

St Euphemia College

Strive for Excellence



ANNUAL EDUCATIONAL AND FINANCIAL REPORT 2021

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ST EUPHEMIA COLLEGE 2021 ANNUAL REPORT

The following report provides academic and non-academic data and information on a range of key performance indicators within St Euphemia College. It serves a dual role in meeting State and Federal legislation requirements, as well as providing the wider College community with a glimpse of our progress, activities and achievements in 2021 as well as our future directions.

The **2021 Annual Report** is significantly different from that of 2020 as the measures in place in response to the Covid-19 pandemic in 2020 resulted in the cancellation of NAPLAN. Although 2021 was also significantly impacted in Semester Two as a result of the pandemic, students had the opportunity to complete NAPLAN in 2021.

This report aims to outline the relevant policies, performance measures and procedures currently implemented to ensure that the School is compliant with requirements specified by the NSW Educational Standards Authority (NESA).

Its primary purpose is to inform parents, caregivers and the community how students in our School are progressing and strategies in place to maximise student achievement. It provides a detailed account of the progress the School has made during the second year of the School's Strategic Plan 2020-2024 in order to provide the consistent delivery of the best possible opportunities for all students, thus ensuring the achievement of the greatest learning outcomes.

The Report complements, and is supplementary to, School newsletters, the new School website, School Policies and other regular communications.

Further information about this Report may be obtained by contacting the School on (02) 97968240 or by visiting the website at <http://www.steuphemia.nsw.edu.au>

To ensure that the goals of the School are being met, policies, procedures, student and staff performances are regularly evaluated and reviewed at regular Board, Senior Executive, Executive, Staff, Faculty, Welfare meetings and Parent Forums, or as the need arises.

THEME 1

A MESSAGE FROM KEY SCHOOL BODIES

1.1 Message from His Eminence Archbishop Makarios

My dearly beloved,

Like last year, the world has continued to grapple with the many challenges arising from the coronavirus pandemic that has affected the world and which has had a huge impact on everybody's lives, no less in yours, where you had to quickly switch to online learning and zoom classrooms. I understand that this has not been easy. But, looking back, you have gotten through these tough months and, with God's help, you will continue to get through the many other challenges that will come your way; whether in your learning environment or in broader society. As it says in Psalms, *"be of good courage, and He shall strengthen your heart, all you who hope in the Lord."* (Ps. 31:24).

My beloved children, I want you to have hope and I want you to have hope because Christ is, and will always be, with you. Through the intercessions of St Euphemia, your patron saint at the College, Christ will always be with you. When we have Christ with us, then we have already succeeded in our lives. Without Him, all the worldly accomplishments mean nothing. It is in Christ and in the Church that we fulfill who we are meant to be as persons.

It is important you study hard and utilise your talents and unique gifts you have all been given. Forge your place in our rapidly changing world with confidence, knowing that you are not only receiving a sound education but firm foundations in our Orthodox faith and Hellenic ideals, and nothing can uproot these.

My endearing students, as your Archbishop and Spiritual Father, I am extremely proud of your resilience and the commitment you have displayed in adversity, and I urge you to continue living and studying in the same manner.

My dedicated teachers and staff, I commend you for providing quality learning outcomes and striving for academic excellence. To the Principal, Protopresbyter of the Ecumenical Throne, Fr Panagiotis Mavrommatis, I sincerely congratulate and loudly applaud you for skilfully taking the helm with dedication and passion.

And, finally, I call upon the Members of the Board of Governance, Teachers, Parents and all the students of St Euphemia College, the abundance of the Lord's blessings.

In Sydney, on the 7th day of December, 2021
With fervent paternal prayers,

Archbishop MAKARIOS
Primate of the Greek Orthodox Church in Australia

1.2 Message from Mr. Christos Spiropoulos, Board President

Once again, in the face of a second and third wave of the Coronavirus pandemic, St Euphemia College has overcome the obstacles and challenges imposed by the Department of Health and NESAs. Under the helm of our Principal the Very Rev. Fr Peter Mavrommatis, the College continued to offer the highest level of education via live Zoom® and MS Teams® lessons. I also extend my gratitude to every member of our College staff for their selfless and tireless commitment during the course of the pandemic.

This year also saw the College's new website go live after many months of development. I wish to thank our Director of Learning, Mr Matthew Panayotopoulos, for his dedication in overseeing this important and long overdue project. The new website certainly portrays a more genuine, authentic and professional image of the College via its online video tours. Congratulations to all staff and students who contributed to its creation.

In addition, the Board wishes to thank Tania Mihailuk MP (Member for Bankstown) for her support in providing annual grants under the Community Building Partnerships Program. Last year, we received a grant of approximately \$40,000 that was used to replace the old external lift that serves the secondary building clock. The new lift now provides access to all levels of the building.

To our departing Year 12 students, I wish you all the very best in your future endeavours and I hope you leave St Euphemia College with fond memories. The Church and College will always be there for you so please keep in touch and I encourage you to become active members of the College Alumni and Parish.

I also take this opportunity to thank His Eminence Archbishop Makarios of Australia for the love and support he consistently provides towards our College and Principal. We are truly blessed to have the support of His Eminence.

I also would like to express my appreciation to all parents and caregivers who have entrusted St Euphemia College with the education of their children. The College will continue to strive and offer its students very best Orthodox Christian learning environment.

Finally, I take this opportunity to express my heartfelt thanks to our parish priests, the Very Rev. Fr Panagiotis Protopsaltis and Fr Peter Mavrommatis, for the pastoral care and the ongoing spiritual counsel they provide to our students and wider school community.

Yours faithfully,

Christos Spiropoulos
President, Board of Directors

1.3 Message from Fr. Peter Mavrommatis, College Principal

Following a tumultuous 2020, Saint Euphemia College began the year with characteristic excitement and enthusiasm. We welcomed a number of new students across the school and set our minds on achieving our collective and personal goals.

School life assumed a more ‘normal’ feel after the disruptions of 2020 as a result of the Covid-19 pandemic, with face-to-face learning, school sport and other activities resuming.

Our focus on improving our students’ learning journey and outcomes through the consolidation of our Strategic Plan gained momentum, with the implementation of PBIS – Positive Behaviour Interventions and Supports – a problem solving model aimed at reducing inappropriate behaviour through the explicit teaching and demonstration of positive and appropriate behaviours. The positive feedback received from the parent forum was overwhelming.

We were able to invest in the professional development of all staff in the Visible Learning Framework in order to ensure that teaching programs have the desired impact and effect. Our aim is for our students to gain as much as possible from the expertise of their dedicated teachers.

2021 also saw the launch of our new website and the implementation of Edumate – an electronic student administration platform. Despite the usual teething problems, the platform has allowed for the effective management of data. We anticipate the further development of this platform through the establishment of a portal to facilitate more effective communication.

Terms 1 and 2 proved to be very busy and successful for our staff and students across all areas of school life! Our students continued to meet and exceed learning outcomes, our sporting teams were successful, and our inaugural entry into the Greek Orthodox Archdiocese of Australia Saint Ypomoni Film Festival was declared the winner and nominated for Byzanfest – an international Orthodox Film Festival, and everyone looked forward to a well-earned break in the mid-year holidays.

Soon, everything changed. In the first week of the school holidays, we began to hear more and more about a second wave. A new variant, Delta, was spreading through the community. Restrictions were announced and a short period of online learning was declared. This short period soon became the whole term! School and family life was thrown into disarray as restrictions were tightened and the reporting of increasing case numbers began to affect the psyche of a whole nation.

At this point, it is important to acknowledge the dedication of our team of teachers. In the days after the initial announcement, they were able to prepare for a term’s worth of online learning and assessment. This was especially critical for our Year 12 students who were anticipating to begin Term 3 with their Trial Examinations. This was followed by the announcement of the delay to the start of the Higher School Certificate Examinations.

These disruptions, which did not allow for the complete return of all students in 2021, have no doubt impacted the learning of students across the state. However, I am confident that our skilful teachers, will be able to help students make up any lost ground. To this end, we will be applying to secure funding for a teacher to be appointed specifically for the purpose of recovery learning.

As students and their families were not able to come to school and church for shelter and comfort, we organised our Pastoral Care sessions as prayer services where we prayed the Paraklesis (Supplication to the Theotokos) together online. This was a source of comfort and connection for all

and highlights the need for prayer and faith during periods of turmoil. It was a reminder that God is with us at all times, and especially during our darkest days.

We pray that our world recovers from the effects of the pandemic. We pray that God grants rest to the souls of those who have been lost to this virus and that He comforts their families from above.

We look forward to an uninterrupted 2022 during which our students will be able to achieve their very best in all their endeavours.

I convey the paternal blessings of our Primate, His Eminence Archbishop Makarios of Australia, and call upon the intercessions of our Patron Saint Euphemia for you and your families.

Fr Peter Mavrommatis
College Principal

1.4 Message from Primary School Captains

2021 has been an amazing, but tough year. We have gone through so many things whether it be exciting and fun events, or hard and challenging times, but that only pushed us all closer together and helped us work together. We are so happy to have shared this amazing year with all of you. We are extremely thankful for Father Peter Mavrommatis and Ms Xanthoudakis for everything they have provided for our school. Thank you for never giving up on us and caring for us. Everyone in this school could not have made it this far without the two of you.

As School Captains, we are so happy to have been able to do so many things together and make this year incredible for everyone. We would like to thank all the teachers that have helped us and supported us along this journey of primary school. But most importantly, thank you to our fellow students of St Euphemia College for making everything about primary school absolutely amazing. Thank you for making everyone feel comfortable and making them feel that they belong.

We would both like to thank the whole prefect body for their amazing efforts in helping everyone and making sure they have the best year EVER! We loved having you beside all this way and making everything better. Thanks for the laughs, memories and fun times. We loved having you here to help us make this whole year better than anybody could imagine.

This amazing journey began in kindergarten. Everyone was absolutely terrified of leaving their parents. Little did we know this was going to be an amazing journey. Mrs Dinoris and Mrs Apostolou were there waiting for us with their smiling faces. Both them and our year 6 buddies helped us so much. We would like to congratulate them now after graduating year 12. We have now followed their footsteps and helped buddies of our own. We made sure they were comfortable, considering it is their first year of primary school.

Our role as school captains is to influence everyone, especially the younger students. We have been embraced with so many events such as, Church services, Our annual swimming carnival, gelato days, Easter egg competition, really fun excursions in person and online. We have led our school by example, following the footsteps of our previous captains.

As we are graduating, we would like to wish the next captains, prefects and year 6 class of 2022 a wonderful year and lots of luck. As we are starting a new adventure into high school, we take along our significant friendships, along with many valuable and treasured memories that we will cherish for the rest of our lives. We would like to thank our inspiring teachers because they have led us into this amazing path. They have made us the people we are today. Always remember 'strive for excellence'.

Tiana Vidic and Michael Lignos.

1.5 Message from High School Captains

On behalf of Year 12 students, we would like to thank all the people that made St Euphemia College a safe space in which we grew and matured into the young adults we are today. To our School Principal Reverend Father Peter, thank you for the wisdom you have bestowed upon us. Your prayers and the guidance you have gifted us will support us throughout our life.

Many of us arrived at St Euphemia College 13 years ago, walking through those daunting gates with uniforms that didn't fit, front fringes, bags that were almost as big as us and nerves, gazing up into the faces of much bigger kids. We are grateful for all the wonderful academic, religious, cultural and social experiences the College offered to us.

Thank you to all our teachers who for the past thirteen years have helped us and supported us to learn and grow into the confident young people we are today. We would also like to express our gratitude to our second mother, Mrs Ryan. You have worked tirelessly these past six years to support, comfort, guide and mentor us. You have spent every morning with us for six years, talking to us, praying for, and with us, and checking in on us, all the while, building meaningful relationships with each and every one of us. You invested so much of your personal time on our wellbeing, organising incredible events, camps and activities for us. It was during these events that we all got to experience a lifetime's worth of childhood memories. None of us would have made it through high school without you, so for that we hope you know how grateful we are, and that we deeply love you, and just know that we will always be your "little treasures".

After enduring a dreadful final term, it seems we have been unable to avoid any word, sentence and conversation that correlates directly with COVID-19, as we look back on our unfulfilled ending. Just know that we are a high school class that has done something never known or heard of before. It was our 'it is what it is' mindset that got us through the uncertain times, as well as the School's support. All of us have had a roller coaster ride; from month-long quarantines to distant learning, countless pending Teams assignments, late night classes and caffeine-fuelled all-nighters. However, these challenges revealed resilience and tenacity.

'How do we measure the time we've spent in school?' In the beginning, we measured it in class periods. As the days and weeks passed, we measured it in semesters, and later in years as we moved from Year 7 to becoming the seniors of this school. In Year 12, we confidently took our place as the new leaders and role models. Our graduation dinner was actually a reunion rather than a farewell. Our short reign ended, and it is up to the next class to step into our shoes and take over as the new role models. It is only now, at the end, that we realise we were too busy, too distracted and too preoccupied throughout our school years to truly appreciate what we had in this special time of our lives.

We know that we all measure our time here in a much different way. We all measure it in all the friendships we've enjoyed these last thirteen years. When many of our high school memories begin to fade, that's how we will ultimately measure the time we've spent here. Not in periods, or semesters, or years, but in the friendships that we made and the times we shared together.

Congratulations to our fellow graduates and beloved childhood friends. Wherever you go, and whatever you do, may we always keep in touch.

