St Mary & St Mina's Coptic Orthodox College

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"In Whom are hidden all the treasures of Wisdom and Knowledge"
(Colossians 2:3)

2008 Annual Report: Educational & Financial Reporting

Messages from Key Stake Holders

A Message from Fr. Mikhail – Chairman -College Board of Directors

The SMCOC College Board of Directors is charged with the mission of ensuring that the College meets its spiritual, educational and community responsibilities to students, parents and staff alike.

2008 was a successful year as the College enjoyed the strengthening of its senior secondary years and its first ever Year 12 Class in 2008. Consolidation of elective choices and middle and high school teaching was a key priority and one that was embraced by the College community as a whole. The College BOD aimed to support the Executive to meet its educational priorities and in doing so, to set key priorities for 2009 and beyond.

A Message from the Headmaster- Mr Michael Atteya

As I pause to reflect on the happenings over the last year, it never fails to amaze me what busy places schools are, and how much the staff give to our students so as to not only cater for their academic needs but their whole well-being in social, spiritual and emotional areas as well.

St Mary and St Mina's Coptic Orthodox College is so thankful for the way the College and its students have been blessed with a superb HSC result.

2008 saw the first Year 12 cohort sitting for the HSC Examination.

The top two UAI's were 99.95 and 99.80 and these students were also both on the Top All Rounders List. These results were the highest UAI's ever in the Coptic Education system.

Seven students appeared in the Merits List- One of these students came 10th in Chemistry.

30% or more of the St Mary and St Mina's candidature gained the highest band possible in 5 of the 20 courses studied.

100% of the St Mary and St Mina's candidature gained the highest two bands possible in 5 of the 20 courses studied.

50% or more of the St Mary and St Mina's candidature gained the highest two bands possible in half of all courses studied.

The College was ranked 65th in Mathematics and 69th in English with an overall ranking of 85th out of 1,007 secondary schools in NSW.

The College's fine results have been aided by the small size of the school and the employment of some of the best teachers to be found.

There has been a huge commitment on the part of the whole St. Mary & St. Mina's College community – students of course, parents, teachers and the supporting churches who have all sought to work towards the common goal of providing our young men and women with the best start in life.

I most sincerely thank the staff for their significant contribution individually and collectively in the effective teaching and learning programs at our school. Mathematics, English, Physics

and Chemistry continue to be at the forefront of our programs of study with the latest technology being provided for our students. We do not rest on our laurels with this most important tool, ensuring our students have exposure to and in the use of, the latest in hardware and software.

Our students are blessed to have conscientious, dedicated staff in a caring, safe environment and our reward as teachers is the eagerness to which the students go about their learning.

Student Leadership and Peer Support continue to have a high profile, with the appointment of College Captains who are the public "face" of our College at varying functions. The Buddies program in primary, whereby a Year 5 student is assigned to a Kindergarten student certainly achieves its aim in implementing a strong social and academic support for our youngest students, at the same time developing responsibility in our oldest students. The executive students take on a significant role as senior students of our College, working with each of the grades in a variety of activities as well as organising a range of fundraising activities including out of uniform days. They take an active role in deciding which organisations the money collected is donated to. As future adults, they take this responsibility seriously.

A wide range of curricular activities are offered to our students including a variety of incursions and excursions relating to year level topics and community interests. Students in primary participated in the camps program with a great deal of enjoyment, the students are to be congratulated on their behaviour in all instances. Swimming, soccer and the Life Education Van, chess club are also keenly participated in. The College greatly appreciates the number of activities the staff provides as lunchtime clubs to cater for a wide variety of student interests.

Funds raised through the Parents and Friends Association were used across a wide range of school programs with a major effort towards the establishment of new playground equipment. The College has put in a submission through the Australian Government initiative "Investing in our Schools" to help with the construction of the multi-rubber playground project.

I take this opportunity to truly thank our College community for their generosity in supporting these activities and many others.

The College Board of Directors were very supportive of the programs and recommendations put forward to improve teaching and learning opportunities within the College and I thank all members of the Board for their important contribution, particularly Rev. Fr Mikhail Mikhail in his role as the Director.

I would like to thank the many parent helpers and a special mention of Mrs Magda Bassilious- P&F President who assists the College in numerous ways. Your support and goodwill towards the school is greatly appreciated.

A Message from the Head of Primary- Mrs Leanne Davis

The Primary Campus at St Mary and St Mina's College provides a happy, safe and tolerant learning environment for its students. The school motto, "*Fullness of Knowledge is Christ*" reflects teachers' wish to have all children motivated to achieve their very best in all of their talents. The College community, students, parents and staff, are proud of the school's efforts in delivering quality education and celebrates our unity and diversity. The College believes in the concept of parents as partners in education and consistently communicates to its community to "Work with you to achieve the best for your child".

The Primary Campus provides a wide range of opportunities to explore and extend learning experiences so that children can achieve in a wide range of academic, sporting, cultural and social activities. Successes are celebrated by the school community.

The Primary staff is currently being guided into creating differentiated programs to cater to the needs of all students within their classrooms. Professional learning sessions are lead by the Head of Primary and the Supervisor Area Managers each week over a period of four weeks. The teaching staff has access to resources and professional material which will enable them to develop educational programs to encourage a more creative learning environment. This will motivate our students and help them to develop responsibility for their learning as well as independent study habits.

The Primary Campus actively promotes and teaches languages. All students, Kindergarten to Year 6 have the opportunity to learn Arabic, French and Coptic, which is the ancient language of the cultural heritage behind the name of the College. Most of the students are bilingual, with some multilingual. The students demonstrate a remarkable rate of success for achieving outcomes from the English syllabus, and teachers are required to develop programs which provide regular and numerous opportunities for students to improve their literacy skills. The parent body is beginning to understand the importance of regular reading practise in the home and how it impacts on their child's learning at school.

The Students have excellent skills in numeracy and this is consistently reflected in school based assessment as well as external assessment opportunities, such as NAPLAN and University of NSW Mathematics Competitions. The parent body values the teaching of skills and knowledge in mathematics for their children and supports the College in all activities regarding this discipline.

The staff are dedicated and committed to providing a broad range of quality teaching and learning activities. Every staff member at St Mary and St Mina's College is experienced, highly talented and committed to providing quality educational programs which meet student needs and develop the talents of each individual child. All staff members are active in pursuing professional development opportunities.

Respect and Responsibility

The Primary Campus actively promotes and teaches programs which develop and foster good social skills in students. Students and parents are familiar with the Code of Conduct and reminded of their roles and responsibilities within the College boundaries and beyond into the wider community.

All students have been involved in lessons regarding acceptance and tolerance of others. The staff endeavours to reinforce expectations of the College by modelling appropriate behaviour at all times. We encourage our students to always treat others with respect, fairness and courtesy as they grow into young adults and take an active and effective role in the wider community.

The Primary Campus is currently working towards achieving 3 targets over the next two years:

Target 1

To implement assessment and reporting practices which are clearly understood and valued by all stakeholders.

Our achievements to date include:

- frequent discussions during meetings which indicates that staff members are aware of current BoS expectation and related issues
- organising and delivering professional development in assessment and reporting expectations and in the new report format including all its requirements
- develop a new report format which provide feedback to parents on their child's progress and achievement of BoS outcomes and indicators
- new report format placed on the fileserver for easy access by teaching staff
- in-service the teaching staff on the technical requirements for completing the new report format.
- planning collaboratively to achieve a consistency of content, teaching and learning experiences, and assessment tasks across all stages
- inform parents more closely of the processes through information sessions, interviews and newsletters
- promote attendance by all families at parent-teacher interviews, encouraging children to also participate.

This process has enabled the parent community to have an improved understanding of the reporting processes in the Primary Campus. However, some more work is required to discourage a focus on grading (A B C D E) rather than achievement indicators such as *thorough* or *sound understanding*. This will assist teachers in helping parents fully understand their child's ability levels by providing constructive feedback which is in line with the Quality Teaching pedagogy.

Target 2

To improve student outcomes in literacy.

Our achievements to date include:

- ongoing monitoring of benchmarked reading levels of students K - 2
- literacy becoming a priority activity of every day, which includes an increase in language-based mathematical activities, such as problem solving
- mornings identified as the priority time for teaching literacy activities and an allocation of time (minimum of 90 minutes) is set aside for teaching literacy from Kindergarten to Year 6
- students showing an improvement in reading levels
- set up a system of ongoing documentation of student reading levels
- implement a peer tutor reading program and train parents to tutor in class reading programs
- increase borrowing rates from the Primary Campus library
- developing units of work to engage students, particularly Stage 3 boys, when teaching literacy skills.
- review and update resources for teaching reading and writing in Years 3 - 6 and purchase high interest resources to encourage reading.

Future Directions:

To ensure that all children K-6 are involved in the College's Home Reading Program. Parents will have a better understanding of the College's home reading expectations by actively signing reading cards.

In the near future, the College expects to see a greater percentage of students in Years 3 and 5 achieving results in bands 5 and 6 in future NAPLAN assessments as well as a smaller percentage of students who achieve results in bands 1 and 2 from Years 3 and 5.

