



# 2020 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

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.

With the COVID pandemic effecting all schools at the end term 1, out staff had no option but to adapt to the needs of online learning and went well above all expectations.

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 2020 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 2020, 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.

### 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 2020 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 2020. 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.

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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>

### **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.

### **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.

### **Curriculum**

Academic excellence and individual student development and progression continued to be the area of focus throughout all of all school based activities in 2020. In conjunction with the AIS, the college continued 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 2020 to be implemented in 2021. 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. Due to the COVID pandemic, the NAPLAN tests did not take place in 2020.

Towards the end of the year, Mr Robert Bishay was employed as the Deputy Head of College K -12. Mr Bishay's experience as a school leader as well as his in depth understanding of policies and procedures will help prepare the college for the NESAs registration and accreditation in 2021 and bring improvements across all curriculum and reporting areas at the college..

The main highlight of the year was the HSC results attained by our small but determined Year 12 cohort. Micheal Georgei was awarded the very prestigious All Rounder status. For the first time in the college history, Mathematics was ranked 9<sup>th</sup> in the state out of 800 schools and all students in Advanced English attaining a mark above 80% (Band 5 and 6). We wish all our Year 12 students of 2020 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**

2020 was a big year of planning for the renovation and expansion of the senior campus Rockdale. After many hours and different designs, the college board in conjunction with the team from NBRS have created a masterpiece design consisting of 4 level, multi playground areas, open learning hubs and specialist rooms to cater for the increasing demands and needs of the college. Construction will commence in 2021 with an expected completion date of mid 2022.

The many changes that took place in 2020 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

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Although 2020 was a more challenging year than most with COVID-19, our College faced the challenges head-on and adapted with great speed and versatility.

This year we were also blessed to finally receive approval from the Coptic Sydney Diocese to commence the process of building our new High School campus. This will provide the students and teachers of the College with a 21st century secondary campus which will help foster pride in our College and provide more facilities and opportunities for growth.

Our College continues to inspire leaders, develop high educational outcomes and instill high Christian values in all our children.

The College Board remains committed to its mission of developing future Christian leaders and men and women who are proud of their Coptic heritage.

We look forward to further improving our College so that it continues to flourish for many more years to come.

*St Mary & St Mina's Coptic Orthodox College Board*

# 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*

## Major 2020 Outcomes

- Outstanding HSC results
- Introduction of new college uniform
- Design completion and funds secured for the construction of the new senior campus building

## 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 schools motto.

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 2020 there were 299 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.*

# 145

PrimarySchoolStudents

# 154

SeniorSchoolStudents

## 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. Students who complete the HSC generally move onto higher education where they continue to grow in their intellectual capacity.

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.

## Student Body

St Mary and St Mina's students come from a wide geographical area, mainly from the St George area and Sutherland Shire. The school runs 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

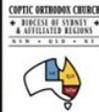
# Academic Performance

## NAPLAN Overview 2020

Education ministers made the decision to cancel NAPLAN in 2020 due to the COVID-19 pandemic. This means students in Years 3, 5, 7 and 9 in 2020 did not undertake the assessment in 2020 and will not do a 'catch-up' test in 2021.

