

St Euphemia College

Strive for Excellence



ANNUAL EDUCATIONAL AND FINANCIAL REPORT 2020



St Euphemia College

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ST EUPHEMIA COLLEGE 2020 ANNUAL REPORT

The following report provides academic and non-academic data and information on a range of key 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 2020.

The **2020 Annual Report** is significantly different from others as the changes to teaching and learning that were implemented in response to the Covid-19 pandemic, together with the cancellation of NAPLAN testing, have resulted in changes to reporting.

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 first 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.

PERFORMANCE MEASURE 1

A MESSAGE FROM KEY SCHOOL BODIES

1.1 Message from His Eminence Archbishop Makarios

My dearly beloved,

It is with great spiritual joy that I communicate with you at the end of the school year to extend my best wishes and blessings especially in light of the tribulations that we all experienced as a result of the coronavirus pandemic. I am fully aware and understand the challenges this posed on many levels for the entire learning community and which were compounded by the lockdowns and online classrooms.

Nevertheless, I was proud to hear of your continued motivation and resilience that you displayed and which, undoubtedly, was inspired by our Orthodox Faith and Hellenic values and traditions.

You have a treasure in your Greek Orthodox heritage. Build on this and share it with those around you. Aim high and be the best that you can be; use the gifts that you have been given. God has given them to you. Include Him in everything that you do and pray to Him. When we pray, we enter into dialogue with God. He is a loving father and He is yearning for us to communicate with Him.

With this opportunity, I warmly embrace all the school children and call upon the Principal – Reverend Father Peter Mavrommatis, the Teachers, Parents and Students, the abundance of the Lord's blessings.

In Sydney, 10th September 2020 with fervent paternal prayers

Archbishop MAKARIOS

Primate of the Greek Orthodox Church in Australia

1.2 Message from Mr. Christos Spiropoulos, Board President

After a very challenging and tumultuous year with the outbreak of the coronavirus pandemic during Term 1, it gives me great pride to reflect on the remarkable fortitude displayed by the school community of St Euphemia College in the face of the global pandemic. Under the leadership of our Principal the Very Rev. Fr Peter Mavrommatis and his tireless staff, the college was able to continue offering the highest level of education via live Zoom® and MS Teams® lessons.

The significant financial investment by the School Board over a year ago to upgrade the College's ICT system with its IT partner Cloud 4x has certainly been vindicated. A special thank you goes out to the College's Admin and ICT Coordinator Dr Anthony Papagelis and Mr Nicolas Zafiriou and his team at Cloud 4x. The Board will continue to make further investment and improvements in the College's ICT infrastructure. This also includes new business and educational software applications such as those rolled out this year including MS 365®, Edumate and EDVAL. We are also excited to announce the College's new website will go live in the new year.

This year has also seen the development of the College's Strategic Plan that will underpin the creation of the College's Masterplan. To this end, the School Board has engaged Design Delta Architects to develop the College's Masterplan that will provide a purpose and direction including the staging and prioritisation of capex over the short, medium and long-term horizons.

I also take this opportunity to sincerely thank His Eminence Archbishop Makarios of Australia for his love, support and spiritual guidance that he always displays towards our College. It is truly a blessing to have the support of His Eminence and to bestow on our community two fine clergy to cater for the pastoral needs of both Church and College.

To our graduating Year 12 students, we hope your time at St Euphemia College has been edifying and has given you many fond memories. I am certain the spiritual benefits conferred on you by your attendance at St Euphemia College will provide you strength and comfort in your future endeavours. Please remain in touch with the Church and college and consider becoming active members of the College Alumni and Parish. I also wish to congratulate all students of the College who have contributed to this year's academic and sporting achievements.

On behalf of the School Board, our students and the wider school community, we extend our genuine appreciation to every member of the College staff for their outstanding contribution given all the obstacles confronting them this year. The dedication and commitment that you have shown has not gone unnoticed and it's a credit to your professionalism as pedagogues.

I also would like to express the School Board's gratitude to all parents and caregivers who have entrusted St Euphemia College with the education of their children. With God's grace and the intercession of St Euphemia, we will continue to strive and offer the students of the College the best Orthodox Christian environment.

Last but not least, a very special thank you goes out to our parish priests the Very Rev. Fr Panagiotis Protopsaltis and Fr Peter Mavrommatis for the continual pastoral care and spiritual counsel they offer our students.

Christos Spiropoulos
President, Board of Directors

1.3 Message from Fr. Peter Mavrommatis, College Principal

The year that has passed has been unlike any other in the history of Saint Euphemia College and the world. Our beautiful nation was afflicted first by the devastating bushfires, then floods and finally, the worldwide COVID-19 pandemic. However, through all these challenges, the Saint Euphemia College community has persevered with God's Grace and moved from one success to the next.

Building on the momentum of 2019, we began the year working on the Strategic Plan 2020 - 2024 to inform and guide the progress and direction of the school for the years ahead. We organised and hosted a number of student, parent and teacher forums where all members of the school community had the opportunity to share their experiences at, and expectations of Saint Euphemia College. The survey and discussion responses provided the data required to ensure that our strategic direction is evidence based and effective. The process of consulting all members of the school community also highlights the importance of collaboration between all stakeholders as we move forward as a college.

We were honoured to host the Assemble 2020 Conference of the Greek Orthodox Archdiocese of Australia on the 29th of February. This was an historic occasion as over 500 youth from all over New South Wales and the Australian Capital Territory gathered at Saint Euphemia College in the presence of our beloved Primate, His Eminence Archbishop Makarios of Australia. It was a wonderful opportunity for our students to be part of such an historic event.

Our Prefect Body was involved in a number of events where they had the opportunity to meet and forge relationships with student leaders of other independent schools in Sydney.

And then... COVID-19 began to afflict New South Wales and life changed dramatically. Within weeks, restrictions were announced and implemented by the New South Wales Department of Health and schools were required to adjust methods of teaching and transition to online teaching in order to ensure the safety of all members of the school community and the community in general. In less than a fortnight, our staff were ready to present all lessons online so that our students' learning could continue with as little impact as possible. It has to be said that Saint Euphemia College was one the few schools that continued to teach during this period, as opposed to simply uploading work to be done on a portal, and for this reason I am very proud of our dedicated teachers who worked exceptionally hard during such difficult times to not only teach, but support the emotional health of our students who were facing never before seen events.

As school life returned to relative normality during Term 2, we continued where we left off, always mindful of the restrictions in place to ensure safety. Literacy and Numeracy programs were reviewed and NAPLAN and HSC data was analysed in order to identify strengths and focus areas.

We were blessed to be in a position to purchase our first school buses. One aim of the buses is to provide affordable door-to-door pick up and drop off service for students who do not have access to public transport. The other aim of the buses is to hopefully be in a position to reduce sports and excursion costs for our families.

While COVID-19 slowed down the publication and wholesale implementation of the Strategic Plan 2020-2024, we will, God-willing, begin the new school year focussed on the three key action areas identified.

We are grateful that we were able to upgrade reading resources for the Junior School, as well as the hundreds of books we received from Bankstown City Library to update our collection. We are also grateful for the ability to remove the old non-functional two-storey lift in the High School and prepare for the installation of a three-storey lift over the Christmas break. The installation of 3 more filtered

water chillers has taken the total to 7 across the campus and means that all students can access chilled filtered water.

We thank God for the love and guidance we have received from Archbishop Makarios of Australia who has blessed our college with his presence on a number of occasions in the last year. From the moment of his enthronement, His Eminence has not ceased in his concern for our students and Orthodox Education in general.

On a personal level, I would like to thank the President of the Board, Mr Christos Spiropoulos for his support and cooperation throughout the year. I thank our dedicated teachers for their constant desire to improve. I thank our students and their families for their efforts and perseverance throughout this challenging year and wish all of them health, joy and every success.

If the challenges we have faced in 2020 have taught us one thing, it is that the Saint Euphemia College community is resilient and adaptable. These qualities will help us continue to grow for years to come.

We thank God for the many Blessings we have received this year and always. We thank God that our College community has continued to progress. We pray that God grants peace to all people and that He delivers our beautiful nation, and the whole world, from all dangers and affliction.

Fr Peter
Principal

Fr Peter
College Principal

1.4 Message from Primary School Captains

2020 was a challenging year for everyone around the world. All the staff and students have tried to make this year worth remembering and it has opened us all up to new experiences. It has created beautiful bonds with friends and teachers that we will cherish forever.

As School Captains, we are glad that the school was able to fit in many extracurricular activities considering the unfortunate year we have gone through. Teachers have worked extremely hard to teach us how to strive for excellence and never to give up.

We are all extremely thankful for the services that Father Peter Mavrommatis and Ms Xanthoudakis have provided for our school. Our principals and teachers have taught us everything we know for the past seven years and have never given up on any of us. Everything that everyone has achieved and accomplished this year, was all because of the special members of our school community. Our school would have a different environment if it were not for the caring and supportive staff who make our school unique.

We would like to thank the Vice Captains, Athan Glekas and Georgia Gravaris as well as the entire Prefect Body and our Year 6 grade for their outstanding effort and time over this year.

Our journey began in Kindergarten. Many of us were terrified to begin this new adventure, while others were keen to get started. With help from our teachers, Ms Apostolou and Ms Dinoris, as well as our Year 6 Buddies, we made it through our first year. We congratulate our Year 12 Buddies who are currently graduating. As we follow their example, we have now become role models to our current Kindergarten Buddies, classmates and students in the years below.

Our role as School Captains has been embraced in events such as the Vespers church service where our Archbishop Makarios visited our church, our annual swimming carnival, gelato days, jellybean competitions and of course the paper plane competition. We are also honored to have had activities with our Kindergarten Buddies. We have led our school by example, following the footsteps of our previous School Captains.

As we are graduating, we would also like to wish the next Captains, Prefects and Year 6 class of 2021 a wonderful year and lots of luck for their following years.

As we are starting a new adventure into high school, we will take along our significant friendships and many valuable and treasured memories that we will cherish for the rest of our lives. We would like to thank the admirable teachers because they have led us to become the resilient and vivacious Orthodox Christians we are today.

We have heard that some students in our grade are going to continue their journey into high school elsewhere. We hope you have a fantastic time at your new school. Never forget all the marvellous memories we've had along the way and cherish them forever. Remember to continue to 'Strive for Excellence'.

Marcus Mavropoulos and Constance Kaldis.

1.5 Message from High School Captains

On behalf of Year 12 students, we would like to begin by thanking all the people who make St Euphemia College a home. To our School Principal, Reverend Father Peter Mavrommatis, for the wisdom you bring, the prayers you pray and the vision that you lay out for our school, we thank you. To our second mother, Ms Papastamatis, who has worked tirelessly these past seven years to support and mentor us, we thank you. To our teachers, labouring to provide us with an education and pushing us to fulfil our potential, we thank you. To our fellow graduates of 2020, we congratulate you and we are moved to see you develop and mature into young adults, ready to meet the face of tomorrow with a smile.

Thirteen years ago, as we immersed ourselves in the first chapter of school titled ‘Kindergarten’, many of us were overcome by tears; the same tears that we experienced at our final school assembly, as we savoured the last words signalling the conclusion of this story. We began as blank pages, drawing on a number of influences over the years to develop our own rich toolbox of values, lessons and experiences. These tools are what have enabled us to “Strive for Excellence”, by modelling our lives on our patron Saint Euphemia and allowing our education to form the basis of our morals and ethics. This school has cultivated a warm learning environment that has instilled in all of us the values of resilience and empathy. Through this, we now leave the school as confident young men and women with the ambition to continue this transformative journey of learning and reflection.

