

# St Euphemia College

*Strive for Excellence*



## ANNUAL EDUCATIONAL AND FINANCIAL REPORT 2022



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## ST EUPHEMIA COLLEGE 2022 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 2022 as well as our future directions.

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,

What joy it gives me to have this opportunity, once again, to communicate with you and to share a few words with my most beloved and precious children, students of St Euphemia College! In the words of the Prophet Jeremiah, the Lord says: “I have loved you with an everlasting love; I have drawn you with unfailing kindness.” (Jer. 31:3). This overwhelming love of Christ for us, my dear children, is what unites us as Christians and this unity in love is what I would like for you to keep as a treasured jewel as you travel through your academic journey and school life.

Without a doubt, you would have faced many challenges throughout the year, as well as difficulties and struggles. All these are an inevitable part of life. Learning to overcome them and “riding the waves” is what forms our character and strengthens our faith. For learning, is not just about the subjects we study and how well we do, but it is also about how we deal with whatever comes before us. When we are united in our common faith and love for Christ, then we are much stronger and more resilient in dealing with adversity.

Therefore, I sincerely hope and pray that this has formed part of your learning this year along with your secular studies and education. Furthermore, I warmly congratulate you for your efforts and hard work and for aiming to apply yourselves to the best of your abilities. I assure you, as your Archbishop and Spiritual Father, I am by your side and ready to support and help you, as are all our priests and our Holy Archdiocese of Australia.

Finally, I commend Fr Peter Mavrommatis, the Principal, the Board of Governors, the Teaching staff, and the Parents and community members for their unrivalled commitment and dedication in providing a supportive and caring learning environment that promotes educational excellence. Lastly, I bend down and embrace each and every Student and give you my blessing.

In Sydney, on the 14<sup>th</sup> day of October, 2022  
With fervent paternal prayers,

**Archbishop MAKARIOS**  
*Primate of the Greek Orthodox Church in Australia*

## 1.2 Message from Mr. Christos Spiropoulos, Board President

Following the previous two years which were indeed challenging due to the pandemic, it is satisfying that we have reached the end of 2022 without disruption to the normal face to face learning that our students deserve. Despite all this, by God's grace and the intercession of St Euphemia, this year has seen a growth in the student population which is expected to tip 700 by the start of next year. A large contributing factor to this is the initiatives of our stalwart Principal Very Rev. Fr Peter Mavrommatis and his dedicated executive staff.

With the modest rise in student numbers and the wider geographical intake we are experiencing, the Board has supported the recent purchase of a 38 seater bus for a new western route. The gradual acquisition of a fleet of buses by the College, now numbering four, has largely been the initiative of our Principal Fr Peter Mavrommatis and one that has paid off in securing the enrolments that would otherwise have not been attainable if the College could not offer a bus service to students in areas not readily serviced by public transport. Thank you, Fr Mavrommatis, for your continued efforts and perseverance to make this happen.

This year also provided the College an opportunity to submit an ROI and formal application in a competitive round for a major capital grant under the \$1.6 billion WestInvest Community Project Grants Program. The application that was lodged drew from the Church and College's Master plan that provides the framework to revamp the College over three stages in the long term. Stage 1 involves the construction of a new primary school block, a multi-purpose hall as well as an administration block in the lot that is currently occupied by the College Hall, library and computer lab. Whilst we are up against many other schools and community institutions competing for these funds, we remain hopeful and pray for a positive outcome.

Recognising the need for additional space for the College as more and more apartments blocks engulf the school, the Board - by the intercessions of St Euphemia - managed to acquire the house at 20 East Terrace Bankstown. This site had an approved DA for the construction of a nine-storey apartment block that was to be situated on the College's boundary. One month before construction was to commence, a miraculous opportunity came to the Board to purchase the site. By doing so we have stopped the development of a towering apartment block on the College's boundary which would have been a disastrous outcome.

A special mention should go out to our Director of Learning Mr Matthew Panayotopoulos in an initiative by the College to involve students in the construction of two mobile libraries by converting a shipping container for flood affected Lismore and for a school in India. The publicity this project has received has had a positive impact on the perception of St Euphemia College in the wider community and abroad. This has resulted in St Euphemia College being the only school in Australia to be invited as a keynote speaker at the upcoming youth conference with the United Nations. Congratulations to all staff and students involved.

To our departing Year 12 students, I wish you all the very best in your future endeavours and I hope your time at St Euphemia College has been fulfilling with lasting memories. Please remember that the Church and College will always be there for you so please keep in touch.

As always, I take this opportunity to thank His Eminence Archbishop Makarios of Australia for the blessing, love, care and support that he continuously provides to our College and its growing community.

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

I wish to conclude by expressing my heartfelt thanks to our tireless parish priests, the Very Rev. Fr Panagiotis Protopsaltis and Very Rev. Fr Peter Mavrommatis, for the pastoral care and spiritual counsel they provide to our students and the wider school community.

Wishing everyone a blessed and Merry Christmas and all the best for a joyous and prosperous New Year 2023.

Yours faithfully,

**Christos Spiropoulos**  
**President, Board of Directors**



## 1.3 Message from Fr. Peter Mavrommatis, College Principal

### Principal's Report 2022

With God's Grace we have come to the end of the school year. We thank God for the blessings, seen and unseen, that we have received as individuals and as a school community.

Circumstances over recent years have offered opportunities for individuals and communities to develop new skills. The challenges that we have faced during the pandemic have required us to be resilient in the face of adversity and uncertainty. Our school community, like so many communities around the world, has been required to adjust, at short notice, without losing sight of our mission and goal.

The graduating Class of 2022, so heavily impacted by the disruptions that resulted from the measures in place to limit the spread of the pandemic have worked admirably under difficult circumstances, and we are very proud of the resilience they have shown. We pray that God guides them throughout their lives.

The 2022 academic year began under the shadow of unprecedented Covid-19 case numbers that had impacted people's lives over the Christmas holidays. What might have been a respite from the lockdowns and restrictions of the latter part of 2021 ended up being a period of further concern as more and more families were impacted by the pandemic.

Our return to school life, although somewhat restricted, provided the certainty and structure that was required by our students and families.

Despite the challenges, our staff and students resumed with characteristic dedication and enthusiasm. Our teachers worked tirelessly to reorient and reintegrate students who may have disengaged during the lockdowns of the second semester of 2021. The effort of staff and students in this regard is commendable. I acknowledge and appreciate the support our school received from the Association of Independent Schools NSW in securing a Covid Intensive Learning Support teacher who has worked with small groups of students daily in order to provide remedial support.

Our investment in professional learning for all our dedicated teachers in the Visible Learning Framework continued. One of the focus areas of this framework is aimed at changing mindsets and attitudes of students from being passive learners to becoming active and inquisitive learners in their striving to achieve learning outcomes.

This change of mindset has also been at the core of our school's implementation of the Positive Behaviours Interventions and Supports (PBIS) framework, which I am proud to say, has resulted in our school mentoring other schools on their journey. The establishment of behavioural expectations and the regular reminders to hold oneself accountable for the choices one makes is linked to our Christian faith and ethos. Our school values: Truth, Empathy, Resilience and Respect, all derived from Christian virtues, are a challenge and invitation for all members of the school community to apply Christian values in all their interactions.

Consolidating our efforts in recent years with the implementation of our Strategic Plan, we have provided opportunities for students to develop links with the broader community. Our *Library for Lismore* project, as well as our *Library for Sambhal* have provided students with opportunities to appreciate their place as responsible and response-able global citizens, but also provided them with opportunities to develop skills and experience in business planning, marketing and management, and business networking. Several students received offers of employment as a result of the

demonstration of management and communication skills. Through these initiatives, our students have been able to demonstrate Christian love and compassion, and above all, gratitude for the blessings in their lives.

