



**St. George  
College**

Est. 1983

**Greek Orthodox Archdiocese of Australia**  
Community and Parish of St George  
Thebarton and Western Suburbs Inc

**CRICOS PROVIDER | 02799F**

# Accountability Report 2014

**A Play Group to Year 12 Greek Orthodox Christian School | Always Excelling**

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# INTRODUCTION

## Accountability Requirements

As a condition for receiving Australian Funding under the **Schools Assistance (Learning Together – Achievement through Choice and Opportunity)** Act 2008, the Australian Government has outlined a wide range of accountability requirements which include reporting on school performance.

The 2014 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 2014 and we therefore commend it to the College community.



Mr Peter Pilouras LL.B. Hons, B.Com  
**Chairman, Board of Governors**



Mr Bill Gonis  
**Co-Chair, 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.

The substantial growth in enrolments and year levels experienced by the College over its relatively short history is also mirrored in the expansion of the catchment areas from which parents choose to enroll their children at the College.

Both campuses are 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 as identified by the Australian Education Council.

The principles of multiculturalism are embedded within the educational philosophy and the 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 21<sup>st</sup> Century with cultural events and activities forming a focus in the recognition, affirmation and development of linguistic and cultural heritage.

At St. George College, actions and initiatives are focused on the continuous improvement of students' 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 College is organised into four Learning Teams, which have been named after literary figures as follows:

- |                         |                      |
|-------------------------|----------------------|
| 1. Play Group to Year 2 | <b>Solomos Team</b>  |
| 2. Years 3 to 6         | <b>Thiele Team</b>   |
| 3. Years 7 to 9         | <b>Homer Team</b>    |
| 4. Years 10 – 12        | <b>Paterson Team</b> |

The introduction of Learning Teams stems 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, of which needs to be improved.

The Australian Curriculum, Assessment and Reporting Authority (ACARA) provide 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.

## **2014 MILESTONES**

The 2014 academic school year closes with some significant achievements and milestones.

### **Student Achievement**

- Stage 2 ATAR scores and subject results
- International Attainment in Greek Language Proficiency Awards - 13 students achieved High Distinction Awards and 8 students achieved Distinction Awards
- International Competitions and Assessments for Schools (ICAS) results
- Australian Mathematics Competition (AMC) results
- National Assessment Plan Literacy and Numeracy results (NAPLAN)
- Invitation to Maria Bakopanos to present at the Premiers Reading Challenge
- Grip Leadership Program: Stasha Andrews made top 10 Student leader of the Year Finalist in Australia
- Athanasia Angelo– 1<sup>st</sup> prize recipient – Dimitria Festival School Competition
- Year 4 & Year 8 student participation in Trends in International Mathematics and Science Study (TIMSS)
- Launch of the Student SRC Newsletter
- Year 7 Inaugural Photographic Exhibition.

### **Curriculum**

- Professional Development for Modern Greek Language teachers by visiting Professor Vasileia Kazoullis, Assistant Professor from the University of Rhodes
- Hosting and delivery of Professional Development opportunity for Greek Language teachers across educational sectors
- Ongoing commitment and development of Asia Literacy Curriculum including:
  - Inaugural student in country program to China
  - Year 4 Koinobori Project – Japanese Carp Kites
  - R- Year 7 Asian Cultural Assembly hosted by Year 3-Year 7 SRC
- Curriculum initiatives and projects including:
  - Year 3 Living Cultures – Aboriginal and Torres Strait Islander Histories and Cultures Reconciliation Project
  - Introduction of Photography Year 7
  - Trial of Athletics Program in Years 4 and 8
  - Oral Health program Reception-Year 3
  - Life Education Program Years P - 9
  - Jump Rope for Heart Program Years R - 6
  - Active After Schools Program
  - Parents as Career Transition Support (PACTS) workshops
  - Social Awareness Peer Pressure and Mental Health Yr 10 sessions with Kerry Simms
  - Expansion of student participation in the Grip Leadership Conference to include SRC students

- Drug & Alcohol education sessions for parents and students
- Expansion of Hospitality Trade Training Centre activities including:
  - Inaugural class of Certificate 2 in Kitchen Operations
  - Cocktail evening hosted by students undertaking Certificate 2 in Kitchen Operations
  - Lunch hosted by Hospitality Stage 2 students
- Career planning sessions for Years 7-12
- Career Expo Evening with over 18 representatives from Tertiary and Industry institutions
- Robotics competition – procurement of 10 sets of robotics kits
- Expansion of school holiday workshops for Stage 1 and 2 students
- Expansion of Co-curricular programs
- Expansion of Instrumental program and instructors.