Target 3
To continue to improve OH&S issues within the College grounds for the overall safety of staff, students, parents and visitors to the College.

- regular inspection of the Primary Campus grounds ensure that all hazards are observed, removed or repaired
- OH&S Register and management timeline created and followed by the OH&S Committee
- staff frequently informed of OH&S issues through daily message forum and weekly staff meetings
- students regularly notified of any potential hazard and given guidance for avoiding injury
- management informed of all hazards within the Primary Campus grounds through weekly executive meetings and daily feedback
- funds and resources are made available to repair or remove any danger / hazard which impacts on the staff and students using the Campus grounds.

Educational and Management Practice

Leadership is critical in the running of an effective school. The Head of Primary and its Supervisor Area Managers:

- are clearly focused on the children's needs and best educational practice
- understand the school and get the best from staff and students
- value the contribution of individuals and groups
- delegate leadership responsibility to the student body by actively promoting the College Junior Captains and enabling them to take on responsibilities relating to the running of College events
- encourage staff, parents and students to accept responsibility and take leadership roles
- ensure that everyone at the school is treated fairly
- the Primary Campus is always looking for ways to improve what it does.

Future Directions

Areas for further improvement include:

- further delegation of responsibilities to the student leadership bodies to encourage and promote ownership of College activities
- formation of a Student Representative Council on the Primary Campus
- parents and staff had a slightly different perception of the school's leaders from that of the students. Parents were generally very positive and happy with the rate of change implementation.

A Message from the P&F President-Mrs Magda Bassilious

As the College community is aware, in 2008 we celebrated the 9th Anniversary of the St Mary & St Mina's Coptic Orthodox College. It has been a wonderful opportunity to showcase the College to past and present families as well as to the wider community. It is so encouraging to be consistently complimented on the quality of our staff, the bright and encouraging feel of the College and the positive behaviour and values of our students.
The ongoing success of the College can be largely attributed to the positive spirit, energy, dedication and creativity of our educational staff under the leadership of Mr Atteya. We can all be very proud of the wonderful team at the College -both educational and administrative. Thank you all for your professionalism and care of our children and your commitment to the College.

Policy

The College maintains the relevant data and complies with reporting requirements of the NSW Minister for Education and Training and the Commonwealth Department of Education, Science and Training. This report includes public disclosure of the educational and financial performance measures and policies of St Mary & St Mina's Coptic Orthodox College as required from time to time.

Procedures Annual Report

Procedures for implementing the policy include:
- identification of the staff member responsible for co-ordinating the final preparation and distribution of the annual report to the Board and other stakeholders as required (ie. the Headmaster)
- for each reporting area, identification of the staff member responsible for the collection, analysis and storage of the relevant data and for providing the relevant information to the coordinator for inclusion in the report (ie. the Headmaster)
- determination of the specific content to be included in each section of the report and reviewing this each year to ensure ongoing compliance, relevance and usefulness
- preparation of the report in an appropriate form to send to the Board of Studies
- setting the annual schedule for:
  - ➢ delivery of information for each reporting area to the coordinator
  - ➢ preparation and publication of the report
  - ➢ distribution of the report to the Board of Studies and other stakeholders

Requests for additional data from the NSW Minister for Education and Training

To ensure that any requests from the Minister for additional data are dealt with appropriately, the College will identify the staff member responsible for coordinating the College's response. This person is responsible for the collection of the relevant data and for ensuring it is provided to the Board of Studies in an appropriate electronic form. (The Headmaster is responsible for coordinating the College's response)

DEST Annual Financial Return

The College will identify the staff member responsible for completing the questionnaire. This person is responsible for the collection of the relevant data and for ensuring it is provided to DEST in an appropriate. The College Financial Manager is accountable for completion of the questionnaire.

The College Governing Body and its Structure

The College is directly governed by the Board of Directors who meet on the last Thursday of every month. The Board Meetings are attended by Board Members, the College Headmaster, the Financial Controller and P & F President or her nominee.

Members of the Board are as follows;

Directors

The Directors of the Company in office at the date of this report are:

Reverend Fr & Dr M Mikhail
Bachelor of Medicine (paedtrician)
Reverend Fr & Dr M Mikhail the College Director and the Chairperson of St Mary & St Mina's Coptic Orthodox College. Fr. Mikhail is responsible for pastoral care and religious education.
Appointed December 1998.

Mr Rami Attia
Bachelor of Laws
Board Secretary
Mr Attia is the contact point of all correspondence and advises the College on legal matters from time to time.
Appointed 23rd November 2003

Mrs Amira Gorgi
Bachelor of Communications
Board Member.
Appointed 4th August 2005.

Mr Tamer Gobran
Bachelor of Laws
Board Member.
Appointed 23rd November 2003

Mr Magdy Andrews
Masters of Education
Board Member.
Appointed 23rd November 2003

College Vision

To provide holistic education which strives to enhance the spiritual, intellectual, social, cultural and physical potential of young people. The nurturing and development of Disciples of Christ is our foci.

College Mission Statement

St. Mary and St. Mina's Coptic Orthodox College aims to assist each child to grow up in the fullness of Christ. As a family we aim to instruct our children in recognition that the fullness of knowledge is Christ.

Fullness of Knowledge is Christ

We believe that the Orthodox family has a unique spirit with a sense of belonging and the College seeks to develop this further. We take up the challenge with the Grace of our Lord Jesus to impart the qualities that will provide a source of strength to each individual, enabling them to take an active and responsible role in society in the spirit of the Holy Bible.

College Objectives

1. *To promote and develop a Bible-based understanding, acceptance and practice of Orthodoxy.*

   a) To assist the children to develop a personal relationship with God through prayer and regular reading of the Holy Bible.
   b) To assist the children's understanding of Orthodoxy through the Bible by emphasising the importance of the Gospels as the cornerstone of the Orthodox Faith.
   c) To encourage the children to understand the relevance of the Bible in their day to day   lives through simple, practical exercises.

2. **To foster the growth of students towards the full realisation of their academic potential.**

   a) To encourage students to achieve their best through individual attention, tailored class work and homework.
   b) To focus on introduction and consolidation of the core learning competencies; reading, writing and arithmetic.
   c) To assess student progress on a regular basis through a variety of testing mediums.
   d) To identify accelerated learning potential with the view to co-ordinate accelerated learning classes.
   e) To identify and assist students with special learning needs.
   f) To make learning fun through the use of a variety of audio-visual material and encouraging creativity.

3. *To develop an awareness of the History and traditions of the Coptic Orthodox Faith as it relates to the rites of the Church*.

   a) To develop the children's knowledge and understanding of the Sacraments and their importance in the Orthodox Faith.

b) To encourage the children to participate in the Sacraments on a regular and on-going basis.
c) To instruct children in the history of the Church and stories of the Saints.

4. **To encourage and develop co-operation, friendliness, integrity and respect for the social and cultural community to which we belong.**

a) To instruct children in the learning of both the Coptic and Arabic language.
b) To encourage the children to understand and appreciate the development of our culture from the Pharaonic tradition.
c) To assist the children to understand and read the teachings of the Holy Fathers.
d) To encourage the children to reconcile their Egyptian background with being Australian.

College Profile & Management Structure in 2008

The College has two separate campuses supported by their own management teams. The Primary Campus is located in Bexley (K-6) and the Secondary Campus (Yrs 7-12) in Rockdale. In 2008, the College had an average student population of 290 students.

The teacher to student ratio is: 1:11

Elective Choices on offer to secondary students included;
Commerce, French, Music, Drama, Information Software Technology, Visual Arts, Career Studies, History (elective component), D&T(Woodwork), Visual Arts

<u>Primary Campus:</u>

Headmaster	Mr. Michael Atteya
Head of Primary Campus (HOC)	Ms. Leanne Davis
Stage Area Managers (SAM)	Ms. Maria Bjeletic (Stage 2 & Stage 3)
	Ms. Lillian Wassif (Pre-Stage 1 & Stage 1)

<u>Secondary Campus:</u>

Headmaster	Mr. Michael Atteya
Head of Campus (HOC)	Mr. Stephen Stoneham
Learning Area Managers (LAM)	Ms. Mervat Rafla
	Mr. Joseph Mikhaiel
	Mr. Mark Tadros

The management team was headed by the Headmaster who reported to the Board of Directors.

Staffing Profile

Together with the Executive which is comprised of the Headmaster, HOC's, SAM's and LAM's, there are another 25 employed at the College and 1 counsellor. There are 22 full-time teachers and 6 part-time teachers who are responsible for not only the 13 home-room classes, but also for the Music, Library, Languages and Reading Recovery Programs, English, Mathematics, Science, HSIE and TAS.

Professional Development

All staff at St Mary & St Mina's Coptic Orthodox College have been involved in some form of professional learning this year ranging from whole staff in-servicing in the use of music and prayer in the classroom, Multiple Intelligences and Learning Styles, Information Technology, Understanding Autism, Indigenous Education, integrating the curriculum, Creating Safe and Caring Communities and myclasses, to more individual personal, professional, growth and development. This covered a range of topics such as Effective Numeracy and Literacy, Good Better Best and Good First Teaching programs, Technology, Integrating the Curriculum, Making Sense of Number, Music, LOTE, Librarian Conferences, Religious Assessment Marking, First Aid Course, OH&S, Leadership Conferences, James Bosco and the future of technology Discussion Day, Moving the Hard to Move, New Beginnings, through to university level study in Special Education and Masters in Educational Leadership.