Our school was not unaffected by the extreme weather conditions our nation has faced. In March, our school suffered damages from the incessant rains and our Primary School library and New Hall were inundated with water. After delays in evaluations and reports, we are now awaiting final confirmation in order to proceed. Despite the inconvenience we have experienced, we are grateful to God that we did not experience greater damages.

God calls us to be responsible stewards of His creation. To this end, we have made the decision to transition to renewable energy sources and have installed solar panels on all the school buildings. Our campus has now been transformed from one of the greatest users of electricity in our local area, to one of the most energy efficient.

I recall that in my last yearbook message, I stated that, “we look forward to an uninterrupted 2022”. I use this forum to correct myself and wish everyone a blessed 2023, filled with adventures and challenges, remembering the words of Jesus, “in the world you will have tribulation: but be of good cheer; I have overcome the world” (John 16:33). With these thoughts, I convey the paternal blessings of our Primate, His Eminence Archbishop Makarios of Australia, and wish you and your families a blessed Christmas Season.

May God bless you!

**Fr Peter Mavrommatis**  
*College Principal*

## 1.4 Message from Primary School Captains

It has been an unforgettable and exciting experience being School Captains of St Euphemia College for 2022. Although this year has passed so quickly, we shall remember it forever. A lifetime of friendships all made in our outstanding school. Our exceptional teachers have indeed taught us to Strive for Excellence.

Our role as School Captains has seen us represent our school at the Greek Independence Day Ceremony, Battle of Crete Ceremony, Justice for Cyprus Day, OHI Day and in Canberra at the Australian War Memorial. Moments that we will treasure for a long time. We have led our school by example, following in the footsteps of our previous captains.

We, along with the Prefect Body, have also had the pleasure of leading Primary School events such as the Greek Art Exhibition at Sydney Town Hall, the School Fun Run, the numerous fundraising events, and many more activities.

A special mention must also be made to Mr Panayotopoulos for leading us on a journey to encourage us to be changemakers and make a difference on a global scale. He inspired us to lead our school in raising funds to help build a library in Sambhal, India. We were inundated by sponsors which meant we achieved our target of \$10,000 quite quickly. As a school, we then decided to create another library, converted from a shipping container, to assist students in NSW who were affected by the floods in Lismore. The GWS Giants Football Team deserve special recognition for their kind donation, along with many other sponsors. It was also such a privilege to receive recognition from the Minister for Education and Youth of Australia, Jason Clare, who personally congratulated our school community for our efforts.

It has certainly been an honour to have had the chance to serve as School Captains and to contribute positively. We sincerely thank Father Peter Mavrommatis and Ms Xanthoudakis for entrusting us and helping us to succeed in our roles as leaders of the Primary School, together with our fellow Vice Captains, Jonathan Dinoris and Mariah Philippou. We would not be able to lead as effectively without the support of the fantastic Prefect Body, and our achievements would have been unachievable without the guidance of the St Euphemia teachers. We sincerely thank all our teachers for their tireless efforts as they helped shape us into the confident and responsible leaders we are today.

We take with us many beautiful memories of a school that has successfully moulded us into the mature, strong, and vibrant Christians we are today, as we leave our Primary schooling and begin a new journey into High School. To our peers leaving us next year in High School, we wish you all the best in your future endeavours.

On behalf of the Prefect Body, we offer the incoming 2023 Prefect Body and Year 6 students enjoyment, success and the best of luck in their final year of Primary School.

Arthur Chiras and Renee Kritikos

## 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 home for us for the past 13 years. We have grown 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.

Many of us arrived at St Euphemia College 13 years ago, walking through those daunting gates with uniforms that didn't fit, bags that were almost as big as us, nervously gazing up into the faces of much bigger kids. We were so eager to start the next 13 years of our schooling life and to become adults who could face the real world beyond the school gates.

It seems like yesterday that we were meeting each other and our teachers for the very first time. Butterfly charts, teddy bear picnics, Travelling Ted and unbelievable excursions. Kindergarten, our introduction to school life, will always be memorable thanks to Ms Apostolou and Ms Kotsilas.

As our primary years flew by in the form of handball competitions, PSSA grand final wins, camps, excursions and the extremely competitive sporting carnivals, it was very quickly time to move to high school. 2016 played a major role in our transition into high school. We thank our Year 6 teachers, Ms Pozoglou and Ms Vourtsanis, for their compassion and knowledge in moulding us into the young adults we are today.

Before we knew it, we were walking through the doors of high school. As the years have gone by, we have become a family which has formed unbreakable bonds, experienced unforgettable memories together and have been there for one another when it has been most important.

We especially thank all the high school teachers who have contributed to our growth and development, academically, emotionally and spiritually. We would like to express our gratitude to our Pastoral Care Coordinator, Ms Edhouse. There have been times where we needed extra support and comfort and you were there for us all. You invested much of your personal time to our wellbeing, organising incredible camps, excursions and worthwhile activities for us.

We have all learnt so many valuable lessons at St Euphemia College. But by far the most important attribute that the College has provided us with is an identity. An identity that will define us even when we are no longer in the grounds of the safe and familiar environment we know as St Euphemia College. We will always have the School in our hearts.

**Athanasia Emmanouilidis and Konstantinos Perdikaris**

## 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 34 Prep students and 641 students K–Year 12 (297 in Primary and 344 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 - TEAEIOI ΓΙΝΕΣΘΕ**

TEAEIOI 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 2022 NAPLAN results are summarised below and available on My Schools (<http://myschool.edu.au>)

Compare to ☒ Students with similar background ☐ All Australian students

	Reading	Writing	Spelling	Grammar	Numeracy
Year 3	452	445	450	455	393
Year 5	518	499	547	536	499
Year 7	538	535	562	530	552
Year 9	579	581	593	589	589

Compare to ☐ Students with similar background ☒ All Australian students

	Reading	Writing	Spelling	Grammar	Numeracy
Year 3	452	445	450	455	393
Year 5	518	499	547	536	499
Year 7	538	535	562	530	552
Year 9	579	581	593	589	589

#### Interpreting the table

Selected school's average when compared to all Australian students

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

NAPLAN participation for this school is 99%

NAPLAN participation for all Australian students is 95%

Figure 1 NAPLAN 2022 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.

