



2021 Annual Report

Forging Foundations for Future Success

Contents

EXECUTIVE REPORTS		STUDENT	
3	Head of College	21	Student Body Overview 2021
4	College School Board	21	Student Population
5	Deputy Head of College	23	Student Wellbeing Achievements 2021
7	Director of Teaching and Learning	23	Student Wellbeing Improvement Targets 2022
8	Parents and Friends Association	24	Respect and Responsibility Initiatives
		25	School Policies
		27	Enrolment Policy
		28	Student Attendance and Retention Rates
		28	Management of Non-Attendance
SCHOOL PROFILE			
8	Major Initiatives 2021		
9	Contextual Information		
ACADEMIC PERFORMANCE		ADMINISTRATION	
12	NAPLAN	29	Compliance Reporting
13	HSC Results and Achievements	29	Facilities and Resources Priorities, Achievements and Improvement Targets 2021/2022
14	Post School Destinations	30	Satisfaction Reporting
14	Vocational Training	31	Financial Reports – Income and Expenditure 2021
14	RoSA	32	Reporting Area Reference Page
15	Academic Competition Results		
STAFF			
16	Staff Professional Learning		
16	Professional Learning Costs		
18	Teaching Standards		
18	Workforce Composition		
19	Teaching and Learning Priorities and Achievements Targets 2021/2022		
20	Teaching and Learning Improvement Targets 2022		

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

One could not have imagined the challenges and the unprecedented events of 2021. After relocating the High School to the Bexley campus in anticipation of the construction of the new senior campus, the COVID pandemic once again impacted the college's operations as well as student learning. This was especially difficult for our Kindergarten and Year 7 students as they embarked on their new phase of learning, not to mention the Year 12 cohort who would be impacted for the second year in a row, during what was the most crucial time in their academic lives. However, in true SMSM spirit and pride, our talented and dedicated team of staff adapted to the pressures and thought outside the box and continued to deliver engaging academic lessons and welfare sessions.

At a time of isolation, the relationships forged between our students and teachers flourished and we embraced their return in the latter part of the year.

Prior to the mandated lockdowns, the Year 7 Cohort of 2021 was fortunate to experience all the benefits of an Orientation camp which took place at Narrabeen Recreation Centre in early February. This event was especially important due to the large intake of new students into high school, resulting in the first two stream cohort in many years.

For the first, and hopefully the last time, the Trial HSC examinations were conducted online via the Education Perfect software. Leading up to the assessment, both staff and students had to retrain and adapt rapidly to the assessment environment with policies adjusted accordingly.

The senior staff played a vital role in disseminating the necessary resources that were required for students to complete the task, whilst still upholding the integrity of the assessment. As a result of their hard work and regular assessment and feedback, our Year 12 students achieved remarkable results in the Higher School Certificate and placed our college within the top 70 schools within the state.

In 2021 we entered the final stage of our three-year strategic plan and the beginning of a new phase that acknowledges the challenges and areas for continued development of excellence. Of this, 2021 saw the partnership with Exodus youth works to elevate the school's Pastoral Care Program and provide student counselling that helps to develop well rounded ambassadors of Christ, amalgamating the spiritual sphere with the emotional wellbeing of each student.

I would personally like to thank the teaching staff of 2021 for their support and the initiatives implemented to ensure that no student was left behind throughout the year, despite the challenges. To our students and parents, you are the true heroes of this pandemic who have been resilient throughout and adapted marvelously. You have set your place in the history books. The many challenges that took place in 2021 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

Cementing the future of our college

In March 2021, soil was turned at our Rockdale campus to commence the construction of the New Senior Campus. This state-of-the-art designed building will provide an additional 150 – 200 places for senior students within the community. In conjunction with NBRS architects and design team, the new building boasts of 18 General Learning areas, including science and stem labs, designated Visual Arts and Food Technology areas, a cafeteria and various break out and play areas for all students to enjoy. ***The Dream, is now a reality.***

However, good schools are built on great teachers and leaders and as such, the board moved to introduce additional executive staff to oversee and manage the next phase of growth. With the resignation of Mr. Robert Bishay, Deputy Head of the College, the board decided to split this role so that attention and experience could be shared and focused on both the Primary and Secondary years. Towards the end of the year, Mr. Joseph Messiah was recruited as Curriculum and Welfare Leader of the Secondary school and Mrs. Alice Williams for the Primary years. Both new key personal bring with them a wealth of experience and a passion to serve our college. Mr Bishay was a solid rock for the college community throughout the pandemic, provided stability during a period of uncertainty and enriched, students and teachers on all levels. We wish him all success in the future and thank him for his amazing service.

