Accountability Report
2015
Accountability Requirements

The 2015 Annual Report to the St. George College Community is in accordance with the guidelines for annual reporting to the school community.

It is anticipated that the distribution of this report will promote further understanding of our commitment to providing an excellent education for all students within a caring, safe, and innovative learning environment.

This report is an accurate reflection of the College's progress and achievements during 2015 and we therefore commend it to the College community.

Mr. Bill Gonis
CHAIRMAN, BOARD OF GOVERNORS
CONTEXT

Established in 1983, St George College is an independent, co-educational, Christian College that provides education from Play Group to Year 12.

The College operates under the auspices of the Greek Orthodox Archdiocese of Australia and overall responsibility for the College rests with the Greek Orthodox Community and Parish of St George Thebarton and Western Suburbs Inc. in Adelaide, South Australia.

Two campuses encompass all the required facilities for effective curriculum delivery appropriate to the teaching and learning needs and interests of students who are being prepared for further study and/or the world of work in ways that are appropriate to meet the challenges of the 21st Century.

St George College has two campuses, both located in Rose Street, Mile End. The purpose built Junior Campus houses the Play Group to Year 3 classes and the Senior Campus accommodates Years 4 to 12.

The College was established to:

1. Ensure the effective teaching and learning of Orthodoxy and that of the Modern Greek language.
2. Provide excellence in education through high quality teaching and learning programs that are underpinned by values, beliefs and practices that are derived from Orthodoxy.

Parents have a real choice in the education of their children as the College reflects their spiritual, cultural, linguistic and educational values.

St George College provides a rigorous, future orientated and challenging curriculum across all the Key Learning Areas.

The principles of multiculturalism are embedded within the educational philosophy and curriculum provision of the College. Students are encouraged to explore and experience the cultures of the various groups comprising Australian society, with a view to acquiring different ways of viewing the world, different ways of knowing, as well as nurturing an understanding of and respect for diverse cultures.

The curriculum is extensive, covering all the educational requirements for the 21st Century with cultural events and activities forming a focus in the recognition, affirmation and development of linguistic and cultural heritage.

At St George College our actions and initiatives are focused on continuous improvement of student’s learning outcomes. For this reason the concept of Learning Teams whose central purpose is to manage, monitor and improve the ways in which teachers respond to the learning needs of each student was introduced in 1996. The Learning Teams are comprised of people who see themselves as connected to each other and the world, where creative thinking is nurtured and where people are continually learning how to learn together. The idea of a school as a learning community suggests a kind of connectedness among members...
that resembles what is found in a family, a neighbourhood, or some other closely knit group, where bonds tend to be familial or even sacred.

The College is organised into four Learning Teams, which have been named after literary figures as follows:

1. Play Group to Year 2  
   Solomos Team
2. Years 3 to 6  
   Thiele Team
3. Years 7 to 9  
   Homer Team
4. Years 10 – 12  
   Paterson Team

These Learning Teams stem from the belief that the organisational structure of schooling needs to relate to the progressive and developmental needs of all students. Teachers in a Learning Team develop relationships with all students in their Team through co-teaching arrangements. In routine activities such as play supervision, teachers can more effectively manage student behaviour and monitor student interaction because they know the students in various contexts. In turn, students are confident to approach teachers. Each Team meets regularly to discuss issues affecting individual students, to monitor student behaviour and to reflect on areas, which need to be addressed.

The Australian Curriculum, Assessment and Reporting Authority (ACARA) provides the broad framework for teaching and learning and the College is actively engaged in delivery of the approved national curriculum subjects.

**Our Vision Statement**

“A premier College that inspires learning for personal and academic success”

**Our Mission Statement**

“Our mission is to provide quality education which meets the needs and aspirations of individual students, educates the whole person and prepares students to effectively and successfully meet the challenges of the 21st century”.
Aspirations

Graduates of St George College will exemplify:

1. knowledge about the Orthodox faith and its relevance and importance in their daily lives
2. attributes derived from a comprehensive curriculum that has provided quality learning outcomes covering academic, spiritual, moral, cultural, physical and social development
3. personal integrity, self-confidence and care and compassion for others
4. effective communication and quality interpersonal relationship skills
5. a sense of identity and pride in their cultural and linguistic heritage
6. a sense of social responsibility and social justice
7. the ability to deal with change in all its dimensions
8. the benefits derived from experiencing congruence between the values of the home and the College
9. leadership qualities and team-work skills
10. creativity, problem solving, thinking skills
11. literacy and numeracy skills in English

The 2015 academic school year closes with some significant achievements and milestones.