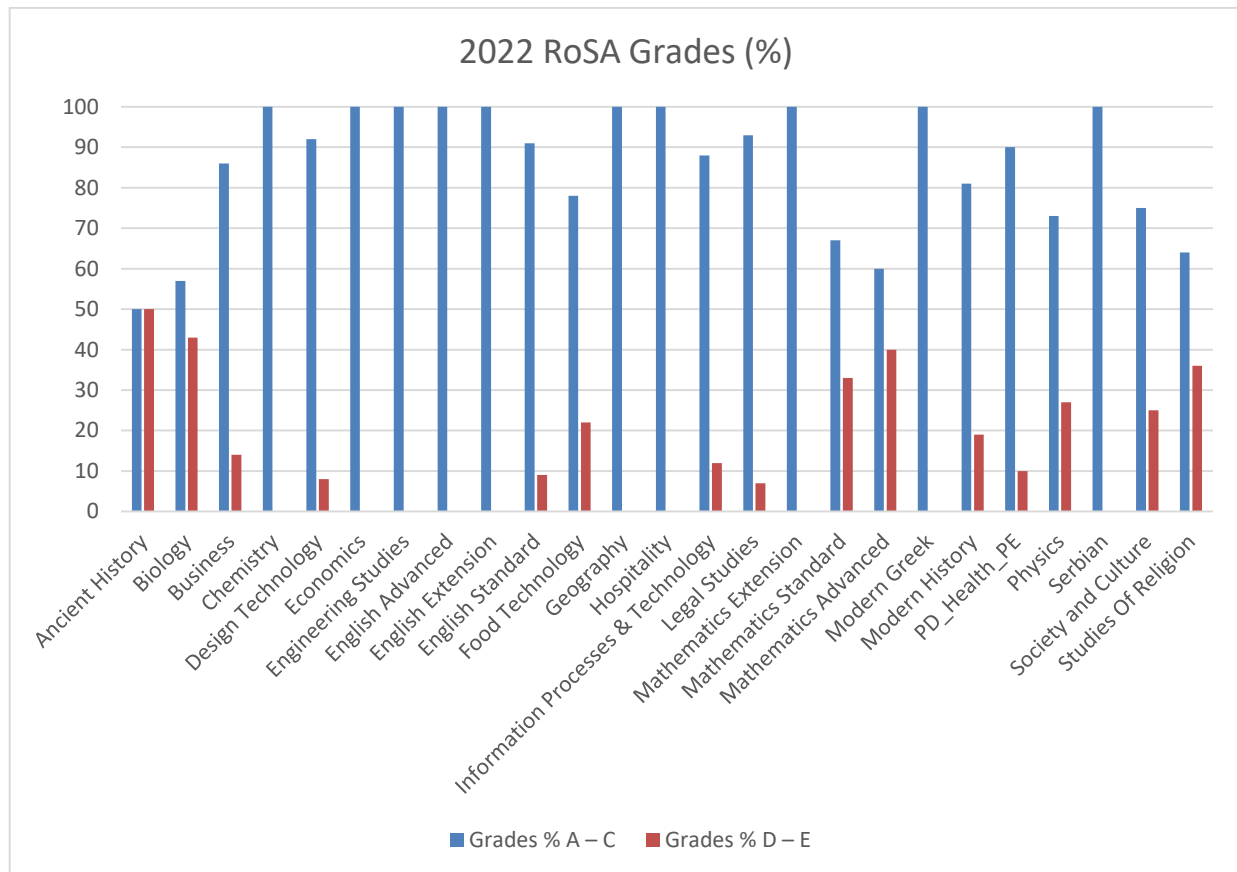
It is of specific use to students leaving school prior to the HSC.

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.

54 students were enrolled in Year 11. The Grades for the Year 11 students in 2022 were as follows:

Year 11 Subjects	Grades % A – C	Grades % D – E
Ancient History	50	50
Biology	57	43
Business	86	14
Chemistry	100	0
Design Technology	92	8
Economics	100	0
Engineering Studies	100	0
English Advanced	100	0
English Extension	100	0
English Standard	91	9
Food Technology	78	22
Geography	100	0
Hospitality	100	0
Information Processes & Technology	88	12
Legal Studies	93	7
Mathematics Extension	100	0
Mathematics Standard	67	33
Mathematics Advanced	60	40
Modern Greek	100	0
Modern History	81	19
PD_Health_PE	90	10
Physics	73	27
Serbian	100	0
Society and Culture	75	25
Studies Of Religion	64	36

Table 1: Year 11 Grades for 2022



**Figure 2: 2022 RoSA Grades (%)**

## 4.2 HIGHER SCHOOL CERTIFICATE

The twenty-fourth group of students from St Euphemia College sat for the NSW Higher School Certificate in 2022. 50 students sat for 24 courses.

HIGHER SCHOOL CERTIFICATE	Number of Students		Bands 3 – 6 %		% change	Bands 1 – 2 %		% change
	2021	2022	2021	2022		2021	2022	
Ancient History	8	6	62 (68)	100 (83)	38 (15)	38 (32)	0 (17)	-38 (-15)
Biology	4	9	75 (91)	56 (79)	-19 (-12)	25 (9)	44 (21)	19 (12)
Business Studies	42	42	93 (86)	90 (89)	-3 (3)	7 (14)	10 (11)	3 (-3)
Chemistry	2	1	100 (88)	100 (84)	0 (3)	0 (-4)	0 (16)	0 (20)
Design & Technology	6	5	100 (97)	100 (96)	0 (-1)	0 (3)	0 (4)	0 (1)
Economics	13	6	92 (94)	100 (83)	13 (-11)	8 (6)	0 (17)	-13(11)
English Standard	16	32	94 (90)	87 (88)	-2 (-1)	6 (10)	13 (12)	2 (1)
English Advanced	27	18	100 (99)	100 (99)	0 (0)	0 (1)	0 (1)	0 (0)
English Extension 1	4	3	100 (100)	100 (100)	0 (0)	0 (0)	0 (0)	0 (0)
Hospitality	6	14	100 (78)	86 (85)	-6 (2)	0 (22)	14 (15)	6 (-2)
IPT	5	9	60 (80)	67 (84)	-34 (3)	40 (20)	33 (16)	34 (-3)
Legal Studies	7	14	100 (85)	71 (84)	-29 (-4)	0 (15)	29 (16)	29 (4)
Mathematics Standard2	15	24	73 (78)	58 (81)	-3 (6)	27 (22)	42 (19)	3 (-6)
Mathematics Advanced	10	14	100 (94)	79 (94)	-21 (-2)	0 (8)	21 (6)	21 (2)
Mathematics Ext. 1	10	4	90 (94)	100 (94)	33 (0)	10 (6)	0 (0)	-33 (0)
Mathematics Ext. 2	N/A	1	N/A	100 (96)	N/A	N/A	N/A	N/A
Modern Greek Cont.	11	7	100 (100)	100 (100)	0 (0)	0 (0)	0 (0)	0 (0)
Modern Greek Ext. 1	6	4	100 (100)	100 (100)	0 (0)	0 (0)	0 (0)	0 (0)
Modern History	3	8	100 (83)	100 (88)	17 (4)	0 (14)	0 (12)	-17 (-4)
Music 1	N/A	2	N/A	100 (97)	N/A	N/A	0 (3)	N/A
PD/H/PE	13	17	85 (86)	77 (79)	-7 (-6)	15 (14)	23 (21)	7 (6)
Physics	7	3	57 (90)	67 (87)	-8 (1)	43 (10)	33 (13)	8 (-1)
Serbian Continuers	N/A	3	N/A	100 (100)	N/A	N/A	0 (0)	N/A
Studies of Religion II	10	16	70 (90)	87 (93)	7 (1)	30 (10)	13 (7)	-7 (-1)

Table 2: 2022 HSC Results

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

In 2022, 54 students sat for 24 HSC courses. In 13 of these courses students equalled or bettered the 2021 performances in terms of Bands 3-6 achievements. In addition, 6 of the 24 courses were above the State average, while a further 5 courses were within 2 marks of the state average. This achievement is in keeping with the 2021 school initiative targets in that the NAPLAN results for this cohort highlighted a number of weaknesses that the school strove to address.

As can be seen from the statistics, St Euphemia College runs many HSC courses with only a small candidature (less than 5). In 7 classes, there were less than 5 students. Given the small number of students in these courses the results and the performance indicators can be skewed.

Saint Euphemia College works to accommodate as many students as possible with their subject choices in Stage 6. For this reason, although the cohort was not a particularly large one, a relatively

large number of courses were offered to provide students with every opportunity to perform in the courses of their choice.

Many students achieved their personal best results in the 2022 HSC. St Euphemia College is a comprehensive school, but with its emphasis on academic excellence, it consistently ranks amongst the top three schools in the Bankstown Area and ranked as the 217<sup>th</sup> school in NSW in the 2022 HSC.