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

# Academic Performance



## NSW All Round Achiever 2020 (Band 6 in all HSC courses)



**Michael Georgei**  
English Adv,  
Ext 1 & Ext 2 Mathematics,  
Physics and Chemistry

## 2020 DISTINGUISHED ACHIEVERS (Band 5 & 6/Top 20% in the State)



**Anna Maria Akladious**  
Mathematics Ext 1 & Ext 2



**Sandra Assad**  
Biology, Chemistry,  
English Advanced &  
Visual Arts



**Jessie Beshay**  
English Advanced,  
Studies of Religion II



**Benjamin Cole**  
Mathematics Ext 1  
and Ext 2



**Kerellos Geory**  
English Advanced, Business  
Studies, Legal Studies



**Michael Guirgies**  
Chemistry, English Advanced,  
English Ext 1 & 2 Mathematics  
Adv, Mathematics Ext 1, Physics



**Jonah Iskander**  
Mathematics Ext 1  
and Ext 2



**Martin Keriakos**  
Mathematics Ext 1  
and Ext 2



**Kyrillos Mansour**  
Chemistry, English  
Advanced, Mathematics  
Ext 1 and 2, Physics



**Katherine Malek**  
English Adv &  
Mathematics Adv



**Jayden Nakhla**  
Mathematics Ext 1  
and Ext 2



**Rebecca Nassief**  
Chemistry, English  
Advanced, Mathematics  
Ext 1 and 2, Physics



**Andrew Salib**  
Mathematics Ext  
1 and Ext 2



**Emily Salib**  
Mathematics  
Ext 1 and Ext 2



**Mina Selim**  
Mathematics  
Ext 1 and Ext 2



**Jonathan Sorial**  
Mathematics  
Ext 1 and Ext 2



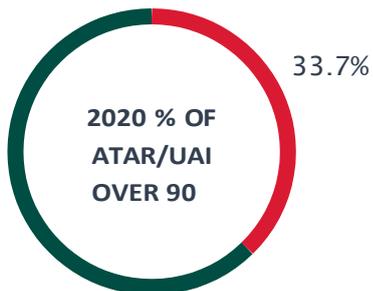
**Yasmine Sulaiman**  
English Adv, Business  
Studies, Biology

## 2020 HSC Highlights

- One all rounder – Micheal Georgei
- 18 students listed as Distinguished Achievers in the HSC (Gaining a Band 6 in one or more subjects).
- Mathematics ranked 9<sup>th</sup> in the state – Ranking is out of 800 schools statewide
- All students in Advanced English received a mark 80+ and attained a Band 5 or 6. Unofficial Rank of 13<sup>th</sup> for English.

### HSC Top ATAR/UAI

2017	99.65
2018	99.95
2019	99.95
2020	99.25



# Academic Performance

## HSC Overview 2020

2020 HSC: COMPARISON SMSM % WITH STATE % IN THE TOP 2 BANDS		
SUBJECT	SMSM % BANDS 5/6	STATE % BANDS 5/6
Biology	40	30
Business Studies	40	35
Chemistry	62	44
Economics	0	50
English Advanced	100	63
English EAL/D	0	25
English Studies	0	0
English Extension I	100	90
English Extension II	100	80
Legal Studies	33	40
Mathematics Advanced	75	29
Mathematics Extension 1	100	74
Mathematics Extension 2	100	84
PDHPE	0	35
Physics	50	40
Studies of Religion - 1 unit	33	46
Studies of Religion - 2 unit	0	45
Visual Arts	0	63

**HSC RESULTS 2017-2020 - % OF STUDENTS IN TOP TWO BANDS (5 & 6) IN SMSM COURSE SUBJECTS**

COURSE	2017	2018	2019	2020
Biology	100	25	25	40
Business Studies	100	40	38	40
Chemistry	43	50	50	50
Economics	n/a	n/a	n/a	0
English - Advanced	50	42	62	100
English EAL/D	n/a	n/a	n/a	0
English Studies	n/a	n/a	n/a	0
Legal Studies	n/a	n/a	n/a	33
Mathematics - Advanced	75	31	0	75
Mathematics - Standard 2	n/a	n/a	n/a	0
Mathematics - Extension 1	88	71	50	100
Mathematics - Extension 2	100	100	100	100
PDHPE	n/a	n/a	n/a	0
Physics	43	38	33	50
Studies of Religion - 1 Unit	50	0	33	0
Studies of Religion - 2 Unit	N/A	67	0	50
Visual Arts	N/A	14	0	

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

**100%**

**All of our 2020 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 2020, 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 2020, one student received this report.