This year has been a testament to our resourcefulness as we faced the challenges of 2020. COVID allowed us to develop skills in online learning through platforms such as Teams and Zoom. On behalf of our grade, we would like to extend our gratitude to the additional time and effort our teachers put in to accommodate for this change. But beyond this, we would like you to know that your constant support, both academically and emotionally has not gone unnoticed, teaching us to be kind and compassionate. Also, despite the restrictions that limited the activities that we could participate in, we would like to recognise all the staff’s determination and commitment to providing us with a memorable end to the year. Specifically, to the teachers that took part in the soccer game and Year 12 barbeque, you have helped us create memories that we will cherish forever. By helping us develop and grow within a nurturing environment, you have all played a definitive role in shaping us to be the best version of ourselves.

Our friendships, teachers and the School have all been important pages in our high school narrative that we’ll continue to revise and learn from as we begin crafting the opening sentences of our next chapter.

This journey has allowed our toolbox to grow quite heavy with the knowledge and virtues acquired over the years. Through the School’s steadfast link with the Church and the Greek culture, we have developed a relationship with our Orthodox faith and Greek language, which has, and will continue to influence all aspects of our lives.

Patrick Anastasiou and Angeliki Georgakopoulou

PERFORMANCE MEASURE 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 610 students Prep –Year 12 (290 in Primary and 320 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 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.

The School pursues the objectives, processes and outcomes of education as stated by the NSW Education Standards Authority (NESA). English is the medium of instruction, and courses are offered in all Key Learning Areas of primary and secondary education.

The School 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 diverse range of curriculum, small senior classes and VET courses.

St Euphemia College encourages students to excel in all their endeavors in a caring, disciplined and safe environment that is responsive to individual needs. Our School has a strong focus on embedding the Greek language 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 - ΤΕΛΕΙΟΙ ΓΙΝΕΣΘΕ

ΤΕΛΕΙΟΙ 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.

PERFORMANCE MEASURE 3

STUDENT OUTCOMES IN STANDARDISED NATIONAL LITERACY AND NUMERACY TESTING

NAPLAN

Due to the COVID-19 pandemic, all NAPLAN examinations were cancelled in 2020. Therefore, no NAPLAN data is available.

PERFORMANCE MEASURE 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.

47 students were enrolled in Year 11. The Grades for the Year 11 students in 2020 were as follows:

Year 11 Subjects	Grades % A – C	Grades % D – E
Ancient History	80	20
Biology	100	0
Business	77	23
Chemistry	67	33
Design Technology	100	0
Economics	92	8
English Advanced	100	0
English Extension	100	0
English Standard	74	26
Food Technology	87	13
Geography	91	9
Hospitality	100	0
Information Processes & Technology	33	67
Legal Studies	86	14
Mathematics Extension	100	0
Mathematics Standard	56	44
Mathematics	87	13
Modern Greek	100	0
Modern History	50	50
PD_Health_PE	81	19
Physics	100	0
Society & Culture	80	20
Studies Of Religion	32	68
Visual Arts	88	12

Table 1: Year 11 Grades for 2020

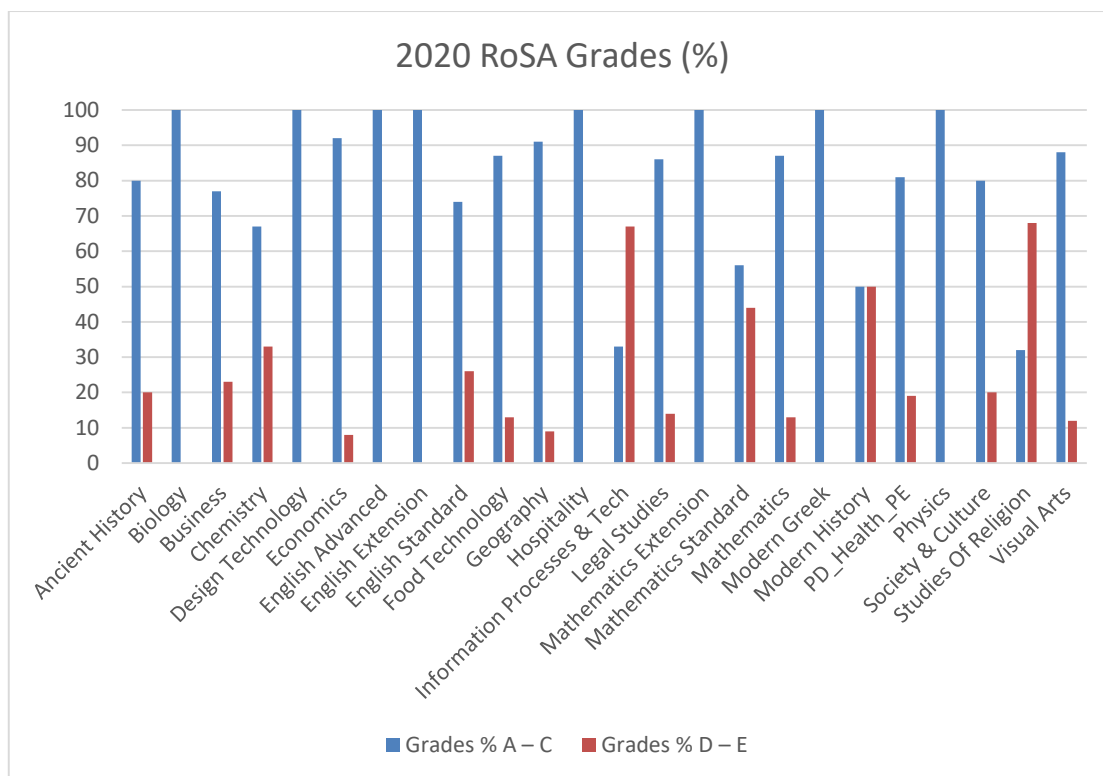


Figure 1: 2020 RoSA Grades (%)

4.2 HIGHER SCHOOL CERTIFICATE

The twenty-second group of students from St Euphemia College sat for the NSW Higher School Certificate in 2020. 44 students sat for 27 courses.

HIGHER SCHOOL CERTIFICATE	Number Of Students		Bands 3 – 6 %		% change	Bands 1 – 2 %		% change
	2019	2020	2019	2020		2019	2020	
Ancient History	7	11	100 (84)	73 (83)	-27 (1)	0 (16)	27 (17)	+27 (-1)
Biology	6	9	67 (84)	89 (85)	+22 (1)	33 (16)	11 (15)	-22 (-1)
Business Studies	12	15	83 (83)	87 (82)	+4 (-1)	17 (17)	13 (18)	-4 (1)
Chemistry	2	4	100 (88)	100 (91)	0 (3)	0 (12)	0 (9)	0 (-3)
Design & Technology	5	5	100 (95)	100 (98)	0 (3)	0 (5)	0 (2)	0 (1)
Economics	6	8	100 (92)	87 (91)	-13 (-1)	0 (8)	13 (9)	+13 (1)
Engineering Studies	3	4	100 (92)	100 (91)	0 (-1)	0 (8)	0 (9)	0 (1)
English Standard	13	19	92 (87)	89 (89)	-3(2)	8 (13)	11 (11)	+3 (-2)
English Advanced	35	25	100 (99)	100 (99)	0 (0)	0 (1)	0 (1)	0 (0)
English Extension 1	6	4	100 (100)	100 (100)	0 (0)	0 (0)	0 (0)	0 (0)
Food Technology	12	13	92 (89)	92 (82)	0 (-7)	8 (11)	8 (18)	0 (7)
Geography	6	9	100 (87)	44 (87)	-56 (0)	0 (13)	56 (13)	+56 (0)
Hospitality	14	13	86 (76)	92 (83)	+6 (7)	14 (24)	8 (17)	-6 (-7)
IPT	8	3	62 (85)	100 (81)	+38 (4)	38 (15)	0 (19)	-38 (4)
Legal Studies	12	9	100 (83)	100 (88)	0 (5)	0 (17)	0 (12)	0 (-5)
Mathematics Standard	26	23	69 (83)	61 (75)	-8 (-8)	31 (17)	39 (25)	+8 (8)
Mathematics 2U	10	7	100 (92)	100 (96)	0 (4)	0 (8)	0 (4)	0 (-4)

HIGHER SCHOOL CERTIFICATE	Number Of Students		Bands 3 – 6 %		% change	Bands 1 – 2 %		% change
	2019	2020	2019	2020		2019	2020	
Extension 1 Mathematics	4	6	100 (95)	67 (94)	0 (-1)	0 (5)	33 (6)	0 (1)
Extension 2 Mathematics	N/A	1	N/A	100 (97)	N/A	N/A	0 (3)	N/A
Modern Greek Continuers	7	6	86 (96)	100 (100)	+14 (4)	14 (4)	0 (0)	-14 (-4)
Extension 1 Modern Greek	4	3	100 (100)	100 (100)	0 (0)	0 (0)	0 (0)	0 (0)
Modern History	7	6	86 (86)	83 (84)	-3 (-2)	14 (14)	17 (16)	+3 (2)
History Extension 1	3	0	100 (98)	N/A	N/A	0 (2)	N/A	N/A
Music 1	N/A	1	N/A	100 (98)	N/A	N/A	0 (2)	N/A
Music 2	1	N/A	100 (100)	N/A	N/A	0 (0)	N/A	N/A
Music Extension 1	1	N/A	100 (100)	N/A	N/A	100 (100)	N/A	N/A
PD/H/PE	18	19	100 (88)	84 (85)	-16 (-3)	0 (12)	16 (15)	+16 (3)
Physics	4	4	100 (85)	75 (86)	-25 (1)	0 (15)	25 (14)	+25 (1)
Retail Studies	1	N/A	100 (68)	N/A	N/A	0 (32)	N/A	N/A
Society & Culture	3	2	100 (94)	100 (94)	0 (0)	0 (6)	0 (6)	0 (0)
Studies of Religion II	16	10	94 (93)	80 (92)	-14 (-1)	6 (7)	20 (8)	+14 (1)
Visual Arts	3	N/A	100 (98)	N/A	N/A	0 (2)	N/A	N/A

Table 2: 2020 HSC Results

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

In 2020, 44 students sat for 27 HSC courses. In 18 of these courses students equalled or bettered the 2019 performances in terms of Bands 3-6 achievements. In addition, 12 of the 27 courses were above the State average, while a further 5 courses were within 2 marks of the state average. This improvement is in keeping with the 2019 school initiative targets.

As can be seen from the statistics, St Euphemia College runs many HSC courses with only a small candidature e.g. Chemistry, Engineering Studies, English Extension 1, Mathematics Extension II, Modern Greek Extension 1, Music 1, Physics and Society and Culture. Given the small number of students in these courses the results and the performance indicators can be exaggerated.

Although there were less students that sat for the 2020 HSC than in 2019, the number of courses offered was not significantly lower. This is in keeping with our policy of providing as diverse range of subjects as possible in the senior school in order to ensure that students are able to achieve the best possible outcomes in courses they prefer.

Many students achieved their personal best results in the 2020 HSC. St Euphemia College is a non-selective school, but with its emphasis on academic excellence, it consistently ranks amongst the top three schools in the Bankstown Area and ranked as the 104th school in NSW in the 2020 HSC.