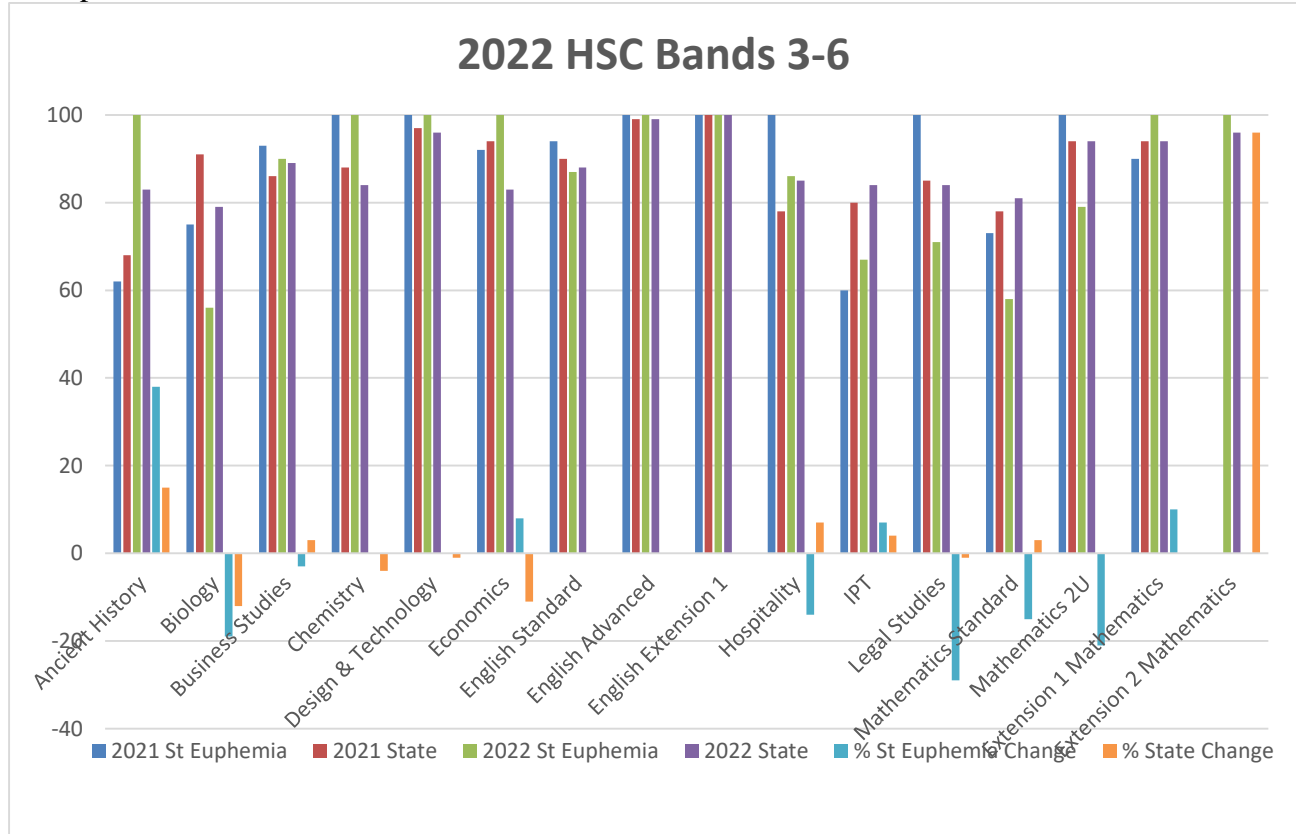


Figure 3: 2021-2022 HSC Bands 3-6 Part a

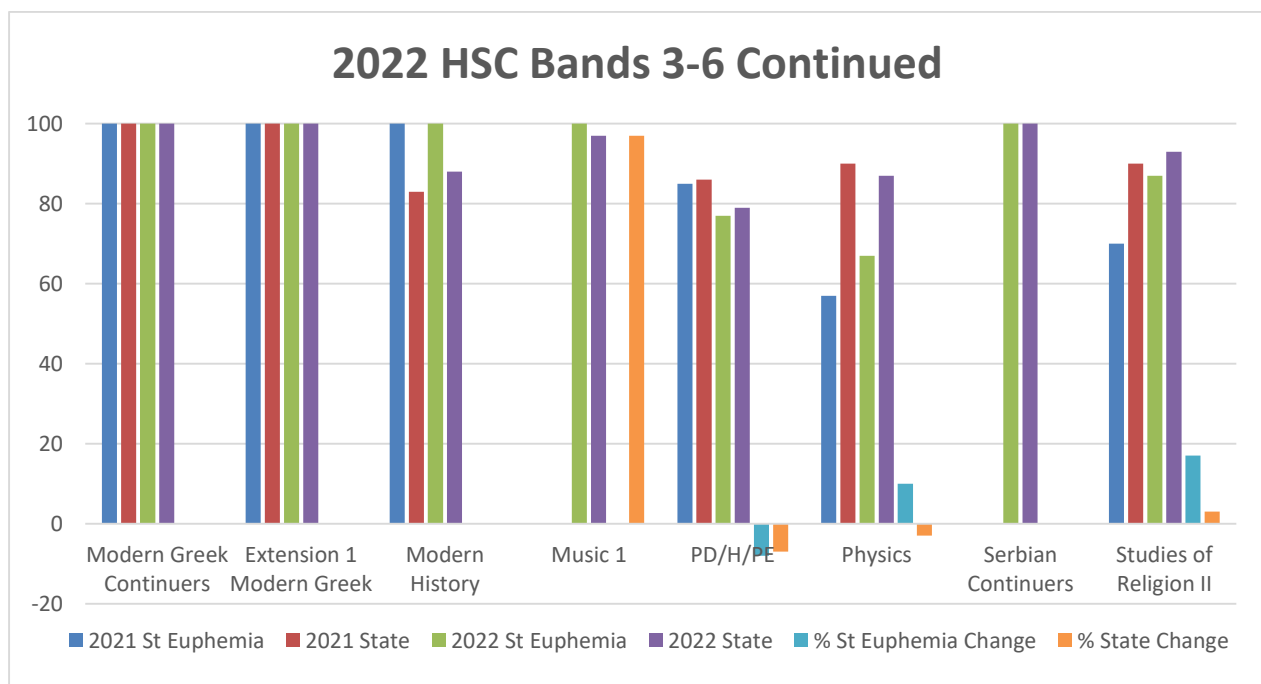


Figure 4: 2021-2022 HSC Bands 3-6 Part b



### 4.3 2022 HSC Median Scores

<b>HIGHER SCHOOL CERTIFICATE 2022</b>	<b>Median Score</b>
<b>Ancient History</b>	<b>71</b>
<b>Biology</b>	<b>61</b>
<b>Business Studies</b>	<b>74</b>
<b>Chemistry</b>	<b>71</b>
<b>Design &amp; Technology</b>	<b>91</b>
<b>Economics</b>	<b>74</b>
<b>English Standard</b>	<b>68</b>
<b>English Advanced</b>	<b>84</b>
<b>English Extension 1</b>	<b>46</b>
<b>Information Processes and Technology</b>	<b>64</b>
<b>Legal Studies</b>	<b>70</b>
<b>Mathematics Standard 2</b>	<b>61</b>
<b>Mathematics Advanced</b>	<b>79</b>
<b>Mathematics Extension 1</b>	<b>38</b>
<b>Mathematics Extension 2</b>	<b>33</b>
<b>Modern History</b>	<b>74</b>
<b>Music</b>	<b>84</b>
<b>PD/H/PE</b>	<b>71</b>
<b>Physics</b>	<b>63</b>
<b>Serbian</b>	<b>88</b>
<b>Studies of Religion II</b>	<b>78</b>
<b>Modern Greek Continuers</b>	<b>92</b>
<b>Modern Greek Extension</b>	<b>46</b>
<b>Hospitality</b>	<b>73</b>