### **Administration**

- Appointment of Business Manager
- Appointment of second receptionist at the Senior Campus
- Trialling of Daymap Learning Management System
- Amalgamation of Parents & Friends and Mothers Committee.

### **Facilities**

- Installation of Pergola outside middle school Art room
- Table and seating installed under pergola and outside Art rooms
- Greening program initiated
- New benches for junior school.

## YEAR 12 SACE RESULTS

We acknowledge the outstanding academic achievements of the following students for the South Australian Certificate of Education (SACE).

We also congratulate the **2014 DUX** of the College – Stasha Andrews for her Australian Tertiary Admission Rank of (ATAR) 95.65.

We wish all our students continued success in all of their future endeavours.

### 2014 - YEAR 12 ATAR SCORES

<b>Surname</b>	<b>ATAR Score</b>
Stasha Andrews	95.65
Christos Ktisti	95.4
Martha Dimitriou	93.2
Sumin Kim	93.35
Michael Antoniou	89.3
Nada Blagojevic	88.5
Constance Bouras	86.95
Konstantinos Canatselis	85.7
Kate Soukoulis	84.4
Benyamin Mirzaei	84.4
Yanni Tyrikos-Frazis	84.1
Antoni Stamoulos	82.85
Kosta Batzavalis	81.6
Lefki Angelo	80.85

Please see below for a breakdown of grades for the above students:

<b>Student</b>	<b>Subject</b>	<b>Grade</b>	<b>ATAR</b>
<b>Stasha Andrews</b>	Business and Enterprise	A+ (Merit)	95.65
	Society and Culture	A	
	Mathematical Studies	A-	
	Physical Education	A-	
<b>Christos Ktisti</b>	Chemistry	A-	95.4
	Mathematical Studies	A-	
	Specialist Mathematics	A-	
	Physics	A-	
	Chemistry	A-	
<b>Sumin Kim</b>	Mathematical Studies	A+	93.35
	Specialist Mathematics	A+	
	Physics	B+	

<b>Student</b>	<b>Subject</b>	<b>Grade</b>	<b>ATAR</b>
<b>Martha Dimitriou</b>	English Communications	A	93.2
	Visual Arts	A	
	Chemistry	B+	
	Nutrition	B+	
<b>Michael Antoniou</b>	Biology	A-	89.3
	English Communications	A-	
	Chemistry	B+	
	Mathematical Studies	B	
<b>Nada Blagojevic</b>	Chemistry	B+	88.5
	Mathematical Studies	B+	
	Nutrition	B+	
	Biology	B	
<b>Constance Bouras</b>	Drama	A	86.95
	Music Individual Study	B	
	Business and Enterprise	B-	
	Mathematical Studies	B-	
<b>Konstantinos Canatselis</b>	Information Technology	A-	85.7
	Information Processing and Publishing	A-	
	Mathematical Studies	B+	
<b>Kate Soukoulis</b>	English Communications	A-	84.4
	Drama	B+	
	Society and Culture	B+	
<b>Benyamin Mirzaei</b>	Visual Arts	B+	84.4
	Mathematical Studies 2	B	
	Physics	B	
	Specialist Mathematics	B-	
<b>Yanni Tyrikos-Frazis</b>	Modern Greek Continuers	A-	84.1
	Mathematical Studies	B	
	Specialist Mathematics	B	
	Physics	B	
<b>Antoni Stamoulos</b>	Information Technology	B+	82.85
	Mathematical Studies	B+	
	Physics	B	
<b>Kosta Batzavalis</b>	Business and Enterprise	A-	81.6
	Information Processing and Publishing	A-	
	Mathematical Studies	B	
<b>Lefki Angelo</b>	Business and Enterprise 2	A-	80.85
	Information Processing and Publishing	A-	
	Food and Hospitality	B+	
	Mathematical Applications	B+	