To add to all the challenges being presented to us in 2021, two out of the three Coptic Colleges had to undergo the NESA registration and Accreditation in May 2021. In consultation with the Association of Independent Schools, all college policies and curriculum documents were reviewed and updated, with evidence of implementation shared with the NESA inspectors on the day of the inspection. For the first time in the college history, St Mary and St Mina's Coptic college attained 5 years of registration with monitoring after the first inspection. We congratulate all our staff and teams for their constant work and dedication.

Finally, as we commence the next phase of our strategic planning, the college board revisits its values and mission as outlined below.

1. **The NSW Coptic Orthodox Church** who continues 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 Deputy Head of College

Student Leadership

Building on the success of the previous student Leadership bodies, the college expanded this opportunity to selected students from year 10 to support the incoming Year 7 students as Peer Support Leaders. The students played a pivotal role in assisting the Year 7 cohort in transitioning to life and the challenges of the senior years. The plan of weekly pastoral lessons was again cut short by the lockdown restrictions; however, the group of Peer support leaders continued to provide ongoing advice and support via online meetings and check-ins. On a larger scale, our Senior Leadership team, although stressed by the lack of face-to-face interactions with their teachers; implemented a variety of initiatives that displayed their pride in their college and their deep school spirit. The Year 12 cohort, left a legacy of resilience, service and respect, which will help shape the college for many years to come.

Sporting Achievements

Prior to the COVID lockdowns introduced in late Term 1, our senior students had the opportunity to display their basketball skills and ability, competing in the SWISSA competition. The senior boys' team was undefeated leading up to the finals and for the first time, both Coptic College's (St Mary and St Mina's Coptic College and St Mark's Coptic Orthodox College) would go head to head in the grand finale, but not before a Grand Final luncheon hosted by SMSM.

Alongside its academic and pastoral programs, all students from years K -12 were provided with online sports and fitness sessions hosted by Mr. Hunt and various senior students. In the Junior School, these sessions focused on the gross motor skills in preparation of representative school sports. The senior students on the other hand engaged in sports specific sessions, preparing them well for the competition rounds once we returned.

Curriculum

Despite the pandemic, and as we reached the final stage of our strategic plan, academic excellence and individual student development and progression continued to be the area of focus throughout all school-based activities in 2021.

The introduction of regular standardised testing within the primary years provided valuable data which helped shape teaching, learning, support and assessments in line with the progressions model.

Spiritual Guidance

By far the biggest challenge for our student body was not only the isolation from their peers and teachers but also closure of churches and access to their spiritual fathers. After a short survey, students were grouped according to their parish and spiritual father and various priests were invited to conduct online spiritual sessions. This was a resounding success that brought about positive student wellbeing and supplemented our weekly pastoral programs.

HSC Success

It is with much pleasure to report on the outstanding Higher School Certificate success of our Year 12 cohort of 2021. After a treacherous year with so much instability, our students managed to remain focused on the final set of external assessments, with each student achieving their personal best and offered a place for territory studies. Emily Salib, Martin Keriakos and Anne Marie Ikaladious were all awarded the very prestigious All Rounder status with the school ranked 67th in the state.

Mathematics was again the highest achieving subject, ranked 10th within the state followed by English which was within the top 70 schools within the state.

We wish all our Year 12 students of 2021 the very best in the future and thank them for the legacy of service that they instilled in all of us.

Mr Robert Bishay – Deputy Head of College

Executive Reports

Statement from the Director of Teaching and Learning

In response to COVID restrictions, the Executive team was successful in training staff and families to support pedagogy whilst learning remotely through ICT. The effective and consistent use of Google Classroom and Google Meets meant staff were upskilled in the use of emerging technologies.

The execution of the K-12 Professional Development Plan was achieved, despite restrictions, via participation in online modules through a dedicated Staff Google Classroom portal.