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

# 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.

Due to the Covid Pandemic, many face to face Professional Development sessions had to be cancelled.

## Professional Learning Costs

**\$ 6,222**

Total cost  
Professional Learning

**\$ 340**

Average expenditure  
per Teacher (*excluding rel*)

### PROFESSIONAL LEARNING 2020

Proficient Teacher Accreditation

Crossing Professional Boundaries Webinar 2020

Investigations Masterclass - Workplace Investigations

Investigations Masterclass – Reportable Conduct

Child Protection Legislation Updates

Understanding NSW Child Safe Standards

Wise Solutions- Student Welfare

[AIS NSW- EXPERIENCED TEACHER DIGITAL PORTFOLIOS SHOW](#)  
[AIS NSW- ISTAA Experienced Teacher Accreditation 2020](#)

AIS NSW- Professional Learning

National Curriculum Services-

AIS NSW- Experience Teacher

TTA-PD Annual school membership

Australasian Problem-Solving Mathematical Olympiad

AIS NSW school improvement masterclass

ACHPER NSW Branch Inc-PDHPE

EBE NSW Subscription



# 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	26
Teaching staff having a bachelor 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 2020	NUMBER
Teaching staff	26
Full-time equivalent teaching staff	18
Non-teaching staff	5
Full-time equivalent non-teaching staff	3

\* Figures are excluding maternity leave & LWOP

REPORTING AREA 8: WORKFORCE COMPOSITION

# Teaching & Learning

## Priorities, Achievements & Improvement Targets

### 2021 PRIORITIES

1. Comply with the NESAs Registration and Accreditation
2. Increase student access to technology
3. Complete the construction of the senior campus
4. Join the AHISA association
5. Expand sporting opportunities for Year 11 and 12 students
6. Devise and implement a senior school BYOD policy and procedure for 5 – 12 students.
7. Improvements in NAPLAN results

### 2020 ACHIEVEMENTS

1. Attain CDC approval to renovate the senior campus in Rockdale
2. Outstanding HSC Results – 9<sup>th</sup> in state for Mathematics
3. New school and sports uniform
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. Effectively manage online learning
6. NESAs Accreditation and Registration on the eTams site complete.

# Teaching & Learning Improvement Targets 2020

1. Investigate various online teaching resources including Click view and Education Perfect
2. Introduction of Learning Walks Professional Development
3. Exit surveys and end of term analysis tables
4. Monitor and facilitate maintenance of NESAs teacher accreditation
5. Senior academic template review
6. Implementation of peer observation feedback professional development
7. Development and implementation of SMSM Teaching Framework

# Student Body

## Overview 2020

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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.

House Patrons were introduced this year to oversee the welfare and wellbeing of all senior students. Students were placed into either St Mary or St Mina House group with Mrs Ferrieri and Mrs Nicola the respective House Patrons.

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.

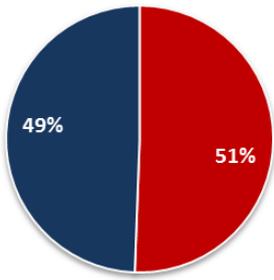
Our students are encouraged to "do their personal best" in all aspects of life. Whilst entry to University is the main aim of our senior students, each child from Kindergarten to year 12 is encouraged to pursue interests outside of the classroom. The development of the whole person is one aim of the 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, Deputy Head of College, House Patrons, House Tutors, School Chaplains, and, all classroom teachers, learning support teachers, specialist teachers and teacher's aides.

House Tutors' take on the responsibility of the student wellbeing for their House group. The school has a vertical house group structure Years 7 -12 with a Pastoral Care lesson each Monday. Morning roll call 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 House Tutor to look at goals, character strengths, stresses and how to deal with them in a resilient manner.