Zoe Janes and Dimitrios Vourtsanis

THEME 2

CONTEXTUAL INFORMATION ABOUT THE SCHOOL

2.1 Rationale, Goals and Aims of St Euphemia College

St Euphemia College is a coeducational school providing education to 28 Prep students and 639 students K–Year 12 (324 in Primary and 315 in High School). The School was established in 1989 by the Greek Orthodox Parish and Community of Bankstown and Districts.

The students, who come from over 40 different cultural, religious and national backgrounds are encouraged to excel in all their academic, social and sporting endeavours in a caring, disciplined and safe environment that is responsive to individual needs.

The College pursues the objectives, processes and outcomes of education as stated by the NSW Education Standards Authority (NESA). Courses are offered in all Key Learning Areas of primary and secondary education.

St Euphemia College is a community of staff, students, parents and caregivers who work collaboratively to foster growth and personal wellbeing where every student can “Strive for Excellence”.

Some unique features of our College include the continuum of learning from Prep to Year 12, a focus on the pastoral care of all students, positive behaviour management strategies (PBIS), reflective learning, a diverse range of curriculum, small senior classes and VET courses.

St Euphemia College has a strong focus on embedding personal faith, the Hellenic language and ideals, and culture into the student’s daily routine.

2.2 Mission Statement

That within a dynamic Orthodox, Christian framework, a student may strive to achieve academic excellence, a love for learning, social responsibility, spiritual growth and respect for a healthy mind and body.

2.3 School Motto

BECOME PERFECT - TEΛΕΙΟΙ ΓΙΝΕΣΘΕ

TEΛΕΙΟΙ ΓΙΝΕΣΘΕ is the Greek for Jesus’ words, “Become perfect” from the Gospel of Matthew. It is both an invitation and a challenge to continually “Strive for Excellence”.

St Euphemia is central to our emblem. Her whole life was dedicated to the Word of God and she sought to cultivate the virtues of knowledge and wisdom in herself and others. Her life shows us the path we need to take in search of knowledge and truth.

The Cross above the emblem signifies our School’s commitment to our Lord and Saviour Jesus Christ and His Church.

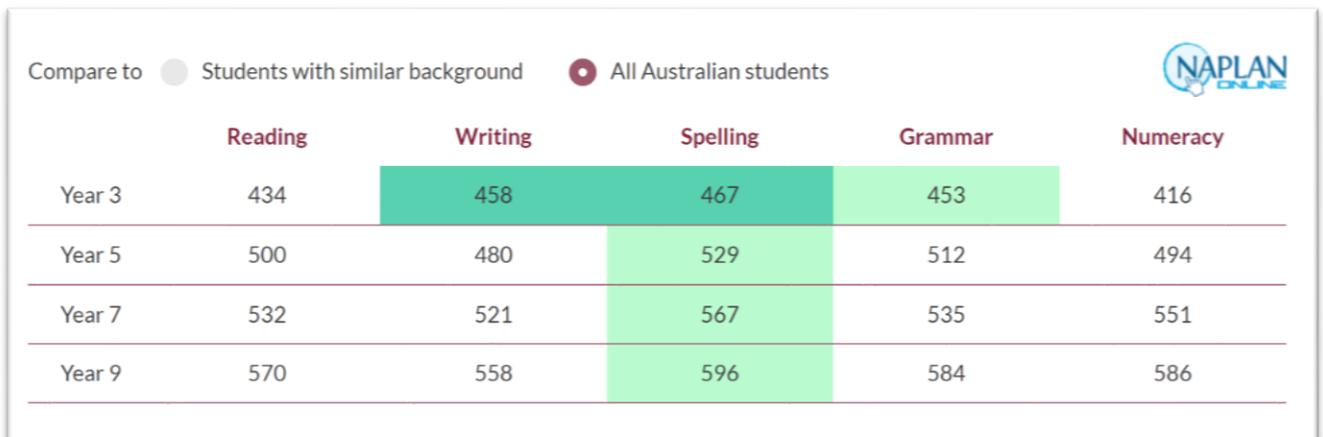
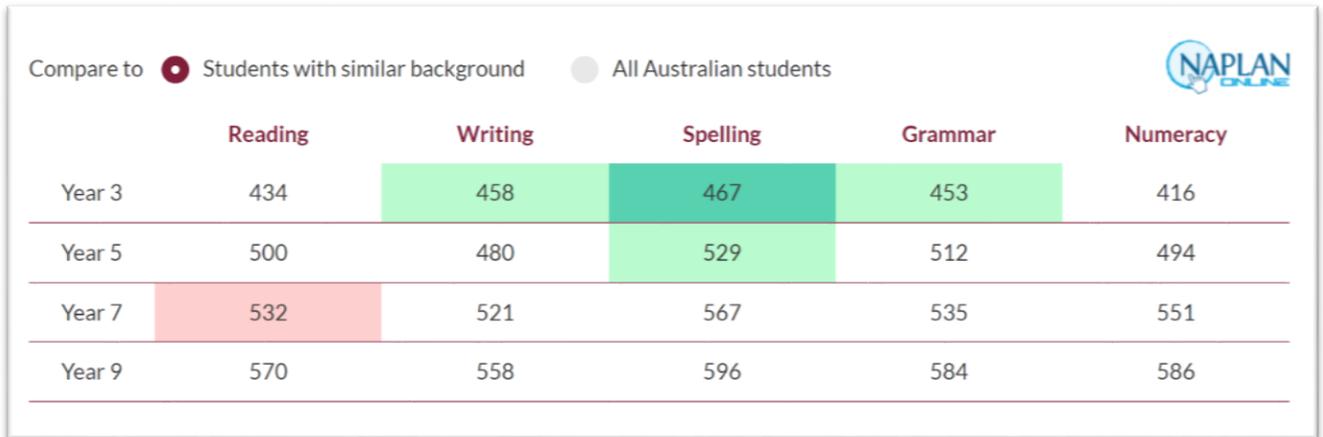


THEME 3

STUDENT OUTCOMES IN STANDARDISED NATIONAL LITERACY AND NUMERACY TESTING

NAPLAN

The 2021 NAPLAN results are summarised below and available on My Schools (<http://myschool.edu.au>)



Interpreting the table

Selected school's average when compared to students with a similar background

- Well above
- Above
- Close to
- Below
- Well below
- No comparison available

Figure 1 NAPLAN Results



THEME 4

SENIOR SECONDARY OUTCOMES (STUDENT ACHIEVEMENT)

4.1 THE GRANTING OF RECORDS OF SCHOOL ACHIEVEMENT (ROSA)

The Record of School Achievement Certificate (RoSA) is awarded to eligible students who leave school before receiving their Higher School Certificate. It is a cumulate credential for Years 10, 11 and 12 in that it allows students to accumulate their academic results until they leave school.

It is of specific use to students leaving school prior to the HSC.

All students in Years 10 and 11 were eligible for a Record of School Achievement. This credential, issued by NESA, was sought after by a small group of students who exited school to pursue a combined HSC and trade qualification.

50 students were enrolled in Year 11. The Grades for the Year 11 students in 2021 were as follows:

Year 11 Subjects	Grades % A – C	Grades % D – E
Ancient History	86	14
Biology	83	17
Business	95	5
Chemistry	67	33
Design Technology	100	0
Economics	73	27
English Advanced	100	0
English Extension	100	0
English Standard	93	7
Hospitality	100	0
Information Processes & Technology	100	0
Legal Studies	88	12
Mathematics Extension	80	20
Mathematics Standard	55	45
Mathematics Advanced	78	22
Modern Greek	100	0
Modern History	71	29
Music	100	0
PD_Health_PE	90	10
Physics	100	0
Serbian	100	0
Studies Of Religion	100	0

Table 1: Year 11 Grades for 2021

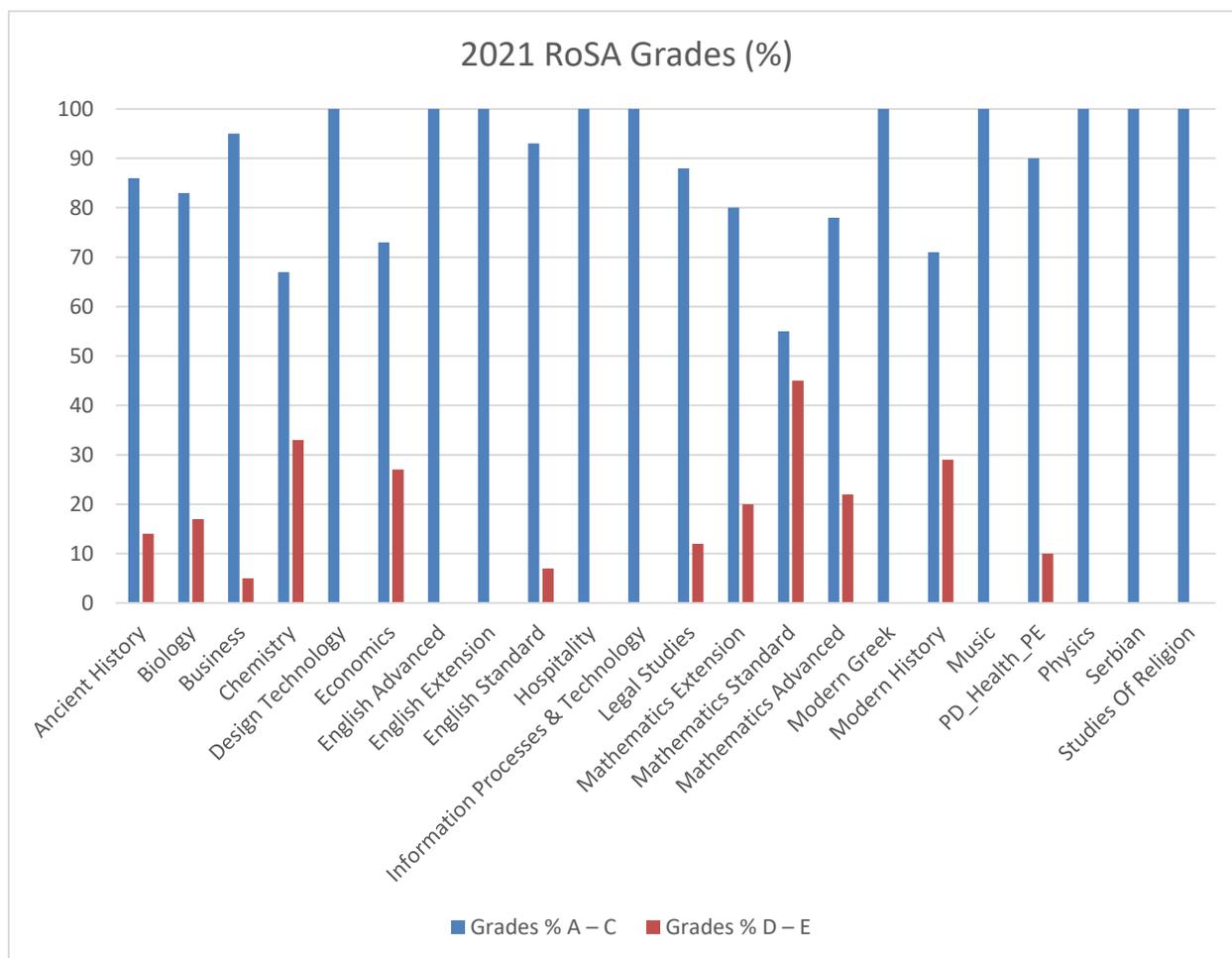


Figure 2: 2021 RoSA Grades (%)

4.2 HIGHER SCHOOL CERTIFICATE

The twenty-third group of students from St Euphemia College sat for the NSW Higher School Certificate in 2021. 43 students sat for 26 courses.