Teacher Standards

Teacher qualifications fall into 1 of 3 categories for all teaching staff responsible for delivering the curriculum.

Teaching qualifications from a higher education institution within Australia or as recognised by AEI- NOOSR*	96.5%
Have qualifications as a graduate from a higher education institution within Australia within AEI-NOOSR* guidelines but lack formal teacher qualifications.	3.5%
Do not have qualifications as above but have relevant successful teaching experience or appropriate knowledge relevant to the teaching context	0%

* Australian Education Institution – National Office of Overseas Skills Recognition

Teacher Attendance and Retention Rates

The proportion of staff retained from 2007 is 62%

In 2008, the average daily staff attendance rate was 93.25%

Student Attendance and Retention Rates

In 2008, St Mary & St Mina's Coptic Orthodox College enjoyed steady growth.

Student retention was 97.5% with growth of 34.4%.

Attendance rates for students is an average of 95%. Absences are usually as a result of external appointments or illness. A reduction in the partial absenteeism rate is a key priority for 2009.

Students are actively participating in learning.

National Assessment Program - Literacy and Numeracy (NAPLAN)

In May 2008, the first of the National Assessment Program - Literacy and Numeracy (NAPLAN) tests were implemented. These tests replaced the previous State and Territory-based assessments and have the support of all Education Ministers.

The results from these national literacy and numeracy tests will provide an important measure of how Australian schools and students are performing in the areas of reading, writing, spelling and numeracy. The results from the assessment program will be used for individual student reporting to parents, school reporting to their communities, and aggregate reporting by States and Territories against national standards.

Student results are reported in six bands at each year level. In year 3, results are reported from band 1 (lowest) to band 6 (highest). In year 5, results are reported from band 3 (lowest) to band 8 (highest). In years 7 & 9 results are reported respectively from band 4 (lowest) to band 9 (highest) and from band 5 (lowest) to band 10 (highest).

For each year level a national minimum standard is defined. The national minimum standard for Year 3 is Band 3; for Year 5 is Band 4; Year 7 is Band 5 and for Year 9 is Band 6.

It is pleasing to see that NSW as a whole rated highly compared to other States and that St Mary & St Mina's Coptic Orthodox College exceeded the NSW state average in many areas.

The tables below show how our College performed compared to the State as whole.

Year 3 National Assessment Program - Literacy 2008

No. of students: 18

Number of students		READING		WRITING		SPELLING		GRAMMAR & PUNCTUATION		OVERALL LITERACY	
		MEAN	SD	MEAN	SD	MEAN	SD	MEAN	SD	MEAN	SD
State	84604	412.2	84.8	427.8	70.5	418.6	79.0	416.4	91.7	419.5	69.8
St Mary' College	18	385.9	76.2	409.4	95.1	442.5	89.7	426.8	127.2	410.0	81.7

Literacy Percentages in Bands

		READING	WRITING	SPELLING	GRAMMAR & PUNCTUATION	OVERALL LITERACY
Band 6	State	20	26	22	26	20
	St Mary's College	6	28	33	33	11
Band 5	State	27	28	24	17	29
	St Mary's College	33	22	33	17	33
Band 4	State	20	26	27	23	27
	St Mary's College	22	33	11	39	39
Band 3	State	16	14	15	21	15
	St Mary's College	28	6	11	6	11
Band 2	State	12	4	9	8	7
	St Mary's College	0	6	6	0	0
Band 1	State	4	2	3	4	2
	St Mary's College	11	6	6	6	6

Percentages for the components may not add to 100 because of rounding.

Year 3 National Assessment Program – Numeracy 2008
No. of students: 18

	Number of students	NUMBER, PATTERNS & ALGEBRA		MEASUREMENT, DATA, SPACE & GEOMETRY		NUMERACY	
		MEAN	SD	MEAN	SD	MEAN	SD
State	84604	409.8	83.4	408.3	78.0	409.6	77.1
St Mary's College	18	515.2	80.0	452.8	73.9	483.1	71.3

Literacy Chart for 2008
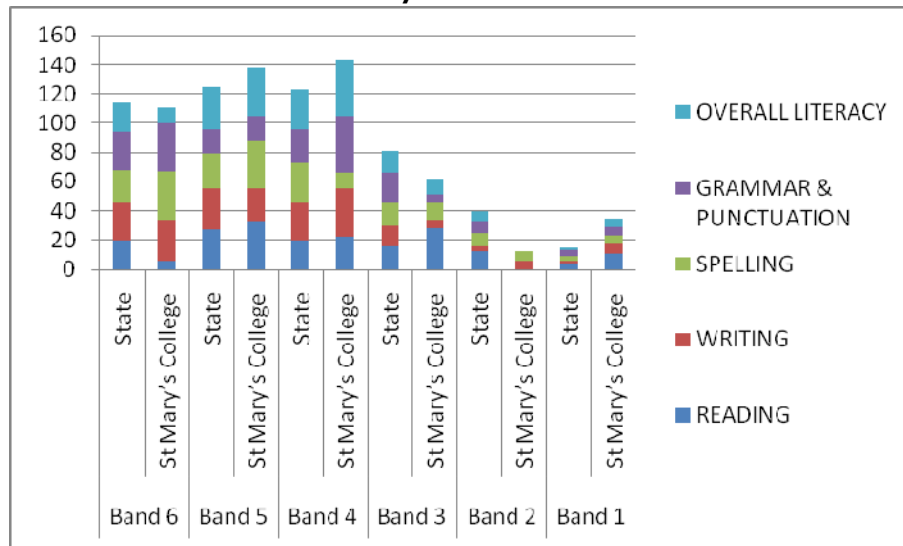
Literacy Chart for Year 3 Band 6 in Comparison
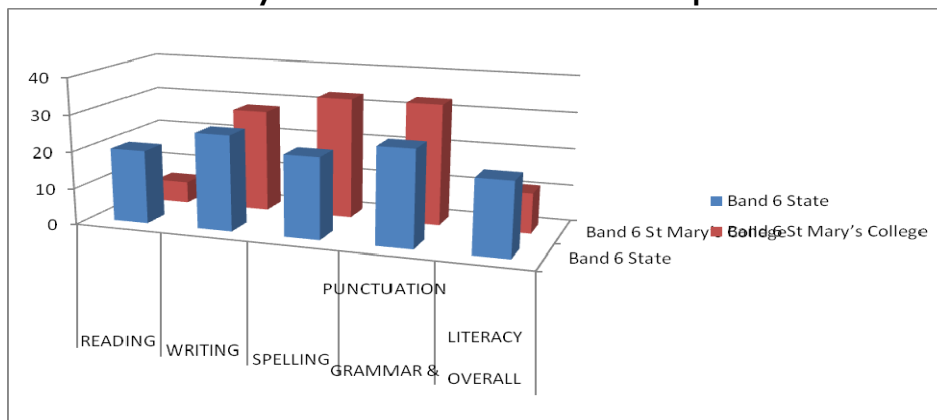
Numeracy Percentages in Bands

		NUMBER, PATTERNS & ALGEBRA	MEASUREMENT, DATA, SPACE & GEOMETRY	OVERALL NUMERACY
Band 6	State	22	22	18
	St Mary's College	71	29	53
Band 5	State	21	21	22
	St Mary's College	18	47	29
Band 4	State	21	20	27
	St Mary's College	6	12	12
Band 3	State	24	22	23
	St Mary's College	6	12	6
Band 2	State	9	11	7
	St Mary's College	0	0	0
Band 1	State	4	3	3
	St Mary's College	0	0	0

Percentages for the components may not add to 100 because of rounding.