2015 MILESTONES

- Stage 2 ATAR scores and subject results
- Cert 2 in Kitchen operations
- International Attainment in Greek Language Proficiency Awards
- NAPLAN Results
- International Competitions and Assessments for Schools (ICAS) results
- Grip Leadership Conference
- Co-curricular programs
- Instrumental program
- Active After Schools Program
- Life Education
- Jump Rope for Heart
- Vibrant student leadership team across both campuses
- Participation in the National Greek Schools Sporting Progra
YEAR 12 SACE RESULTS

Anthony Nicola achieved Dux of the College, with an ATAR of 98.45. Anthony received perfect Merit scores in English Communications and Drama.

In addition, the following high achieving students received the following results:

<table>
<thead>
<tr>
<th>Name</th>
<th>Merits</th>
<th>Subject</th>
<th>Grade</th>
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<tr>
<td>NICOLA, Anthony</td>
<td>2</td>
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<td></td>
<td></td>
<td>Drama (2DRM20)</td>
<td>Merit</td>
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<td>A</td>
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VET PATHWAYS

Vocational Education in Schools (VETiS) enables students to gain valuable employment skills and knowledge and make relevant connections into their chosen industry while completing their SACE.

The SACE enables students to include a significant amount of VET in their SACE studies. Students can gain recognition for up to 150 SACE credits at Stage 1 and/or Stage 2 for successfully completed VET. All VETiS qualifications are nationally accredited and go towards the SACE; recognised Certificate III levels may contribute to the calculation to the ATAR. These VET certificate courses support students to complete their SACE through VET.

2015 NATIONAL ASSESSMENT PROGRAM – LITERACY AND NUMERACY (NAPLAN)

NAPLAN TESTING PROFICIENCY BAND

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CURRICULUM

The staff worked on the Australian Curriculum requirements.

St George College was fortunate to be one of the first schools in South Australia to undertake the SACE assessment modules Assessment for Educators.

This Professional Development which was compulsory for all staff to undertake prepared St George College to deliver the Australian Curriculum to the highest standard. The College invested substantial financial resources to run this program for the benefit of teaching and learning and Curriculum development.

ADMINISTRATION

- Appointment of a new Business Manager (June 2015)
- Appointment of Acting Principal, Ms Stephanie Kosmetos, Head of Junior School
- Appointment of new Principal (commenced 21 September 2015) for a 5 year term
- Appointment of new Finance/Payroll Officer to replace a member of staff overcoming a prolonged illness
- The Principal’s Personal Assistant and International Students Coordinator left in October 2015
- The Head of Senior School left in October 2015

ACCOUNTABILITY REQUIREMENTS

With the passage of the Schools Assistance (Learning Together – Achievement Through Choice and Opportunity) Act 2004, and the related Schools Assistance Regulations 2005, the Australian Government introduced a number of new commitments and educational requirements which all schools are required to meet in order to receive funding.
PROFESSIONAL ENGAGEMENT MEASURES

1. **Staff Attendance**
   Teacher staff attendance for the 2015 academic school year was similar to the 2014 academic school year.

2. **Staff Restructure Phase 1**
   The first key task for the new Principal was to correct and realign staff:student ratios, following the legislative requirements of the Enterprise Agreement.

3. **Teacher Qualifications**
   All teachers of the College hold appropriate qualifications and meet the stringent requirements of the Teachers’ Registration Board.

4. **Expenditure and Teacher participation in Professional Learning**
   St George College was fortunate to be one of the first schools in South Australia to undertake the SACE assessment modules *Assessment for Educators*.

   This Professional Development, which was compulsory for all staff to undertake, prepared St George College to deliver the Australian Curriculum to the highest standard. The College invested substantial financial resources to run this program for the benefit of teaching and learning and Curriculum development.

SATISFACTION

**Parent, student and teacher satisfaction**

St George College is characterised by parents and students as a friendly and safe school where each student is encouraged to reach her/his potential. The College receives numerous letters and emails from parents commenting positively on:

1) Learning environment
2) Values & Culture
3) Leadership and direction
4) Learning and extension activities
5) Student transition
6) Appropriateness of Homework
7) Capital Works Programmes
8) Trade Training Centre in Hospitality
9) Quality Teachers