## Further Outstanding Results achieved by our Year 12 Students

<b>Student</b>	<b>Subject</b>	<b>Grade</b>
<b>Stephanie Goudas</b>	Business and Enterprise	A-
	Drama	A-
	Society and Culture	B+
	English Communications	B-
<b>Victoria Kakoulis</b>	Music Solo Performance	A
	Music Individual Study	A-
	English Communications	B-
<b>Gregory Voukelatos</b>	Information Processing and Publishing	A
	Mathematical Studies	B+
	Information Technology	B
<b>Katerina Thalassinos</b>	Business and Enterprise 2	A
	Biology	B
	Nutrition	B-
<b>Antoni Pagonis</b>	Modern Greek Continuers	A-
	English Communications	B
	Society and Culture	B
<b>Gerasimos Canatselis</b>	Information Processing and Publishing	A-
	English Communications	B
	Mathematical Studies	B-
<b>John Kim</b>	Music Individual Study	A-
	Music Ensemble Performance	B
	Mathematical Studies	B-
<b>Stefan Zekanovic</b>	Business and Enterprise 2	A-
	Physical Education	B
	Nutrition	B-
<b>Emmanuel Koutelas</b>	Modern Greek Continuers	A+
	Research Project	B-
<b>Evangelia Frazis</b>	Modern Greek Continuers	A
	Research Project	B
<b>Yeshimebet Berihun-Mersha</b>	Society and Culture	A-
	English Communications	B-
<b>Ji Won Ko</b>	Mathematical Studies 2	B
	Specialist Mathematics	B
	Business and Enterprise 2	B-
	Information Processing and Publishing	B-

<b>Student</b>	<b>Subject</b>	<b>Grade</b>
<b>Yaofeng Ju</b>	Mathematical Studies 2	B+
	Specialist Mathematics	B-
	Physics	B-
<b>Jacky Cheung</b>	Information Technology	B
	Mathematical Studies 2	B
	Specialist Mathematics	B-
<b>Stefan Draca</b>	Business and Enterprise 2	B-
	English Communications	B-
	Physical Education	B-
<b>Saia Kalaitidis</b>	English Communications	B
	Modern Greek Continuers	B
<b>Stavros Bakopanos</b>	Business and Enterprise 2	B
	Physical Education	B-
<b>Anastasia Cafcakis</b>	English Communications	B
	Food and Hospitality	B-
<b>Katerina Michaelides</b>	Information Processing and Publishing	B
	Society and Culture	B-
<b>Viron Pantelidis</b>	Information Technology	B
	Biology	B-
<b>Ivana Nesgos</b>	Business and Enterprise 2	B-
	English Communications	B-
<b>Tina Dzombic</b>	Business and Enterprise 2	B+
<b>Artemis Halilaj</b>	Modern Greek Continuers	B+
<b>Evelyn Ikonomos</b>	Modern Greek Continuers	B+
<b>Golam Salehi</b>	Drama	B+
<b>Zhuoma Yu</b>	Visual Arts	B+
<b>Jake Harris</b>	Business and Enterprise	B
<b>Christie Kalogerinis</b>	Business and Enterprise 2	B
<b>Stratoula Kasidis</b>	Modern Greek Continuers	B
<b>Xiaoyu Ma</b>	Research Project	B
<b>Stephanie Patelias</b>	Drama	B
<b>Zhiyuan Wang</b>	Mathematical Studies 2	B

<b>Student</b>	<b>Subject</b>	<b>Grade</b>
<b>William Colenso-Wallace</b>	Physical Education	B-
<b>Merhawie Desta</b>	Society and Culture	B-
<b>Gabriel Markaj</b>	Drama	B-
<b>Andreana Shakallis</b>	English Communications	B-
<b>Anthony Vizzari</b>	English Communications	B-
<b>Yujian Zhong</b>	Information Processing and Publishing Research Project	B- A-

## **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:

- Certificate II Kitchen Operations (1 student)
- Certificate III Fitness (1 student)
- Certificate III Sports Trainer (1 student)
- Certificate II Construction Pathways (3 students)
- Certificate I Construction (1 student)
- Certificate II Retail, Makeup & Skincare (2 students)
- Certificate II in Education & Skills Development (1 student)
- Certificate II Community Services (2 students)
- Certificate I Automotive Vocational Program (1 student).