Table 2: 2022 HSC Median Scores

## 4.4 2022 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
<b>Design and Technology</b>	<b>60.00%</b>	<b>12.73%</b>
<b>English Extension I</b>	<b>100.00%</b>	<b>39.51%</b>
<b>Modern Greek Continuers</b>	<b>71.42%</b>	<b>38.75%</b>
<b>Modern Greek Extension</b>	<b>75.00%</b>	<b>34.78%</b>

Table 3: 2022 HSC Student Achievements

### HSC Outstanding Achievements

- 54% of our students achieved a Band 5 and 6 in one or more courses.
- 4 students attained an ATAR over 90.
- Students of Saint Euphemia College achieved State Rankings in the following Courses:
  - o Second Place in Modern Greek Extension
  - o Fourth Place in Modern Greek Extension
  - o Fourth Place in Serbian Continuers

### HSC COURSES WITH ABOVE STATE AVERAGE RESULTS

SUBJECT	% ABOVE STATE AVERAGE
<b>Design and Technology</b>	<b>+7.90</b>
<b>English Advanced</b>	<b>+1.44</b>
<b>English Extension 1</b>	<b>+4.21</b>
<b>Modern Greek Continuers</b>	<b>+4.15</b>
<b>Modern Greek Extension</b>	<b>+2.75</b>
<b>Serbian Continuers</b>	<b>+2.41</b>

Table 4: Above State Average Results in HSC Courses

The Dux of the Class of 2022 attained an ATAR of 97.20

## 4.5 SENIOR SECONDARY OUTCOMES

There were 14 students (or 26%) who undertook vocational/trade training in 2022. 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 2022 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 2022. 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 2022.

<b>Description of the Professional Learning Activity</b>	<b>No. of staff participating</b>
Annual Reviva First Aid Resuscitation Training	All Staff and secretaries
NSW Reportable Conduct and Allegations - – Self Paced Learning (SPL)	All staff
Personalised Learning Processes for Aboriginal Students – (SPL)	1
Planning and Programming for the New mathematics K-2 Syllabus – (SPL)	1
Promoting and Protecting Students Wellbeing and Mental Health	1
Supporting Students with Challenging Behaviour Module 1	4
Supporting Students with Challenging Behaviour Module 2	4
Supporting Students with Challenging Behaviour Module 3	4
Supporting Students with Challenging Behaviour Module 4	4
Supporting Students with Challenging Behaviour Module 5	4
Autism Spectrum: Universal Supports	5
Mental Health- Intensive Supports	6
Conducting Interviews and Focus Groups	1
Getting Ready for Robust Research	1
Designing Surveys that Work	1
making Your Numerical Data Work	1
Moving Beyond Numbers: Suing Qualitative Data	1
The Collaborative Planning Process: Developing Individualised Plans – (SDL)	1
Safe 2 Step Out- Teaching Road Safety	1
Dwell in Possibility – English Ext 1 and 2 Symposium	2
Aboriginal and Torres Strait Islander Voices in Literature	1
The Inclusive Classroom – Differentiating for All Students	1
VET NESA School Online Entries Web	1
Risk Assessment and management in School – Child protection and Mental Health	2
Along for the Ride	2
Positive behavioural Intervention and Support Team Training – Tier 2	7
Leading the Implementation of the NEW English K-2 Syllabus	2
Live Life Well @ School	2
Nationally Consistent Collection of Data: process, Practice and Review	2

Description of the Professional Learning Activity	No. of staff participating
Supporting Students with Challenging Behaviour:	1
Vet Compliance officers Network Day	1
Principals and School Leaders Webinar	1
Reading Essentials	2
Growing Stronger Together – Day 2	1
Growing Stronger Together – Day 1	1
The AIS Annual Briefing 2022	1
COVID Intensive Learning Support Program	2
Leading the Implementation of the NEW English K-2	1
AIS Responding to Challenging Behaviours	All
Textual Concepts	25

Table 5 Staff Professional Development

## 5.2 TEACHER ACCREDITATION

Level of Accreditation	
Conditional	0
Provisional	0
Proficient Teacher	57
Highly Accomplished Teacher (voluntary accreditation)	0
Lead Teacher (voluntary accreditation)	0

Table 6 Teacher Accreditation

## 5.3 TEACHING STANDARDS

Category	Description	Number of Teachers
<b>A</b>	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	<b>56</b>
<b>B</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	<b>1</b>
<b>TOTAL</b>		<b>57</b>

Table 7 Teaching Standards

## THEME 6

### *WORKFORCE COMPOSITION*

2022 SCHOOL STAFF	COMPOSITION	
	PRIMARY	HIGH SCHOOL
Principal	1	
Teaching Staff	21	35
Non-teaching staff	17	

**Table 8: 2022 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	89.8	88.1	88.8
Year 1	87.6	89.3	88.8
Year 2	89.4	87.6	88.6
Year 3	91.0	85.4	88.0
Year 4	88.1	87.8	88.1
Year 5	87.8	89.2	88.5
Year 6	88.1	85.4	87.1
Year 7	85.0	88.5	89.4
Year 8	86.9	83.4	88.1
Year 9	88.4	87.0	90.2
Year 10	86.1	86.7	88.5
Year 11	86.8	84.9	88.6
Year 12	84.3	85.4	88.7
<b>All Year Groups</b>	<b>87.6</b>	<b>86.8</b>	<b>88.6</b>

Table 9: Student Attendance 2022

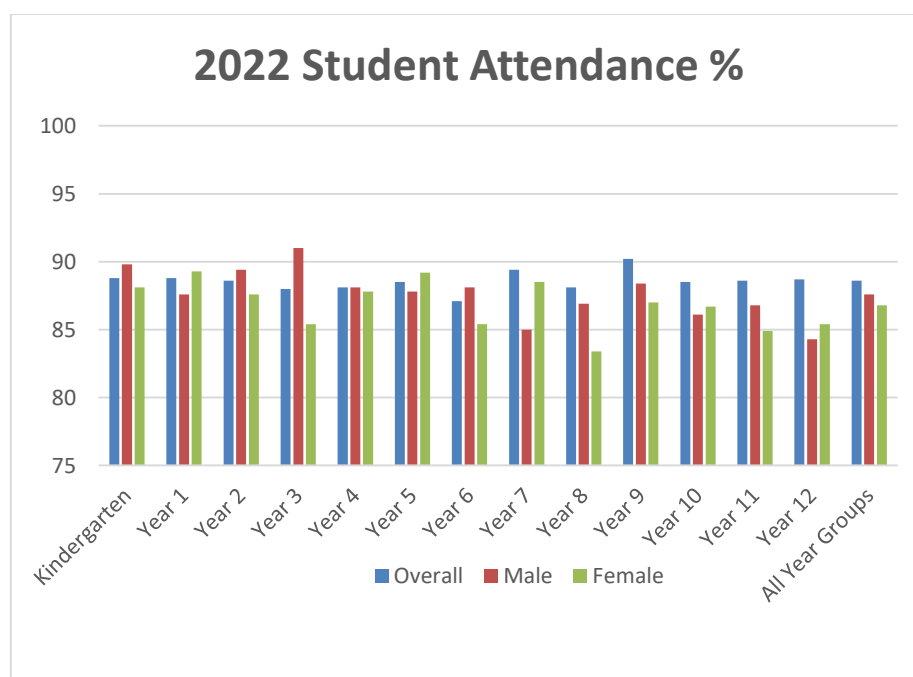


Figure 5: 2022 Student Attendance

## 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 Staff 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 Staff 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 %
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
2020 - 2022	59	50	85

Table 10: Year 10 to Year 12 Retention Rates

Approximately 85% of the students continued 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.