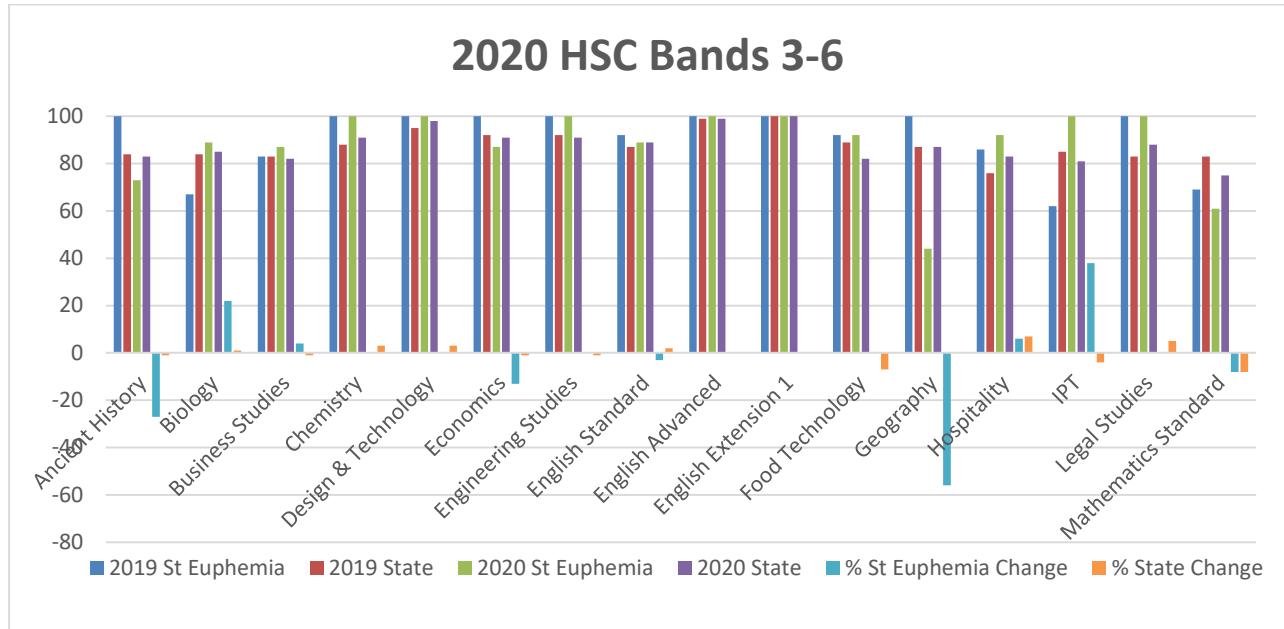


Figure 2: HSC Bands 3-6 Part a

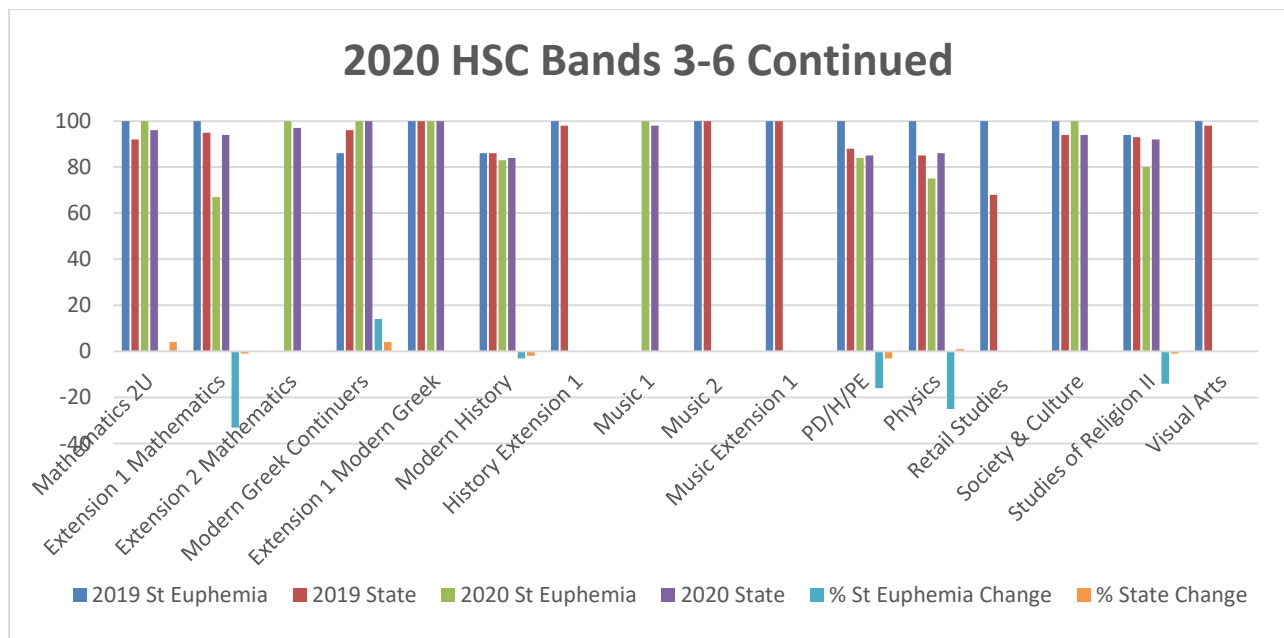


Figure 3: HSC Bands 3-6 Part b

4.3 2020 HSC Median Scores

HIGHER SCHOOL CERTIFICATE 2019	Median Score
Ancient History	65
Biology	66
Business Studies	79
Chemistry	76
Design & Technology	92
Economics	84
Engineering Studies	70
English Standard	70
English Advanced	83
English Extension 1	44
Food Technology	74
Geography	56
Information Processes and Technology	84
Legal Studies	81
Mathematics Standard 2	66
Mathematics Advanced	76
Mathematics Extension 1	33
Mathematics Extension 1	37
Modern History	67
Music 1	90
PD/H/PE	66
Physics	65
Society & Culture	66
Studies of Religion II	83
Modern Greek Continuers	92
Modern Greek Extension	41
Hospitality	77

Table 3: 2020 HSC Median Scores

4.4 2020 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 nearly five times higher than the State percentage.

SUBJECT	SCHOOL	STATE
Business Studies	20.00%	9.29%
Design and Technology	80.00%	15.7%
English Advanced	32.00%	14.19%
Food Technology	15.38%	8.67%
Legal Studies	33.33%	15.01%
Modern History	16.66%	10.15%
Modern Greek Continuers	66.66%	44.44%
Music 1	100.00%	21.73%
PDHPE	15.78%	9.13%
Studies of Religion II	30.00%	6.52%

Table 4: 2020 HSC Student Achievements

HSC Outstanding Achievements

- Over 59% of our students achieved a Band 5 and 6 in one or more courses.
- 9 students attained an ATAR over 90.
- All students attained excellent results above 80% (Bands 5 & 6) in English Extension 1.
- 8 students (32%) attained a Band 6 in English Advanced.
- 80% of students in Design and Technology attained a Band 6
- 66.66% of students in Modern Greek Continuers attained a Band 6
- 33.33% of students in Studies of Religion II attained a Band 6
- 30% of students in Studies of Religion II attained a Band 6
- Students of Saint Euphemia College achieved State Rankings in the following Courses:
 - o Third Place in Course in Studies of Religion II
 - o Fifth Place in Course in Business
 - o Sixteenth Place in Course in PDHPE
 - o Eighteenth Place in Course in English Advanced

HSC COURSES WITH ABOVE STATE AVERAGE RESULTS

SUBJECT	% ABOVE STATE AVERAGE
Business Studies	+3.74
Design and Technology	+12.62
Economics	+2.68
English Advanced	+1.57
English Extension 1	+2.42
Food Technology	+3.60
IPT	+9.10
Legal Studies	+8.34
Music 1	+8.24
Studies of Religion	+1.82
Modern Greek Continuers	+3.75
Hospitality VET	+.59

Table 5: Above State Average Results in HSC Courses

The Dux of the Class of 2020 attained an ATAR of 99.70

2 students were nominated for the Design and Technology Powerhouse Exhibition
(DESIGNTECH)

4.5 SENIOR SECONDARY OUTCOMES

There were 14 students (or 32%) who undertook vocational/trade training in 2020. This figure includes 13 students enrolled in Hospitality and one in Sport and Recreation.

The percentage of students in Year 12 who attained a Year 12 certificate or equivalent VET qualification in 2020 was 100%.

PERFORMANCE MEASURE 5

PROFESSIONAL LEARNING AND TEACHER STANDARDS

5.1 PROFESSIONAL LEARNING

Professional Development continued to be an important aspect of St Euphemia in 2020. 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 2020.

Description of the Professional Learning Activity	No. of staff participating
Annual Reviva First Aid Resuscitation Training	All Staff and secretaries
The Importance of Following Christ: The relevance of building an effective School community	All School Teaching Staff
Training in using ClassVR	Primary Coordinators
CSER MOOCS and Digital Technology Outcomes	Primary Staff
How to use ZOOM	All Staff
ICT Reflection and Evaluation	All Staff
Edumate	All Staff
Office 365	All Staff
Professional Development Plans (PDP)	All Staff
Guided Reading	Primary Staff
Literature Circles and Super Six Steps of Comprehension	Primary Staff
Super Six Steps of Comprehension	Primary Staff
ASCIA – Management of allergies and anaphylaxis	All Staff
Emotion Coaching	All Staff
Super Six Strategies: Reflection	Primary Staff
How Seesaw works in the Infants	Primary Staff
Literacy Progressions Session 1	Primary Staff
Literacy Progressions Session 2	Primary Staff
Disability Legislation	1
Introduction to Autism Spectrum Disorder	3
Moving Beyond Numbers Using Qualitative Data	1
Obligations in Identifying and Responding to Children and Young People at Risk	All Staff
Safe2StepOut: Teaching Road Safety in K-6	1
Live Life Well @ School	2
Investigations Masterclass	1
Planning and Programming: NSW Syllabus for the Australian Curriculum English	1
Work Health and Safety in Schools	1
Faith, Politics and Identity	2
Learning from Home Conversations Part 1, 2 and 3	2
Introduction to Whole School Social and Emotional Learning	1
The Craft of Writing	2
Multi Enterprise Agreement	4

Description of the Professional Learning Activity	No. of staff participating
The English Jigsaw	2
NSW Child Protection Legislation Updates	2
Crossing Professional Boundaries	2
School Counsellors and the NCCD	1
The AIS Annual Briefing 2020	2
K-12 Wellbeing Webinar	6
Stage 6 PDHPE – Health Promotion on the Roads- Online Course	1
Familiarisation PDHPE Syllabus	1
PASS	1

Table 10: Staff Professional Development

5.2 TEACHING STANDARDS

Category	Description	Number of Teachers
A	Teachers who have teaching qualifications from a higher education institution within Australia or as recognised within the National Office of Overseas Skills Recognition (AEI-NOOSR) guidelines	62
B	Teachers who have qualifications as a graduate from a higher education institution within Australia or one recognised within the AEI-NOOSR guidelines but lack formal teacher education qualifications	0
C	Teachers who do not have qualifications as described in (A) and (B) but have relevant successful teaching experience or appropriate knowledge relevant to the teaching context.	2
TOTAL		62

Table 6: Teaching Standards

PERFORMANCE MEASURE 6

WORKFORCE COMPOSITION

2020 SCHOOL STAFF	PERCENTAGE COMPOSITION	
	PRIMARY	HIGH SCHOOL
Principal	1	
Teaching Staff	25	35
Non-teaching staff	12	

Table 7: 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.