An evidence-based School Improvement Plan targeting Feedback in conjunction with AIS NSW was successfully implemented K-12. The College's AIS membership also provided provisional teaching staff with a Teacher Accreditation Authority (ISTAA) to guide and mentor them through the NESA Proficient Teacher accreditation process.

Mr Petro Papazoglou

Director of Teaching and Learning

Executive Reports

Statement from the Parents and Friends Committee

On behalf of the wonderful P&F committee, I would like to thank the entire college community for their strong support throughout a challenging 2021. As much as we had all hoped that the lockdown would not return, they did and were much longer than we anticipated. Nevertheless, the teams mission to continue to serve was not hampered but rather invigorated by a community sense of unity and immeasurable pride, as we explored new and exciting ways to serve our children and raise funds for our small and vibrant college.

We also wanted to take this opportunity to reflect on some of the fantastic P&F and community initiatives of 2021, 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, we thank you! We 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 is 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:

- + Kindergarten and Year 7 Orientation Day
- + Bunnings fundraising sausage sizzle
- + Mother's and Father's Day gift stalls - Online
- + Year 6 graduation
- + Year 12 graduation
- + COVID Return to school Day

In 2021 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.

It is with much sadness to have to move aside to allow another group of amazing parents and friends to continue the mission. It has been a marvelous experience to band together and serve our college and we wish the incoming servants the very best in the future.

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 and 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. In 2021, all students were located on the Bexley site while the new secondary campus in Rockdale was constructed. In 2021 there were 316 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 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 Southwest Sydney. The college currently runs as a one stream school K-12 with the expansion to two streams for Year 7 2022. 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 2021

% OF STUDENTS WHO ATTAINED NATIONAL MINIMUM BENCHMARKS OR HIGHER IN 2021		
NAPLAN TESTS	OVERALL LITERACY	OVERALL NUMERACY
YEAR 3	95%	95%
YEAR 5	95%	100%
YEAR 7	82%	100%
YEAR 9	91.4%	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	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
	2021	96	97.4	95.5	96.2	95.5	99.4	89.3	91.1
WRITING	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
	2021	96	98.1	100	94.9	90.9	92.8	92.9	86.2
SPELLING	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
	2021	100	95.4	100	95.3	100	94.9	100	92.8
GRAMMAR & PUNCTUATION	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		
	2021	96	95.6	95.5	94.7	95.5	91.4	96.4	89.6
OVERALL NUMERACY	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
	2021	96	97.1	100	97.3	100	97.0	100	97.6

NB In 2020 education ministers decided that NAPLAN testing would not proceed that year due to the COVID-19 pandemic.

NAPLAN SCORES 2017-2021					
YEAR 3	2017	2018	2021	2020	2021
READING	401	438	389		436
WRITING	423	402	417		427
SPELLING	403	437	438		474
GRAMMAR	419	427	444		426
NUMERACY	406	419	374		392
YEAR 5	2017	2018	2021		
READING	532		473		497
WRITING	506	501	482		493
SPELLING	537	535	507		518
GRAMMAR	551	522	508		530
NUMERACY	538	529	511		563
YEAR 7	2017	2018	2021		
READING		544	520		531
WRITING	595	542	521		509
SPELLING	549	577	569		557
GRAMMAR	544	566	539		530
NUMERACY	587	576	572		563
YEAR 9	2017	2018	2021		
READING	593	624	581		574
WRITING	595	590	544		555
SPELLING	608		594		611
GRAMMAR	629	619	590		605
NUMERACY	665	678	611		615

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

Academic Performance

HSC Overview 2021



HSC HIGHER ACHIEVERS LIST 2021

(Band 5 & 6 in all HSC courses)