■ High School Students ■ Primary School Students



### Total Student Population

299

Senior student: 154  
Junior students: 145

REPORTING AREA 9: CHARACTERISTICS OF THE STUDENT BODY  
REPORTING AREA 10: INITIATIVES PROMOTING RESPECT AND RESPONSIBILITY

# Student Wellbeing Improvement Targets

## 2020 STUDENT WELLBEING ACHIEVEMENTS

1. Build positive connections by establishing several targeted social skills groups. These will help students' foster healthy friendships by learning conversation skills and how to deal with conflict effectively.
2. Identify additional opportunities to serve in local areas and further afield. Implement increased service opportunities and measure effectiveness of these opportunities for both the students and organisations we serve.
3. Improve our communication about the school's student wellbeing initiatives, including partnering with families to educate and support them as they help their daughters to flourish emotionally and through their online and social interactions.

# Respect and Responsibility Initiatives

St Mary and St Mina's Coptic Orthodox College respects and values each student as an individual and as a member of the school community. Teachers and parents provide the care and support that engender self-esteem, mutual respect and responsibility. Respect and responsibility are stressed in class and in everyday school life. There is an expectation of courtesy, good behaviour, care for the community they belong to, and respect for all.

As a small school, we are able to foster strong personal relationships between students, and with teachers and parents. Integral to this is the development of mutual respect and understanding and accepting responsibility for one's actions. This is stressed in class and in all aspects of school life. Any behaviour of students that is in conflict with these principles is addressed promptly. A culture of mutual respect, care and responsibility is very strong within the school and this is acknowledged and appreciated by parents.

## 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:

Catherine Hamlin Fistula Foundation

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

Caring for our students, in all aspects of school life, underpins everything we do.

St Mary and St Mina's Coptic Orthodox College philosophy is underpinned by our belief and commitment that all our students will be supported to realise ambition by learning and thriving in the safest possible environment.

Our students are empowered to make decisions for themselves and are supported in this by learning through specific elements of the curriculum, aimed at enabling students to be able to keep themselves safe (e.g. through personal, social and health education, Pastoral Care programmes or similar).

St Mary and St Mina's Coptic Orthodox College recognises that having a child protection policy does not mean that any risk to our students is eliminated. Rather, we expect that all staff, including all staff and volunteers in our schools and any contractors or partner agency staff used by schools, recognise where a student is at risk of, or is actually being harmed and do all they can to reduce further risk or further harm.

We are in the best position to identify concerns early and provide or identify help for students as well as helping to prevent these concerns from escalating.

Consequently, St Mary and St Mina's Coptic Orthodox College accept and adhere to these basic principles:

- A child's welfare is paramount and each student has the right to be protected from harm and exploitation.
- All students need to be safe and feel safe in school.
- Every student is entitled to a rich and broad curriculum that helps to equip them to keep themselves safe.
- Every adult in school must have a demonstrable commitment to protecting the students with/for whom we work.
- We work in partnership with parents/carers and/or other professionals to ensure the protection of students.
- Our guiding principle throughout is 'the best interests of the students'

## Leadership

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

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

# 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 adversity*

**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 2020

*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, WHS 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 2020: 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.

# College Policies

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## 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 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 terms 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:

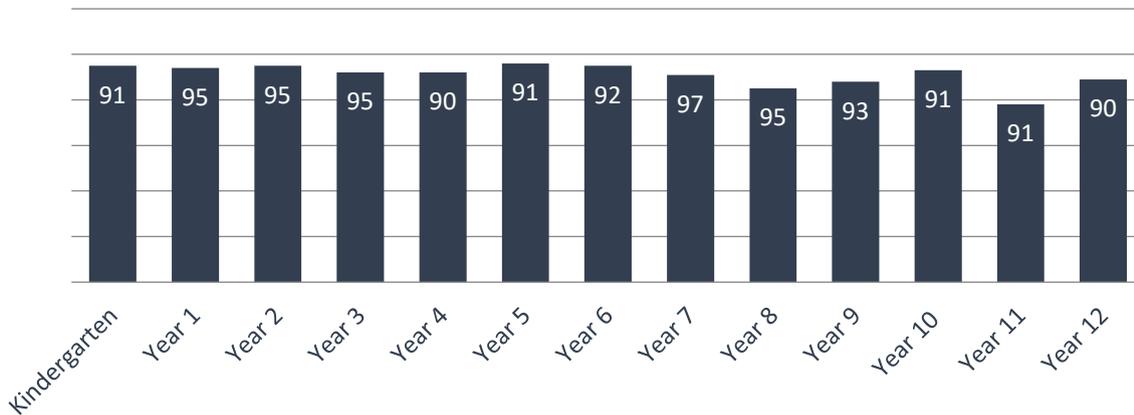
<https://stmary.nsw.edu.au/enrolment-form/>