PERFORMANCE MEASURE 7

STUDENT ATTENDANCE, RETENTION RATES AND POST SCHOOL DESTINATIONS

7.1 STUDENT ATTENDANCE

YEAR GROUP	ATTENDANCE (%)		
	Male	Female	Overall
Kindergarten	94.3	92.8	93.4
Year 1	93.4	93.4	93.4
Year 2	94.6	94.0	94.3
Year 3	92.4	93.4	92.9
Year 4	93.5	93.3	93.4
Year 5	94.1	95.0	94.5
Year 6	94.9	94.0	94.5
Year 7	93.9	95.5	94.7
Year 8	92.8	89.6	91.5
Year 9	89.3	93.2	91.4
Year 10	87.1	92.7	89.7
Year 11	90.2	93.1	91.5
Year 12	94.4	89.1	91.8
All Year Groups	92.7	93.0	92.8

Table 8: Student Attendance 2020

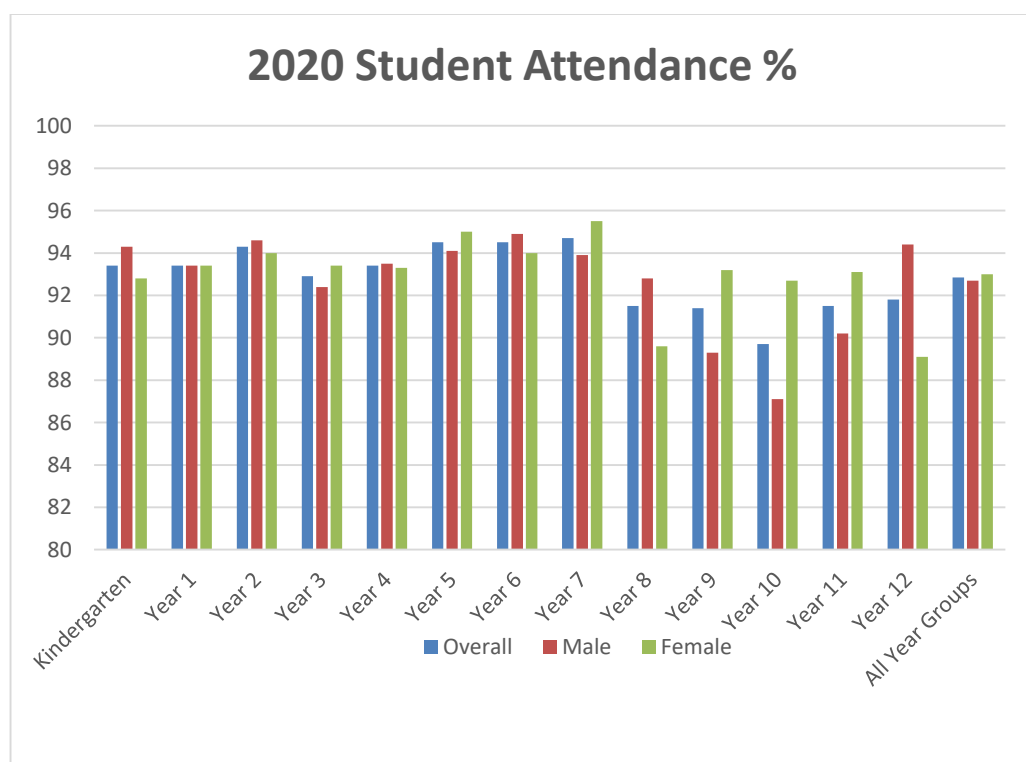


Figure 4: 2020 Student Attendance

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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. These are essential for academic achievement, self discipline and employment opportunities. Students who attend school regularly also feel more connected to their community and develop important social skills and friendships. Schools support parents and caregivers by monitoring student attendance and helping to address attendance issues when they arise.

All students are expected to attend school each day it is open for instruction. Under the Education Act (1990), parents and caregivers are legally responsible for the enrolment and regular attendance of all children in their care up until the age of seventeen (17). Attendance is marked daily using Edumate's electronic roll-marking system.

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.

MAINTENANCE OF NON-ATTENDANCE IN THE PRIMARY SCHOOL

Reinforcing these Procedures in the Primary School

The Attendance Policy is outlined at the beginning of the year during the Information Session with parents and caregivers. During this meeting, 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.

Procedures for Monitoring and Following Up Absences

The School recognises that parent and caregiver involvement is vital to a student's academic success. 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.

Parents or caregivers are informed at the Parent Teacher Introductory Meeting held in Term 1, to advise the School if they know that their child will be away. If a student is absent without notification, the Administration Officer or class teacher will contact the parent or caregiver. The roll will be marked as absent until the student returns and provides an explanation.

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

Upon the student's return and if no written explanation of an absence is provided, unexplained absences are followed up by the class teacher to seek an explanation from parents or caregivers regarding a justification for the absence. The class teacher issues the student with an Unexplained Letter. If no explanation is provided by the student within seven (7) days, the class teacher will again try to contact the parent or caregiver via phone call or email to get a verbal reason. If there is no response, the Attendance Register (roll) is marked with the code 'A' denoting an unexplained absence. Even where an absence is recorded as unexplained, the School will continue to follow up the reason for the absence with the parents/carers.

Excessive Absences

Students who have accumulated an excessive amount of absences are also identified for intervention. If a student continues to be absent for numerous days, efforts must be made to improve the child's attendance. The class teacher will arrange an appointment to discuss the unsatisfactory attendance rate with the parent or caregiver and devise a plan to improve the student's attendance. If this attempt fails to improve attendance, the Deputy Principal can request assistance from the School Counsellor to arrange a meeting to discuss the School's concerns. If there is no improvement in the attendance rate of the child, the Principal and / or the DPPS will meet with the parent or caregiver and devise an Attendance Improvement Plan to improve attendances.

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.

Legal Proceedings

Legislation under the Education Act 1990, requires action against parents/students who do not meet attendance requirements. Independent schools are supported in this process through the Department of Education's legal branch and are also invited to obtain assistance in these matters from the AIS Education Regulations and Program Implementation Team on (02) 9299 2845. Class teachers must notify the Principal if students continue to have unexplained absences or an unsatisfied attendance rate.

As a mandatory reporter, the class teacher, with approval from the Principal, can complete the Mandatory Reporter Guide if the School is suspecting educational neglect. The teacher can access the Mandatory Reporter Guide at <https://reporter.childstory.nsw.gov.au/s/mrg>.

Unjustified Absences

If a parent or caregiver provides a note, stating a reason for an absence that may be unjustified, the teacher will discuss the absence with the Principal. The Principal may decline to accept an explanation that has been provided if they do not believe the absence is in the best interest of the student. The Principal will discuss this decision with the parent or caregiver and issue a letter stating that the reason they provided is not an acceptable reason and the absence on the roll will be noted as an 'A'.

MAINTENANCE OF NON-ATTENDANCE IN THE HIGH SCHOOL

The School recognises that parent and caregiver involvement is vital to a student's academic success. Phone calls, letters, emails, student interviews and 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.

- Roll Call is carried out before their first teaching period using the Edumate student management system.
- Following roll call and during first period, the Attendance Officer contacts parents and caregivers in relation to student absences via SMS notification each day.
- Student class attendance is recorded using Edumate for each of their teaching periods throughout the day. It is the responsibility of teachers to maintain and confirm the accuracy of their own class rolls.

- When a student is absent from School, a written explanation (note or email) must be provided to the School within 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. Any medical certification ought to be submitted for record. This note should be given to the Roll Call teacher on the next day after any absence. The note is left in the roll to be collected and actioned by the Attendance Officer.
- Unexplained absence printouts are issued weekly to students by the Attendance Officer as reminders that notes are outstanding.
- If the School has not received an explanation within 2 days, the Attendance Officer contacts the parent or caregiver to discuss the absence, or emails a reminder that a note has not yet been provided.
- An absence is "Unexplained" if parents or caregivers have failed to provide an explanation to the School within 7 days. This is recorded on the student's semester report.
- Absences are checked daily by the Attendance Officer. The Pastoral Care Coordinator is informed once a student has been absent for three days without explanation. It is their responsibility to contact the parent or caregiver to ascertain the reason for the absence.
- A list of unexplained absences is printed each fortnight and given to the Pastoral Care Coordinators for their records. Concerns identified by the Pastoral Care Coordinators are referred to the Welfare Coordinator and the Principal.
- The Attendance Officer monitors lateness and absenteeism through Edumate. Students with three (3) or more unexplained absences are flagged and referred to the Welfare Coordinator during a weekly Attendance meeting where individual student attendance trends and concerns are canvassed. The Welfare Coordinator sends an "Unexplained Absences" letter home for those identified students after first interviewing the student.
- All students must maintain a minimum attendance rate of 85%. Regular attendance is required in order to fulfil academic requirements.
- Students who have accumulated five (5) or more absences in any nine-week attendance period (updated throughout the year) are also identified for intervention. After an interview with the Welfare Coordinator, an "Excessive Absences" letter is sent home.
- Where a student has had excessive absences and, attempts to justify the absences have not been responded to by parents or caregivers, absences remain unexplained, an "Unexplained and Excessive Absences" letter is sent after the Welfare Coordinator has interviewed the student.
- In such cases, parents or caregivers are called for formal interviews with the Welfare Coordinator and the Principal.
- Copies of letters sent and documentation of interviews are placed in the student's Welfare file.

CLASS ROLLS

- Staff are required to record accurately the attendance of each student in every lesson using Edumate.
- The procedure should be:
 - Call each student's name and verify the respondent.
 - Perform a head count and ensure that heads present match the roll sheet.
- Where the class teacher is satisfied a student is truanting their class, the Welfare Coordinator is to be notified immediately.

ATTENDANCE IMPROVEMENT MEETINGS

- 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.

7.3 RETENTION RATES

	Students in Year 10	Students in Year 12 (2 years later)	Retention Rate %
2008 - 2010	57	49	86
2009 - 2011	54	45	83
2010 - 2012	43	36	84
2011 - 2013	52	51	98
2012 - 2014	60	59	98
2013 - 2015	65	61	94
2014 - 2016	83	79	95
2015 - 2017	51	56	110
2016 - 2018	81	78	96
2017 - 2019	56	48	86
2018 - 2020	46	44	96

Table 9: Year 10 to Year 12 Retention Rates

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

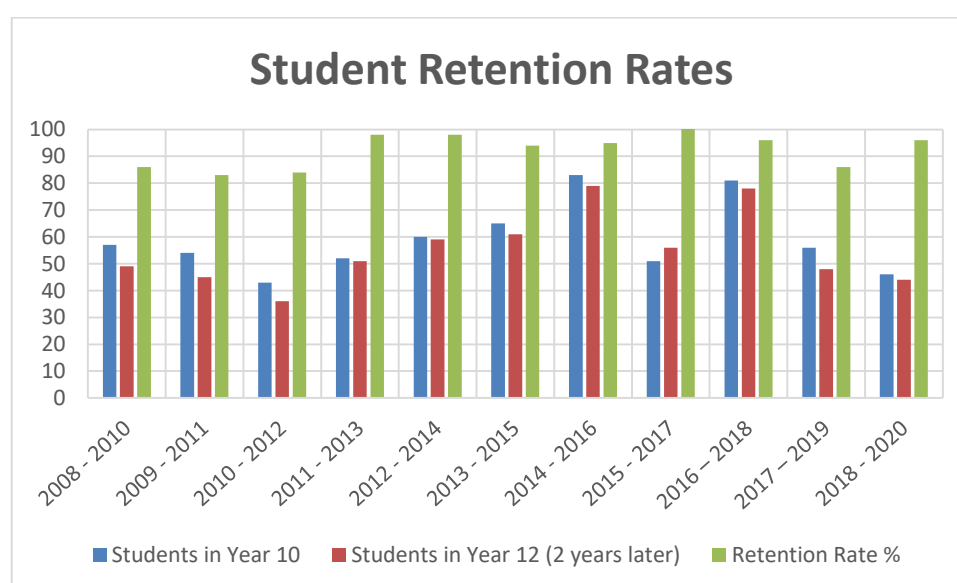


Figure 5: 2020 Student Retention Rates

7.4 POST SCHOOL DESTINATIONS

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

2020	Workforce	Further Study	Changed schools	Overseas	Total
Year 10	0	1	1	0	1
Year 11	0	2	1	0	3
Year 12	1	42	0	1	44

Table 10: Post School Destinations

Over 95% of students who finished Year 12 in 2020 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.