Year 3 National Assessment Program – Numeracy Chart for 2008
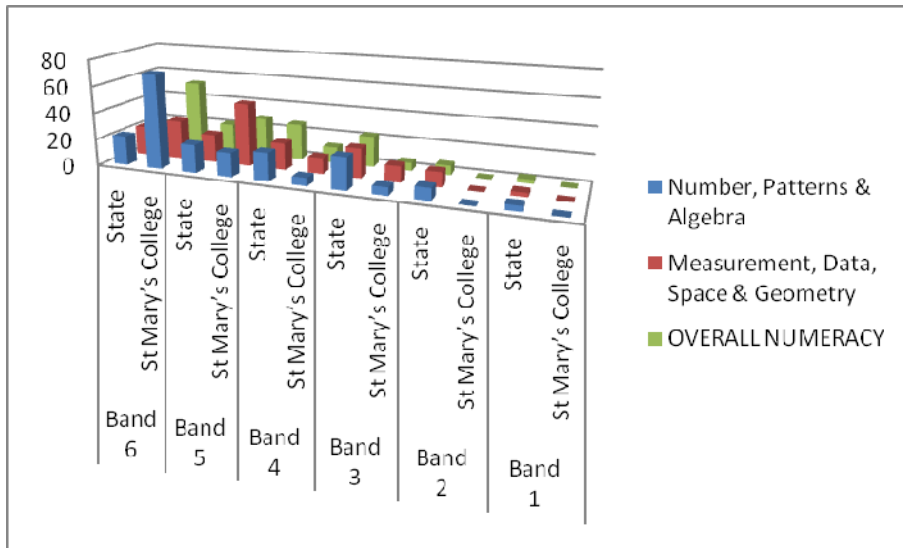
Numeracy Literacy Chart for Year 3 Band 6 in Comparison
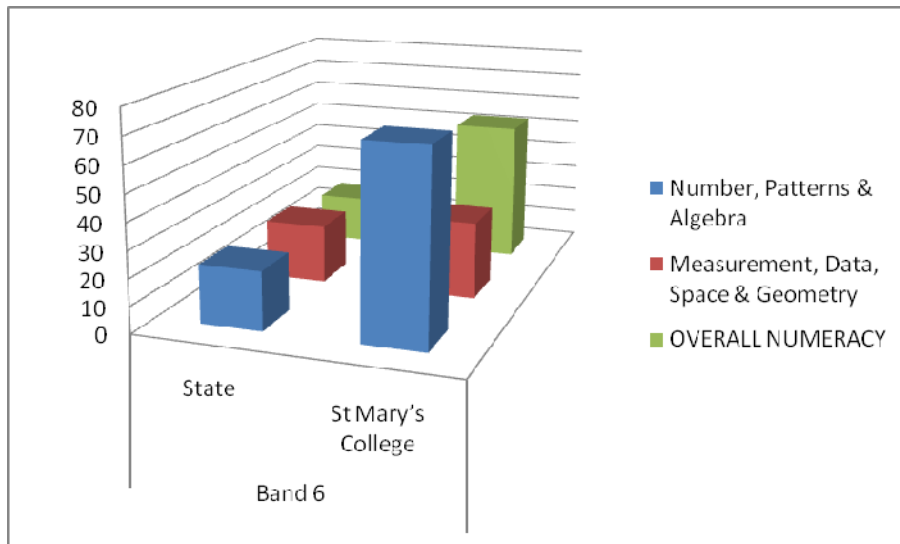
Year 5 National Assessment Program - Literacy 2008

		READING		WRITING		SPELLING		GRAMMAR & PUNCTUATION		OVERALL LITERACY	
Number of students		MEAN	SD	MEAN	SD	MEAN	SD	MEAN	SD	MEAN	SD
State	84755	494.4	80.8	495.5	74.0	498.6	75.2	504.5	89.2	497.4	68.2
St Mary' College	15	457.6	55.5	464.5	37.0	493.2	44.4	443.5	51.8	463.5	38.1

No. of students: 15

Literacy Percentages in Bands

		READING	WRITING	SPELLING	GRAMMAR & PUNCTUATION	OVERALL LITERACY
Band 8	State	15	12	12	19	10
	St Mary's College	0	0	0	0	0
Band 7	State	18	18	25	17	22
	St Mary's College	0	7	27	0	0
Band 6	State	23	35	28	27	31
	St Mary's College	47	33	47	40	47
Band 5	State	25	20	19	20	24
	St Mary's College	20	47	20	20	40
Band 4	State	11	10	10	11	9
	St Mary's College	20	13	7	33	13
Band 3	State	8	5	6	6	4
	St Mary's College	13	0	0	7	0

Percentages for the components may not add to 100 because of rounding.

Year 5 National Assessment Program – Numeracy 2008

No. of students: 15

Number of students		NUMBER, PATTERNS & ALGEBRA		MEASUREMENT, DATA, SPACE & GEOMETRY		NUMERACY	
		MEAN	SD	MEAN	SD	MEAN	SD
State	84755	489.7	85.9	488.0	77.6	489.1	78.3
St Mary's College	15	473.6	56.5	438.0	57.2	454.0	54.0

Numeracy Percentages in Bands

		Number, Patterns & Algebra	Measurement, Data, Space & Geometry	OVERALL NUMERACY
Band 8	State	14	9	11
	St Mary's College	0	0	0
Band 7	State	11	19	15
	St Mary's College	13	0	13
Band 6	State	24	25	26
	St Mary's College	40	27	20
Band 5	State	28	24	27
	St Mary's College	27	27	40
Band 4	State	15	16	15
	St Mary's College	3	20	13
Band 3	State	8	7	5
	St Mary's College	7	27	13

Percentages for the components may not add to 100 because of rounding.

Year 5 National Assessment Program - Literacy Chart for 2008

Year 5 National Assessment Program – Numeracy Chart for 2008
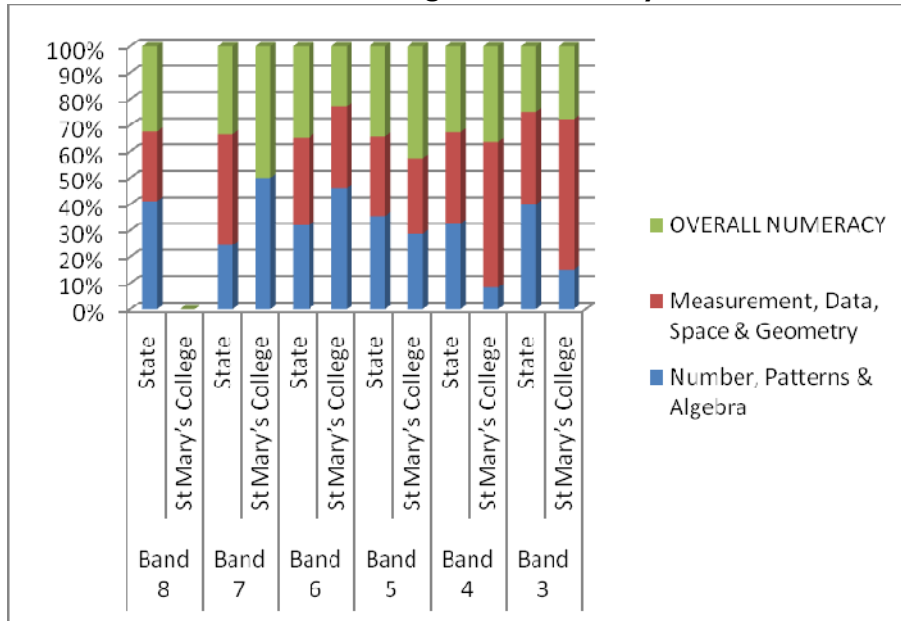
Year 7 National Assessment Program - Literacy 2008
No. of students: 18

		READING		WRITING		SPELLING		GRAMMAR & PUNCTUATION		OVERALL LITERACY	
Number of students		MEAN	SD	MEAN	SD	MEAN	SD	MEAN	SD	MEAN	SD
State	84752	543.2	73.9	535.5	80.6	549.5	75.4	537.3	84.8	541.2	84752
St Mary' College	18	503.5	50.7	488.5	125.2	537.6	83.2	516.6	72.8	506.4	18

Literacy Percentages in Bands

		READING	WRITING	SPELLING	GRAMMAR & PUNCTUATION	OVERALL LITERACY
Band 9	State	11	10	11	10	8
	St Mary's College	0	0	6	0	0
Band 8	State	18	19	25	20	18
	St Mary's College	6	17	33	28	11
Band 7	State	24	24	29	25	30
	St Mary's College	28	17	28	28	22
Band 6	State	29	30	20	23	28
	St Mary's College	33	50	11	22	44
Band 5	State	14	11	9	14	12
	St Mary's College	22	6	11	6	6
Band 4	State	4	7	6	7	4
	St Mary's College	11	11	11	17	17

Percentages for the components may not add to 100 because of rounding.