# AUSTRALIAN MATHEMATICS COMPETITION

## Australian Mathematics Trust

The AMC is administered by the not-for-profit Australian Mathematics Trust (AMT), which is under the Trusteeship of the University of Canberra. The competition is designed to assess mathematical insight and ingenuity rather than efficiency in tackling routine examples.

We congratulate the following students for their outstanding results in this year's competition.

<b>Year</b>	<b>Student</b>	<b>Attainment</b>
<b>Year 3</b>	Ritik Kundu	Credit
<b>Year 4</b>	Vassiliki Kontopoulos	Credit
	Evin Theodorakakos	Credit
	Steven Gallos	Credit
<b>Year 5</b>	Kevin Kim	Credit
	Savva Toumazos	Credit
<b>Year 6</b>	Nikolina Lalusic	Credit
	Efthimios Logothetis	Credit
	Eric Shin	Credit
	Leah Spartalis	Credit
	Zak Xenikis	Credit
	Efrosini Kontopoulos	Credit
	Naman Kundu	Credit
	Angelique Patsouris	Credit
	George Toumazos	Credit
	Manteshwar Brar	Credit
	Yeonwoo Baek	Credit
	Yeonwoo Baek	Prudence Award
	Yejin Sur	Distinction
	Samuel Kim	Distinction
<b>Year 7</b>	Efthimia Koutsouridis	Credit
	Eunwoo Baek	Distinction
<b>Year 9</b>	Sarantos Makris	Credit
	Michael Leventeris	High Distinction
<b>Year 10</b>	Zacharoula Ktisti	Distinction
<b>Year 11</b>	Kosta Bakopanos	Credit

## ICAS INTERNATIONAL COMPETITION AWARDS

The International Competitions and Assessments for Schools (ICAS) are independent skill-based assessments with a competition element. Commonly referred to as the UNSW tests, ICAS is the most comprehensive, generally available suite of academic assessments and school tests for primary and secondary school students. The assessments comprise of Digital Technologies, English, Maths, Science, Spelling and Writing tests.

<b>Year</b>	<b>Student</b>	<b>Attainment</b>	<b>Subject</b>
<b>Year 2</b>	Pareena Brar	Credit	Mathematics
<b>Year 3</b>	Ritik Kundu	Credit	Computer Skills
	Ritik Kundu	Credit	Spelling
	Ritik Kundu	Credit	Science
	Ritik Kundu	Credit	English
	Ritik Kundu	Distinction	Mathematics
	Dion Patsouris	Credit	Computer Skills
<b>Year 4</b>	Pietro Cokaj	Credit	Computer Skills
	Pietro Cokaj	Credit	Science
	Pietro Cokaj	Credit	Mathematics
	Zoe Cossey	Credit	Spelling
	Steven Gallos	Credit	Spelling
	Steven Gallos	Distinction	Mathematics
	Yebon Lim	Credit	Mathematics
<b>Year 5</b>	Joanna Gergawy	Credit	Science
	Antonia Guest	Credit	Spelling
<b>Year 6</b>	Harry Angelo	Credit	Spelling
	Yeonwoo Baek	Credit	Science
	Yeonwoo Baek	Credit	Spelling
	Yeonwoo Baek	Credit	Mathematics
	Yeonwoo Baek	Distinction	English
	Yeonwoo Baek	Distinction	Writing
	Manteshwar Brar	Credit	Computer Skills
	Manteshwar Brar	Credit	Science
	Manteshwar Brar	Credit	Spelling
	Manteshwar Brar	Credit	English
	Manteshwar Brar	Credit	Mathematics
	Samuel Kim	Credit	Spelling
	Samuel Kim	Credit	Mathematics
	Samuel Kim	Distinction	English
	Naman Kundu	Credit	Computer Skills
	Naman Kundu	Credit	Mathematics
	Peita Liaptsis	Credit	Writing
	Angelique Patsouris	Credit	Writing
	Angelique Patsouris	Credit	Spelling