HIGHER SCHOOL CERTIFICATE	Number of Students		Bands 3 – 6 %		% change	Bands 1 – 2 %		% change
	2021	2020	2021	2020		2021	2020	
Ancient History	8	11	62 (68)	73 (83)	- 11 (15)	38 (32)	27 (17)	+11 (15)
Biology	4	9	75 (91)	89 (85)	-14 (6)	25 (9)	11 (15)	+14 (-6)
Business Studies	30	15	93 (86)	87 (82)	+6 (4)	7 (14)	13 (18)	-6 (-4)
Chemistry	2	4	100 (88)	100 (91)	0 (3)	0 (12)	0 (9)	0 (-3)
Design & Technology	6	5	100 (97)	100 (98)	0 (-1)	0 (3)	0 (2)	0 (1)
Economics	13	8	92 (94)	87 (91)	5 (3)	8 (6)	13 (9)	-5(-3)
Engineering Studies	0	4	N/A	100 (91)	N/A	N/A	0 (9)	N/A
English Standard	16	19	94 (90)	89 (89)	5(1)	6 (10)	11 (11)	-5 (-1)
English Advanced	27	25	100 (99)	100 (99)	0 (0)	0 (1)	0 (1)	0 (0)
English Extension 1	4	4	100 (100)	100 (100)	0 (0)	0 (0)	0 (0)	0 (0)
Food Technology	8	13	100 (85)	92 (82)	8 (3)	0 (15)	8 (18)	-8 (-3)
Geography	9	9	67 (91)	44 (87)	23 (4)	33 (9)	56 (13)	-23 (4)
Hospitality	6	13	100 (78)	92 (83)	8 (-5)	0 (22)	8 (17)	-8 (5)
IPT	5	3	60 (80)	100 (81)	-2 (-1)	40 (20)	0 (19)	2 (1)
Legal Studies	7	9	100 (85)	100 (88)	0 (-3)	0 (15)	0 (12)	0 (3)
Mathematics Standard	15	23	73 (78)	61 (75)	4 (-5)	27 (22)	39 (25)	-4 (5)
Mathematics 2U	10	7	100 (94)	100 (96)	0 (2)	0 (8)	0 (4)	0 (-2)

HIGHER SCHOOL CERTIFICATE	Number of Students		Bands 3 – 6 %		% change	Bands 1 – 2 %		% change
	2021	2020	2021	2020		2021	2020	
Extension 1 Mathematics	10	6	90 (94)	67 (94)	23 (-1)	10 (6)	33 (6)	-23 (1)
Extension 2 Mathematics	N/A	1	N/A	100 (97)	N/A	N/A	0 (3)	N/A
Modern Greek Continuers	11	6	100 (100)	100 (100)	0 (0)	0 (0)	0 (0)	0 (0)
Extension 1 Modern Greek	6	3	100 (100)	100 (100)	0 (0)	0 (0)	0 (0)	0 (0)
Modern History	3	6	100 (83)	83 (84)	14 (-1)	0 (14)	17 (17)	-14(1)
History Extension 1	2	0	100 (98)	N/A	N/A	0 (2)	N/A	N/A
PD/H/PE	13	19	85 (86)	84 (85)	1 (1)	15 (14)	16 (15)	-1(-1)
Physics	7	4	57 (90)	75 (86)	-18 (4)	43 (10)	25 (14)	+18 (-4)
Retail Studies	N/A	N/A	100 (68)	N/A	N/A	N/A	N/A	N/A
Society & Culture	2	2	100 (94)	100 (94)	0 (0)	0 (6)	0 (6)	0 (0)
Studies of Religion II	10	10	70 (90)	80 (92)	-24 (-3)	30 (10)	20 (8)	+24 (3)
Visual Arts	5	N/A	100 (98)	N/A	N/A	0 (2)	N/A	N/A

Table 2: 2021 HSC Results

The figures in brackets indicate the Statewide performance in each course as a percentage.

In 2021, 43 students sat for 26 HSC courses. In 19 of these courses students equalled or bettered the 2020 performances in terms of Bands 3-6 achievements. In addition, 12 of the 26 courses were above the State average, while a further 4 courses were within 2 marks of the state average. This achievement is in keeping with the 2020 school initiative targets.

As can be seen from the statistics, St Euphemia College runs many HSC courses with only a small candidature (less than 5) e.g. Biology, Chemistry, English Extension 1, Mathematics Extension I, Modern History, History Extension and Society and Culture. Given the small number of students in these courses the results and the performance indicators can be exaggerated.

Although there were less students that sat for the 2021 HSC than in 2020, the number of courses offered was not significantly lower. This is in keeping with our policy of providing as diverse range of subjects as possible in the senior school in order to ensure that students are able to achieve the best possible outcomes in courses they prefer.

Many students achieved their personal best results in the 2021 HSC. St Euphemia College is a non-selective school, but with its emphasis on academic excellence, it consistently ranks amongst the top three schools in the Bankstown Area and ranked as the 134th school in NSW in the 2021 HSC.

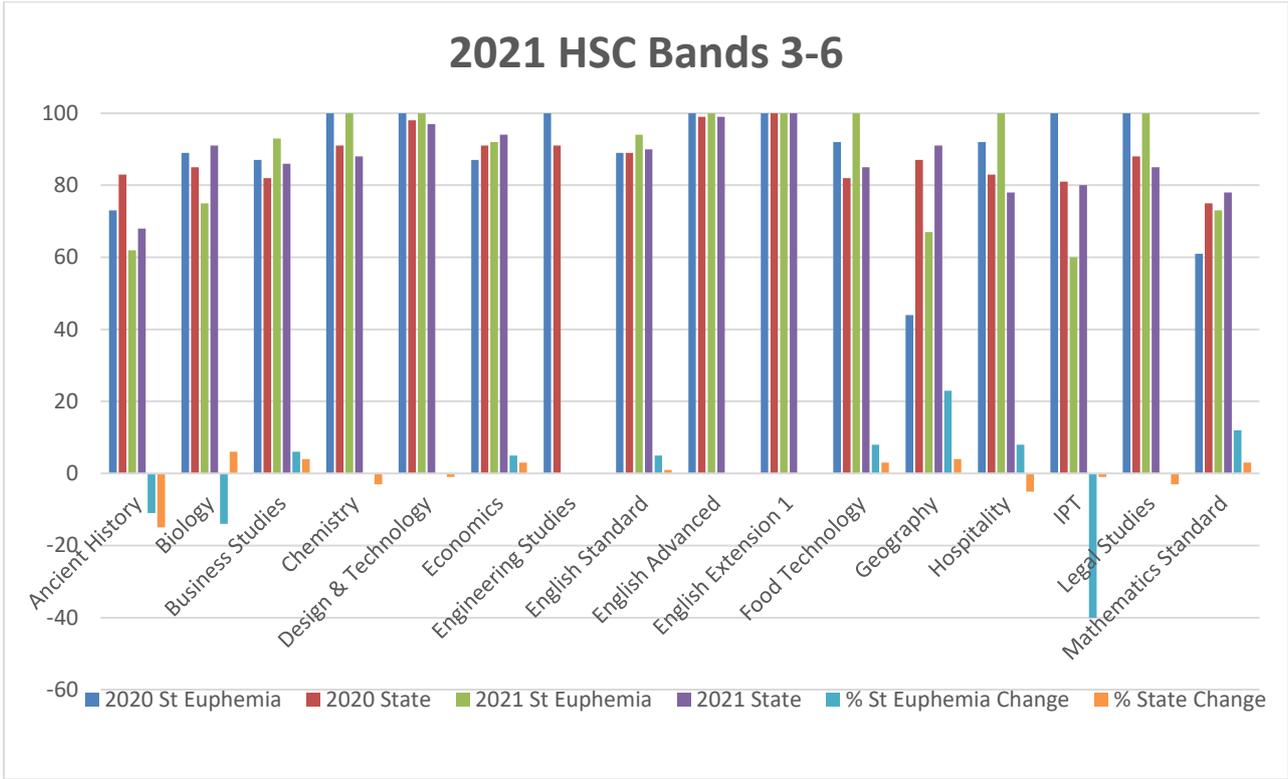


Figure 3: HSC Bands 3-6 Part a

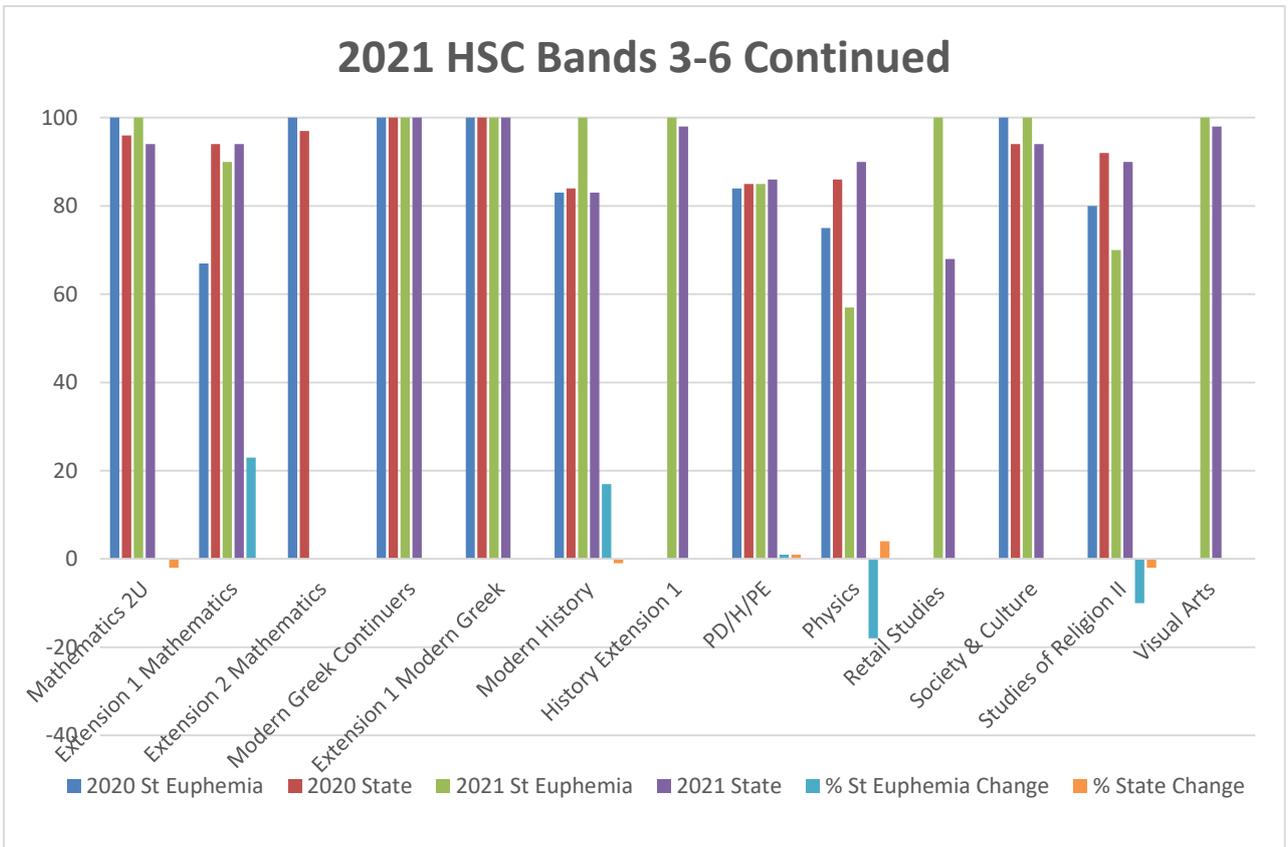


Figure 4: HSC Bands 3-6 Part b



4.3 2021 HSC Median Scores

HIGHER SCHOOL CERTIFICATE 2021	Median Score
Ancient History	69
Biology	63
Business Studies	75
Chemistry	62
Design & Technology	82
Economics	83
English Standard	71
English Advanced	84
English Extension 1	44
Food Technology	75
Geography	72
Information Processes and Technology	73
Legal Studies	85
Mathematics Standard 2	70
Mathematics Advanced	73
Mathematics Extension 1	41
Modern History	79
History Extension	35
PD/H/PE	78
Physics	62
Society & Culture	64
Studies of Religion II	71
Modern Greek Continuers	92
Modern Greek Extension	45
Hospitality	77

Table 3: 2021 HSC Median Scores

4.4 2021 HSC Student Achievements

Students in some individual subjects performed well above the State averages. The following table indicates the School percentages of **Band 6** results and the State percentages. In some cases, the School percentage is significantly higher than the State percentage.

SUBJECT	SCHOOL	STATE
Business Studies	20.00%	9.37%
Design and Technology	33.33%	17.01%
Economics	15.38%	14.83%
English Extension I	50.00%	40.95%
Modern Greek Continuers	54.54%	37.73%
Modern Greek Extension	50.00%	43.75%
PDHPE	7.69%	6.88%

Table 4: 2021 HSC Student Achievements

HSC Outstanding Achievements

- 63% of our students achieved a Band 5 and 6 in one or more courses.
- 7 students attained an ATAR over 90.
- All students attained excellent results above 80% in English Extension 1.
- 54.54% of students in Modern Greek Continuers attained a Band 6
- Students of Saint Euphemia College achieved State Rankings in the following Courses:
 - o First Place in Modern Greek Continuers
 - o Second Place in Modern Greek Continuers
 - o Fifth Place in Modern Greek Continuers
 - o First Place in Modern Greek Extension
 - o Second Place in Modern Greek Extension

HSC COURSES WITH ABOVE STATE AVERAGE RESULTS

SUBJECT	% ABOVE STATE AVERAGE
Business Studies	+2.86
Design and Technology	+4.06
Economics	+1.02
English Advanced	+1.22
English Extension 1	+1.76
Food Technology	+1.54
Legal Studies	+5.94
Mathematics Extension I	+2.39
Modern History	+5.08
PDHPE	+0.76
Modern Greek Continuers	+3.86
Hospitality VET	+2.63

Table 5: Above State Average Results in HSC Courses

The Dux of the Class of 2021 attained an ATAR of 98.75

1 student was nominated for the Design and Technology Powerhouse Exhibition (**DESIGNTECH**)

4.5 SENIOR SECONDARY OUTCOMES

There were 6 students (or 14%) who undertook vocational/trade training in 2021. All of these students were enrolled in Hospitality Examination (Kitchen Operations and Cookery) 2 Unit.

The percentage of students in Year 12 who attained a Year 12 certificate or equivalent VET qualification in 2021 was 100%.

THEME 5

TEACHER PROFESSIONAL LEARNING, ACCREDITATION AND QUALIFICATIONS

5.1 PROFESSIONAL LEARNING

Professional Development continued to be an important aspect of St Euphemia in 2021. Staff were given the opportunity to enhance their skills and knowledge in many areas of the curriculum.

The following professional development activities were undertaken by St Euphemia Staff throughout 2021.