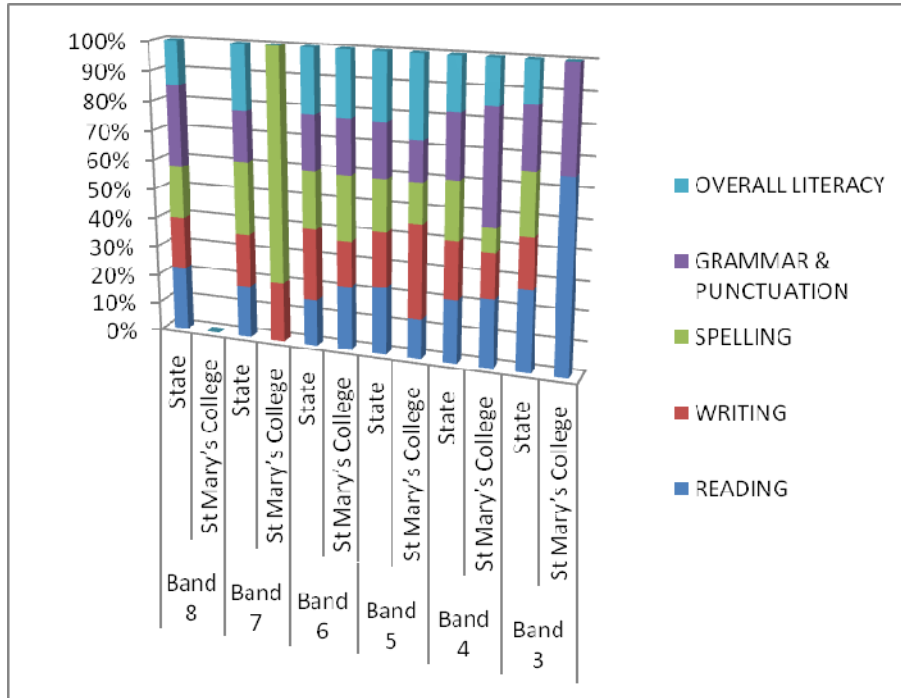**Year 7 National Assessment Program – Numeracy 2008**
No. of students: 18

Number of students		NUMBER, PATTERNS & ALGEBRA		MEASUREMENT AND DATA		SPACE & GEOMETRY		Overall NUMERACY	
		MEAN	SD	MEAN	SD	MEAN	SD	MEAN	SD
State	84752	554.3	89.7	551.9	93.6	549.7	74.7	552.9	81.9
St Mary's College	18	578.6	76.2	529.6	80.7	537.5	58.6	554.4	67.5

Numeracy Percentages in Bands

		Number, Patterns & Algebra	Measurement & Data	Space & Geometry	OVERALL NUMERACY
Band 9	State	18	21	12	16
	St Mary's College	22	11	0	6
Band 8	State	15	9	21	18
	St Mary's College	28	17	28	39
Band 7	State	23	28	25	24
	St Mary's College	17	17	22	17
Band 6	State	24	18	24	24
	St Mary's College	22	33	39	22
Band 5	State	15	15	15	16
	St Mary's College	11	17	6	11
Band 4	State	4	9	3	3
	St Mary's College	0	6	6	6

Percentages for the components may not add to 100 because of rounding.

Year 7 National Assessment Program - Literacy Chart for 2008

Year 7 National Assessment Program – Numeracy Chart for 2008

Year 7 National Assessment Program – Top Band Numeracy Comparison Chart for 2008

Year 9 National Assessment Program - Literacy 2008
No. of students: 18

Number of students		READING		WRITING		SPELLING		GRAMMAR & PUNCTUATION		OVERALL LITERACY	
		MEAN	SD	MEAN	SD	MEAN	SD	MEAN	SD	MEAN	SD
State	84752	543.2	73.9	535.5	80.6	549.5	75.4	537.3	84.8	541.2	67.7
St Mary' College	18	503.5	50.7	488.5	125.2	537.6	83.2	516.6	72.8	506.4	66.4

Literacy Percentages in Bands

		READING	WRITING	SPELLING	GRAMMAR & PUNCTUATION	OVERALL LITERACY
Band 10	State	7	9	7	10	6
	St Mary's College	0	0	0	0	0
Band 9	State	16	12	22	12	15
	St Mary's College	11	11	11	11	0
Band 8	State	26	25	25	21	27
	St Mary's College	22	33	28	17	22
Band 7	State	28	23	27	29	29
	St Mary's College	50	6	50	33	56
Band 6	State	17	21	11	17	17
	St Mary's College	11	50	11	33	22
Band 5	State	6	10	9	11	6
	St Mary's College	6	0	0	6	0

Percentages for the components may not add to 100 because of rounding.

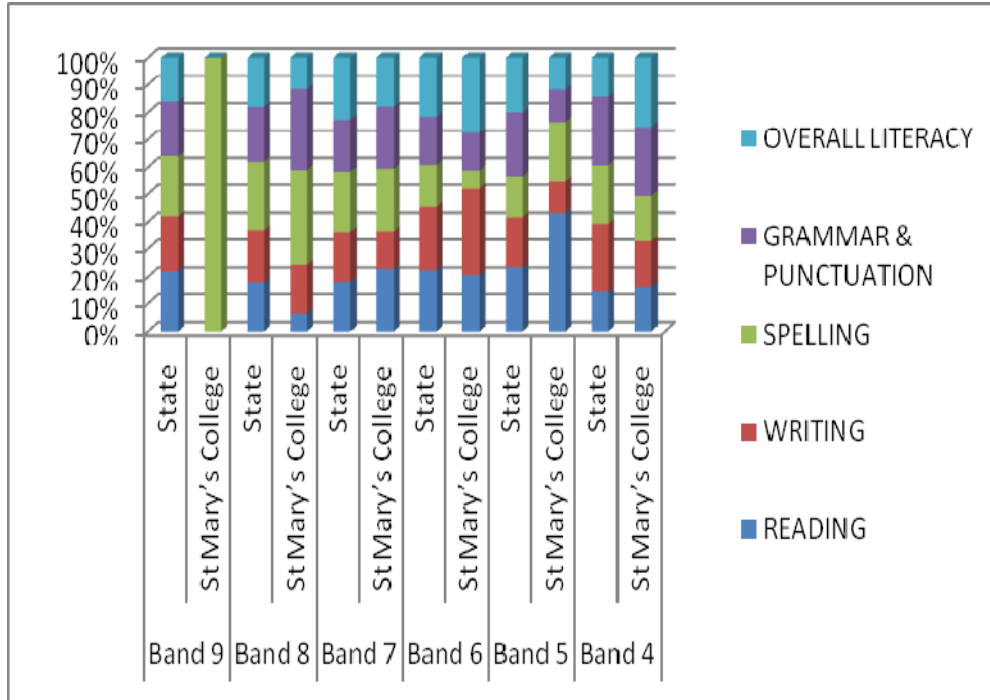**Year 9 National Assessment Program – Numeracy 2008**
No. of students: 18

Number of students		NUMBER, PATTERNS & ALGEBRA		MEASUREMENT AND DATA		SPACE & GEOMETRY		NUMERACY	
		MEAN	SD	MEAN	SD	MEAN	SD	MEAN	SD
State	84306	591.5	82.6	599.0	92.3	590.0	76.1	593.7	78.1
St Mary's College	18	645.7	76.0	676.9	92.1	612.5	83.6	644.4	83.1

Numeracy Percentages in Bands

		Number & Data	Patterns & Algebra	Measurement Space & Geometry	OVERALL NUMERACY
Band 10	State	13	17	10	13
	St Mary's College	33	44	17	33
Band 9	State	14	17	17	15
	St Mary's College	11	17	28	22
Band 8	State	23	20	28	25
	St Mary's College	39	17	17	11
Band 7	State	26	21	25	24
	St Mary's College	17	22	22	33
Band 6	State	16	15	14	19
	St Mary's College	0	0	11	0
Band 5	State	7	10	6	5
	St Mary's College	0	0	6	0