<b>Year</b>	<b>Student</b>	<b>Attainment</b>	<b>Subject</b>
<b>Year 6</b>	Angelique Patsouris	Credit	Mathematics
	Yejin Sur	Credit	Mathematics
	George Toumazos	Credit	Spelling
	George Toumazos	Distinction	Mathematics
<b>Year 7</b>	Eunwoo Baek	Credit	English
	Eunwoo Baek	Credit	Mathematics
	Eunwoo Baek	Credit	Computer Skills
	Eunwoo Baek	Distinction	Spelling
	Eunwoo Baek	Distinction	Science
	Eunwoo Baek	Distinction	Writing
	Chris Liaptsis	Credit	Computer Skills
	Chris Liaptsis	Credit	English
<b>Year 8</b>	So Youn Shin	Credit	Mathematics
<b>Year 9</b>	Yianni Canatselis	Credit	Science
	Michael Leventeris	Distinction	Science
	Sarantos Makris	Credit	Mathematics
<b>Year 10</b>	Despi Kontopoulos	Credit	Writing
	Zacharoula Ktisti	Credit	English
	Zacharoula Ktisti	Credit	Mathematics
<b>Year 12</b>	Sumin Kim	Credit	Mathematics

## INTERNATIONAL ATTAINMENT IN GREEK AWARDS

The International Attainment in Greek Awards is organised by the Centre for the Greek Language. The Centre for the Greek Language was established in 1994 in Thessaloniki, Greece. It operates under and is supervised by the Greek Ministry of National Education and Religions.

Candidates are tested on four levels of linguistic proficiency and are assessed in the following four skills: **production and comprehension of written and production and comprehension** of spoken language.

<b>Student</b>	<b>Attainment</b>	<b>Level</b>
Jana Vlahos	Distinction	Level A1
Marta Knezevic	Distinction	Level A1
Konstantinos Papagiannis	High Distinction	Level A1
Magdalene Thomadakis	High Distinction	Level A1
Nicholas Katsambis	High Distinction	Level A1
Athanasia Angelo	High Distinction	Level A1
Symeon Eftimiou	High Distinction	Level A1
Jacki Savva	High Distinction	Level A1
Evena Vlahos	Distinction	Level A2
Peter Zafirakopoulos	Distinction	Level A2
Kristina Perkas	Distinction	Level A2
Sophia Petropoulos	Distinction	Level A2
Ioannis Canatselis	High Distinction	Level A2
Athena Stamoulos	High Distinction	Level A2
Victoria Papanikolaou	High Distinction	Level A2
Amanda Piliouras	High Distinction	Level A2
Vasiliki Siapantas	High Distinction	Level A2
Anna Koutelas	High Distinction	Level A2
Michael Polychronopoulos	Distinction	Level B1
Georgios Zafirakopoulos	High Distinction	Level B1
Emmanuel Koutelas	Distinction	Level C2



## NATIONAL ASSESSMENT PROGRAM – LITERACY AND NUMERACY (NAPLAN)

### NAPLAN TESTING PROFICIENCY BAND

<b>Year 3</b>	<b>2013</b>	<b>2014</b>
Reading	93%	<b>92%</b>
Writing	93%	<b>83%</b>
Spelling	100%	<b>92%</b>
Grammar and Punctuation	97%	<b>92%</b>
Numeracy	97%	<b>91%</b>
<b>Year 5</b>	<b>2013</b>	<b>2014</b>
Reading	95%	<b>87%</b>
Writing	95%	<b>77%</b>
Spelling	97%	<b>87%</b>
Grammar and Punctuation	90%	<b>92%</b>
Numeracy	95%	<b>92%</b>
<b>Year 7</b>	<b>2013</b>	<b>2014</b>
Reading	86%	<b>100%</b>
Writing	86%	<b>97%</b>
Spelling	89%	<b>92%</b>
Grammar and Punctuation	81%	<b>90%</b>
Numeracy	92%	<b>97%</b>
Calculator allowed		
<b>Year 9</b>	<b>2013</b>	<b>2014</b>
Reading	80%	<b>97%</b>
Writing	77%	<b>88%</b>
Spelling	72%	<b>92%</b>
Grammar and Punctuation	72%	<b>95%</b>
Numeracy	75%	<b>98%</b>
Calculator allowed		