Description of the Professional Learning Activity	No. of staff participating
Annual Reviva First Aid Resuscitation Training	All Staff and secretaries
PBIS Team Training Workshop	7
Updates to the NSW Child Protection Legislation Webinar	1
Regulatory Lens: Quality of Student Learning	1
Attendance and School Refusal	2
Writing Across the Curriculum: 7 -10	1
Literacy and Numeracy Progressions	2
Reading Essentials K-2	2
Putting the Pieces Together	2
The Collaborative Planning Process	2
Disability Legislation	All staff
Promoting and Protecting Student Wellbeing and Mental Health	All staff
Risk Management	1
NSW Reportable Conduct and Allegations Against Employees	All staff
Autism Spectrum Disorder	3
Christian Education Virtues	All staff
What is a Visible Learner?	All staff
Updated Maintenance of Accreditation and PD Requirements	All staff
K-2 Syllabus Drafting of English and Mathematics	All staff
What are our values?	All staff
Learning Intentions and Success Criteria	All staff
ChronARCH Usage for PBIS Welfare	All staff
PBIS – Minor and Major Behaviours	All staff
Seesaw (P-2) Workshop	All staff
Creating and Managing Break-Out Rooms Workshop	All staff
YouTube Streaming/Forms/In-built apps	All staff
Microsoft Planner and Tasks	All staff
Microsoft Assignments	All staff
Microsoft Insight	All staff
Immersive Reader	All staff

Sharing Files within OneDrive	All staff
Assessments through Forms	All staff
PBIS Teaching COVID Safe Practices	All staff
Visible Learning Workshop with Corwin	All staff

Table 6 Staff Professional Development

5.2 TEACHER ACCREDITATION

Level of Accreditation	
Conditional	1
Provisional	1
Proficient Teacher	58
Highly Accomplished Teacher (voluntary accreditation)	0
Lead Teacher (voluntary accreditation)	0

Table 7 Teacher Accreditation

5.3 TEACHING STANDARDS

Category	Description	Number of Teachers
A	Teachers having teacher education qualifications from a higher education institution within Australia or as recognised within the National Office of Overseas Skills Recognition (AEI-NOOSR) guidelines or	59
B	Teachers having a bachelor's degree from a higher education within Australia or one recognised within the AEI-NOOSR guidelines but lack formal teacher education qualifications	1
TOTAL		60

Table 8 Teaching Standards

THEME 6

WORKFORCE COMPOSITION

2021 SCHOOL STAFF	COMPOSITION	
	PRIMARY	HIGH SCHOOL
Principal	1	
Teaching Staff	26	34
Non-teaching staff	12	

Table 9: Workforce Composition

The majority of students at St Euphemia College are of Greek background however, currently the School caters for over twenty-five different cultural backgrounds. Two students of St Euphemia College identify as indigenous.

Staff composition and staff employment are NOT determined according to cultural background.

There are no indigenous staff currently employed at the College.

THEME 7

STUDENT ATTENDANCE, RETENTION RATES AND POST SCHOOL DESTINATIONS

7.1 STUDENT ATTENDANCE

YEAR GROUP	ATTENDANCE (%)		
	Male	Female	Overall
Kindergarten	95.4	94.7	96.1
Year 1	96.2	95.3	96.8
Year 2	96.1	96.5	95.8
Year 3	97.0	97.2	96.9
Year 4	96.1	95.5	96.7
Year 5	95.7	95.2	96.3
Year 6	95.3	94.7	96.0
Year 7	95.7	95.8	95.7
Year 8	95.4	95.8	94.9
Year 9	90.9	92.2	89.3
Year 10	91.8	90.5	93.0
Year 11	93.4	93.4	93.4
Year 12	92.6	92.4	92.8
All Year Groups	95.4	94.7	96.1

Table 10: Student Attendance 2021

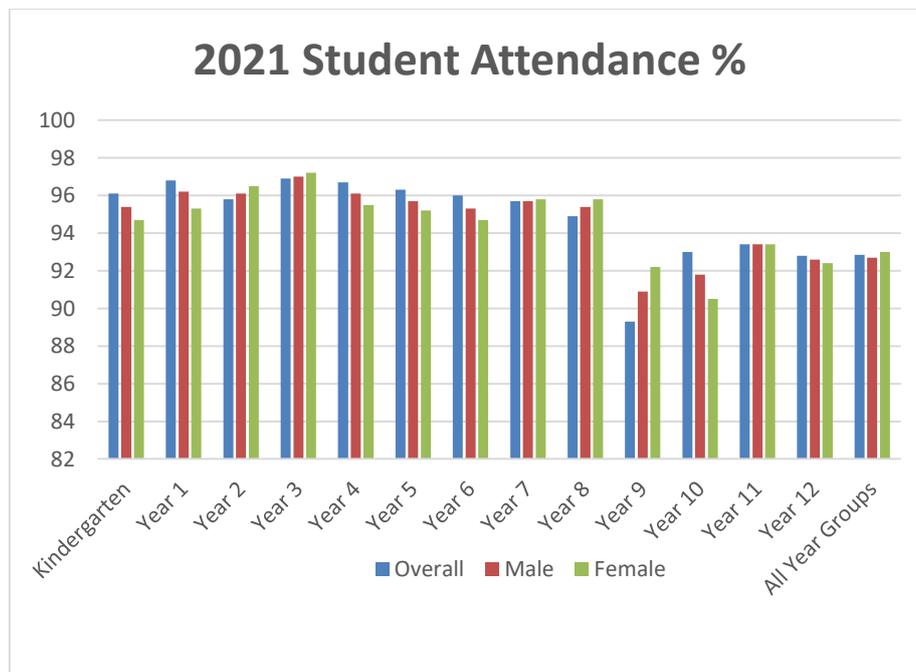


Figure 5: 2021 Student Attendance

7.2 ATTENDANCE POLICY AND GUIDELINES

Attendance is a shared responsibility between the School, parents, caregivers and students. St Euphemia College encourages regular attendance and punctuality. All students are expected to attend school each day it is open for instruction. The School implements policy and procedures to manage the daily attendance and non-attendance of the students enrolled.

The School is committed to providing a safe environment that encourages positive attendance. We aim to use early intervention strategies and communication with parents and caregivers to assist those students where attendance is affecting their educational goals.

The most effective means of implementing and maintaining regular school attendance includes sound attendance monitoring practices and regular follow up of unexplained absences by promptly contacting parents and caregivers.

Reinforcing these Procedures

The Attendance Policy is outlined during Information Sessions and Parent/Teacher Interview Sessions with parents and caregivers. During these meetings, the Policy and Procedures are explained to the parents or caregivers emphasising that it is their responsibility to ensure their children attend School. Punctuality is also stressed as lateness impacts on learning not only for the individual, but the class as a whole.

School newsletters and publications include periodic reminders of the components of the Attendance Policy and its accompanying Procedures.

The Staff review the Attendance Policy and the accompanying Procedures at the beginning of each School year in order to clarify individual roles in its implementation and review any updates

MAINTENANCE OF NON-ATTENDANCE

Procedures for Roll Marking

A student has an absence if they are not present on the school's premises. This includes where there is a variation to the student's attendance, for example where the student is engaging in their schooling at another location such as during an excursion.

In the Primary, the roll is electronically marked by class teachers, each morning before 9:00am, using Edumate, the school management system. The High School marks the roll before the first teaching period and for every period after that. The Attendance Officer then contacts parents and caregivers in relation to student absences via SMS notification each day. For each absence, the attendance register must indicate the reason for the absence, using the attendance codes approved by the NSW Minister of Education. The school is required to maintain records of documentation to substantiate the reason for any absence. This can include letters, emails, SMS responses or file notes.

Following Up Student Absences

The School follows up unexplained absences with parents/carers, notifies them regarding poor attendance and maintains records of unsatisfactory attendance in student files.

Phone calls, letters, emails, student interviews, parent and caregiver meetings at School are employed to inform parents and caregivers of their child's attendance status and proactively encourage cooperation in support of progress. Copies of any letters sent home and documentation of interviews are placed in the student's file.

If a student is absent without notification, the Administration Officer or class teacher will contact the parent or caregiver. The roll will be marked as absent until the student returns and provides an explanation.

When a student is absent from School, a written explanation (note or email) must be provided to the School within seven (7) days detailing the reason for that absence. While initial notification can be made by phone, students must supply a written note on the first day of their return. The note should be dated, state the student's name, note the dates and reason for any absence and be signed by the parent or caregiver listed on the student's records. This note should be given to the Class teacher on the next day after any absence or emailed to the Attendance Officer.

The Principal has the discretion to decline a reason provided for an absence if they are not satisfied with the reason provided or do not think the absence is in the best interest of the student. The Principal may request the parents/carers to provide documentation to substantiate the reason for the absence.

If a reason for an absence has not been provided within 7 days of the date of the absence, or has not been accepted by the Principal, the School must record the absence as unexplained or unjustified. Even when an absence is recorded as unexplained the School will continue to follow up the reason for the absence with the parents/carers.

Identifying Attendance Concerns

Monitoring attendance data can enable early intervention of students at risk, so that targeted intervention can be provided before the student's absenteeism becomes chronic. Monitoring methods can include the Attendance Officer or class teacher utilising the attendance system to gather non attendance for each student of concern.

If a student continues to be absent for numerous days, efforts must be made to improve the child's attendance. Meetings with parents and caregivers are supportive rather than disciplinary, with a focus on positive and proactive solutions. While parents and caregivers are reminded of their legal obligations under the *Education Act 1990*, the welfare of the student must be the focus of this consultation. The overall objective of the meeting will be to develop an Attendance Improvement Plan where agreed actions are noted and goals are set to improve student attendance.

Unsatisfactory attendance rates and unexplained attendances will continue to be monitored and if the above strategies do not work then further action will be taken. The School will contact the AIS Education Regulations and Program Implementation Team on (02) 9299 2845 for further support.

7.3 RETENTION RATES

	Students in Year 10	Students in Year 12 (2 years later)	Retention Rate %
2009 - 2011	54	45	83
2010 - 2012	43	36	84
2011 - 2013	52	51	98
2012 - 2014	60	59	98
2013 - 2015	65	61	94
2014 - 2016	83	79	95
2015 - 2017	51	56	110
2016 - 2018	81	78	96
2017 - 2019	56	48	86
2018 - 2020	46	44	96
2019 - 2021	52	43	83

Table 11: Year 10 to Year 12 Retention Rates

Approximately 96% of the students continue to complete the Higher School Certificate. There is an expectation by parents and caregivers in the community that their children will complete Year 12. However, with the increase in the diversity of programs and a variety of career pathways available to students today, a slightly larger number of students prefer not to go on to senior school, but exercise their options in apprenticeships, TAFE etc.

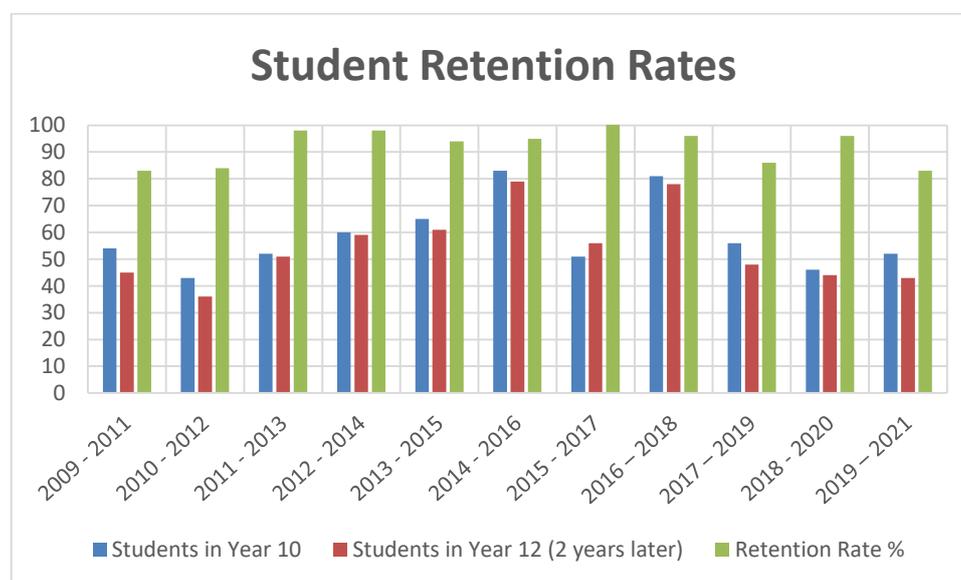


Figure 6: 2021ss Student Retention Rates

7.4 POST SCHOOL DESTINATIONS

Based on enrolment figures and information provided to the School, when students leave the School at the end of Year 10 or during Year 11 they generally do so to pursue employment or vocational training. Some students leave at the end of Year 10 for a change of school environment as most students have been at the School since Kindergarten and opt to continue their senior education in a new school.

2020	Workforce	Further Study	Changed schools	Overseas	Total
Year 10	0	1	1	0	1
Year 11	0	2	1	0	3
Year 12	1	42	0	0	43

Table 12: Post School Destinations

Over 95% of students who finished Year 12 in 2021ssss went on to further study (university, TAFE courses etc.). This is a very large proportion of students who have ambitions to further educate themselves. This characteristic is ingrained in our School, fulfilling the expectations of parents, caregivers and students.

THEME 8

ENROLMENT POLICIES

All enrolment applications are processed in order of receipt and consideration is given to the applicant's willingness to support the ethos of the School, siblings already attending the School and other criteria determined by the School from time to time. Provisions are in place to support families experiencing financial hardship.

All students are expected to support the School's ethos and comply with the "School Rules and Regulations" in order to maintain their enrolment.

Enrolment procedures at St Euphemia College will include the following elements.

Enrolment Pack

These will be distributed as required. The Pack will include:

- a prospectus
- an enrolment form
- fee schedule
- uniform list
- Primary School Guide
- High School Guide
- Enrolment Rules and Procedures.