PERFORMANCE MEASURE 8

ENROLMENT POLICIES AND CHARACTERISTICS OF THE STUDENT BODY

St Euphemia College is a comprehensive coeducational Prep - 12 school, situated in the heart of Bankstown, providing an education underpinned by Greek Orthodox values and operating within the policies of the NSW Education Standards Authority (NESA).

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.

8.1 ENROLMENT POLICY AND PROCEDURES



St Euphemia College

'Strive for Excellence'

ENROLMENT Rules and Regulations

Greek Orthodox Archdiocese of Australia
Greek Orthodox Parish and Community of Bankstown

St Euphemia College

202 Stacey Street, Bankstown, NSW 2200

P.O. Box 747, Bankstown, NSW 1885

Telephone: 9796 8240 Fax: 9790 7354

Website: www.steuphemia.nsw.edu.au

Email: office@steuphemia.nsw.edu.au

PROCEDURES

1. Complete the Application Form and attach the following:
 - Birth, Baptism and Immunisation Certificates
 - Other relevant documents such as medical or court orders.
2. 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 by the Principal.
3. Students commencing Kindergarten must be five years of age, or turn five by the 31st July.
4. Students applying for a position in Years 1-12 may be required to undertake a pre-enrolment assessment in Mathematics and English.
5. An interview will be scheduled with the Principal or the Deputy Principal Primary School.
6. The prospective applicant will be notified in writing of the Principal's decision.
7. The Principal retains the right to refuse enrolment.

CONDITIONS

1. Applications will be processed after the payment of a non-refundable Application Fee of \$100 is paid for each student.
2. The College reserves the right to terminate the enrolment or attendance of any student whose conduct or behaviour is, in the opinion of the Principal, unsatisfactory.
3. Payment of fees are payable one Term in advance.
4. Absences from the School, for either the whole or part of a term, will not attract discounted fees. 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.
5. 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.
6. 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.

An applicant's enrolment to the School is determined by compliance to the following rules and procedures.

ADMISSION

- The School reserves the right to determine the commencement year on an individual basis. Used as a guide only, students commencing Kindergarten must be 5 years of age by the 31 of July in the year of admission.
- Application of enrolment must be made on the School's Application for Enrolment Form.
- An interview with parents or caregivers and students will be required prior to enrolment.
- The Application for Enrolment Form must be completed and signed by the parent(s) or the Applicant's legal caregiver(s). This form must be accompanied by original Birth, Baptism and Immunisation Certificates. These documents must be submitted in person to the Administration Staff and photocopies will remain on file.
- All applicants applying for admission to the School may be required to sit for entrance examinations.
- Criteria for selection will include: the order of receipt of the application, previous school reports, the outcome of the entrance examination (if applicable), the enrolments of other siblings at the School and willingness of parents and caregivers to actively and support the ethos of the School.
- A non-refundable Application Fee of \$100.00 will be paid with each Application for Enrolment to cover administrative costs. This payment does not guarantee a placement.
- Once an offer is made, the enrolment can be secured by the payment of a refundable Registration Fee of \$250. This fee is a one off payment that is in addition to tuition fees.
- All fees must be paid one Term in advance.
- The Board of Directors retain the right to refuse enrolment and its decision in this respect shall be final.
- It is the duty of the parents or caregivers to advise the School of any change of particulars shown on the original Application for Enrolment Form.

COURT ORDERS

- 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.

CURRICULUM

- The School reserves the right to amend its academic and other programs at any time. This may include the discontinuation of teaching subjects or set activities.
- The School reserves the right to make a final decision on courses and level of studies.
- Students must participate in the academic, religious, sporting cultural and other programs determined by the School.
- Greek language lessons are compulsory for all students up to and including Year 10 with the study of Serbian being the exception.
- All School based excursion/camps are compulsory K-12.

CONDUCT

as specified by the Principal or Deputy Principal Primary School.

- Respect for Clergy, teachers, parents, caregivers, visitors and peers is an important requirement of all students.
- Students must act in accordance with directions issued by School staff during lessons or related activities.
- Unlawful and/or immoral activities including gambling, smoking, consumption or distribution of drugs or alcohol will not be tolerated.

DISCIPLINE

- Disciplinary measures will be taken for misconduct or breach of rules.
- Breaches of discipline within the classroom may be met with appropriate action by the teachers, Grade/Faculty/Year Coordinators, Principal or Deputy Principals as outlined in the School's Student Welfare Policy and Procedures.
- Detention and other means of discipline may be set by the Principal, Deputy Principal Primary School, class teachers or Grade/Faculty/Year Coordinators.
- The School expressly prohibits the use of corporal punishment as a form of discipline within the School and does not sanction the administering of corporal punishment by non-school persons, including parents or caregivers, to enforce discipline at School.

HOMEWORK

- All students are expected to complete homework set by the teachers.
- If circumstances prevent a student from completing homework, a written and signed explanation must be provided to the teacher from the parent or caregiver.

ATTENDANCE

- Students are to attend the School on all designated School days and compulsory School events.
- A signed note from parents or caregivers, or a medical certificate will be required for absences, upon return to school, unless approved leave has been granted by the Principal.
- The School is not responsible for a student's failure to attend School. Written explanations from the parents or caregivers must be provided on the first day back at School.
- Leave of absence for family holidays, may be granted only if a completed Leave from Attendance form is submitted to the Principal or Deputy Principal Primary School in advance. This form is available at the Front Office.
- Students will not be permitted to leave School prior to the final day of each Term except in exceptional circumstances.
- Absences from School for either the whole or part of a Term will not attract discounted fees.

ARRIVAL AND SUPERVISION

- All students must arrive punctually in the morning at least 10 minutes prior to the lining up bell.
- Morning supervision commences at 8:15am. Students should not arrive any earlier than 8:15am.
- Students are encouraged to leave the grounds in the afternoon as soon as possible. Supervision ends at 3:30pm. The Front Office will remain open until 4:00pm.

SCHOOL UNIFORM AND GENERAL APPEARANCE

- All students are required to wear School uniform.
- Each item of the uniform must be kept clean, pressed and in good repair.
- Full School uniform must be worn at all times to and from the School, excursions, sporting activities unless otherwise stated.
- The wearing of jewellery, with the exception of a necklace with a cross, one pair of studs/small hoop earrings, prayer rope (rosary beads) or a watch, is not allowed.

GENERAL PROGRESS

- Students are expected to work to the best of their abilities to progress to the next year.
- Through contact with teachers eg Parent/Teacher Interviews, parents or caregivers are encouraged to discuss their children's progress regularly.
- Subsequent to discussions with the class teacher, parents or caregivers may arrange to meet with the Principal, Deputy Principal Primary School, Grade/Year/Faculty Coordinator, in relation to their children's behaviour and application to their studies.

SPORT

- All students are required to participate in sport unless a medical certificate is produced justifying exemption.
- Parental or caregiver consent may be required when participating in certain contact sports.
- Although all care is taken, no responsibility is accepted by the School for accidents during Sport.
- Although School Insurance cover exists, parents and caregivers are advised to insure students appropriately.

SUSPENSION AND EXPULSION

- Serious offences will be dealt with by suspension or expulsion from the School as deemed appropriate by the Principal after investigation by the relevant staff.
- Grounds for suspension or exclusion include, but are not limited to, persistent disobedience, violence, immoral conduct or serious breaches of the School rules.
- The School will apply the principles of procedural fairness when dealing with all situations involving such offences.
- Similar measures may be taken when the presence of a student becomes prejudicial to the health or moral welfare of other students or when a student becomes a danger to him/herself or to other students.
- Students whose parents or caregivers do not comply with the conditions set out by the School may jeopardise their children's enrolment.
- The Board of Directors may discontinue a student's enrolment, with the decision in this respect being final.

- If the Principal believes 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 that relationship, then the Principal may require the parent or caregiver to remove the child from the School.
- No student will be excluded from the School without approval from the Board of Directors.

CONTAGIOUS DISEASES

- The Principal/Delegated Authority will require any student suffering from an infectious disease to remain at home until he/she is given medical clearance by a medical practitioner.

TRAFFIC

- Parents and caregivers are expected to obey the State Traffic Laws and specified directions issued in relation to traffic in the vicinity of the School.

ILLNESS AND INJURY

- In the event of an acute illness or injury to a student during School hours, the School will attempt to contact parents, caregivers or an emergency contact person by phone.
- If no contact can be made with the student's parents, caregivers or emergency contacts, then the School will arrange medical treatment.
- The School takes no responsibility for payment of medical, hospital, transport or any fees and expenses that may be incurred.
- Students must submit a written and signed request form from their parents or caregivers to leave School during the day. Parents, caregivers or emergency contact people must collect and sign the student out from the Administration Office.

FEES

- Payment of fees are payable one Term in advance.
- In addition to School fees, there may be a necessity for other levies to be charged such as sport fees etc.
- Absences from School for either the whole or part of a Term will not attract discounted fees.
- The School will refund fees paid in advance, provided that at least 10 weeks' notice of intention to leave the School is given in writing to the Principal or Deputy Principals.
- For new students commencing during the course of the year, adjusted fees must be paid upon approval of enrolment.
- School fees are set by the Board of Directors and are subject to variation without notice.

GENERAL

- The School reserves the right to vary these rules from time to time as deemed necessary.
- Parents and caregivers acknowledge and accept that the School may, for advertising and/or marketing purposes reproduce photographs, audio visuals and other information of the students involved in School based activities for the purposes of promoting the School.
- The Board of Directors are the decision making body of the School. These bodies delegate authority to act on behalf of the Board to the Principal.

ENROLMENT PROCEDURES

Introduction

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.

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 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)

Enrolment Procedures

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 student to attend an academic assessment session (if required)
- the parents or caregivers to attend an interview with the prospective student.

Offers and Waiting Lists

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 if their children have been offered a place by the School Administration staff or by letter. If the School cannot make an offer because places are no longer available, applicants are automatically placed on the Waiting List, in case a position becomes available for the academic year for which entry was sought.

Conditional Enrolments

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

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

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

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

Enrolment of Students with Disabilities

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

Student Medical Records/Health Care Plan

Parents or caregivers must inform the School on the Enrolment Form about their children's medical condition. The School may request additional medical reports, eg speech therapist, diabetes, asthma reports etc to ensure that students are supported in their Health Care Plan and management of prescribed medications (asthma, epilepsy, diabetes, etc)

Immunisation

Under the Public Health Act 2010 and the Public Health Regulation 2012, primary schools must request and record the immunisation status of each enrolled child. The Immunisation History Statement which is issued by the Australian Childhood Immunisation Register (ACIR) is required as proof of immunisation status for enrolment at School under the NSW Public Health Act 2010. The Personal Health Record (Blue Book) is not acceptable evidence. All new students must have their immunisation up to date.

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.

Responsibilities of the School

The School is expected to:

- process all applications for enrolment
- ensure the enrolment process does not disadvantage a prospective student with disabilities
- consider each applicant's educational needs
- conduct interviews with prospective applicants. Interviews will be conducted by appropriate staff including the Principal, Deputies, Grade/Year Coordinators as necessary.
- gather relevant information and consult with other appropriate people and institutions eg previous school
- inform the applicant of the outcome
- maintain the privacy of all applicants.

