absences are recorded on Sentral.
- Parents/Carers are required to notify the school by telephone if their child is not attending school for the day.
- Parents/Carers are required to notify the school if their child will be absent, by contacting the office or by accessing the Parent Portal on Skool Bag. Skool Bag is a convenient online system for parents where parents list their child's reason/s for absences. Written notes explaining absences are also accepted as well as emails to office@stmary.nsw.edu.au.
- Parents are notified via email/sms if their child was absent for some or all of the days. Absence from school can be explained up to seven days. However, if the student's absence remains unexplained after seven days, the absence will be listed on the student's school report as unexplained.
- An afternoon detention is given in the Senior School when a student is persistently late to school with or without parental explanation. It is the responsibility of the House Advisors, Wellbeing Coordinator and Principal to investigate whether a student is at school and to investigate any patterns of lateness or absences.

# Compliance Reporting

<b>POLICY</b>	The school maintains the relevant data and will comply with reporting requirements of the NSW Minister for Education and Training and the Commonwealth Department of Education, Employment and Workplace Relations. This reporting includes public disclosure of the educational and financial performance measures and policies of the school as required from time to time.
<b>ANNUAL REPORT</b>	The Head of College is responsible for coordinating the final preparation and distribution of the Annual Report to the Board and other stakeholders as required.
<b>REQUESTS FOR ADDITIONAL DATA</b>	From time to time the Commonwealth Government, through Minister for School Education, Early Childhood and Youth and the NSW Government, may request additional information. To ensure that such requests are dealt with appropriately, the Director of Finance and Operations is responsible for coordinating the school's response. This person is responsible for the collection of the relevant data and for ensuring it is provided to the Board of Studies in an appropriate electronic form.
<b>DEEWR ANNUAL FINANCIAL RETURN</b>	The College Chief Financial Officer is responsible for completing the questionnaire. This person is responsible for the collection of relevant data and for ensuring it is provided to the DET in an appropriate form.

# Facilities and Resources

## 2019 PRIORITIES AND ACHIEVEMENTS

1. Investment of new furniture for the senior campus
2. Upgrade of the computers in the junior campus
3. New flooring for parts of the senior campus
4. More access to sporting facilities at the Junior campus
5. Commence planning for the rebuild of the Senior campus

## 2020 IMPROVEMENT TARGETS

1. Introduce up to 30 Chromebooks in the senior campus
2. Commence the building of the new senior campus
3. Resurface play area at the junior campus
4. Upgrade of internet to NBN at the Junior campus

# Satisfaction Reporting

## Parent, student and staff satisfaction

### Parent and student 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 and improvements in student resources. Generally the meetings are positive with parents showing their satisfaction with the College management.

St Mary & St Mina's Coptic Orthodox College collects feedback from students using both formal and informal methods across the year to monitor satisfaction. Students expressed continued high levels of satisfaction in the areas of pastoral care and both core and co-curricular learning opportunities. In 2019, the College implemented the 'Perspectives' survey tool provided by the AIS to gather information from all stake holders across 5 domains. The data received was overwhelmingly positive across all domains and was used to form part of the school improvement plan and strategic plan over the next 3 years.

### Staff satisfaction:

Feedback regarding staff wellbeing is constantly sought by the Executive team from the Heads of Department. The Principal has oversight of pastoral matters relating to teachers and support staff.

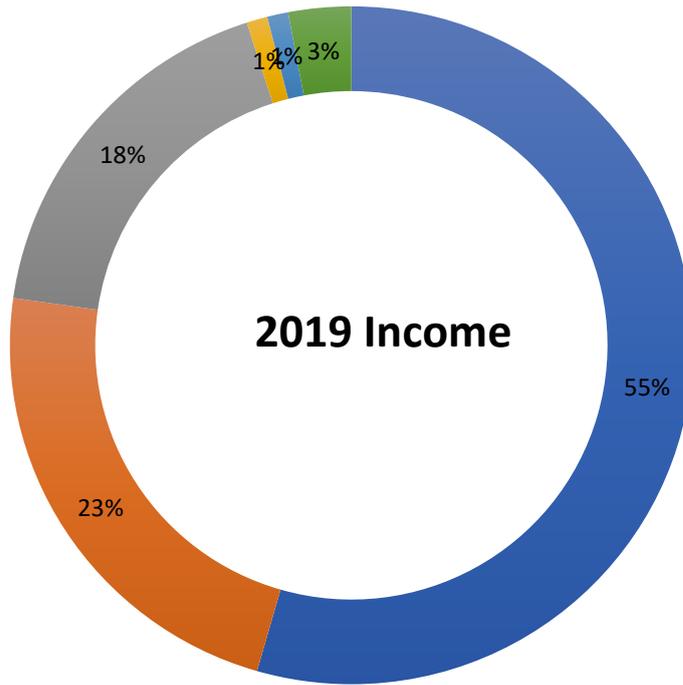
Coordinators of the various KLAs meet regularly with their staff and bring ideas to executive meetings. The staff satisfaction is relatively high as they feel their voice is heard and ideas adopted.