As such, the Pack outlines the ethos of the School, curriculum offerings and behaviour, and responsibilities of parents, caregivers and students enrolled at St Euphemia College.

8.1 ENROLMENT POLICY AND PROCEDURES

ENROLMENT PROCEDURES

Enrolment Form

Parents or caregivers who wish to enrol their children must first complete an Enrolment Form and attach the following documentation:

- original documentation is required, such as children's birth certificate and passport or evidence of Australian Citizenship
- a copy of the child's most recent preschool report, school report and a copy of the NAPLAN reports (if applicable)
- a copy of an Immunisation History Statement (all primary students)
- Guardianship and Custody Orders (if applicable)
- Visa documentation (if applicable)
- Baptism Certificate (where applicable)
- Additional Medical Records or Health Care Plans

A non-refundable application fee of \$100 must be paid when lodging an application form. A further \$250 for registration must be paid when a position is offered in writing by the Principal or their delegate, the Primary Deputy Principal.

If custody situations arise, the School will not be responsible to either party and must not be involved by either party for their personal gain regarding custody issues. The School will remain impartial with its priority being the welfare of the students in its care. The School will only be bound via documented court orders.

Enrolment Conditions

If parents or caregivers have supplied the abovementioned documentation and a vacancy exists or is pending, the School Administration staff will organise a suitable time for the parents/caregivers accompanied by the prospective student to attend an interview with the Principal or their Delegate.

The student may also be asked to attend an academic assessment session (if required).

Payment of fees are specified in the Fee Schedule.

Absences from the School, for either the whole or part of a term, will not attract discounted fees.

It is the responsibility of the parents or caregivers to advise the College of any change of particulars shown on their original Application for Enrolment Form.

The Principal may exclude a student if the Principal considers that a mutually beneficial relationship of trust and cooperation between a parent or caregiver and the School has broken down to the extent that it adversely impacts on the relationship.

Withdrawal Notice

The School will refund fees in advance, provided that at least ten weeks' notice of intention to leave the School is given in writing to the Principal.

Entry Points

The main entry point is Kindergarten. An interview with the Principal/Primary Deputy Principal will be conducted to assess the child's readiness to commence formal schooling. Students commencing Kindergarten must be five years of age, or turn five by the 31st July. Enrolments are processed in order of receipt. All placement offers are made to the parents in writing.

Offers and Waiting Lists in other Grades

Providing places are available, intake for other grades are available upon request.

The School has an absolute discretion in determining whether to offer a place for the student at St Euphemia College. Parents or caregivers are notified in writing if their children have been offered a place by the School. If the School cannot make an offer because places are no longer available, applicants are automatically placed on the Waiting List, in case a position becomes available for the academic year for which entry was sought.

Conditional Enrolments

Where a prospective student does not fulfil all the requirements for enrolment, the Principal may consider an offer of Conditional Enrolment. The Conditional Enrolment will be reviewed regularly (at least once a Term). Possible outcomes of the review include evidence to support the:

- continuation of the Conditional Enrolment
- removal of the Conditional Enrolment
- exclusion of the Student from the School.

On accepting the offer of a place at the School, parents or caregivers must pay the term's tuition fee in advance. Continuing enrolment will be subject to a student's adherence to School rules, relevant policies and payment of School fees.

All parents and caregivers of students enrolled at St Euphemia College are expected to be supportive of the ethos of the School.

Enrolment of Students with Disabilities

Students with disabilities seeking enrolment at St Euphemia College will be treated on the same basis as students without disabilities. Adjustments will need to be made by the School to allow students with disabilities to participate in all aspects of School life. Adjustments will be determined in the context of what is reasonable to meet the prospective student's needs.

Exclusion from the School

If the Principal considers that a student has committed a serious breach of the School rules or has otherwise engaged in conduct which is prejudicial to the School, students or staff, the Principal may exclude the student permanently or temporarily at their absolute discretion. This exclusion must be ratified by the Board of Directors of the College.

Continued Enrolment

It is assumed that students at St Euphemia College will progress from year to year throughout the School, however progression is not automatic nor is continuous enrolment guaranteed by the offer of a place.

Pre-requisites for continued enrolment of a student includes satisfactory:

- payment of school fees by the due date.

- behaviour, appearance, uniform, attendance and use of college facilities and resources.
- academic performance (class work, homework and assessment) in all Key Learning Areas.
- restitution: students are required to pay for any items or properties damaged or vandalised (in school or off school grounds). Parents or caregivers are sent a letter outlining costs of repair. Conditional entry and further probationary consequences, suspension or termination of enrolment may apply.

The School is committed to working with parents and caregivers to ensure that students meet the aforementioned requirements for continued enrolment.

Parents or caregivers will be notified, if the School believes that a student is not meeting minimum course requirements and it is in the students' best interest to repeat a year or be placed on probation.

In exceptional circumstances, when a serious allegation against a student is brought to the attention of the Principal, the student concerned may be suspended until a complete investigation is finalised. Should the investigation extend over a prolonged period and involve outside agencies, then the suspension will be reviewed every fourteen days. In such cases the student retains their right of appeal, and if necessary the School will ensure all relevant classwork is provided to the student. The student will also be advised of available counselling services.

If the School believes a mutually beneficial relationship of trust and cooperation between parents or caregivers and School has broken down, the School may require the student to be withdrawn.

8.2 CHARACTERISTICS OF THE STUDENT BODY

During 2021, there were 620 students enrolled; 302 in the Primary and 318 in the High School. As St Euphemia College is a school underpinned by Greek Orthodox values, the majority of students are of Greek background. However, the School is currently home to approximately 20 different cultural backgrounds. The gender composition of our students is indicated below:

Year	Boys	Girls	Total in Year
Kindergarten	21	22	43
Year 1	13	17	30
Year 2	15	17	32
Year 3	30	30	60
Year 4	17	19	36
Year 5	25	19	44
Year 6	29	28	57
Total in Primary	150	152	302
Year 7	27	19	46
Year 8	25	23	48
Year 9	41	31	72
Year 10	29	30	59
Year 11	24	26	50
Year 12	21	22	43
Total in High School	167	151	318
Total School	317	303	620

Table 13: School Population - 2021 Census

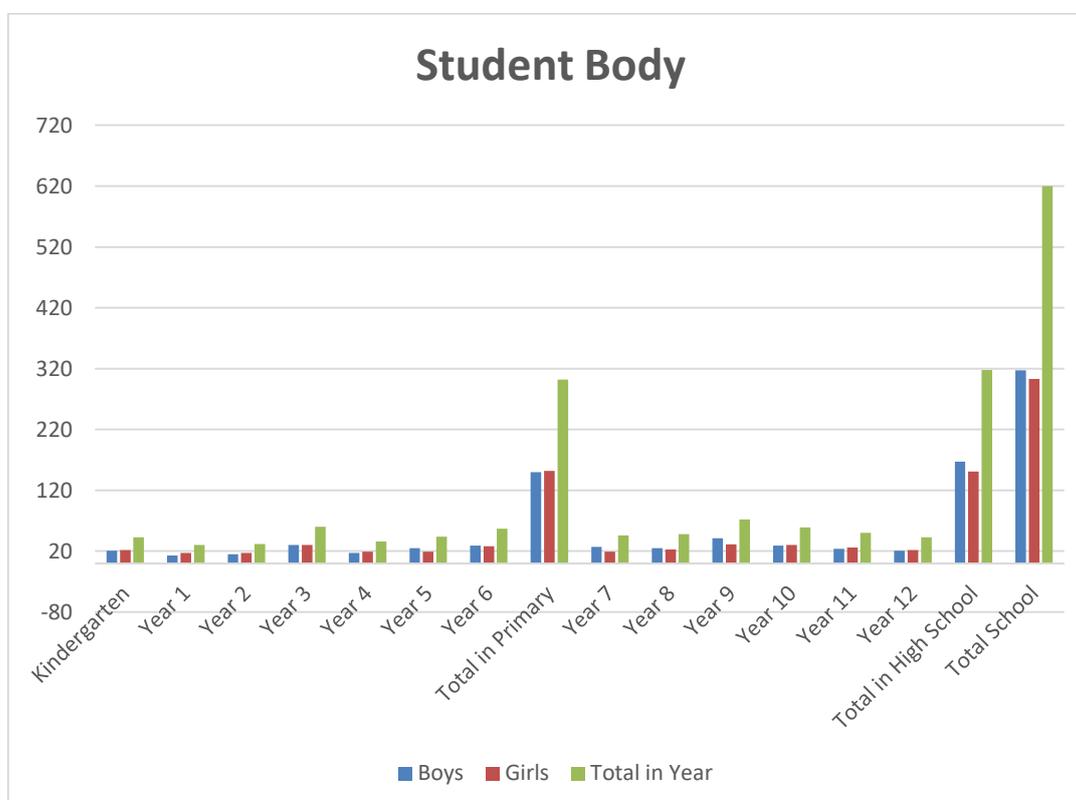


Figure 7: 2021 Student Body

THEME 9

OTHER SCHOOL POLICIES

9.1 CHANGES TO SCHOOL POLICIES FOR 2021

The following table outlines the policies and procedures in place during 2021 to ensure that all aspects of the School's mission for providing student welfare were implemented. All of the policies and procedures listed are available to all staff through the School's network. Furthermore, all policies and their accompanying procedures are available to parents and caregivers upon request from the School.

Summary of Policies

<i>Policy</i>	<i>Summary of Policy</i>	<i>Changes in 2021</i>	<i>Location</i>
Student Welfare	<p>Student Welfare encompasses everything that the School community does to meet the personal, social and learning needs of students and enhance their wellbeing.</p> <p>It involves recognising, valuing and developing each student as a total and unique person in the context of society.</p> <p>The welfare of a student incorporates many School policies and procedures such as:</p> <ul style="list-style-type: none"> - Child Protection - Attendance - Communications - Code of Conduct - Anti-bullying - Social Media etc <p>In cooperation with staff, parents, caregivers and students, the School can work towards accomplishing its aims by providing:</p> <ul style="list-style-type: none"> • quality learning and teaching opportunities • a safe and supportive school environment for learning • good discipline • community involvement. <p>The School's approach to welfare is based on a system of negotiation, representation and cooperation. Through the Student Welfare Program the School aims to:</p> <ul style="list-style-type: none"> • create a safe and caring school environment in which students are nurtured as they learn • Introduce PBIS and incorporate effective steps to improve and integrate all of the data, systems and practices affecting student outcomes everyday 	<ul style="list-style-type: none"> - Reviewed Teacher's Handbook - Reviewed Teacher's Code of Conduct - Established School Values and implemented PBIS. - Revised Child Protection Policy 	<ul style="list-style-type: none"> - Teacher Handbook - School intranet - Available by request from School Office

<i>Policy</i>	<i>Summary of Policy</i>	<i>Changes in 2021</i>	<i>Location</i>
	<ul style="list-style-type: none"> • develop a sense of enjoyment and satisfaction from learning • develop the ability to communicate effectively with others • establish a coherent set of values to guide behaviour • promote a sense of responsibility for student actions and decisions • encourage a sense of personal dignity and worth • develop a feeling of belonging to the wider community. 		
Anti-bullying	<p>The School's Policy provides processes for responding and managing allegations of bullying incidents.</p> <p>Implementation of the Anti Bullying Policy will help to develop a school culture and environment that is concerned with keeping students safe and supported, both inside and outside the classroom. In an anti bullying culture, everyone is treated with respect, bullying behaviour is not tolerated and students feel safe to report incidences of bullying without reprisals.</p>	Changes made include assessing support services available to the school community.	The full text of the School's Anti - Bullying Policy is available by request from the School Principal or from the School Office.
Student Discipline	<p>The School expressly prohibits corporal punishment and does not explicitly or implicitly sanction the administering of corporal punishment by non-school persons, including parents, to enforce discipline at the school. All behaviour management actions are based on procedural fairness. Parents are involved in the process of procedural fairness when sanctions result in suspension and expulsion of a student.</p> <p>Effective discipline involves educating our children about making the right choices and taking responsibility for their actions.</p> <p>By implementing the PBIS model we are seeking to increase the capacity of our school to reach all students using research-based school wide, classroom, and individualised interventions. At its core PBIS is a prevention model. A set of universal expectations for behaviour, positively</p>	Changes include the implementation of PBIS including - scope and sequence behaviour expectations for all locations of the school.	The full text relating to the School's Discipline Procedures are available in the School's Welfare Policy and Procedures. This can be accessed by request from the School Principal or from the School Office.

<i>Policy</i>	<i>Summary of Policy</i>	<i>Changes in 2021</i>	<i>Location</i>
	<p>stated have been established for all students in all locations of the school.</p> <p>These are organised and described within four key values:</p> <ul style="list-style-type: none"> • Respect • Resilience • Truth • Empathy 		
Complaints Handling	<p>This Policy uses as appropriate, procedural fairness in dealing with complaints and grievances and includes processes for raising and responding to matters of concern identified by parents, teachers and students. The document incorporates how members of the school community raise complaints and grievances.</p>	<p>Changes were made to the flowcharts indicating the</p>	<p>The full text of the School's policy and processes for complaint and grievance resolution is provided in Complaints Handling Policy and Procedures available on the school website and intranet.</p>

Table 14: Summary of School Policies and Procedures

THEME 10

10.1 SCHOOL DETERMINED PRIORITY AREAS FOR IMPROVEMENT

STRIVE FOR EXCELLENCE

SCHOOL BACKGROUND

OUR VISION, OUR
CONTEXT, OUR PLAN.