Responsibilities of the Students, Parents and Caregivers

Students, Parents and Caregivers are expected to:

- provide truthful information at all stages of the enrolment process
- attend interviews as requested
- work cooperatively with the School to determine his/her educational needs
- make a commitment to support the ethos of the School and follow the 'Rules and Regulations'
- pay School fees one Term in advance.

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 promotion.

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.

ST EUPHEMIA COLLEGE

Strive for Excellence

Greek Orthodox Archdiocese of Australia
202 Stacey Street, Bankstown, NSW 2200
Correspondence: P.O. Box 747, Bankstown, NSW 1885
Telephone: 9796 8240 Fax: 9790 7354
Website: www.steuphemia.nsw.edu.au
School Email: office@steuphemia.nsw.edu.au

APPLICATION FOR ENROLMENT

Class for which enrolment is sought: _____ Proposed date of entry: _____

STUDENT INFORMATION

Last Name: _____

Given Names: _____

Date of Birth: ____ / ____ / ____ Sex: ☐ M ☐ F

Country of Birth: _____ If not born in Australia, date of arrival: _____

Religious Denomination: _____

Languages spoken at home (other than English): _____

Main language spoken at home: _____

Present class and school (if applicable): _____

Student resides with: ☐ Both Parents/Caregivers ☐ Mother/Caregiver ☐ Father/Caregiver
☐ Other – Please specify: _____

PARENTS OR CAREGIVERS

Father/Caregiver

Mother/Caregiver

Last Name: _____

Last Name: _____

Given Name: _____ Title: _____

Given Name: _____ Title: _____

Home Address: _____

Home Address: _____

____ Postcode: _____

____ Post code: _____

Phone (h): _____ (w): _____

Phone (h): _____ (w): _____

(m) _____ (Fax): _____

(m) _____ (Fax): _____

Email: _____

Email: _____

Country of Birth: _____

Country of Birth: _____

Occupation: _____

Occupation: _____

Employer: _____

Employer: _____

Work Address: _____ Work Address: **SIBLINGS** - Please circle the child's

position in the family: 1 2 3 4 5 6

Other children in family:

Name: _____ Gender: _____ DOB: _____ Attending/attended the
College: (Yes/No)



Name: _____ Gender: _____ DOB: _____ Attending/attended the
College: (Yes/No)

Name: _____ Gender: _____ DOB: _____ Attending/attended the
College: (Yes/No)

MEDICAL INFORMATION

Allergies, asthma, or any other illness: _____

Medicare Number: _____

Special Notes: _____

Doctor's name: _____ Telephone: _____

Address: _____ Post Code: _____

Emergency contact (if parents are unavailable): _____

MEDICAL TREATMENT

If a student needs urgent hospital or medical treatment of any nature and the School is unable to contact the parent or caregiver after making reasonable efforts, I/we authorise the School to give authority for such treatment. I/We indemnify the School, its employees and agents in respect of all costs and expenses arising directly or indirectly out of such treatments.

STUDENT BELONGINGS

Students are responsible for their own belongings and the School will not be liable for any loss or damage to these belongings.

SCHOOL PUBLICATIONS

I/We give permission for my child's name, photograph and/or written material to be used for School publicity purposes in print and/or electronic form such as, newsletters, newspapers, School's website, yearbook, prospectus etc.

PRIVACY POLICY

From time to time the School discloses personal information for administrative, educational and medical purposes. I/We give permission for the School to release personal information to other schools (where student transfers occur), government departments and medical practitioners.

DECLARATION

I/We have read and agree to conform to the Rules and Regulations of St Euphemia College. I/We understand that acceptance of this form by St Euphemia College does not constitute enrolment of the student. Enrolment of the student will depend upon a position being available.

Signature of Father/Caregiver

Date: _____

Signature of Mother/Caregiver

Date: _____

8.2 CHARACTERISTICS OF THE STUDENT BODY

During 2020, there were 610 students enrolled; 290 in the Primary and 320 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	12	18	30
Year 1	14	19	33
Year 2	26	30	56
Year 3	16	19	35
Year 4	22	17	39
Year 5	29	27	56
Year 6	23	18	41
Total in Primary	142	148	290
Year 7	23	26	49
Year 8	39	27	66
Year 9	27	29	56
Year 10	31	28	59
Year 11	24	22	46
Year 12	23	21	44
Total in High School	167	153	320
Total School	309	301	610

Table 11: School Population - 2020 Census

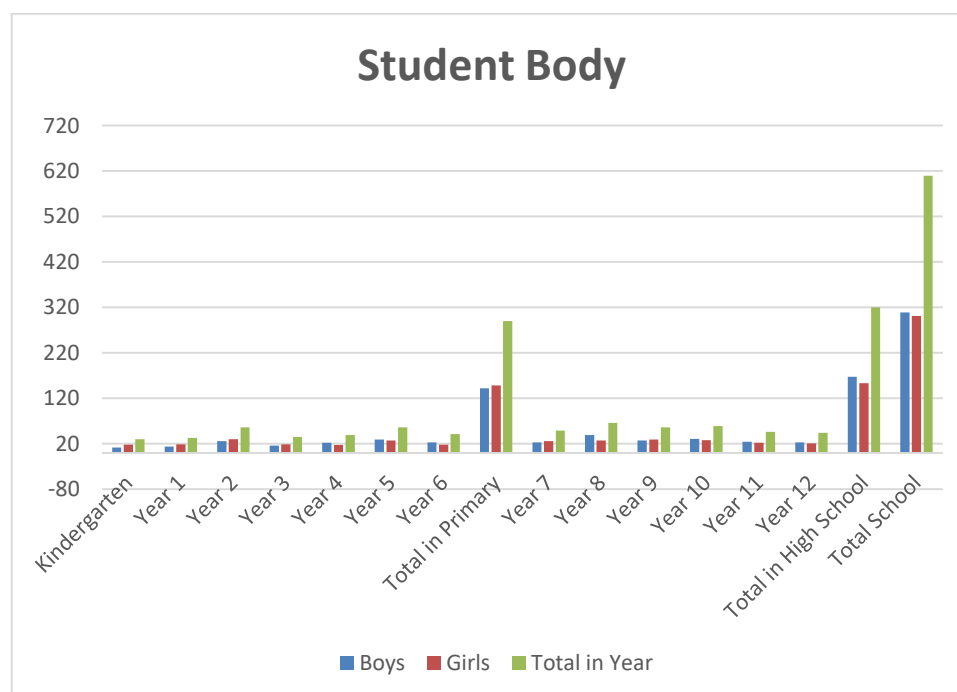


Figure 6: 2020 Student Body

PERFORMANCE MEASURE 9 ***OTHER SCHOOL POLICIES***

9.1 CHANGES TO SCHOOL POLICIES FOR 2020

The following table outlines the policies and procedures in place during 2020 to ensure that all aspects of the School's mission for providing student welfare were implemented. All of the policies and procedures listed are available to all staff through the School's network. Furthermore, all policies and their accompanying procedures are available to parents and caregivers upon request from the School.

Summary of Policies

<i>Policy</i>	<i>Changes in 2020</i>	<i>Location</i>
Alternate Teachers	Policy Reviewed and Updated	School's Network
Anaphylaxis	Policy Reviewed and Updated	School's Network
Anti-Bullying	Policy Reviewed and Updated	School's Network
Assessment	Policy Reviewed and Updated	School's Network
Child Protection	Policy Reviewed and Updated	School's Network
Opportunity Class Placements	Policy Reviewed and Updated	School's Network
Scholarships	Policy Reviewed and Updated	School's Network
Selective HS Opportunity Class Placement	Policy Reviewed and Updated	School's Network
Student Welfare	Policy Reviewed and Updated	School's Network
Teacher Handbook	Handbook Reviewed	School's Network
Teacher Code of Conduct	Reviewed	School Office

Table 12: Summary of School Policies and Procedures

9.2 STUDENT WELFARE

St Euphemia College is an environment in which respectful relationships are fostered between development of each student as a caring, respectful and active member of the School community. It provides opportunities and continued support for students to help them realise their academic, social, vocational and moral capabilities. Student welfare is an integral component of life at St Euphemia College.

The School's approach to welfare is based on a system of negotiation, representation and cooperation. Positive and meritorious behaviour is encouraged by clearly defined rules, a relevant curriculum, a safe school environment and caring relationships. Rewards and disciplinary measures seek to encourage self discipline, respect and integrity.

Through the Student Welfare Program the School aims to:

- create a safe and caring school environment in which students are nurtured as they learn
- incorporate effective discipline
- develop a sense of enjoyment and satisfaction from learning
- develop the ability to communicate effectively with others
- establish a coherent set of values to guide behaviour
- promote a sense of responsibility for student actions and decisions
- encourage a sense of personal dignity and worth
- develop a feeling of belonging to the wider community.

The staff has a duty to meet the needs of the children entrusted to their care, provide opportunities to extend their gifts and assist them with their needs. The effective implementation of these policies is dependent upon the staff sharing the responsibility for the welfare of all students.

It is the policy of St Euphemia College to disseminate its policies broadly to all staff members, to administer them fairly and to ensure that there is regular periodic review of the policies. Relevant extracts of the Welfare Policy are in the school diary. Information forums on this and other associated policies are publicised through the School's newsletter and on our website.

STUDENT MANAGEMENT GUIDELINES

Teachers are asked to remember that we are endeavouring to uphold a Christian School and that each child must be treated with respect as befits his or her dignity as a human being.

Students are required to abide by the School's rules and to follow the directions of teachers and other people with authority delegated by the School.

All disciplinary action that may result in any sanction against the student including suspension, expulsion or exclusion are based on procedural fairness processes.

The School expressly prohibits corporal punishment and does not explicitly or implicitly sanction the administering of corporal punishment by non-school persons, including parents/caregivers, to enforce discipline at the School.

The full text of the School's Discipline Procedures is found within the Student Welfare Policy. Each staff member is required to read this policy.

Commendations are indicated on the student's positive behaviour card or acknowledged through merit certificates.

Students accumulate commendations during the School year. At the end of the year, Gold, Silver and Bronze Medallions are awarded to students. These medallions are presented at the end of year assembly or High School Presentation Night.

9.3 COMPLAINTS HANDLING

A complaint can be about any aspect of the service provided, or not provided, at St Euphemia College, the behaviour or decisions of staff, or practices, policies or procedures. It could incorporate; discrimination, harassment, bullying, formal staff warnings and/or unfair dismissal. These matters are discussed in greater detail in the relevant St Euphemia College's Policies and Procedures documents.

Complaint Relating to a Child Protection Matter

Where the complaint involves child protection matters, the matter will be immediately referred to the Principal.

Child protection matters can include different forms of child abuse. These include neglect, sexual, physical and emotional abuse. If any stakeholder of the College has reason to believe that a child is at risk of significant harm and needs to file a complaint, the matter must be directed to the Principal. This includes reportable conduct against a member of staff or other stakeholder in the College.

Student Complaints

Students are encouraged, wherever possible, to resolve concerns or difficulties directly with the person(s) concerned. If the complaint is not resolved, the students can approach the DPPS teachers, Primary School Coordinators, Faculty Coordinators, Pastoral Care Coordinators, the Welfare Coordinator, or the School Counsellor who are available to assist students to resolve their issues at this level. Further resolution can be sought using Appendix 2 in these Procedures.

Staff Complaints

In the first instance, complaints should be resolved informally if possible and without delay. If a problem or concern arises within the School, resolution should firstly be attempted by discussing the problem or concern directly with the person/s involved. In such cases, complainants are encouraged to initially raise a complaint with the relevant person at the time of the issue arising. Discussing the issue or concern immediately and face to face, may clarify the situation and resolve any misunderstandings satisfactorily. The complainant should approach the respondent and explain his/her complaint in a non threatening manner using effective communication.