90%

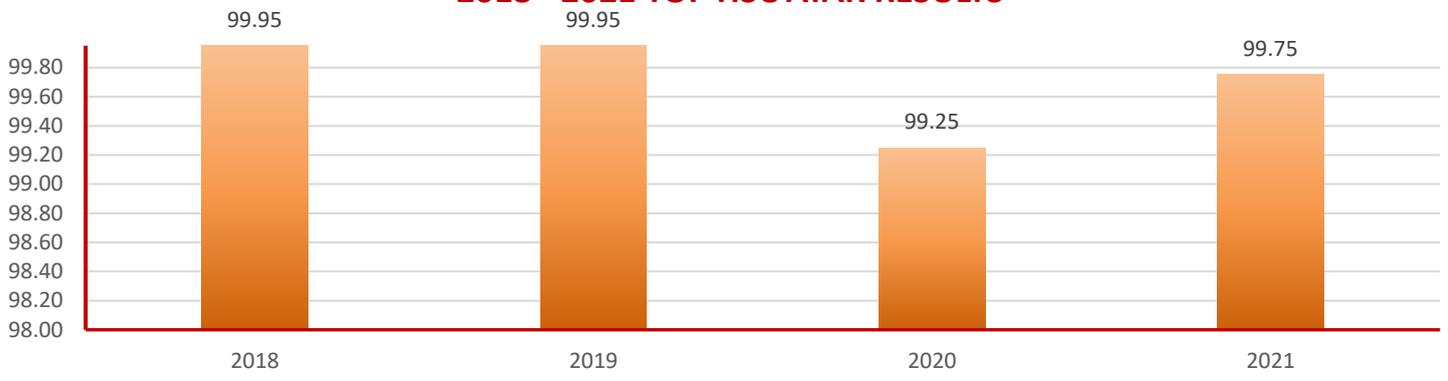
Success Rate



2021 HSC Highlights

- Ranked 67th in the State
- Ranked 15th in the State for Mathematics
- Three 'All Rounders' in the HSC.
- Seventeen students listed as Distinguished Achievers in the HSC (Gaining a Band 6 in one or more subjects).

2018 - 2021 TOP HSC ATAR RESULTS



2021 HSC: COMPARISON SMSM % WITH STATE % IN THE TOP 2 BANDS		
SUBJECT	SMSM % BANDS 5/6	STATE % BANDS 5/6
Biology	17	31
Business Studies	57	36
Chemistry	53	40
Economics	50	50
English Standard	36	16
English Advanced	84	68
Legal Studies	0	41
Mathematics Standard	10	24
Mathematics Advanced	50	50
Mathematics Extension 1	92	74
Mathematics Extension 2	90	87
Physics	72	40
Studies of Religion – 1 unit	75	42
Studies of Religion – 2 unit	0	46
Visual Arts	67	63

Academic Performance

HSC Overview 2021

HSC RESULTS 2018 - 2021 - % OF STUDENTS IN TOP TWO BANDS (5 & 6) IN SMSM COURSE SUBJECTS				
COURSE	2018	2021	2020	2021
Biology	25	25	40	31
Business Studies	40	38	40	57
Chemistry	50	50	50	53
English - Advanced	42	62	100	84
Mathematics - Standard	31	0	0	10
Mathematics - Extension 1	71	50	100	92
Mathematics - Extension 2	100	100	100	90
Physics	38	33	50	72
Studies of Religion – 1 Unit	0	33	0	75
Studies of Religion – 2 Unit	67	0	50	0
Visual Arts	14	0	N/A	67

100%

All of our 2021 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 2021 TWO 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 2021 no students received this report.

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

2021 Academic Competition Results

Due to COVID interruptions, students did not sit for any Academic Competitions in 2021

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

Staff Professional Learning

Overview

The focus of professional development in 2021

NESA inspection – Child protection

2021 MEA Agreements

NSW New Curriculum

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

\$6500

Total Cost of Professional Learning

\$232

Average Expenditure per teaching staff

REPORTING AREA 7: PROFESSIONAL LEARNING AND TEACHERS STANDARDS/QUALIFICATION

PROFESSIONAL LEARNING 2021
Differentiation Video and Reflection
Reviva HLTAID009 [CCOLM] First Aid and Resuscitation
AIS NSW-Proficient Teacher Accreditation
Spalding Education Australia- Spalding Training
Wise Solutions- Student Welfare
AIS NSW- ISTAA Experienced Teacher Accreditation 2021
AIS NSW- Professional Learning
National Curriculum Services -
TTA-PD Annual school membership
AIS NSW Child Protection Training
AIS NSW – Understanding the 2021 MEA – Support Staff
AIS NSW – Understanding the 2021 MEA – Teaching Staff

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	28
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