Percentages for the components may not add to 100 because of rounding.
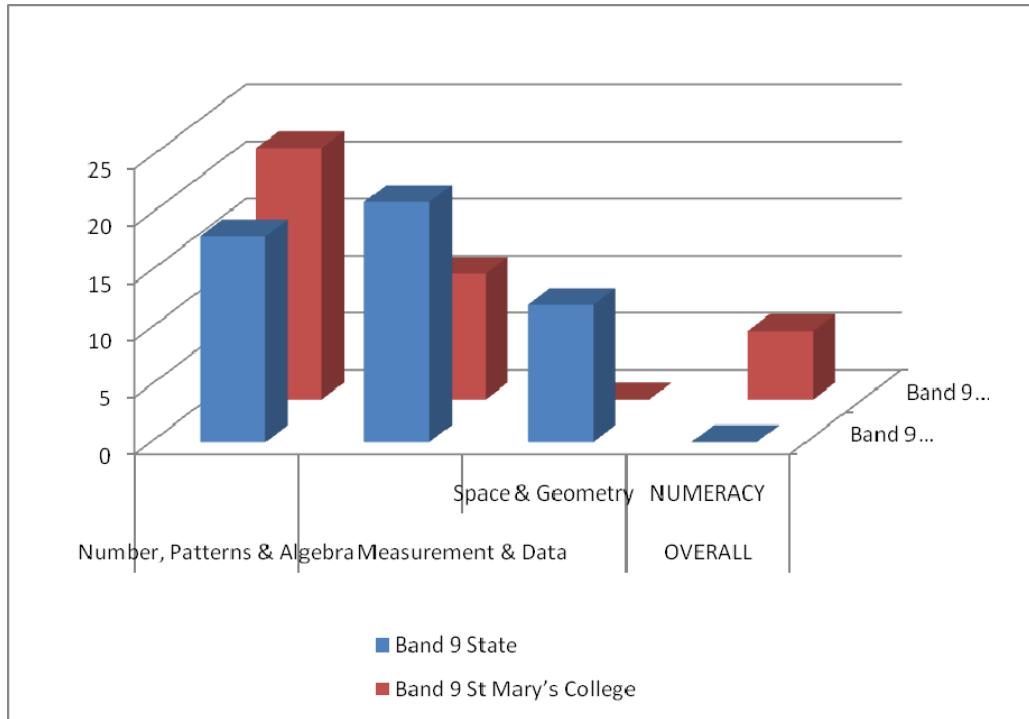
Year 9 National Assessment Program - Literacy Chart for 2008
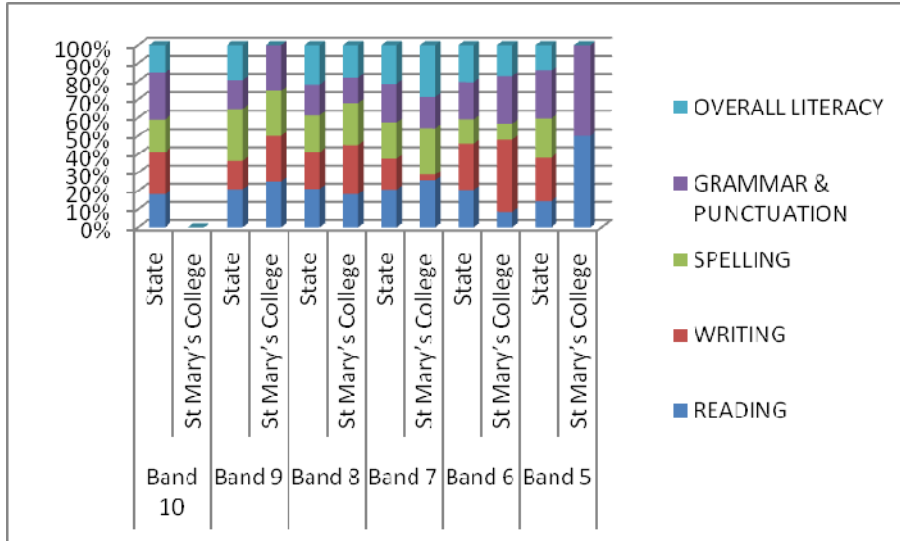
Year 9 National Assessment Program – Numeracy Chart for 2008
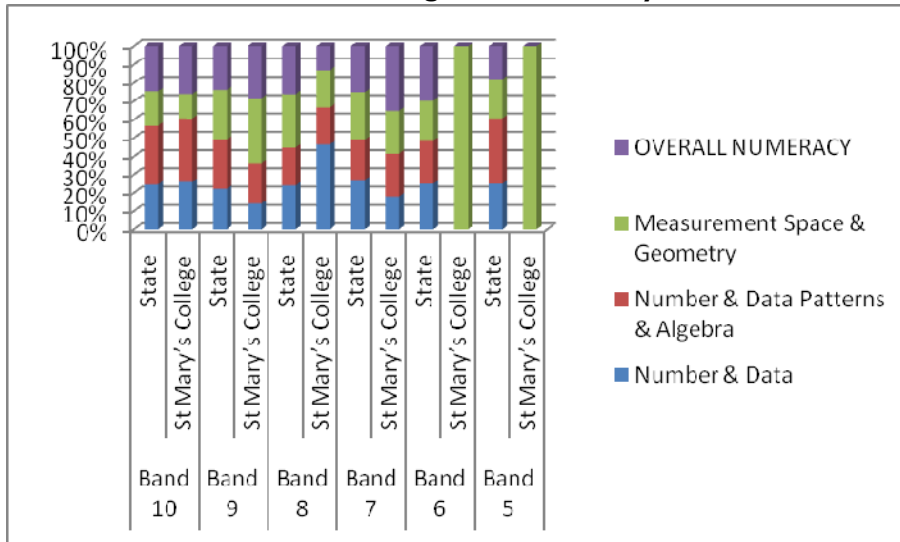
Year 9 National Assessment Program – Top Band Numeracy Comparison Chart for 2008
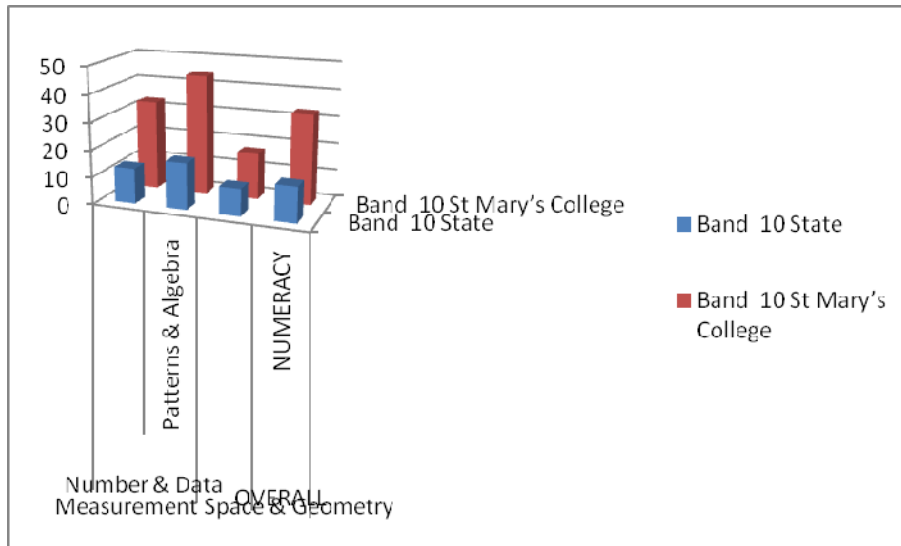
School Certificate 2008

Students at St Mary & St Mina's Coptic Orthodox College performed above state level in the School Certificate tests.

This analysis is based on comparisons between the results of St Mary and St Mina's Coptic Orthodox College against the results of the whole NSW state candidature.

English Literacy 2008

5.91% of NSW candidature gained a Band 6 (highest Band)

4.76% of St Mary and St Mina's candidature gained a Band 6.

38.55% of NSW candidature gained a Band 5 or 6 (top two Bands)

33.33% of St Mary and St Mina's candidature gained a Band 5 or 6.

76.33% of NSW candidature gained a Band 4, 5 or 6.

81.40% of St Mary and St Mina's candidature gained a Band 4, 5 or 6.

21 St Mary and St Mina's students sat SC English literacy.

Mathematics 2008

7.25% of NSW candidature gained a Band 6 (highest Band)

19.23% of St Mary and St Mina's candidature gained a Band 6!!!

25.39% of NSW candidature gained a Band 5 or 6 (top two Bands)

49.99% of St Mary and St Mina's candidature gained a Band 5 or 6.

49.27% of NSW candidature gained a Band 4, 5 or 6.

80.75% of St Mary and St Mina's candidature gained a Band 4, 5 or 6.

26 St Mary and St Mina's students sat SC Mathematics.

<u>Science 2008</u>

5.95% of NSW candidature gained a Band 6 (highest Band)

4.76% of St Mary and St Mina's candidature gained a Band 6.

31.92% of NSW candidature gained a Band 5 or 6 (top two Bands)

28.56% of St Mary and St Mina's candidature gained a Band 5 or 6.

65.28% of NSW candidature gained a Band 4, 5 or 6.

71.41% of St Mary and St Mina's candidature gained a Band 4, 5 or 6.

21 St Mary and St Mina's students sat SC Mathematics.

<u>Australian History, Civics and Citizenship 2008</u>

5.47% of NSW candidature gained a Band 6 (highest Band)

0.00% of St Mary and St Mina's candidature gained a Band 6.

22.98% of NSW candidature gained a Band 5 or 6 (top two Bands)

19.04% of St Mary and St Mina's candidature gained a Band 5 or 6.

50.58% of NSW candidature gained a Band 4, 5 or 6.

52.37% of St Mary and St Mina's candidature gained a Band 4, 5 or 6.

21 St Mary and St Mina's students sat SC Mathematics.

<u>Australian Geography, Civics and Citizenship 2008</u>

6.69% of NSW candidature gained a Band 6 (highest Band)

0.00% of St Mary and St Mina's candidature gained a Band 6.

28.17% of NSW candidature gained a Band 5 or 6 (top two Bands)

0.00% of St Mary and St Mina's candidature gained a Band 5 or 6.

65.55% of NSW candidature gained a Band 4, 5 or 6.

23.80% of St Mary and St Mina's candidature gained a Band 4, 5 or 6.

21 St Mary and St Mina's students sat SC Mathematics.

<u>Computing Skills 2008</u>

57.27% of NSW candidature gained a Highly Competent rating (highest rating)

57.14% of St Mary and St Mina's candidature gained a Highly Competent rating.

21 St Mary and St Mina's students sat Computing.

2008 HIGHER SCHOOL CERTIFICATE

The following is a summary of the College results by course and subject.

Performance is indicated by Bands 1 to 6 for a 2 Unit course - Band 6 being the highest band awarded. Performance in Extension courses is indicated in Bands E1 to E4 - Band E4 being the highest band awarded for an extension course.

In 2008, St Mary and St Mina's students studied a variety of 20 courses in 12 subjects.

In 5 of those courses, 30% or more of the St Mary and St Mina's candidature gained the highest band possible.

In 10 of those courses, 50% or more of the St Mary and St Mina's candidature gained the highest two bands possible.

In 5 of those courses, <u>100% of the St Mary and St Mina's candidature gained the highest two bands possible.</u>

17 Year 12 students sat the HSC in 2008, and 17 students applied for a UAI. Three Year 12 students were "pathways" student and had completed some HSC subjects the year before in 2007. Two students were accelerated Year 11 students and will complete the HSC in 2009.