OUR VISION

THAT WITHIN A DYNAMIC ORTHODOX, CHRISTIAN FRAMEWORK, A STUDENT MAY STRIVE FOR ACADEMIC EXCELLENCE, A LOVE OF LEARNING, SOCIAL RESPONSIBILITY, SPIRITUAL GROWTH AND RESPECT.

OUR CONTEXT

St Euphemia College, established in 1989, is a K to 12 Christian comprehensive co-educational school, catering for students with a range of academic abilities. The School is a community of staff, students, parents and caregivers who work collaboratively to foster growth and personal wellbeing. Our educational ideals are encapsulated in our motto - Strive for Excellence. The students who come from various cultural and linguistic backgrounds are encouraged to excel in all their endeavours, in a caring, disciplined and safe environment that is responsive to individual needs. Each student's growth in learning is accompanied by a balanced program of pastoral care, leadership, sporting, socio-cultural, and enrichment activities. The College also offers a comprehensive range of extra-curricular activities that cater for individual interests, across sport, the arts and public speaking. Charity initiatives foster a social conscience in order to become compassionate and responsible young people.

OUR PLAN

Throughout 2020, all members of the school community (staff, students and families), attended focus groups to confirm:

- 1) shared core values and beliefs
- 2) areas of school strength
- 3) priorities for the future.

Input from the whole school community determined the school's vision and directions. Feedback from community consultation was shared with staff, students, families and community members to determine three strategic directions using the 5P model - identifying the PURPOSE of each direction, the PEOPLE involved, the PROCESSES (or projects we would be implementing), the PRODUCTS and PRACTICES (as well as improvement measures).

Hence, the School Executive drafted the School's Strategic Plan reflective of the input from the whole school community.

Table 15 Performance Measure

STRIVE FOR EXCELLENCE



TO IGNITE INNOVATION IN TEACHING AND LEARNING
SO THAT WE MAY CHALLENGE AND INSPIRE CRITICAL
AND CREATIVE THINKERS.



TO PRIORITISE THE WELLBEING OF OURSELVES AND
OTHERS SO THAT TOGETHER WE MAY ENRICH OUR
LIVES AND THE LIFE OF OUR COMMUNITY.

OUR DIRECTION

OUR WHY



OUR DIRECTION

OUR WHY

STRIVE FOR EXCELLENCE

STRATEGIC DIRECTION 3 CONNECTED AND ENGAGED COMMUNITY

TO CONSTANTLY PURSUE A POSITIVE SCHOOL CULTURE, WHERE ALL MEMBERS OF THE SCHOOL COMMUNITY ARE VALUED, ENGAGED AND INVOLVED, SO THAT STUDENTS, TEACHERS, FAMILIES AND THE BROADER COMMUNITY MAY WORK COLLABORATIVELY TO CULTIVATE A SUPPORTIVE LEARNING AND SOCIAL ENVIRONMENT.

STRIVE FOR EXCELLENCE

HOW DO WE DEVELOP THE CAPABILITIES OF OUR PEOPLE TO BRING ABOUT TRANSFORMATION?

IMPROVEMENT MEASURES

100% Student Improvement in Literacy K to 12

100% of Staff achieve shared ICT goal.

80% of students can articulate what, how and why in any lesson.

Timely Student, Parent and Teacher Feedback

Parent attendance and feedback at Learning Workshops

STUDENTS

EXPLICIT INSTRUCTION TO DEVELOP GENERAL CAPABILITIES (CRITICAL, ANALYTICAL, CREATIVE THINKING, COLLABORATION)

THE USE OF TECHNOLOGY TO EXPERIENCE TRANSFORMATIVE LEARNING (SAMR MODEL).

FAMILIES

PARTICIPATION IN PARENT FORUMS AND WORKSHOPS.

OPPORTUNITIES TO BE ACTIVELY ENGAGED IN THEIR CHILD'S LEARNING.

IMMERSION IN OPEN DAYS TO EXPERIENCE TRANSFORMATIVE LEARNING.

STAFF

COLLABORATIVE PLANNING, COACHING AND MENTORING SO THAT FEEDBACK WILL BROADEN THE CAPACITY TO ACHIEVE IMPROVEMENT MEASURES.

INTRODUCTION OF PROFESSIONAL DEVELOPMENT PLANS WHICH ARE ALIGNED TO FRAMEWORKS SUCH AS QUALITY TEACHING FRAMEWORK, SCHOOL EXCELLENCE FRAMEWORK AND THE AUSTRALIAN TEACHING STANDARDS

COMMUNITY PARTNERS

STRENGTHENING EXISTING PARTNERSHIPS AND CREATING NEW OPPORTUNITIES FOR COLLABORATION ACROSS A COMMUNITY OF SCHOOLS.

INVESTING IN A CRITICAL FRIEND (E.G., ANOTHER SCHOOL) FOR EXTERNAL FEEDBACK AND COACHING

FUTURE FOCUSED TEACHING AND LEARNING

STRATEGIC DIRECTION 1

"TO MOVE LEARNING BEYOND THE TRADITIONAL CLASSROOM, SO THAT STUDENTS ARE EQUIPPED WITH SKILLS TO SUCCEED IN THE FUTURE. INNOVATION IN TEACHING AND LEARNING WILL BE PRIORITISED ACROSS SCHOOL PROGRAMS TO DEVELOP CRITICAL AND CREATIVE THINKERS."

PROJECTS

PROFESSIONAL LEARNING AND PEER COACHING – ICT AND 21ST CENTURY CAPABILITIES.

EVIDENCE BASED PEDAGOGIES

LITERACY: FOCUS ON READING AND COMPREHENSION.
NUMERACY: MINDSETS AND SKILLS OF A MATHEMATICIAN.

DATA-DRIVEN PRACTICE – FORMING DATA TEAMS TO SUPPORT THE TRACKING AND MONITORING OF STUDENT GROWTH P TO 12.

RIGOROUS ANALYSIS OF HSC DATA FOR EVERY SUBJECT TO IDENTIFY TRENDS AND COLLECTIVELY IMPROVE TEACHING AND LEARNING.

INTRODUCTION OF NEW SUBJECTS AND FACILITIES TO MAXIMISE ENGAGEMENT AND LEARNING FOR A RANGE OF CAPABILITIES.

FORM LINKS WITH A NETWORK OF SCHOOLS TO BROADEN OUR PRACTICE, PEDAGOGY, SKILLS AND UNDERSTANDING.

VISIBLE LEARNING: EXPLICIT LEARNING INTENTIONS AND SUCCESS CRITERIA.

TRANSITION PROJECTS FROM PREP TO KINDERGARTEN AND STAGE 3 TO STAGE 4.



EVALUATION PLAN

EMPLOY A RANGE OF APPLICABLE DATA TO INFORM TEACHERS ON THE EFFECTIVENESS AND PERFORMANCE OF PROFESSIONAL LEARNING. E.G. TEACHER, STUDENT AND PARENT SURVEYS, READING DATA.

PROJECT TEAMS AND COMMITTEES SET SMART GOALS, REPORT PROGRESS AND REGULARLY CELEBRATE MILESTONES.

WHAT ARE OUR NEWLY EMBEDDED PRACTICES AND HOW ARE THEY INTEGRATED AND IN ACCORD WITH OUR PURPOSE?

IMPLEMENT AND EVALUATE A CYCLE OF HIGH-QUALITY PROFESSIONAL LEARNING.

PROVIDE MENTORING AND COACHING SUPPORT TO ENSURE THE ONGOING DEVELOPMENT AND IMPROVEMENT OF ALL TEACHERS.

INCREASE THE NUMBER OF STUDENTS, PRE-K TO 12 WHO WOULD ACHIEVE OR EXCEED BENCHMARKS/TARGETS IN LITERACY AND NUMERACY. ALL OTHER STUDENTS WILL HAVE ADJUSTMENTS, MODERATIONS OR PERSONALISED LEARNING AND SUPPORT PLANS.

ALL PROGRAMS AND ASSESSMENT TASKS INCORPORATE LEARNING INTENTIONS AND SUCCESS CRITERIA WHERE APPLICABLE.

EMBED REFLECTIVE PRACTICES THAT ENHANCE QUALITY TEACHING AND FUTURE FOCUSED TEACHING AND LEARNING E.G. QUALITY TEACHING ROUNDS, CLASSROOM WALKTHROUGHS, PDPS, PROGRAM EVALUATIONS, OBSERVATIONS, DEMONSTRATION LESSONS AND TPL.

WHAT WE ARE GOING TO GET WHEN WE DO THIS?

TEACHERS WILL HAVE EXPERT CONTEMPORARY CONTENT KNOWLEDGE AND INNOVATIVE PRACTICES THAT ARE RELEVANT AND MEANINGFUL

COLLABORATIVELY DESIGNED AND IMPLEMENTED LEARNING EXPERIENCES THAT INCORPORATE TECHNOLOGY, RICH TASKS AND GENERAL CAPABILITIES

NEW FACILITIES TO PROMOTE TRANSFORMATIVE LEARNING.



STRIVE FOR EXCELLENCE

HOW DO WE DEVELOP THE CAPABILITIES OF OUR PEOPLE TO BRING ABOUT TRANSFORMATION?

IMPROVEMENT MEASURES

Personalised adjustments are in place for all students identified by the Learning and Support Team.

The Learning and Support Team will meet every week to track, monitor and support wellbeing.

Increased involvement and participation in wellbeing initiatives.

Decrease in negative behaviour (reflected in behaviour data) Increase in positive behaviour (reflected in behaviour data)

HEALTH, SUPPORT AND WELLBEING

STRATEGIC DIRECTION 2

"TO PRIORITISE THE WELLBEING OF OURSELVES AND OTHERS SO THAT TOGETHER WE CAN ENRICH OUR LIVES AND COMMUNITY. AT THE CENTRE OF SCHOOL PROGRAMMING AND PRACTICES IS WELLBEING. STUDENTS WITH HIGHER LEVELS OF PSYCHOLOGICAL AND EMOTIONAL WELLBEING SHOW HIGHER LEVELS OF ACADEMIC ACHIEVEMENT. WITH THE SUPPORT OF OUR COMMUNITY WE WILL ENSURE THE SCHOOL IS A SECURE AND SUPPORTIVE ENVIRONMENT THAT ALLOWS STUDENTS TO FLOURISH AND SUCCEED."

STUDENTS

TAILORED SUPPORT INCORPORATING SUITABLE EVIDENCE-BASED PRACTICES.

STUDENTS ARE EXPLICITLY TAUGHT AND ARE PROVIDED WITH OPPORTUNITIES TO PRACTISE SOCIAL AND EMOTIONAL COMPETENCIES (E.G. GROWTH MINDSETS).

FAMILIES

PARTICIPATION IN PARENT FORUMS AND WORKSHOPS.

SHARED GOVERNANCE AND INVOLVEMENT IN SCHOOLWIDE INITIATIVES.

STAFF

ENGAGEMENT IN PROFESSIONAL LEARNING – RELEVANT LEGISLATION AND CURRENT PEDAGOGY.

LEARNING AND SUPPORT TEAM TO MEET WEEKLY TO DISCUSS AND PLAN FOR THE INDIVIDUAL NEEDS OF STUDENTS.

WELLBEING COMMITTEE MEMBERS ARE RESPONSIBLE FOR DRIVING WELLBEING INITIATIVES ACROSS THE COMMUNITY.

COMMUNITY PARTNERS

STRENGTHEN EXISTING PARTNERSHIPS AND CREATE/SEIZE NEW OPPORTUNITIES FOR COLLABORATION.

COLLABORATING WITH SCHOOLS PILOTING THE PBIS MODEL.

HOW DO WE DO IT AND HOW WILL WE KNOW?

LEARNING AND SUPPORT – DATA INFORMED PRACTICE. COLLABORATIVELY COLLECTING AND ANALYSING DATA TO SUPPORT EDUCATIONAL DECISIONS.

PROFESSIONAL LEARNING – 100% OF STAFF TO BE TRAINED IN EMOTION COACHING AND IN PBIS PEDAGOGY.

ONGOING TRACKING AND MONITORING OF STUDENT PROGRESS BY THE LEARNING AND SUPPORT TEAM.

NATIONAL CONSISTENT COLLECTION OF DATA FOR STUDENTS WITH DISABILITIES COMPLETED BY LEARNING AND SUPPORT TEAM USING UP TO DATE TRACKING DATA.

FORMATION OF A WELLBEING COMMITTEE TO DRIVE INITIATIVES ACROSS K-12.

REGULAR REVIEW OF POLICIES AND PROCEDURES RELATED TO STUDENT WELFARE.

PBIS: POSITIVE BEHAVIOUR INTERVENTION AND SUPPORT ACROSS P TO 12.



EVALUATION PLAN

SCHOOL TEAMS TO CARRY OUT ANALYSIS OF DATA EACH TERM TO EVALUATE IMPACT.

DATA TRIANGULATION IS USED TO INFORM PRACTICE AND SUPPORT.

THE LEARNING AND SUPPORT TEAM REVIEW CYCLE WILL MONITOR WHOLE SCHOOL INITIATIVES, TARGETED GROUPS AND INDIVIDUAL PLANS

THE PBIS TEAM WILL MEET FORTNIGHTLY TO REVIEW WHOLE SCHOOL DATA THAT WILL INFORM PLANNING.