REPORTING AREA 7: PROFESSIONAL LEARNING AND TEACHERS STANDARDS/QUALIFICATIONS

Workforce Composition

SCHOOL STAFF 2021	NUMBER
Teaching staff	28
Full-time equivalent teaching staff	24.5
Non-teaching staff	4
Full-time equivalent non-teaching staff	3.5

No known Aboriginal and Torres Strait Islander people were employed at the college in 2021

LEVEL OF ACCREDITATION	NUMBER OF TEACHERS
Conditional	5
Provisional	3
Proficient Teacher	20
Experienced Teacher (ISTAA)	0

REPORTING AREA 8: WORKFORCE COMPOSITION

Teaching and Learning

Priorities and Achievements Targets

2021 PRIORITIES

1. Broaden cocurricular activities for students K -10
2. Increase student access to technology
3. Construction of the Senior Campus
4. Improved teaching standards K-12
5. Increase student enrollment
6. Attain full term – 5 Years of Registration and Accreditation
7. Improvements in NAPLAN results

2021 ACHIEVEMENTS

1. Construction of senior campus Rockdale commenced.
2. Consultation and development of a new strategic plan based on pillars and foundations
3. Professional development for the introduction of the new curriculum commencing with K – 2 Numeracy and Literacy.
4. Introduction of new sports uniform and playing kits. Student represented the College at various community events.
5. NESAC Accreditation and Registration on the eTams site complete.
6. Implementation of BYOD for Years 9-12

Teaching and Learning Improvement Targets 2021

1. Investigate various online teaching resources including Education Perfect and Click view.
2. Monitor and facilitate maintenance of NESAs teacher accreditation and Working With Children verification.
3. Implementation of Standardised Testing K - 6
4. Implementation of learning walks across all Coptic Colleges.
5. Commence planning Strategic plan 2022 - 2025

Student Body

Overview 2021

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 Deputy Head of College, Mr Robert Bishay and the Heads of student welfare and Student Wellbeing, Mr Nicola and Mrs Zupan 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.

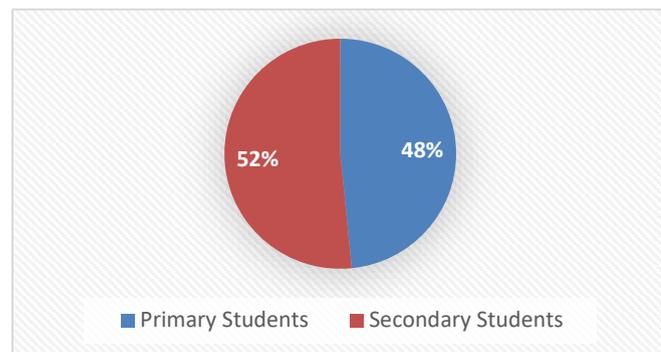
the school. The student wellbeing network consists of the Head of College, Deputy Head of College, Heads of Student Wellbeing, School Chaplains, Roll Call teachers, Counselors from Exodus Youth Works and, all classroom teachers, learning support teachers, specialist teachers and teacher's aides.

From 2021, Coptic Orthodox Teachers shared in the responsibility of the student wellbeing for their year group. The school has a horizontal group-based student wellbeing program operating in the Senior School. This program runs for 55 minutes each week. Weekly Liturgies, assemblies, showcase assemblies, prayer and Prefect run activities occur.

Total Student Population

316

Primary: 153 Secondary: 163



Student Wellbeing Improvement Targets 2021

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. Restructure 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 newl

2019 STUDENT WELLBEING ACHIEVEMENTS

Senior students conducted weekly online mindfulness sessions throughout the lockdown period.

7 -10 Students created workout and wellbeing videos which were presented online during our weekly Pastoral Care lessons

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

Prior to the covid lockdowns and restrictions senior students at SMSM 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 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 2021 all students in Years 5-10 went to Milson Island to take part in activities organised for the students having an emphasis on working cooperatively in teams and building resilience.