ANCIENT HISTORY

Course: 2 Unit

Number of SMSM Candidates: 4

Total State Candidature: 11,236

Band	SMSM %	State %	SMSM %	State Cumulative %
6	25	11.27	25	11.27
5	25	26.05	40	37.30
4	25	24.27	75	61.57
3	25	19.34	100	80.91
2	0	13.32		94.23
1	0	5.21		99.44

HISTORY EXTENSION

Course: 1 extra Unit in addition to 2 Units of Ancient History

Number of SMSM Candidates: **2**

Total State Candidature: **2,119**

Band	SMSM %	State %	SMSM Cumulative %	State Cumulative %
E4	50	19.96	50	19.96
E3	0	53.23	50	73.19
E2	50	22.18	100	95.37
E1	0	4.43		99.80

BIOLOGY

Course: 2 Unit

Number of SMSM Candidates: **5**

Total State Candidature: **15,311**

Band	SMSM %	State %	SMSM Cumulative %	State Cumulative %
6	0	7.49	0	7.49
5	40	24.03	40	31.52
4	40	33.49	80	65.01
3	20	24.05	100	89.06
2	0	8.29		97.35
1	0	2.24		99.59

BUSINESS STUDIES

Course: 2 Unit

Number of SMSM Candidates: **6**

Total State Candidature: **16,245**

Band	SMSM %	State %	SMSM Cumulative %	State Cumulative %
6	0	6.13	0	6.13
5	50	25.59	50	31.32
4	16.66	28.99	66.66	60.71
3	16.66	25.03	83.32	85.74
2	0	10.57	83.32	96.31
1	16.66	3.26	99.98	99.57

CHEMISTRY

Course: 2 Unit

Number of SMSM Candidates: **8**

Total State Candidature: **10,193**

Band	SMSM %	State %	SMSM Cumulative %	State Cumulative %
6	25	12.79	25	12.79
5	0	25.50	25	38.29
4	62.5	31.75	87.5	70.04
3	0	18.59	87.5	88.63
2	12.5	8.37	100	97.00
1	0	2.59		99.59

DESIGN and TECHNOLOGY

Course: 2 Unit

Number of SMSM Candidates: 1

Total State Candidature: 3,749

Band	SMSM %	State %	SMSM Cumulative %	State Cumulative %
6	0	7.33	0	7.33
5	0	27.84	0	35.17
4	0	36.08	0	71.25
3	0	23.23	0	94.48
2	100	4.77	100	99.25
1	0	0.45		99.70

ENGLISH STANDARD

Course: 2 Unit

Number of SMSM Candidates: 5

Total State Candidature: 32,334

Band	SMSM %	State %	SMSM Cumulative %	State Cumulative %
6	0	0.23	0	0.23
5	0	5.72	0	5.95
4	20	31.94	20	37.89
3	40	41.14	60	79.03
2	40	14.76	100	93.79
1	0	5.74		99.53

ENGLISH ADVANCED

Course: 2 Unit

Number of SMSM Candidates: 11

Total State Candidature: 27,459

Band	SMSM %	State %	SMSM Cumulative %	State Cumulative %
6	18.18	10.83	18.18	10.83
5	18.18	38.56	36.36	49.39
4	54.54	39.76	90.90	89.15
3	9.09	9.82	99.99	98.97
2	0	0.81		99.78
1	0	0.12		99.99

INFORMATION PROCESSES and TECHNOLOGY

Course: 2 Unit

Number of SMSM Candidates: 2

Total State Candidature: 5,184

Band	SMSM %	State %	SMSM Cumulative %	State Cumulative %
6	0	6.40	0	6.40
5	0	24.59	0	30.99
4	50	30.82	50	61.81
3	0	20.94	50	82.75
2	0	8.58	50	91.33
1	50	7.17	100	98.50

LEGAL STUDIES

Course: 2 Unit

Number of SMSM Candidates: **3**

Total State Candidature: **8,408**

Band	SMSM %	State %	SMSM Cumulative %	State Cumulative %
6	0	10.09	0	10.09
5	66.66	31.80	66.66	41.89
4	0	30.01	66.66	71.90
3	33.33	19.05	99.99	90.95
2	0	6.68		97.63
1	0	1.71		99.34

GENERAL MATHEMATICS

Course: 2 Unit

Number of SMSM Candidates: **2**

Total State Candidature: **30,175**

Band	SMSM %	State %	SMSM Cumulative %	State Cumulative %
6	0	4.81	0	4.81
5	0	20.86	0	25.67
4	50	30.27	50	55.94
3	0	26.26	50	82.20
2	0	11.02	50	93.22
1	50	6.09	100	99.31

MATHEMATICS

Course: 2 Unit

Number of SMSM Candidates: 7

Total State Candidature: 17,308

Band	SMSM %	State %	SMSM Cumulative %	State Cumulative %
6	14.28	14.56	14.28	14.56
5	42.85	24.12	57.13	38.68
4	14.28	26.18	71.41	64.86
3	0	18.23	71.41	83.09
2	14.28	8.87	85.69	91.96
1	14.28	7.49	99.97	99.45

MATHEMATICS EXTENSION 1

Course: 1 extra Unit in addition to 2 Units of Mathematics

Number of SMSM Candidates: 10

Total State Candidature: 8,571

Band	SMSM %	State %	SMSM Cumulative %	State Cumulative %
E4	30	33.32	30	33.32
E3	70	48.29	100	81.61
E2	0	14.18		95.79
E1	0	3.93		99.72

MATHEMATICS EXTENSION 2

Course: 1 extra Unit in addition to Extension 1 Mathematics and Mathematics

Number of SMSM Candidates: **6**

Total State Candidature: **3,093**

Band	SMSM %	State %	SMSM Cumulative %	State Cumulative %
E4	33.33	37.05	33.33	37.05
E3	66.66	53.34	99.99	90.39
E2	0	7.88		98.27
E1	0	1.61		99.88

PHYSICS

Course: 2 Unit

Number of SMSM Candidates: **8**

Total State Candidature: **9,093**

Band	SMSM %	State %	SMSM Cumulative %	State Cumulative %
6	0	7.9	0	7.90
5	25	24.88	25	32.78
4	62.50	32.98	87.5	65.76
3	0	22.94	87.5	88.70
2	0	7.09	87.5	95.79
1	12.50	3.48	100	99.27

STUDIES OF RELIGION I

Course: 2 Unit

Number of SMSM Candidates: **2**

Total State Candidature: **9,976**

Band	SMSM %	State %	SMSM Cumulative %	State Cumulative %
6	0	10.44	0	10.44
5	50	33.14	50	43.58
4	50	33.70	100	77.28
3	0	16.73		94.01
2	0	4.28		98.29
1	0	1.43		99.72

STUDIES OF RELIGION II

Course: 2 Unit

Number of SMSM Candidates: **5**

Total State Candidature: **3,565**

Band	SMSM %	State %	SMSM Cumulative %	State Cumulative %
6	0	11.41	0	11.41
5	40	37.25	40	48.66
4	40	31.24	80	79.90
3	0	13.88	80	93.78
2	20	4.79	100	98.57
1	0	1.09		99.66

COURSES STUDIED ELSEWHERE (Open High School; Saturday School, Outside Tutor; Vocational)

ITALIAN CONTINUERS (Open High School)

Course: 2 Unit

Number of SMSM Candidates: 1

Total State Candidature: 346

Band	SMSM %	State %	SMSM Cumulative %	State Cumulative %
6	100	14.45	100	14.45
5	0	36.99		51.44
4	0	31.50		82.94
3	0	13.29		96.23
2	0	2.60		98.83
1	0	0.86		99.69

ITALIAN EXTENSION (Open High School)

Course: 1 extra Unit in addition to Italian Continuers

Number of SMSM Candidates: 1

Total State Candidature: 56

Band	SMSM %	State %	SMSM Cumulative %	State Cumulative %
E4	100	23.21	100	23.21
E3	0	53.57	0	76.78
E2	0	17.85		94.63
E1	0	5.35		99.98

ENGLISH ESL

Course: 2 Unit

Number of SMSM Candidates: 1

Total State Candidature: 2,860

Band	SMSM %	State %	SMSM Cumulative %	State Cumulative %
6	0	3.25	0	3.25
5	100	24.72	100	27.97
4	0	31.43		59.40
3	0	25.76		85.16
2	0	9.86		95.02
1	0	4.16		99.18

Policies & Procedures

Policies for:
- Enrolment
- Student welfare
- Reporting complaints and resolving grievances

For a full explanation of Student Welfare, parents are directed to the Parents Reference Book which can be viewed on line (www.stmary.nsw.edu.au)

Enrolment Policy

St Mary & St Mina's Coptic Orthodox College is a Co-educational day school (K-12) providing a Christian centred education; operating within the policies of the NSW board of Studies. All applications are processed according to siblings already attending the College, family connections and date of registration with the College.

The College accepts enrolment's from students of all creeds and denominations. Once enrolled, students are expected to adhere to the College ethos.