WHAT ARE OUR NEWLY EMBEDDED PRACTICES AND HOW ARE THEY INTEGRATED AND IN ACCORD WITH OUR PURPOSE?

FORMATIVE ASSESSMENT IS USED TO MONITOR, PLAN AND REPORT ON STUDENT LEARNING.

PBIS POSITIVE BEHAVIORAL INTERVENTIONS AND SUPPORTS ACROSS K TO 12

LEARNING PROGRAMS, TASKS, AND ASSESSMENTS ARE DIFFERENTIATED TO MEET INDIVIDUAL NEEDS

WELLBEING INITIATIVES TO IMPROVE THE PHYSICAL, SPIRITUAL, COGNITIVE, SOCIAL AND MENTAL HEALTH OF ALL STUDENTS AND STAFF.

WHAT WE ARE GOING TO GET WHEN WE DO THIS?

REFLECTIVE PRACTITIONERS THAT USE DATA TO INFORM DECISION MAKING.

ALL STUDENTS WITH ADDITIONAL NEEDS ARE PROFILED AND HAVE ACCESS TO APPROPRIATE SUPPORT IN ACCORDANCE WITH THE DDA 1992.

ALL TEACHERS TRACK STUDENT NEEDS WHICH ARE MONITORED BY THE LEARNING AND SUPPORT TEAM ACROSS THE SCHOOL.



STRIVE FOR EXCELLENCE

IMPROVEMENT MEASURES

100% of families electronically receive updates from the school.

Multiple platforms for connection (e.g. Microsoft 365, Facebook, SeeSaw, School App)

100% of families are provided with active opportunities to participate in the life of the church.

100% of families are provided opportunities to be actively involved in their child's learning.

CONNECTED AND ENGAGED COMMUNITY

STRATEGIC DIRECTION 3

"TO CONSTANTLY PURSUE A POSITIVE SCHOOL CULTURE, WHERE ALL MEMBERS OF THE SCHOOL COMMUNITY ARE VALUED, ENGAGED AND INVOLVED, SO THAT STUDENTS, TEACHERS, FAMILIES AND THE BROADER COMMUNITY MAY WORK COLLABORATIVELY TO CULTIVATE A SUPPORTIVE LEARNING AND SOCIAL ENVIRONMENT."

HOW DO WE DEVELOP THE CAPABILITIES OF OUR PEOPLE TO BRING ABOUT TRANSFORMATION?

STUDENTS

STUDENT LEADERSHIP PLAYS AN ACTIVE ROLE WITHIN THE COMMUNITY. THE COLLEGE PROVIDES OPPORTUNITIES FOR STUDENTS TO BE ACTIVELY INVOLVED IN DECISION MAKING, AND SCHOOL EVENTS. STUDENTS ARE PROVIDED EXPLICIT INSTRUCTION WITH HOW TO MAXIMISE EFFECTIVE USE OF MICROSOFT 365.

STUDENTS ARE PROVIDED WITH OPPORTUNITIES TO PARTICIPATE IN THE LIFE OF THE CHURCH.

STAFF

ENGAGE IN PROFESSIONAL LEARNING– COMMUNICATION STRATEGIES.

STAFF ARE PROVIDED WITH OPPORTUNITIES TO PARTICIPATE IN THE LIFE OF THE CHURCH.

FAMILIES

ACTIVE USERS OF OUR ONLINE COMMUNICATION TECHNOLOGY.

PROVIDE FEEDBACK THROUGH SURVEYS AND FORUMS TO IMPROVE LINES OF COMMUNICATION.

PARTICIPATE IN WORKSHOPS.

COMMUNITY PARTNERS

THE COMMUNITY IS INVITED TO PARTICIPATE IN THE LIFE OF THE CHURCH.

ENGAGEMENT WITH THE LOCAL COMMUNITY TO ENHANCE TEACHING AND LEARNING.

HOW DO WE DO IT AND HOW WILL WE KNOW?

FORMATION OF AN ICT COMMITTEE TO DRIVE CHANGE – PROFESSIONAL DEVELOPMENT AND UPGRADING PROCESSES.

FORMATION OF A SPIRITUAL COMMITTEE TO CULTIVATE ORTHODOX SPIRITUALITY THROUGHOUT THE COLLEGE.

SHARED RESPONSIBILITY – PARENT WORKSHOPS AND FORUMS.

COMMUNITY ENGAGEMENT INITIATIVES – FEEDING THE HOMELESS, COMMUNITY GARDENS.

PROVIDE ONGOING TRAINING AND DEVELOPMENT FOR PRE K TO 2 STAFF TO MAXIMISE THEIR USE OF SEESAW IN THE CLASSROOM.

FORMATION OF A WEBSITE COMMITTEE TO DRIVE VISIBILITY AND COMMUNICATION.

FORMATION OF AN ALUMNI COMMITTEE TO LEAD INITIATIVES TARGETING CONNECTEDNESS AND ENGAGEMENT.

PROMOTE HELLENIC HERITAGE, ORTHODOX FAITH, AND CULTURE.

STRIVE FOR EXCELLENCE

EVALUATION PLAN

SCHOOL TEAMS (E.G. WEBSITE COMMITTEE) TO CARRY OUT ANALYSIS OF DATA EACH TERM TO EVALUATE IMPACT.

ONGOING COMMUNITY REVIEW OF SCHOOL PRACTICES THAT SUPPORT SHARED VOICE, DECISION MAKING, COLLABORATION AND A SENSE OF BELONGING.

WHAT ARE OUR NEWLY EMBEDDED PRACTICES AND HOW ARE THEY INTEGRATED AND IN ACCORD WITH OUR PURPOSE?

2020 - TRANSITION OF WHOLE SCHOOL TO MICROSOFT 365.

ONLINE DATABASE OF PARENT EMAILS FOR TIMELY COMMUNICATION. INTRODUCTION OF A PARENT PORTAL. THE DEVELOPMENT OF A SCHOOL APP FOR PARENTS.

ONGOING COMMUNICATION AND UPDATES ACROSS MULTIPLE ONLINE PLATFORMS (E.G. SEESAW).

PARTICIPATE IN PROFESSIONAL LEARNING TO FAMILIARISE STAFF WITH ONLINE TOOLS (E.G. TEAMS) RESEARCH (E.G. SAMR MODEL) AND PRACTICE (E.G. SELF ORGANISED LEARNING ENVIRONMENTS)

FORMATION OF AN ALUMNI COMMITTEE TO DRIVE COMMUNITY ENGAGEMENT.

ORTHODOX INITIATIVES: SPIRITUAL BOOK CLUB, YOUTH FELLOWSHIP, FREQUENT PARTICIPATION IN THE SACRAMENTS.

WHAT WE ARE GOING TO GET WHEN WE DO THIS?

INFORMED AND ENGAGED PARENTS WHO FEEL CONNECTED TO THE COLLEGE.

RESPONSIVE TEACHING AND LEARNING THAT MAXIMISES THE USAGE OF ICT.

ORTHODOXY IN PRACTICE

SHARED GOVERNANCE ON CURRICULUM, PROJECT TEAMS, COMMUNITY EVENTS AND COMMUNICATION STRATEGIES.



10.2 2021 PRIORITIES- AREAS FOR IMPROVEMENT

Area	Priorities	
Teaching and Learning	<ul style="list-style-type: none"> Assess Kindergarten students using the BASE Program in order to identify the students experiencing learning difficulties. 	<ul style="list-style-type: none"> Annually
	<ul style="list-style-type: none"> Continue the implementation of Mathletics – an online Mathematics tool K-10 	<ul style="list-style-type: none"> Years K to 6
	<ul style="list-style-type: none"> Incorporate a selection of incursions to enhance the curriculum. 	<ul style="list-style-type: none"> Ongoing
	<ul style="list-style-type: none"> Increased embedding of technology into curriculum across all Stages 	<ul style="list-style-type: none"> Ongoing
	<ul style="list-style-type: none"> Incorporate decodable readers as part of Guided reading in Kindergarten and explicitly teach phonics 	<ul style="list-style-type: none"> Ongoing
	<ul style="list-style-type: none"> Explicit teaching and learning with a focus on literacy and numeracy in order to achieve high-level educational outcomes for students in all curriculum areas. 	<ul style="list-style-type: none"> Ongoing
	<ul style="list-style-type: none"> Teachers complete an evaluation at the end of each unit of work making recommendations on how to improve the content delivery and its effectiveness on meeting the needs of the learners. These evaluations are checked by the Primary Coordinators and Faculty Coordinators. 	<ul style="list-style-type: none"> Ongoing
Student Achievement	<ul style="list-style-type: none"> Enhance positive reinforcement policy of rewarding students 	<ul style="list-style-type: none"> Introduction of PBIS - ongoing
	<ul style="list-style-type: none"> Develop and implement effective Individual Educational Plans for students with learning differences, specific needs or disabilities and meet regularly with the Learning Support Team to discuss strategies used and further recommendations. 	<ul style="list-style-type: none"> Ongoing
	<ul style="list-style-type: none"> Review data collected on Kindergarten students using the BASE program. The BASE program assesses Kindergarten students in February and again in November. 	<ul style="list-style-type: none"> Ongoing
	<ul style="list-style-type: none"> Review NAPLAN data and other class data to maximise the students' learning potential and identify areas which require further support. 	<ul style="list-style-type: none"> Ongoing
	<ul style="list-style-type: none"> Monitor the reading levels of the Infants students by recording their levels twice a term and identifying students who may require additional support 	<ul style="list-style-type: none"> Ongoing
	<ul style="list-style-type: none"> Identify and cater for individual student differences by providing personalised and differentiated learning. Adjustments are made to the teaching programs as required. For students who require substantial adjustments, the class teacher completes an Individual Educational Plan by consulting with other groups, such as parents and caregivers or specialist teachers. 	<ul style="list-style-type: none"> Ongoing
	<ul style="list-style-type: none"> Implement shared strategies for upper primary and lower secondary teachers to improve Year 7 writing achievement. 	<ul style="list-style-type: none"> Ongoing

Student Welfare	<ul style="list-style-type: none"> Continue with the Peer Support/Buddy Program with emphasis on more contact between younger students and Leaders/Buddies. 	<ul style="list-style-type: none"> Ongoing
	<ul style="list-style-type: none"> Publicise and celebrate consistent achievement of academic goals, sporting achievements and community service via the newsletter, website and Facebook 	<ul style="list-style-type: none"> Ongoing
	<ul style="list-style-type: none"> Establish the PBIS team to lead the School in its path of establishing a positive school climate and creating a supportive environment for personal, social, academic growth for both students and staff 	<ul style="list-style-type: none"> Ongoing
	<ul style="list-style-type: none"> Establish an online student behaviour monitoring system on Chornach for use from Prep to Year 12. 	<ul style="list-style-type: none"> Ongoing
Pastoral Care	<ul style="list-style-type: none"> Introduction of new resources and particular emphasis on Cyberbullying to meet the ever changing needs of students. 	<ul style="list-style-type: none"> Ongoing
	<ul style="list-style-type: none"> Ensure the continuation and development of the School's camping program with a view to strengthening the spiritual and pastoral aspects of this program 	<ul style="list-style-type: none"> Ongoing
Staff Development	<ul style="list-style-type: none"> Sharing resources through school networking 	<ul style="list-style-type: none"> Ongoing
	<ul style="list-style-type: none"> Promote high expectations and standards of teacher performance and facilitate these through professional learning and support. 	<ul style="list-style-type: none"> Ongoing
	<ul style="list-style-type: none"> Participate in mandatory Child Protection Inservicing by the AIS 	<ul style="list-style-type: none"> Child protection inservice completed online due to restrictions.
	<ul style="list-style-type: none"> Participate in regular professional learning on the use of Educate 	<ul style="list-style-type: none"> Ongoing
	<ul style="list-style-type: none"> Participate in PBIS meetings with the PBIS team and AIS representatives 	<ul style="list-style-type: none"> Ongoing
	<ul style="list-style-type: none"> Participate in professional learning to successfully implement NAPLAN online 	<ul style="list-style-type: none"> Ongoing
	<ul style="list-style-type: none"> Participate in online modules to implement AEDC in Kindergarten 	<ul style="list-style-type: none"> Ongoing – Kindergarten teachers
Information Technology	<ul style="list-style-type: none"> Purchase laptops for use in the Lower Primary School. 	<ul style="list-style-type: none"> Purchased
	<ul style="list-style-type: none"> Revision of School's IT strategic plan 	<ul style="list-style-type: none"> Ongoing
	<ul style="list-style-type: none"> School to provide access to a student/parent/caregiver portal 	<ul style="list-style-type: none"> 2022
	<ul style="list-style-type: none"> Implementation of redundant internet connection with alternative provider 	<ul style="list-style-type: none"> Ongoing
	<ul style="list-style-type: none"> Introduce BYOD for years 5 to 12 students in 2021 	<ul style="list-style-type: none"> Introduced for years 5 and 6.
	<ul style="list-style-type: none"> Purchase laptops for the Primary School 	<ul style="list-style-type: none"> Purchased
	<ul style="list-style-type: none"> Create and make available student reports using Edumate 	<ul style="list-style-type: none"> HS only