REPORTING AREA 11: SCHOOL POLICIES (STUDENT WELFARE, ANTI-BULLYING, DISCIPLINE AND COMPLAINTS AND GRIEVANCES)

REPORTING AREA 14: ENROLMENT POLICY

# Student Attendance

## Average % Student Attendance Per Year Group 2020



## Average Student Attendance

On average 93% of students attended school each day in 2020.

Year 7 - Year 12 - 93%

Kindergarten - Year 6 - 93%

## School Retention Rate

Year 10 - Year 12: 86% of students who started Year 10 in 2018, continued to finished Year 12 in 2020.

## 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.

REPORTING AREA 12: STUDENT ATTENDANCE AND MANAGEMENT OF NON-ATTENDANCE

REPORTING AREA 13: RETENTION RATES OF YEAR 10-12

# 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.

REPORTING AREA 18: EVIDENCE OF COMPLIANCE

# Facilities and Resources

## 2020 PRIORITIES AND ACHIEVEMENTS

1. Investment of new furniture for the senior campus
2. Update all smart boards in the primary classrooms
3. New flooring for parts of the primary 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. 30 new chrombooks
2. Primary front office upgrade, extra window, ipad
3. Complete fit out of room 1 in the primary campus
4. Basket ball rings installed at the Junior campus and opening of the new sports hall
5. Concept plan and design for the senior campus completed.



## 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 2020, the College implemented a series of internal surveys to gain feedback on how the college managed the covid pandemic and areas that required urgent attention moving forward. The data received 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 all staff. The Head of College has oversight of pastoral matters relating to teachers and support staff.