Procedures

1. All applications are processed within the school's enrolment policy with the student and family invited to interview which also includes a guided tour of the campus to provide a first-hand look at facilities.
2. Each applicant, with a parent or guardian, is interviewed by the Headmaster with responses considered regarding ability and willingness to support the College ethos.

3. Each applicant's education needs are considered at the time of interview through discussion with student and family with the student's most recent school report being made available at the time of interview. In the case of Year 7 students, the Basic Skills test for numeracy and literacy is also a requirement at the time of interview. Further information may need to be garnered from an appropriate source.
4. In some instances, prior to an offer of a place being made, any necessary strategies that may be required are discussed and considered.
5. A letter offering a place is sent to the parents/guardians with the Enrolment Form. The return of the form with the requisite Enrolment Fee [non-refundable] confirms the place.

Policies for Student Welfare

The College seeks to provide a safe and supportive environment which:
- minimizes risk of harm and ensures students feel secure
- supports the physical, social, academic, spiritual and emotional development of students
- provides student welfare policies and programs that develop a sense of self-worth and foster personal development

To ensure that all aspects of the College's mission for providing for a student's welfare are implemented the following policies and procedures are in place:

Policy	Changes to 2008	Access to full text
Child Protection Policy encompassing • definitions and concepts • legislative requirements • preventative strategies • reporting and investigating 'reportable conduct' • investigation processes • documentation	Amendment: NSW Commission for Children and Young People.	Issued to all staff and members of College Board Parents may request copy by contacting the Headmaster or viewing the College Handbook on line
Security Policy encompassing • procedures for security of the grounds and buildings • use of grounds and facilities • emergency procedures • travel on College-related activities	Risk assessment for all excursions	Full text in Handbook (view on line) All risk assessment forms kept in Headmaster's office
Supervision Policy encompassing • duty of care and risk management • levels of supervision for on-site and / off-site activities • guidelines for supervisors	Supervision levels for excursions revised and incorporated into the policy	Full text in • Handbook (view on line)
Codes of Conduct Policy encompassing • Code of conduct for staff and students • Behaviour management • The role of the student leadership system	Anti-bullying policy and strategies revised and included in code of conduct. Role of Captains reviewed and new guidelines incorporated into the conduct policy	Full text in • Handbook • Student diary
Pastoral Care Policy encompassing • the pastoral care system • availability of and access to special services such as counselling • health care procedures • critical incident policy • homework policy	Sick Bay procedures revised	Full text in • student diary • Handbook

Policies for Student Discipline

Students are required to abide by the College's rules and to follow the directions of teachers and other people with authority delegated by the College. Where disciplinary action is required penalties imposed vary according to the nature of the breach of discipline and a student's prior behaviour. **Corporal punishment is not permitted under any circumstances.**

All disciplinary action that may result in any sanction against the student including suspension, exclusion or expulsion provides processes based on procedural fairness.
The full text of the College's discipline policy and associated procedures is provided to all members of the College community through
 The Staff Handbook
 The Student Diary (in part)
The Parent Information booklet distributed at the beginning of the year

During 2008 the College's discipline policies and procedures were reviewed as part of the review of Pastoral Care in the College. The discipline policy for implementation in 2008 contains revised processes for disciplinary action that are based on procedural fairness.

Policies for Complaints and Grievances Resolution

The College's policy for dealing with complaints and grievances includes processes for raising and responding to matters of concern identified by parents and/or students. These processes incorporate, as appropriate, principles of procedural fairness.
The full text of the College's policy and processes for complaints and grievances resolution is provided in the Handbook and the information booklet for the Board of Governors. An appropriate outline of the policy and processes is also provided in the Parent Information booklet and the student diary. This policy was developed in 2003.

College Determined Improvement Targets

Area	Priorities	Achievements
Staff Development	Special Needs – new teachers to receive PD English & Spelling as whole staff priority areas	Tony Stead (Scholastic) AIS PD achieved
Student welfare	Promote College values system Prioritise at assembly Involve psychologist across the College more frequently	Extend the values program and embed across KLA's
Teaching and learning	Consultants to work with staff PD through AIS and other organisations. PD for Coptic studies teachers Nominate appropriate staff members for excellence awards	A Cornish nominated for AGQTP award
Values Education	implement further initiatives using parents and students staff PD to occur Add relevant wording to mission statement and to behavioural policy	Values education already a part of the College life / teaching
Information Communication Technology	Extend installation of interactive white boards Two per year as of 2008 Extend laptop program	One in year 6 room and one in the multimedia centre More laptops were bought as others were phased out
Facilities and Resources	Install new playground / softfall using BGA grant	Completed

Initiatives Promoting Respect and Responsibility

Fr M. Mikhail (College director), Mr M Atteya (Headmaster), attended an Interfaith Symposium in February 2008. Attendees included educators and leaders from Jewish, Christian and Islamic Colleges. The symposium promoted justice, understanding and tolerance.

St Mary & St Mina's Coptic Orthodox College is affiliated with All Suburbs Independent Colleges Sports Association – a sporting body which represents Colleges across the State of NSW from all denominations. Athletics, Cross Country and Swimming carnivals see children of different faiths unite in competition.

As leaders of the College, the year 12 students in the Rockdale Campus and year 6 in the Bexley Campus are assigned areas of responsibility. To this end, each student must serve on

a committee responsibly and report to their Care Group teacher. Charity work is undertaken throughout the year and forms an important part of the broader values program. Money raised through the actions of years 12 & 6 students are distributed at the end of each year to a variety of Christian charities.

Parent, Student and Teacher Satisfaction

The College adheres to an 'Open Door' policy and welcomes parents to become involved in the operations of the College (Board membership, sub-committee level, Parents' Association etc) The level of parental involvement is high. The Headmaster is made aware of concerns or wants through regular discussions with the P&F Executive. Regular meetings take place each month. The P&F, in liaison with parents, creates a 'wish list' and much fundraising is directed toward purchasing items from this list. A survey is created every second year to probe parents satisfaction.

The more intimate environment at the College allows us the opportunity to probe student satisfaction. Students meet regularly at SRC meetings to discuss issues that may affect their welfare. The 'Buddy' system – whereby a Year 6 child 'adopts' a kindergarten child student and looks after him/her works extremely well in promoting social cohesion and responsibility.

St Mary & St Mina's Coptic Orthodox College promotes an open dialogue with staff and provides staff with opportunities to express themselves on any number of issues. Staff are valued by the students and parents. Every second year, staff are provided with an opportunity to discuss substantive issues at formal appraisal.

Mr M Atteya (College Headmaster) and Mrs L. Davis (Head of Primary) interviewed parents when undertaking kindergarten enrolments for 2009 . Questions asked focussed on level of satisfaction, perceived areas of improvement and communication.

Summary Financial Information

Income

Parent Contribution	*541,965*	*20.1%*
Commonwealth Recurrent	*1,265,430*	*47.0%*
State Recurrent	*657,172*	*24.4%*
Interest / Other	*63,474*	*2.4%*
Capital Income	*162,453*	*6.0%*
Total Income	*2,690,494*	*100.0%*
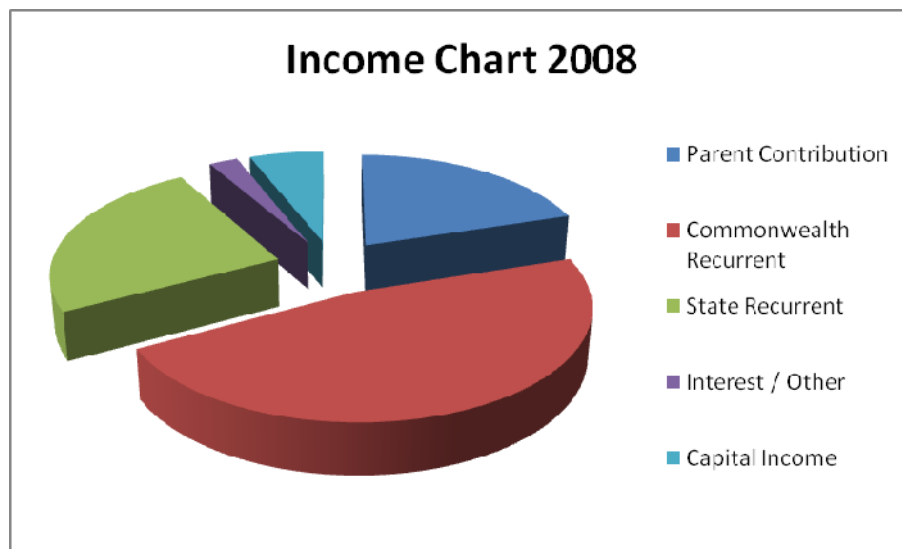
Expenses

Expenses	$	%
Salaries	$1,772,288.00	66.22%
Salaries Related	$265,957.00	8.82%
Non Salaries	$504,877.00	23.79%
Depreciation	$98,328.00	1.16%
Total Expenses	2,641,450.00	100.00%

Expense Chart 2008

- Salaries
- Salaries Related
- Non Salaries
- Depreciation
- Total Expenses