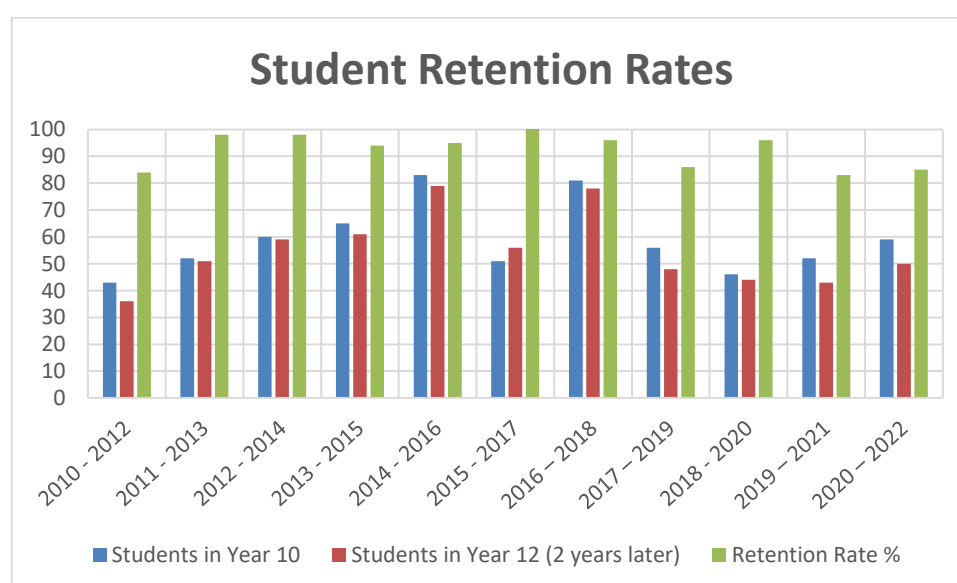


Figure 6: 2022 Student Retention Rates

## 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 - 2022	Workforce	Further Study	Changed schools	Overseas	Total
Year 10	0	1	4	0	5
Year 11	0	2	1	0	3
Year 12	1	48	0	1	50

Table 11: Post School Destinations

Over 95% of students who finished Year 12 in 2022 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 31<sup>st</sup> 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.

### **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 2022, there were 641 students enrolled; 297 in the Primary and 344 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	18	27	45
Year 1	20	22	42
Year 2	13	18	31
Year 3	15	18	33
Year 4	29	33	62
Year 5	17	19	36
Year 6	26	22	48
<b>Total in Primary</b>	<b>138</b>	<b>159</b>	<b>297</b>
Year 7	42	35	71
Year 8	27	19	46
Year 9	26	24	50
Year 10	38	29	67
Year 11	25	29	54
Year 12	24	26	50
<b>Total in High School</b>	<b>181</b>	<b>163</b>	<b>344</b>
<b>Total School</b>	<b>319</b>	<b>322</b>	<b>641</b>

Table 12: School Population - 2022 Census

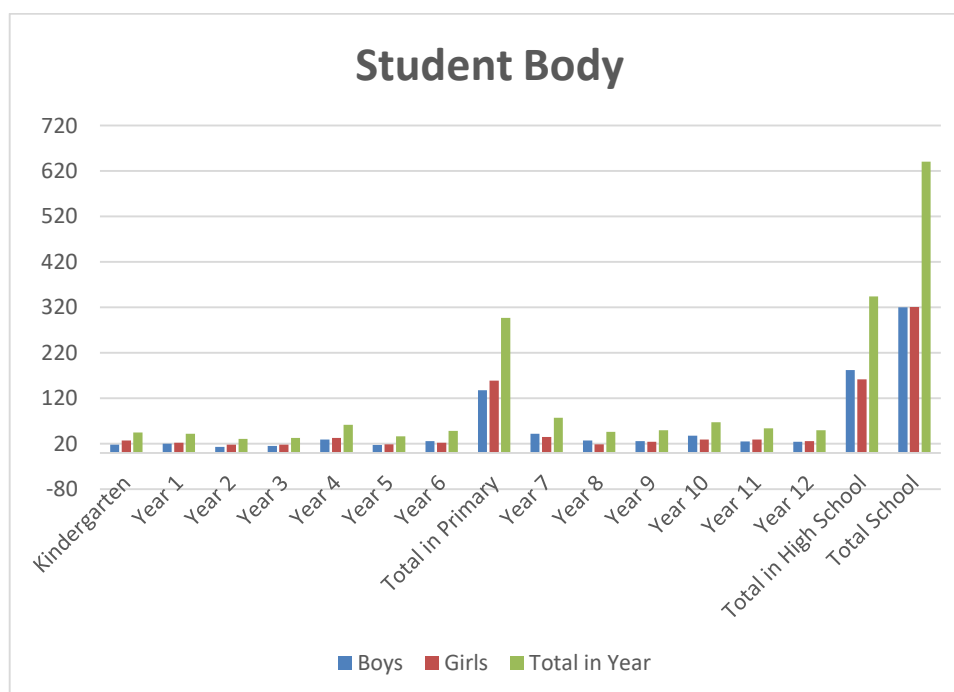


Figure 7: 2022 Student Body

## THEME 9

### *OTHER SCHOOL POLICIES*

#### 9.1 CHANGES TO SCHOOL POLICIES FOR 2022

The following table outlines the policies and procedures in place during 2022 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 either upon request from the School or through the School's website ([steuphemia.nsw.edu.au/policies-documents](https://steuphemia.nsw.edu.au/policies-documents)).

#### Summary of Policies

<i>Policy</i>	<i>Summary of Policy</i>	<i>Changes in 2022</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 and includes reference to:</p> <ul style="list-style-type: none"> <li>- Child Protection</li> <li>- Attendance</li> <li>- Communications</li> <li>- Code of Conduct</li> <li>- Anti-bullying</li> </ul> <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"> <li>• quality learning and teaching opportunities</li> <li>• a safe and supportive school environment for learning</li> <li>• good discipline</li> <li>• community involvement.</li> </ul> <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"> <li>• create a safe and caring school environment in which students are nurtured as they learn</li> <li>• continue to implement PBIS and incorporate effective steps to improve and integrate all of the data, systems and practices affecting student outcomes everyday</li> </ul>	<ul style="list-style-type: none"> <li>- Reviewed Teacher's Handbook</li> <li>- Reviewed Teacher's Code of Conduct</li> <li>- Established School Values and implemented PBIS.</li> <li>- Revised Child Protection Policy</li> <li>- Revise PBIS Scope and Sequence</li> </ul>	<ul style="list-style-type: none"> <li>- Teacher Handbook</li> <li>- School intranet</li> <li>- Available by request from School Office</li> </ul>

<i>Policy</i>	<i>Summary of Policy</i>	<i>Changes in 2022</i>	<i>Location</i>
	<ul style="list-style-type: none"> <li>• Identify what Tier 2 students look like and develop a check in and check out system to monitor student behaviour</li> <li>• develop a sense of enjoyment and satisfaction from learning</li> <li>• develop the ability to communicate effectively with others</li> <li>• promote school values to reinforce expected behaviour</li> <li>• promote a sense of responsibility for student actions and decisions</li> <li>• encourage a sense of personal dignity and worth</li> <li>• develop a feeling of belonging to the wider community.</li> </ul>		
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 2022</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"> <li>• Respect</li> <li>• Resilience</li> <li>• Truth</li> <li>• Empathy</li> </ul>	<ul style="list-style-type: none"> <li>- Units of work written to reinforce the School's values indifferent setting throughout the School</li> </ul>	
Complaints Handling	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.	Changes were made to the flowcharts indicating the correct communication channels to be followed if complaints arose.	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.