St Mary & St Mina's Coptic Orthodox College invests in the opportunity for both teaching and non-teaching staff to engage in professional development, building the capacity and satisfaction of its workforce.

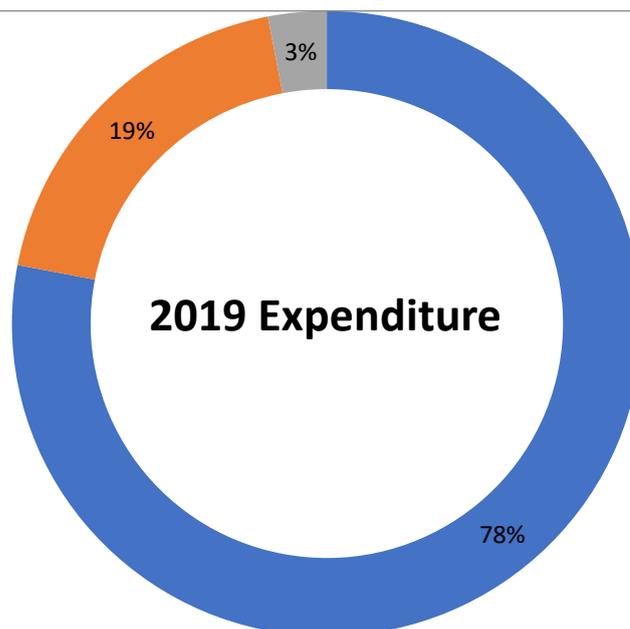
*We take the feedback from surveys seriously as we use parent, student and staff feedback to inform decisions for future planning as well as assess the efficacy of our current activities.*

# Financial Reporting

## Income and Expenditure 2019



■ Commonwealth recurrent grants ■ Fees and private income ■ State recurrent grants ■ Fundraising ■ Other grants ■ Others



■ Employment Expenses ■ Non Salary Expenses ■ Capital Expenses

# Reporting Areas

REPORTING AREA 1	MESSAGES FROM KEY SCHOOL BODIES
REPORTING AREA 2	CONTEXTUAL INFORMATION ABOUT THE SCHOOL
REPORTING AREA 3	STUDENT OUTCOMES IN STANDARDISED NATIONAL LITERACY & NUMERACY TESTING AND COMPETITIONS
REPORTING AREA 4	SENIOR SECONDARY OUTCOMES INCLUDING HSC, VOCATIONAL TRAINING AND VET
REPORTING AREA 5	THE GRANTING OF RECORDS OF SCHOOL ACHIEVEMENT (RoSA)
REPORTING AREA 6	POST-SCHOOL DESTINATIONS (SENIOR SCHOOL)
REPORTING AREA 7	PROFESSIONAL LEARNING AND TEACHERS STANDARDS/QUALIFICATIONS
REPORTING AREA 8	WORKFORCE COMPOSITION
REPORTING AREA 9	CHARACTERISTICS OF THE STUDENT BODY
REPORTING AREA 10	INITIATIVES PROMOTING RESPECT AND RESPONSIBILITY
REPORTING AREA 11	SCHOOL POLICIES (STUDENT WELFARE, ANTI-BULLYING, DISCIPLINE, COMPLAINTS AND GRIEVANCES)
REPORTING AREA 12	STUDENT ATTENDANCE AND MANAGEMENT OF NON-ATTENDANCE
REPORTING AREA 13	RETENTION RATES OF YEARS 10-12
REPORTING AREA 14	ENROLMENT POLICY
REPORTING AREA 15	SCHOOL-DETERMINED PRIORITIES, ACHIEVEMENTS AND IMPROVEMENT TARGETS
REPORTING AREA 16	PARENT, STUDENT AND TEACHER SATISFACTION (SURVEY RESULTS)
REPORTING AREA 17	SUMMARY FINANCIAL INFORMATION
REPORTING AREA 18	EVIDENCE OF COMPLIANCE