Parents, Caregivers and Community Member Complaints

At times, an inquiry at the School Office may be the first point of contact for people with complaints. They will be advised as to the person designated to deal with the nature of their complaint. The designated person will advise what options are available and what will happen if a formal complaint is made. All complaints regarding the High School should be put in writing and addressed to the Principal. If the matter involves the Primary School it should be directed to the DPPS.

Complaint Relating to Principal

If a written complaint is made against the Principal, the Principal should be given the opportunity to meet with the complainant to attempt to resolve the issue. If a satisfactory resolution is not reached, the complainant will be informed by the Principal of their right to appeal to the Board of Directors.

These processes incorporate, as appropriate, principles of natural justice and procedural fairness. They acknowledge the inherent risks in not managing grievances or complaints effectively and efficiently.

The rights of teachers, parents, caregivers and students are recognised, including the right to be heard and the right to a considered response.

The full text of the School's policy and processes for complaint and grievance resolution is provided in Complaints Handling Policy and Procedures.

9.4 ANTI BULLYING

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.

Bullying is different from ordinary teasing. What makes it different is that the incidents are ongoing, and there is usually an imbalance of size, strength and power between the children involved. The bully might have power not only because he/she is bigger and stronger, but also because other children side with the bully, often to protect themselves. Boys are more often bullied by a single individual, girls more often by groups.

Although most students are not actively involved in bullying (either as the bully or the victim) and they know that it is wrong, they are unlikely to help the victim unless they are asked, or they are made to feel that they have a responsibility to act. There are many misconceptions about bullying. Many students believe that the victims of bullying bring such action upon themselves, that bullying 'toughens' a weak person; and that it teaches victims appropriate behaviour. It is our responsibility to alter these misconceptions using a variety of strategies.

Victims of bullying often do not report incidents to adults because they do not want to be labelled by their peers as 'dobbers' or 'wimps'. They think it will only further increase bullying and they believe adults cannot help the situation or will side with the bully. Consequently, teachers (and other adults) are often not aware of bullying incidents, as it is frequently not reported to them.

The following strategies are suggestions which can be used to prevent or respond to bullying:

- through Greek Orthodox Religion classes, daily prayer and other occasions, St Euphemia College promotes the Greek Orthodox Christian values emphasising the need for tolerance and acceptance of everyone
- making bullying 'uncool' by highlighting the long term effects and portraying it as a sign of weakness, cowardice and abuse
- adopting a 'Zero tolerance to bullying'
- adopting a clear policy on bullying, clearly outlining specific strategies for reporting, procedures, appropriate disciplinary action, parent or caregiver notification and counselling
- providing staff support and professional learning
- reporting bullying and monitoring situations - students should be encouraged to feel comfortable in reporting bullying
- teaching appropriate playground activities and values education

- teachers need to be vigilant and proactive on playground duty and respond to **all** students' concerns and complaints and identify students who are using bullying behaviour
- actively identifying students requiring intervention
- developing a whole school bullying and friendships program for Term 1 – to be incorporated into the Health, Safe and Active Lifestyles Strand of the PDHPE Key Learning Area and also incorporating other activities from other KLAS such as Drama, Music, English and Art (Primary)
- schedule wellbeing / SEL workshops twice a term throughout the year (Primary) focusing on students acquiring and effectively applying the knowledge, attitudes and skills necessary to understand and manage their emotions, establish and maintain positive relationship and feel and show empathy for others
- participate in anti-bullying workshops conducted by local police liaison officers
- self-esteem workshops developed and presented by the School Counsellor
- disseminating information about bullying at school assemblies and discussing issues in the classroom throughout the year
- notifications via the newsletter to parents or caregivers to strengthen their understanding of the issues related to bullying
- engaging a theatrical company to perform a production based on anti-bullying and conflict resolution strategies - such as Bully Busters or Brainstorm Productions (Primary)
- participating in National Day of Action Against Bullying and Violence (15 March)
- Pastoral Care classes (Years 7 – 10) complete units of work on anti-bullying
- designing Anti-bullying posters and displaying them in classrooms and corridors throughout the School
- all Year 7 students participate in Peer Support, aimed at building friendships, challenging stereotypes and encouraging assertive behaviour. Years 7-10 Pastoral Care classes incorporate units on bullying.
- participating in Harmony Day activities (21 March) which celebrates Australia's cultural diversity. The day focuses on teaching inclusiveness, respect and a sense of belonging for everyone.

PERFORMANCE MEASURE 10

10.1 SCHOOL DETERMINED IMPROVEMENT TARGETS

<i>Area</i>	<i>Priorities</i>	<i>Strategy</i>
Teaching and Learning	<ul style="list-style-type: none"> Assess Kindergarten students using the BASE Assessment in order to identify the students experiencing learning difficulties. 	ongoing
	<ul style="list-style-type: none"> Record and monitor the student's attendance via the new Student Management System Software (Edumate). 	Edumate implementation
	<ul style="list-style-type: none"> Establish a Learning Support Team to identify and support students with learning difficulties in Literacy and Numeracy. 	Weekly meetings to discuss individual cases and strategies to further benefit the targeted students.
	<ul style="list-style-type: none"> Continue the implementation of Mathletics – an online Mathematics tool for students in Years K-6 	ongoing
	<ul style="list-style-type: none"> Incorporate a selection of incursions to enhance the curriculum. 	ongoing
	<ul style="list-style-type: none"> Assign new roles and responsibilities to the Prefect Body. 	ongoing
	<ul style="list-style-type: none"> Revise Assessment schedules for each grade. 	Ongoing. Specifically Stage 6 assessments
	<ul style="list-style-type: none"> Information workshops to educate and support students on the effects of Cyber Bullying. 	Ongoing. Pastoral care classes, Monday morning assemblies presentations and guest speakers
	<ul style="list-style-type: none"> Increased embedding of technology into curriculum across all Stages 	ongoing
	<ul style="list-style-type: none"> Maximising Student achievement in HSC & RoSA years. 	Ongoing. HSC Support Classes, Mathematics Homework Club, holiday lessons and tutorials
	<ul style="list-style-type: none"> Build coherence and alignment regarding Prep-12 curriculum. 	Ongoing. K-12 meetings held monthly
	<ul style="list-style-type: none"> Implementation of relevant syllabuses and stages as directed by the NESA guidelines 	Ongoing Use of Faculty meeting time
	<ul style="list-style-type: none"> Review Reading in the Primary school by focusing on Guided Reading and Comprehension strategies. 	Ongoing
	<ul style="list-style-type: none"> Develop the school's Strategic Plan by holding parent, teacher and student forums 	Ongoing

Student Achievement	<ul style="list-style-type: none"> Review reporting system in line with Edumate Software. 	Ongoing
	<ul style="list-style-type: none"> RoSA and HSC tutorials during school holidays 	Ongoing. Holiday lessons and tutorials held for Stage 6 classes.
	<ul style="list-style-type: none"> Implementation of the whole school approach to differentiated learning which effectively engages students at all levels and abilities in their learning. 	Ongoing. PD run by Support teacher for all staff K-12 on suggested strategies
	<ul style="list-style-type: none"> Increase learning support by continuing to implement MultiLit and other support classes 	Ongoing Success of HSC Support classes
	<ul style="list-style-type: none"> Implementing new programs so they reflect the desired focus as outlined by NESAs 	ongoing
Student Welfare	<ul style="list-style-type: none"> Focus on student wellbeing by implementing workshops across Prep to Year 12. 	Ongoing. Done through Pastoral care classes
	<ul style="list-style-type: none"> Focus on student SEL and wellbeing by holding workshop sessions twice a term in the Primary eg Thankful Thursday – gratitude session 	ongoing
	<ul style="list-style-type: none"> Participation in the eCommissioner online program ‘Be an esafe Kid’ to help with strategies for building digital resilience 	ongoing
	<ul style="list-style-type: none"> Continue with the Peer Support/Buddy Program with emphasis on more contact between younger students and Leaders/Buddies. 	ongoing
	<ul style="list-style-type: none"> Conduct resilience workshops for all years 	Ongoing
	<ul style="list-style-type: none"> Ensure a learning culture that values and promotes achievement 	Ongoing. Awards and recognition of achievements highlighted through the Weekly assembly
	<ul style="list-style-type: none"> Improve communication with parents/caregivers about updates to School Welfare Policy. 	Proposed for 2021
	<ul style="list-style-type: none"> Consider recommendations from School Welfare Review and implement changes to the Welfare Policy where required. 	Proposed for 2021
	<ul style="list-style-type: none"> Investigate possible improvements in the implementation of School Welfare within the new Edumate system. 	Proposed for 2021
	<ul style="list-style-type: none"> Ongoing Evaluation of School Welfare policy to reflect the changing needs of students. 	Discussions held at welfare meetings incorporated into policy review

Pastoral Care	<ul style="list-style-type: none"> Ongoing evaluation of Pastoral Care program for Years 7 to 10. 	Discussions held at welfare meetings
	<ul style="list-style-type: none"> Introduction of new resources and particular emphasis on Cyberbullying to meet the ever-changing needs of students. 	ongoing
	<ul style="list-style-type: none"> Evaluating strategies to reduce bullying in the playground. 	Discussions held at welfare meetings
	<ul style="list-style-type: none"> Continuation of Year 9 & 11 Camps with revaluation and implementation of outcomes. 	Ongoing Successful outcomes. Value added.
	<ul style="list-style-type: none"> Ongoing Evaluation of Study Seminars and Motivational sessions for Year 11 and 12 students. Implementation of the Review, Motivation and Planning program for Year 12 students. 	2020 priority
Staff Development	<ul style="list-style-type: none"> Staff training to include: <ul style="list-style-type: none"> - Child Protection in the Workplace (online module by AIS). - Reviva First Aid Training - Anaphylaxis PD Seminars to be introduced to Prep -12 Staff Meetings 	Completed ongoing
	<ul style="list-style-type: none"> Sharing resources through school networking 	ongoing
	<ul style="list-style-type: none"> Ensure ongoing professional development activities are provided so that teachers are proficient in the use and integration of technology 	Revised PD budget allocation
	<ul style="list-style-type: none"> Staff undertaking School based workshops during Staff Meetings 	Ongoing. Monthly in house PD
	<ul style="list-style-type: none"> Review of roles being undertaken within the Administration area. This review is to enable the School to better streamline its processes and identify resources and training needed to ensure that Administration staff are fully supported in achieving this goal 	Proposed for 2021
Information Technology	<ul style="list-style-type: none"> Review current ICT facilities 	Ongoing
	<ul style="list-style-type: none"> Revision of School's IT strategic plan 	Ongoing
	<ul style="list-style-type: none"> Improve network connection. 	High school – ongoing
	<ul style="list-style-type: none"> Transition to Edumate as the School's primary database 	Edumate - ongoing
	<ul style="list-style-type: none"> Review cloud applications and services, such as Google Class 	Completed. School to using Office 365 applications such as Teams.
	<ul style="list-style-type: none"> Upgrade the School's licensing requirements with Microsoft Office 365 	Under discussion
	<ul style="list-style-type: none"> Review and upgrade School's website 	Ongoing. New design selected.
	<ul style="list-style-type: none"> Purchase ADOBE licensing for staff and student computers 	Completed - ongoing
	<ul style="list-style-type: none"> Purchase desktop computers for the High School 	Completed
	<ul style="list-style-type: none"> Expand the mesh network into the High School 	Completed
	<ul style="list-style-type: none"> Upgrade the fibre network 	Completed
	<ul style="list-style-type: none"> Replace all ageing network equipment 	Completed
	<ul style="list-style-type: none"> Installation of projectors to all classrooms in the High School 	Completed - ongoing
	<ul style="list-style-type: none"> Upgrade of other software including MYOB, Microsoft products etc. 	Completed - ongoing