Table 13: Summary of School Policies and Procedures

## 9.2 SPECIFIC PUBLICALLY AVAILABLE POLICIES

The table below provides direct links to policies as required by section 3.10.1 Education and Financial Reporting.

<i>Policy</i>	<i>Direct Link</i>
Enrolment policy	<a href="#">Policy</a> and <a href="#">Procedures</a>
Student Welfare Prep – 12/ Discipline	<a href="#">Policy</a> and <a href="#">Procedures</a>
Child Protection	<a href="#">Policy</a> and <a href="#">Procedures</a>
Anti-bullying	<a href="#">Policy</a> and <a href="#">Procedures</a>
Complaints/Grievances	<a href="#">Policy</a> and <a href="#">Procedures</a>

Table 14 Online Requisite School Policies

## 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

STRATEGIC DIRECTION 1  
FUTURE FOCUSED  
TEACHING AND  
LEARNING

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

STRATEGIC DIRECTION 2  
HEALTH, SUPPORT AND  
WELLBEING

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

STRIVE FOR EXCELLENCE

## 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

## 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**

## 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."

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

### 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

### 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

## 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."

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

## 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 2022 PRIORITIES- AREAS FOR IMPROVEMENT

Area	Priorities	
<b>Teaching and Learning</b>	<ul style="list-style-type: none"> <li>Assess Kindergarten students using the BASE Program in order to identify the students experiencing learning difficulties.</li> </ul>	<ul style="list-style-type: none"> <li>Annually</li> </ul>
	<ul style="list-style-type: none"> <li>Continue the implementation of Mathletics – an online Mathematics tool K-10</li> </ul>	<ul style="list-style-type: none"> <li>Years K to 6</li> </ul>
	<ul style="list-style-type: none"> <li>Incorporate a selection of incursions to enhance the curriculum.</li> </ul>	<ul style="list-style-type: none"> <li>Ongoing</li> </ul>
	<ul style="list-style-type: none"> <li>Increased embedding of technology into curriculum across all Stages</li> </ul>	<ul style="list-style-type: none"> <li>Ongoing</li> </ul>
	<ul style="list-style-type: none"> <li>Incorporate decodable readers as part of Guided reading in Kindergarten and explicitly teach phonics</li> </ul>	<ul style="list-style-type: none"> <li>Ongoing</li> </ul>
	<ul style="list-style-type: none"> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>Ongoing</li> </ul>
	<ul style="list-style-type: none"> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>Ongoing</li> </ul>
<b>Student Achievement</b>	<ul style="list-style-type: none"> <li>Enhance positive reinforcement policy of rewarding students</li> </ul>	<ul style="list-style-type: none"> <li>Introduction of PBIS - ongoing</li> </ul>
	<ul style="list-style-type: none"> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>Ongoing</li> </ul>
	<ul style="list-style-type: none"> <li>Review data collected on Kindergarten students using the BASE program. The BASE program assesses Kindergarten students in February and again in November.</li> </ul>	<ul style="list-style-type: none"> <li>Ongoing</li> </ul>
	<ul style="list-style-type: none"> <li>Review NAPLAN data and other class data to maximise the students' learning potential and identify areas which require further support.</li> </ul>	<ul style="list-style-type: none"> <li>Ongoing</li> </ul>
	<ul style="list-style-type: none"> <li>Monitor the reading levels of the Infants students by recording their levels twice a term and identifying students who may require additional support</li> </ul>	<ul style="list-style-type: none"> <li>Ongoing</li> </ul>
	<ul style="list-style-type: none"> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>Ongoing</li> </ul>
	<ul style="list-style-type: none"> <li>Implement shared strategies for upper primary and lower secondary teachers to improve Year 7 writing achievement.</li> </ul>	<ul style="list-style-type: none"> <li>Ongoing</li> </ul>

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

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

Table 16 2022 Priorities

## THEME 11

### *INITIATIVES PROMOTING RESPECT AND RESPONSIBILITY*

St Euphemia College has as part of its culture, a sense of respect and responsibility. This is being achieved through the adoption of the School's four school values. The values of truth, respect, resilience, and empathy are essential in fostering a positive and supportive environment within your Christian Orthodox school. When it comes to initiatives that demonstrate respect and resilience, these values play a significant role. Here's how each of these values can contribute:

**Truth:** Emphasising the value of truth promotes transparency and honesty in all interactions. Initiatives that demonstrate respect and resilience should be grounded in truth, ensuring that information is accurate and reliable. Encouraging open and honest communication fosters an environment of trust, allowing individuals to express their needs and concerns without fear of judgment or reprisal.

**Respect:** Respect is fundamental in any community, and it forms the basis for understanding and appreciating one another's differences. Initiatives that demonstrate respect should emphasise inclusivity and treat everyone with dignity, regardless of their backgrounds, abilities, or beliefs. By creating an environment where everyone feels valued and heard, individuals are more likely to develop resilience and be willing to engage in new experiences.

**Resilience:** Resilience refers to the ability to bounce back from challenges and adversity. Initiatives that demonstrate resilience should encourage individuals to persevere in the face of obstacles, setbacks, and failures. By teaching resilience, we are equipping our students and staff members with the tools and mindset needed to navigate difficulties with determination and a positive attitude. This can include providing support networks, offering guidance on problem-solving, and celebrating efforts and progress rather than solely focusing on outcomes.

**Empathy:** Empathy involves understanding and sharing the feelings of others and is vital for fostering strong relationships and a sense of belonging. Initiatives that demonstrate empathy should encourage individuals to actively listen, validate others' experiences, and show compassion. By promoting empathy, you create a culture of support and understanding, where individuals feel safe to express themselves and seek help when needed. This, in turn, strengthens resilience, as individuals feel a sense of belonging and support from their community.

In summary, integrating the values of truth, respect, resilience, and empathy into initiatives that demonstrate respect and resilience helps create a supportive and nurturing environment within your Christian Orthodox school. By embodying these values, individuals are more likely to thrive academically, emotionally, and spiritually, fostering a sense of unity and shared purpose among the school community.

Other programs which help build respect and resilience within our School Community include the following:

- The student body and SRC programs
- Spirituality sessions that are part of the School's extracurricular programs
- 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 6 and Year 12 prefects are 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. Staff monitor the conduct of the SRC to make sure their core objectives of promoting responsibility are being met. The SRC are selected in a democratic process by their peers. This allows students themselves to choose those amongst them who are responsible.

Being responsible is also addressed through anti bullying seminars that are presented to students from Year 5 to 10. The anti-bullying program which is reinforced from Prep to Year 12 through PDHPE lessons, 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.

In the 2022 School Year, the School participated in the Changemakers Project. Witnessing the students at St Euphemia College thrive with passion and grit through the Changemakers Project has been the highlight of 2022. Our students, with the support of their teachers, community members, and families have made a huge impact on a local and global scale. Our students demonstrated a great depth of empathy and respect to others by researching, discovering and understanding the inequalities that exist in education in third-world countries and in our own backyard. They used their voice and hand to reach out to businesses, peers, and politicians to promote awareness and support for the building of a library in Lismore and a library in Sambhal, India. More importantly, they have learned how to make a difference in problems they see and hear in the world around them and respond with Christian love, empathy, and action.

## THEME 12

### *PARENT, STUDENT AND TEACHER SATISFACTION*

As a Christian Orthodox school, it is essential to create an environment that values the opinions and experiences of parents, teachers, and students. This section explores how our school utilises feedback from these stakeholders to drive future goals and demonstrates parent satisfaction with the school.

#### **Collecting Feedback:**

**Parent Feedback:** Our school actively seeks input from parents through various channels such as surveys, P and F Committee, parent-teacher conferences and regular communication. We encourage open and honest feedback regarding the school's programs, teaching methods, extracurricular activities, and overall school environment. 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).