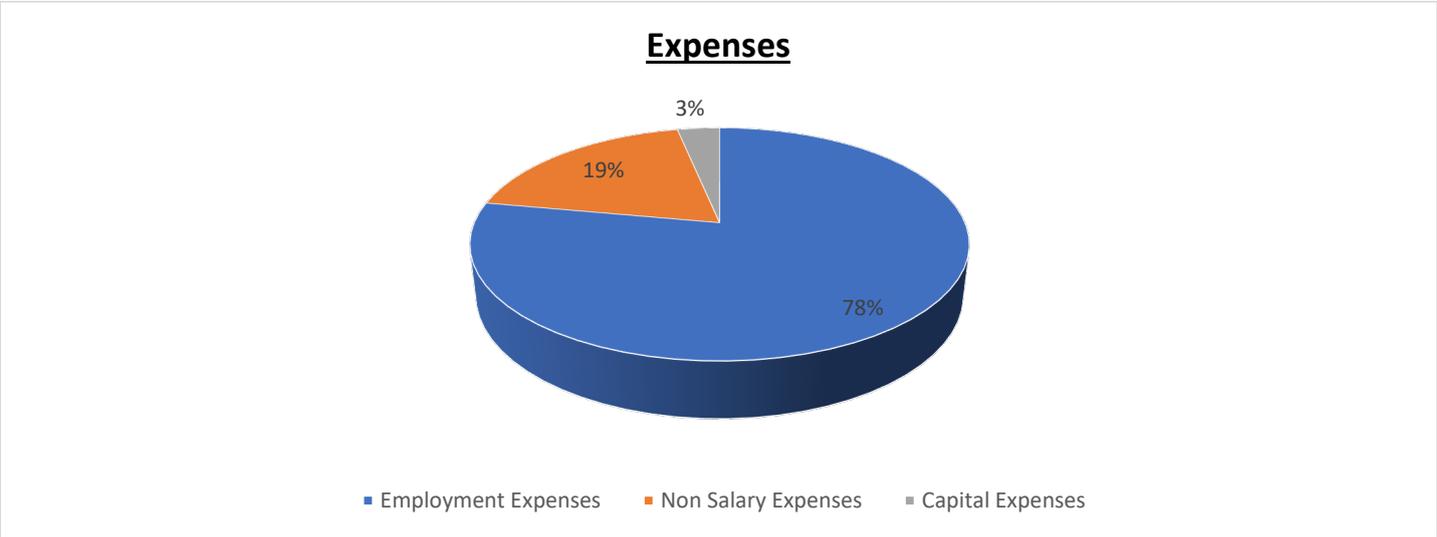
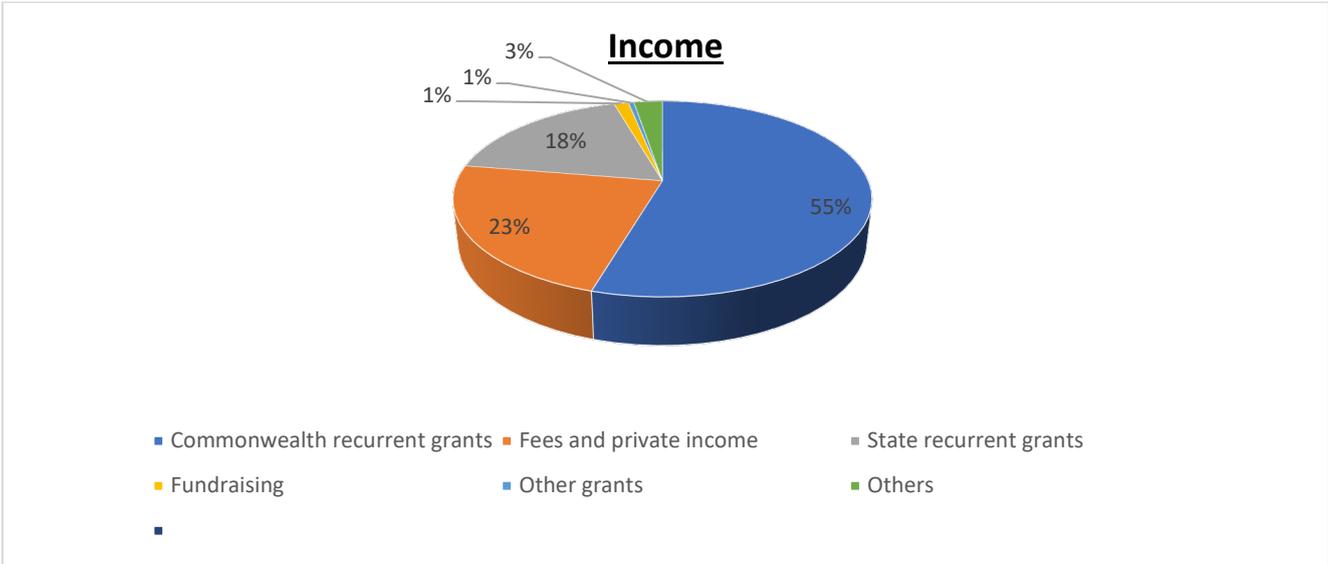
Coordinators of the various KLAs meet regularly with their staff and bring ideas to executive meetings. The staff satisfaction is relatively high as they feel their voice is heard and ideas adopted.

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 2020



# 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