Leadership

Leadership programs train 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
- Prefect

STUDENT SUPPORT PROGRAMS OPERATING WITHIN ST MARY & ST MINA'S COPTIC OTHODOX COLLEGE

Kindergarten	Buddy system facilitated by the Year 6 students
Year 5	Leadership Initiatives program
Years 3-6	Junior School SRC Council
Year 7	Peer support program run by Year 10 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 2021

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. Updates were made to the Child protection policy and Staff Code of Conduct.
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. Due to the COVID pandemic, a number of additional policies were implemented to safeguard staff and students online.
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. Updates made late 2021.
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	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. Newly amended sections include: <ul style="list-style-type: none"> · 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. · Mobile phones are to be in student lockers at all times during school hours (Senior School students) NOTE: Junior School students hand their mobile phones in to the office at the beginning of the day.
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

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 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 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 may 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 2021



Average Student Attendance

On average 94% of students attended school either face to face or online. K – 6 students had an average of 95% while Years 7 – 12 attained an average of 93%. All year groups displayed an improvement in attendance from the previous year.

School Retention

Year 10 - Year 12: 100% of students who started Year 10 in 2021, continued to finished Year 12 in 2021.

Management of Non-attendance

1. Rolls are marked online through database management system Sentral each morning and every lesson in the Senior School and by class teachers in the Primary School.
2. Whole Day/Partial Absences are recorded on Sentral.
3. Parents/Careers are required to notify the school by phone or email if their child is not attending school for the day.
4. Parents are notified via SMS if their child is absent for some or all the day. Absence from school can be explained up to seven days. However, if the student's absence remains unexplained after
5. seven days, the absence will be listed on the student's school report as unexplained. Students in the Senior School are expected to communicate lateness to their parents and provide a note/portal entry to explain the reason.
6. A lunchtime school detention is given in the Senior School when a student is late to school three times per term without parental explanation. An after-school detention is given to students who are persistently late, with or without parental explanation. It is the responsibility of the Deputy Head of the College: Student Wellbeing to investigate whether a student is at school and to investigate any patterns of lateness or absences.
7. In the cases that a student's absence does not improve, a meeting will take place with the parents/ guardian to put in place a management plan which will be monitored by the Roll call teacher and house patron.

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

Compliance Reporting

POLICY	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.
ANNUAL REPORT	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.
REQUESTS FOR ADDITIONAL DATA	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.
DEEWR ANNUAL FINANCIAL RETURN	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

2021 PRIORITIES AND ACHIEVEMENTS

1. Investment of new furniture for the Kindergarten and Year 7 senior campus
2. Upgrade of the computers in the primary campus
3. New flooring in the hallways of the primary campus
4. Renovation of boys and girls Primary bathrooms
5. The new senior campus in Rockdale reaches the halfway point of construction.

2022 IMPROVEMENT TARGETS

1. Additional 30 Chromebooks for the primary school to facilitate NAPLAN online
2. Completion of the new senior campus.
3. Resurface play area at the junior campus
4. Fitting out of specialist areas in the primary school, including library, music and art rooms.

REPORTING AREA 15: SCHOOL-DETERMINED PRIORITIES, ACHIEVEMENTS AND IMPROVEMENT TARGETS

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.

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.

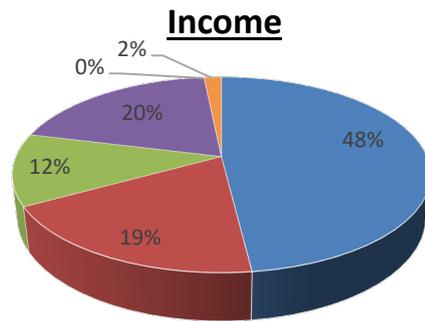
Coordinators of the various KAs meet regularly with their staff and bring ideas to executive meetings. The staff satisfaction is relatively high as they feel their voice is heard and ideas adopted.

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.

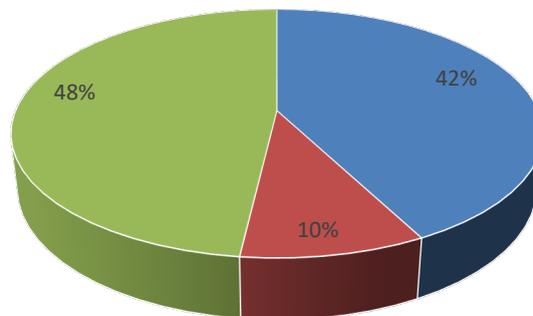
Financial Reporting

Income and Expenditure 2021



- Commonwealth recurrent grants
- Fees and private income
- State recurrent grants
- Fundraising and Donations
- Other grants
- Others

Expenses



- 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