**Teacher Feedback:** Teachers are given opportunities to provide feedback through regular staff meetings, workshops, and anonymous surveys. Their input helps identify areas of improvement, professional development needs, and potential adjustments to curriculum or teaching strategies.

**Student Feedback:** Students are also given a voice through surveys, classroom discussions, and student councils. Their feedback helps shape the learning experience, assess the effectiveness of teaching methods, and understand their needs and aspirations. Students can also raise any concerns through the classroom teachers, Counsellors, SRC, Year Coordinator or any teacher who acts as a mentor.

#### **Analysing and Incorporating Feedback:**

**Identifying Patterns and Themes:** Feedback from parents, teachers, and students is systematically analysed to identify common patterns and themes. This helps in understanding the strengths and weaknesses of the school, highlighting areas that require improvement, and identifying opportunities for growth.

**Setting Future Goals:** Based on the feedback analysis, the school establishes actionable goals and objectives. These goals are aligned with the school's mission and values, ensuring that they contribute to the holistic development of students while addressing the concerns and suggestions raised by stakeholders.

**Implementing Changes:** The feedback-driven goals are communicated to all stakeholders, and the necessary changes and improvements are implemented. This may involve adjusting the strategic plan, revising curriculum, adopting new teaching methodologies, enhancing extracurricular activities, or improving school facilities and resources.

#### **Demonstrating Parent Satisfaction:**

**Open Communication:** Our school maintains open lines of communication with parents, providing regular updates on school activities, curriculum enhancements, and initiatives taken based on

feedback. This fosters a sense of transparency and involvement, ensuring parents are well-informed and engaged in their child's education.

**Parent Engagement:** We encourage parental involvement in school events, volunteer opportunities, and parent-teacher associations. This collaborative approach strengthens the parent-school partnership and demonstrates their satisfaction with the school's efforts to create a supportive learning community. 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.

**Parent Testimonials and Surveys:** Our school actively seeks parent testimonials and conducts periodic surveys to gauge their satisfaction levels. These testimonials and survey results can be shared on the school's website, social media platforms, or newsletters, providing tangible evidence of parental satisfaction.

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 RESPONSES

Throughout my child's time in your class, I have been impressed by your passion and the care you show your students. Your love for teaching has undoubtedly had a positive impact on my child's learning experience.

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.

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.

Just sending you a message to say wow, just wow! You did such an amazing job with the graduation and I just love everything you did from the memory book to the little keepsake photo, let alone everything else. Such wonderful ideas. Thank you so much I really appreciate it!

## STUDENT INTERVIEWS

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.

What I love about my school is that everyone is united and that I know pretty much every student.

Every teacher knows you and they treat you as if you are their own student.

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. A soon as I stepped into the school, I felt like I know all the kids for so long and I actually felt like

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.

What I love about my school is that the teachers are always there for us when we have any problems. I love how we are supportive and care for one another.

What I love about my school is how welcoming it is and how we are like a family. The students care for each other and support each other. It allows us to learn about our Greek culture and religion through lessons and dancing and it is important to us that we have the church on our school grounds too.

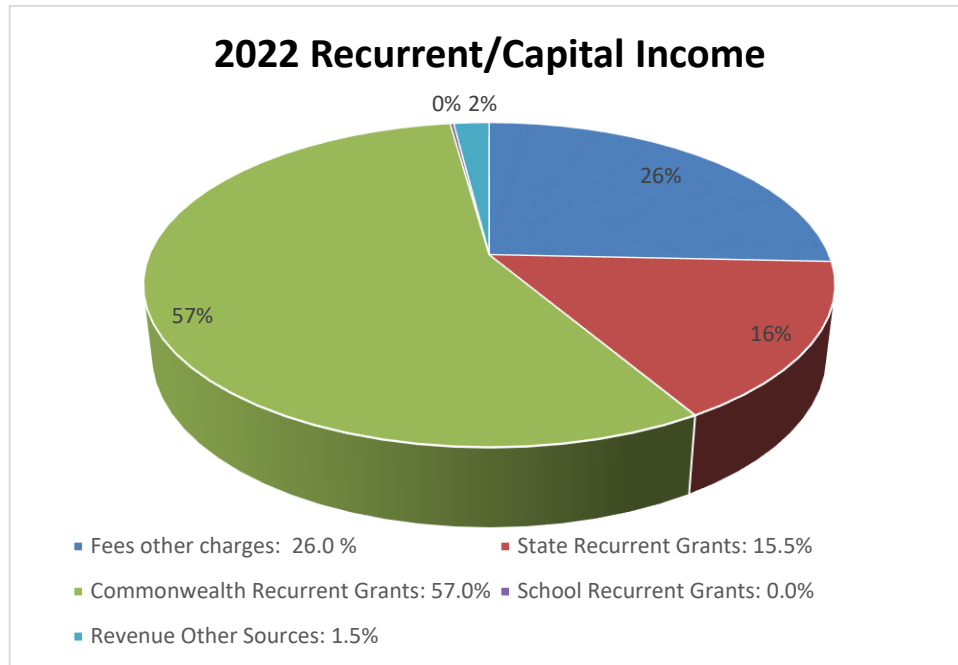
I love how all the students are so nice. The teachers really encourage us to be friendly between each other. Our school is caring and we look after each other.

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.

## THEME 13

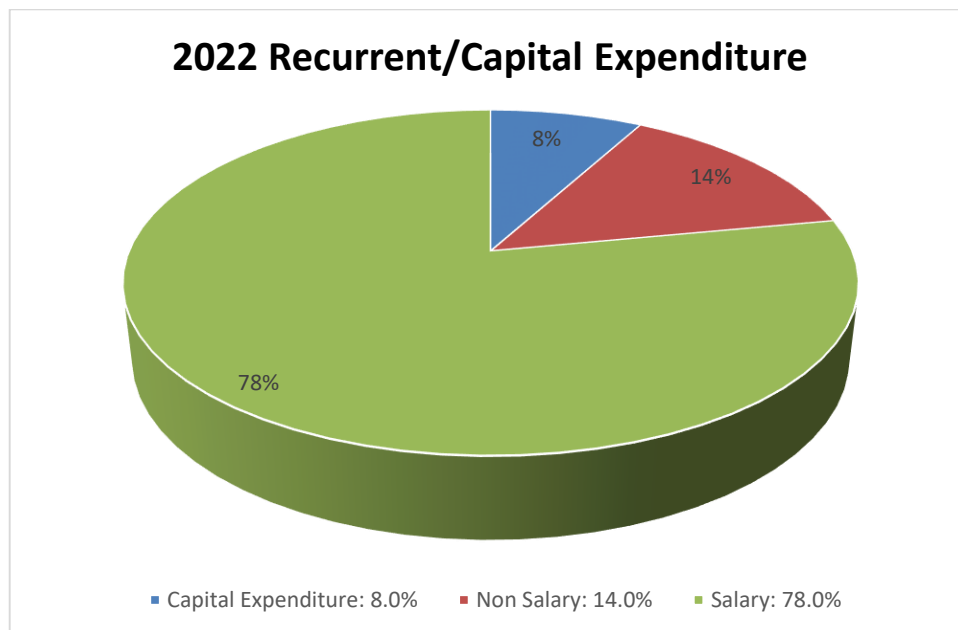
### *SUMMARY FINANCIAL INFORMATION*

**Graphic 1: Recurrent/Capital Income**



**Figure 8: 2022 Recurrent/Capital Income**

**Graphic 2: Recurrent/Capital Expenditure**



**Figure 9: 2022 Recurrent/Capital Expenditure**

## THEME 14

### *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, 2023. 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 2023.

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/ICT 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**  
**2022**