	<ul style="list-style-type: none"> Establishment of school intranet 	Under discussion
	<ul style="list-style-type: none"> Replace laptops in the Lower Primary and Upper Primary classrooms. 	Completed - ongoing
	<ul style="list-style-type: none"> Upgrade Firewall and content filtering 	Completed – upgrade to Untangle Enterprise firewall. Ongoing
Facilities and Resources	<ul style="list-style-type: none"> Entered into new agreement clean, repair or replace of Air conditioning units throughout School 	Completed – ongoing
	<ul style="list-style-type: none"> Undertaking landscaping project enhance the School environment 	Completed – ongoing
	<ul style="list-style-type: none"> Development of under-utilised areas of the School to extend the facilities available students learning and recreational use. 	Ongoing
Security	<ul style="list-style-type: none"> Review of security and safety needs of the School 	Ongoing
	<ul style="list-style-type: none"> Maintenance of surveillance cameras and recording facilities 	Ongoing
	<ul style="list-style-type: none"> Maintenance of security access to sensitive areas 	Ongoing
Policy Review	<ul style="list-style-type: none"> All KLA committees to review and update their policies as required. 	Reviewing during faculty, Welfare and K-12 staff meetings
Financial	<ul style="list-style-type: none"> Administration staff with financial responsibilities to receive training improved financial and cash handing processes 	<p>Training provided to all staff as required to undertake their roles. Ongoing</p> <p>Roles description of support staff have been re-defined and are currently under review</p>
	<ul style="list-style-type: none"> Increase enrolments for Prep to Year 12 through increased advertising and marketing. 	<p>Ongoing.</p> <p>Increased advertising in local English and Greek language papers</p> <p>Scholarship examinations available to external candidates advertised</p> <p>Leaflet drops advertising the School and Prep distributed in local region</p>

		Implementation of Serbian language teacher to extend scope of potential students
	<ul style="list-style-type: none"> Review of the debt management processes in order to reduce the overall debt arising from families of students. 	<p>Improved Debtor Reports developed</p> <p>Financial assistance processes formalised for families</p> <p>Process of formal reviews with families and Board members</p> <p>Consideration of external debt recovery procedures</p>
	<ul style="list-style-type: none"> Preparation of budget, including projected capital works and fundraising functions and events 	<p>Operational budget for 2020 completed</p> <p>Capital works programs approved and review at Board level</p>
Parents, Caregivers and Community Involvement	<ul style="list-style-type: none"> Upgrade of the Asset Management processes to properly recognise the useful life of existing assets and monitor accurately depreciation expense 	Software, including Asset management software, currently being reviewed by Board for implementation
	<ul style="list-style-type: none"> Undertake a comprehensive external valuation to ensure that the Fixed Assets of the School are correctly stated on the Balance Sheet and have sufficient insurance 	External Valuation to be undertaken in 2020
	<ul style="list-style-type: none"> Active community links and liaison utilised to support / enhance programs 	Ongoing
	<ul style="list-style-type: none"> Restructure the P&F – call for nominations 	Under review

Table 13 Performance Measure

10.2 2021 PRIORITIES- AREAS FOR IMPROVEMENT

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

	<ul style="list-style-type: none"> Implement shared strategies for upper primary and lower secondary teachers to improve Year 7 writing achievement.
Student Welfare	<ul style="list-style-type: none"> Continue with the Peer Support/Buddy Program with emphasis on more contact between younger students and Leaders/Buddies.
	<ul style="list-style-type: none"> Publicise and celebrate consistent achievement of academic goals, sporting achievements and community service via the newsletter, website and FaceBook
	<ul style="list-style-type: none"> Incorporate SEL learning into two structured sessions throughout each term. SEL involves teaching and encouraging students to develop social and emotional competencies through explicit instruction and student centred learning approaches. (Primary)
	<ul style="list-style-type: none"> Establish the PBIS team to lead the School in its path of establishing a positive school climate and creating a supportive environment for personal, social, academic growth for both students and staff
	<ul style="list-style-type: none"> Establish an online student behaviour monitoring system on Coronach for use from Prep to Year 12.
Pastoral Care	<ul style="list-style-type: none"> Introduction of new resources and particular emphasis on Cyberbullying to meet the ever changing needs of students.
	<ul style="list-style-type: none"> Ensure the continuation and development of the School's camping program with a view to strengthening the spiritual and pastoral aspects of this program
Staff Development	<ul style="list-style-type: none"> Sharing resources through school networking
	<ul style="list-style-type: none"> Promote high expectations and standards of teacher performance and facilitate these through professional learning and support.
	<ul style="list-style-type: none"> Participate in mandatory Child Protection Inservicing by the AIS
	<ul style="list-style-type: none"> Participate in regular professional learning on the use of Educate
	<ul style="list-style-type: none"> Participate in PBIS meetings with the PBIS team and AIS representatives
	<ul style="list-style-type: none"> Participate in professional learning to successfully implement NAPLAN online
	<ul style="list-style-type: none"> Participate in online modules to implement AEDC in Kindergarten
Information Technology	<ul style="list-style-type: none"> Purchase laptops for use in the Lower Primary School.
	<ul style="list-style-type: none"> Review current ICT facilities
	<ul style="list-style-type: none"> Revision of School's IT strategic plan
	<ul style="list-style-type: none"> School to provide access to a student/parent/caregiver portal
	<ul style="list-style-type: none"> Implementation of redundant internet connection with alternative provider

	<ul style="list-style-type: none"> • Introduce BYOD for years 5 to 12 students in 2021 • Purchase laptops for the Primary School • Create and make available student reports using Edumate • Open parent portal to Edumate
Facilities and Resources	<ul style="list-style-type: none"> • Upgrade the telephone system • Painting of High School classrooms and corridors • Replace carpets in the High School • Purchase new resources for the Prep room, including sensory toys, reading area furniture and creative play stations • Purchase new decodable readers for the Infants Department • Purchase new sporting equipment and learning resources with funds raised from the Primary Fun Run
Security	<ul style="list-style-type: none"> • Organise security review/audit of the current system • Maintenance of surveillance cameras and recording facilities • Inspect and replace out-dated/faulty smoke detectors • Review installation of vaping sensors
Policy Review Financial Parents, Caregivers and Community Involvement	<ul style="list-style-type: none"> • All KLA committees to review and update their policies as required. • Preparation of budget, including projected capital works and fundraising functions and events • Active community links and liaison utilised to support / enhance programs • Focus on quality and consistency in parent/ teacher communication, including information nights and report writing. • Build partnerships between our Schools and across sectors, systems and other agencies to improve student outcomes. • Enriched engagement with the school's community, present and past, immediate and international.

Table 14 2021 Priorities

PERFORMANCE MEASURE 11

INITIATIVES PROMOTING RESPECT AND RESPONSIBILITY

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

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

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

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

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

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

PERFORMANCE MEASURE 12

PARENT, STUDENT AND TEACHER SATISFACTION

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

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

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

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

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

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

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

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

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

PERFORMANCE MEASURE 13

SUMMARY FINANCIAL INFORMATION

Graphic 1: Recurrent/Capital Income

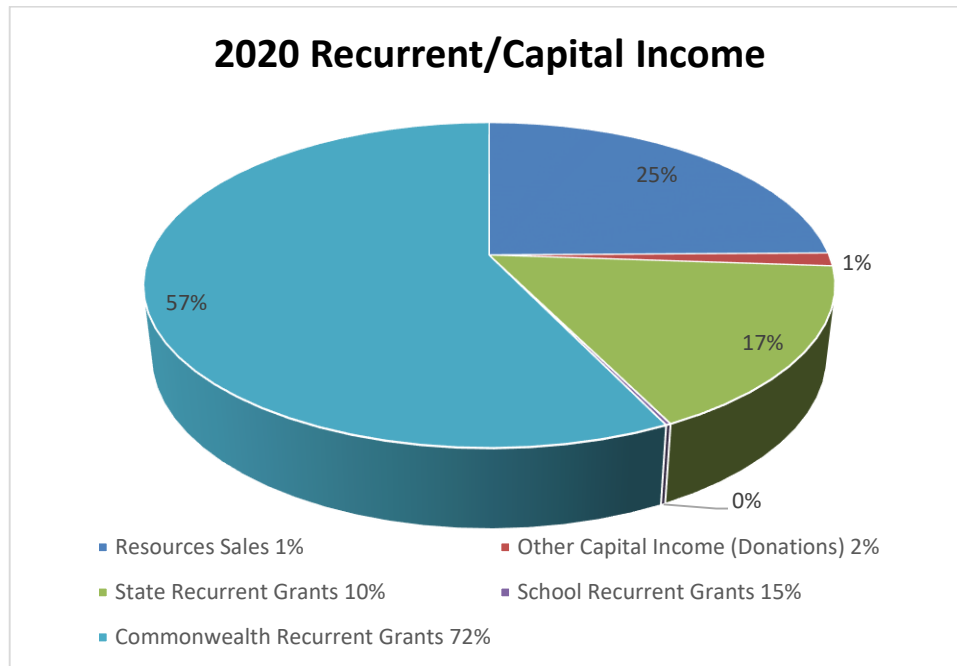


Figure 7: 2020 Recurrent/Capital Income

Graphic 2: Recurrent/Capital Expenditure

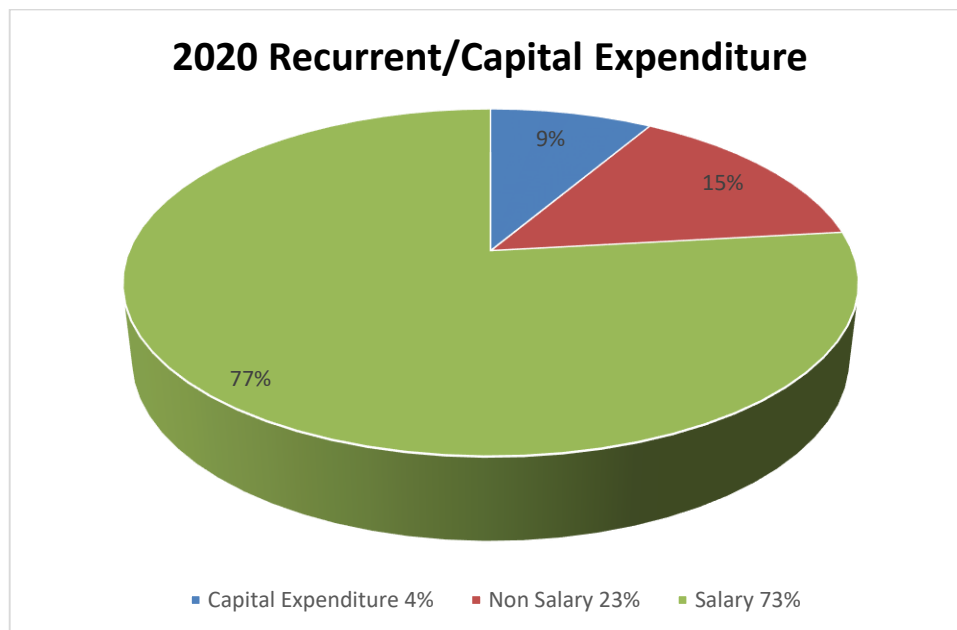


Figure 8: 2020 Recurrent/Capital Expenditure