	<ul style="list-style-type: none"> Open parent portal to Edumate 	<ul style="list-style-type: none"> Scheduled for 2022
Facilities and Resources	<ul style="list-style-type: none"> Upgrade the telephone system 	<ul style="list-style-type: none"> Completed
	<ul style="list-style-type: none"> Painting of High School classrooms and corridors 	<ul style="list-style-type: none"> Ongoing
	<ul style="list-style-type: none"> Replace carpets in the High School 	<ul style="list-style-type: none"> Ongoing
	<ul style="list-style-type: none"> Purchase new resources for the Prep room, including sensory toys, reading area furniture and creative play stations 	<ul style="list-style-type: none"> Purchased
	<ul style="list-style-type: none"> Purchase new decodable readers for the Infants Department 	<ul style="list-style-type: none"> Purchased only for Kindergarten
Security	<ul style="list-style-type: none"> Organise security review/audit of the current system 	<ul style="list-style-type: none"> Ongoing
	<ul style="list-style-type: none"> Maintenance of surveillance cameras and recording facilities 	<ul style="list-style-type: none"> Ongoing
	<ul style="list-style-type: none"> Inspect and replace out-dated/faulty smoke detectors 	<ul style="list-style-type: none"> Ongoing
	<ul style="list-style-type: none"> Review installation of vaping sensors 	<ul style="list-style-type: none"> Reviewing
Policy Review Financial Parents, Caregivers and Community Involvement	<ul style="list-style-type: none"> All KLA committees to review and update their policies as required. 	<ul style="list-style-type: none"> Ongoing
	<ul style="list-style-type: none"> Preparation of budget, including projected capital works and fundraising functions and events 	<ul style="list-style-type: none"> Ongoing
	<ul style="list-style-type: none"> Active community links and liaison utilised to support / enhance programs 	<ul style="list-style-type: none"> Ongoing
	<ul style="list-style-type: none"> Focus on quality and consistency in parent/ teacher communication, including information nights and report writing. 	<ul style="list-style-type: none"> Ongoing
	<ul style="list-style-type: none"> Build partnerships between our Schools and across sectors, systems and other agencies to improve student outcomes. 	<ul style="list-style-type: none"> Ongoing
	<ul style="list-style-type: none"> Enriched engagement with the school's community, present and past, immediate and international. 	<ul style="list-style-type: none"> Ongoing

Table 16 2021 Priorities

THEME 11

INITIATIVES PROMOTING RESPECT AND RESPONSIBILITY

The student body at St Euphemia College has as part of its culture a sense of respect and responsibility. This is being achieved through initiatives such the SRC program, through the Spirituality sessions that are part of the School's extracurricular programs, the Pastoral Care program and fundraising activities.

The SRC program is the leadership program in the school and has as one of its core principles the notion of responsibility. Students who are part of the SRC including the Year 12 prefects are considered to be responsible students. As part of their responsibility in their roles, they conduct themselves in a way which helps to instil a sense of responsibility in other students. They are student leaders and their conduct is an example for others to follow. Staff monitor the conduct of the SRC to make sure their core objectives of promoting responsibility are being met. SRC selected in a democratic process by their peers. This allows students themselves to choose those amongst them who are responsible. Evaluation of the SRC program is currently underway to find ways to ensure such initiatives are maintained.

Being responsible is also addressed through the Pastoral Care program through anti bullying seminars that are presented to students from Year 7 to 10. The anti-bullying program is under constant evaluation and is updated on a regular basis to reflect the ever changing needs of the students in a digital age. Emphasis is also placed on online responsibly and students are taught to be good digital citizens, especially when they are involved in social media.

Respect is also addressed in the Pastoral Care program. As part of the anti-bullying program in Pastoral Care students are taught about the concept of respect towards themselves and their peers. Students who display respect through their daily conduct are rewarded with behavioural awards at the end of the year. The student code of conduct is presented in the student diary and respect is one of its cornerstones. Students are encouraged to be familiar with the student code of conduct.

The school's Spirituality program also addresses the issue of respect through the teaching of Orthodox Studies and during the weekly sermons which are delivered at the formal assembly. Presentations regarding respect are also delivered during these assemblies.

Other initiatives such as fundraising days for charities such as Daffodil day, Jeans for Genes day and the Community service week also help to foster a sense of responsibility and respect for students by asking them to consider the plight of other citizens of our community who are not as fortunate as ourselves. Unscheduled fundraising takes place when unforeseen disasters occur which have an impact on the wider community associated with our school. Last year a fundraising day was held to raise funds for people affected by the forest fires in Greece and the droughts in Australia.

THEME 12

PARENT, STUDENT AND TEACHER SATISFACTION

All stakeholders have the opportunity to raise concerns and provide feedback for consideration through the SRC, the P&F Association (Parents, Caregivers and Friends), surveys or forums. Each of these bodies reports directly to the Senior Executive with any student/parental concerns, expectations or suggestions.

Parents and caregivers are encouraged to participate in all aspects of the School including invitations to attend forums, Open Nights, carnivals, fetes, parent, caregiver or teacher evenings and information evenings.

Students can raise any concerns through the classroom teachers, Counsellors, SRC, Year Coordinator or any teacher who acts as a mentor.

Teachers' satisfaction is expressed through staff, faculty and executive meetings where teachers are consulted concerning school matters and given the opportunity to raise concerns and make suggestions in order to shape policy and develop the strategic direction of the school.

Satisfaction with the School in all three groups is high mainly due to the learning opportunities offered within a safe, caring environment which is conducive to individual needs.

Parents and caregivers also have high satisfaction with the economic management of the school resulting in very low tuition fees (compared to other private schools in the area and sister schools under the Greek Orthodox Archdiocese).

Attendance at Parent/Teacher interviews is high and allows for parents and caregivers to discuss concerns they may have. It also provides parents and caregivers with opportunities to learn in more detail about their child's achievements and progress.

Student successes are recognised in a number of ways. Letters of commendation are sent to parents and caregivers whose children have applied themselves consistently to the best of their abilities. Student sporting and extra-curricular achievements are acknowledged at school assemblies with appropriate awards, medals and/or certificates. Students, parents and caregivers appreciate this gesture.

Through value added initiatives, student, parent, caregiver, teacher and community satisfaction is achieved.

We encourage positive communication and collaboration between teachers and parents, so that we can maximise the potential of each child. We encourage parents to be involved in their children's learning and in supporting and promoting the initiatives and programs of the school.

Rev Father Peter

PARENT INTERVIEWS FROM OUR WEBSITES

PARENT 1

Big, big difference to the previous school that our kids were at. I can see they are learning beyond what I was expecting. They come home from school having fun and enjoying every subject that they have been provided with. It shows me respect. The school does everything for those kids.

PARENT 2

Totally exceeds my expectations. It has exceeded my aspirations for her and I am just so proud, proud to be a parent of this school. The community is like a family environment, and everyone is supportive. I've got the confidence that our kids are going to walk out of this school being good people. St Euphemia College is our family. It is a loving learning environment where our kids are pushed to reach their potential and made to be respectful little human beings. I believe this will make a difference to this world.

PARENT 3

We are very happy. Our children are at school with other children of families that have similar morals, which is very important to me and my husband. It's a very small, nice school. Everyone knows each other and it's a lovely place.

Having the church at the centre of the campus is really significant. It's quite special to have a place of worship right in front of you every day.

St Euphemia to our family is like family. Our children are at school with lovely families. They are getting their religion, culture and language all in the same place. We wouldn't send them anywhere else.

STUDENT INTERVIEWS FROM OUR WEBSITE

My experience has been very positive. I've been immersed in a culture of support from my teachers and peers. I feel very valued and comfortable at this school.

Every day we have great opportunities for learning.

One of the best things about our College is the community feel that we have in our school. We are very connected and have strong relationships between teachers and students.

I am always so proud when I think how I made the decision to come to this school. I have so many friends and have been given so many opportunities. This is the happiest I have ever been. As soon as I stepped into the school, I felt like I know all the kids for so long and I actually felt like I belonged straight away.

What I love about our school is our extension classes. They make kids learn at a higher standard than the normal classes. It is more advanced for the students and helps them achieve higher academic goals. My advice to other students that are looking to enrol at the College, is that you will make many great friends here and you will encounter kind, nurturing and determined teachers that will care about your academic learning and wellbeing.

St Euphemia College to me is like my second home. I see all the students like my brothers and sisters. I feel like we are connected.

One thing that I love about our school is that we are prep to Year 12, meaning that we always have the chance to talk to the little kids and help them, just like the teachers. St Euphemia to me, is a place to come and express how you feel and know that no one will judge you and everyone will accept how you feel.

THEME 13

SUMMARY FINANCIAL INFORMATION

Graphic 1: Recurrent/Capital Income

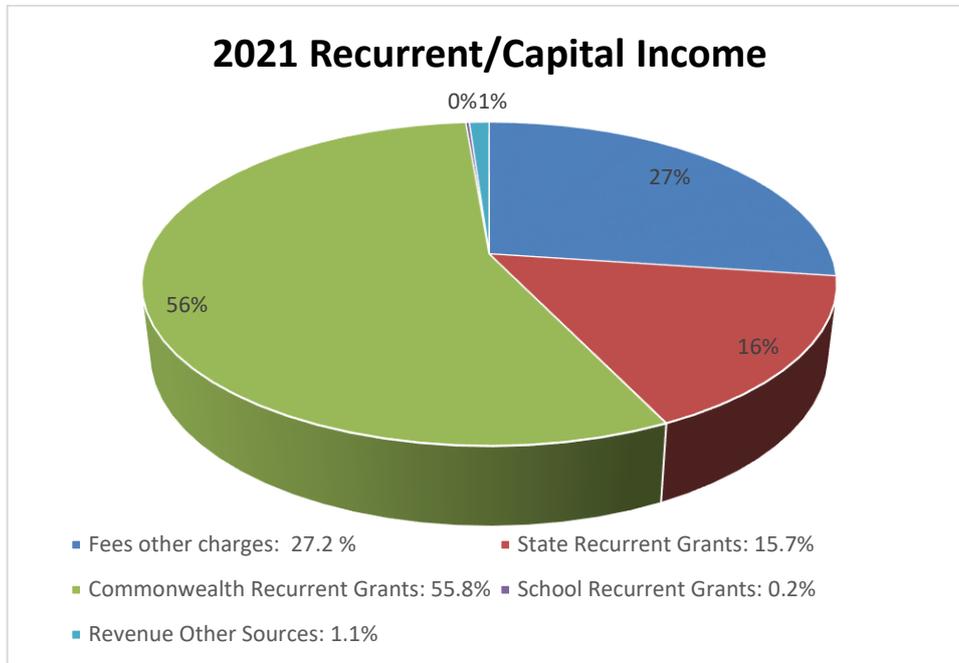


Figure 8: 2021 Recurrent/Capital Income

Graphic 2: Recurrent/Capital Expenditure

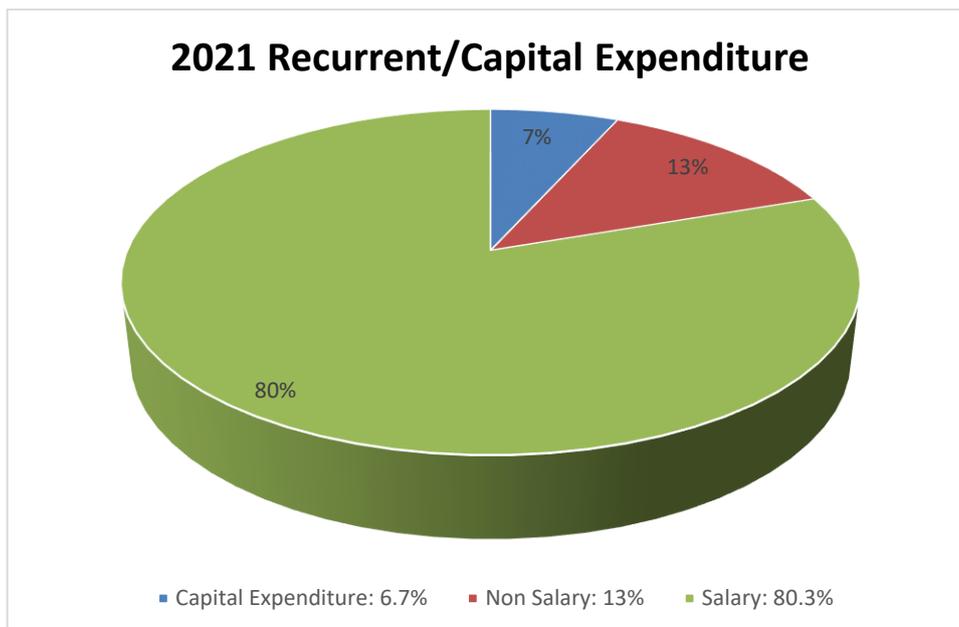


Figure 9: 2021 Recurrent/Capital Expenditure

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PUBLICATION REQUIREMENTS

St Euphemia College meets its annually reporting requirements by disclosing the educational and financial performance measures and policies of the school as identified by the Minister.

The Education Act requires that this information be publicly disclosed. Our Annual Report will be available on our website on June 30, 2022. For anyone who is unable to access the information online, the school will provide a hard copy if requested.

Our School's annual report will be provided to NESAs in an online electronic format by no later than 30 June 2022.

The St Euphemia College Annual Report is prepared in consultation with the following people:

- President of the Board of Directors
- School Principal
- Primary Deputy Principal
- Administration Coordinator – High School
- Director of Learning
- Financial Officer.

The Committees responsibilities include:

- collecting and analysing relevant data for each reporting area
- providing relevant information for each reporting area
- preparing the report
- distributing the report.

Request for Additional Information from the Minister of Education and Training

Additional information that is requested by the Minister will be prepared by the Principal and will be provided to NESAs in an online form.



St Euphemia College
Annual Report
2021