## **ACEP SCHOLARSHIPS FOR YEAR 8**

### **2015 ACEP Scholarships Winners — Year 8**

Amos Panagiotopoulos-Young

Chris Liaptsis

Eleni Pallis

## **SACE STAGE 2 – MODERN GREEK AWARD**

<b>Student</b>	<b>Year</b>	<b>Grade Achieved</b>
Evangelia Frazis	11	A

## **DUX AWARDS – YEAR 7 - 11**

<b>Student</b>	<b>Year</b>
Madeline Cossey	7
Alexandra Toubia	8
Sarantos Makris	9
Victoria Papanikolaou	10
Eleni Skoumbourdis	11

## STUDENT LEADERSHIP TEAM

### College Prefects

Stasha Andrews                      Yanni Tyrikos-Frazis

### Year 12 SRC

Kate Soukoulis                      Benyamin Mirzaei

### International SRC

Sumin Kim                              Yaofeng Ju

### Athens House Captain

Lefki Angelo                          Stavros Bakopanos

### Olympia House

Christie Kalogerinis                  John Kim

### Pella House Captains

Katerina Thalassinos                  Anthony Vizzari

### Sparta House Captains

Stephanie Patelias                      Christos Ktisti

### Year 11 SRC

Irini Kouzionis                          Abel Gebrehiwot

### Year 10 SRC

Zacharoula Ktisti                      James Zissis

### Year 9 SRC

Magdelene Thomadakis                  Evan Saloniklis

### Year 8 SRC

Alexandra Toubia                      Nikolas Kakoulis

### Year 7 SRC

Eunwoo Baek                              Dimitrios Tolis

### Year 6 SRC

Demetre Kouzionis                      Leah Spartalis

### Year 5 SRC

Lulia Algheda                              Savva Toumazos

### Year 4 SRC

Yebon Lim                                  Paul Poulakis

### Year 3 SRC

Evie Tolis                                  Kosta Desyllas

## **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 2014 academic school year was 97.4% and the average number of days absent per teacher was 5 days.

### **2. Staff Retention**

The Teachers FTE's were 48.6 and Non-Teachers 2.5 totalling 51.1

This includes:

- 1) Contract staff
- 2) Teachers at the end of their contractual arrangements
- 3) Staff who sought employment in other sectors.

### **3. Teacher Qualifications**

- 1) 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**

- 1) During the 2014 academic school year the College expended \$22,156.29 on staff professional learning as identified in the College's Strategic Plan.
- 2) All staff participated in extensive professional learning activities throughout the year. These have included pupil free days, Learning Team, Faculty and Staff Meetings.

## **PROFESSIONAL DEVELOPMENT**

Individuals and Teams have attended the following Professional Learning Activities:

### **LEADERSHIP**

- Seminar for Secondary Schools - Social Media + Privacy Law U
- Secondary Curriculum Reference Group Meeting
- Hobson's Best Practice Workshop
- Leadership Development for Middle Managers
- Building Powerful Professional Learning Teams
- Grip Leadership Conference
- SACE Management Conference
- Educator Impact - Change Labs Inc
- Daymap Attendance Training
- SACE Leaders Forum
- GRIP Leading and Teaching
- Using Data to Build Powerful Professional Learning Team
- ACEL National Conference: Passion and Purpose
- The Art & Science of Teaching
- Assessment in the Australian Curriculum.

### **ENGLISH**

- SAETA Stage 1 & 2 Refresher Course (Senior English)
- Developing Writers: Compose Narrative Text
- Reading is a Thinking Process
- Understanding and using NAPLAN: Focus on Reading
- Teaching Readers in the Early Years
- Teaching Writers in the Primary Years 4-7
- Teaching Writers in the Early Years F-3
- Reading is a Thinking Process 3-7.

### **HISTORY/GEOGRAPHY**

- 2014 Senior SACE History Afternoon for Yr 12 Teachers
- HTASA Annual State Conference.

### **VET/CAREER COUNSELLING**

- Vet Coordinators' Meeting
- PACTS-Parents as Careers Transition Support
- VET Coordinators' Day
- Western Future Workshop
- My Future Training
- CDAA Conference
- University of SA Career Counselling Day
- Adelaide University Career Conference
- The Mental Health & Well-being of Young People
- SATAC Counsellor's Info Session
- ACS Career Advisor Seminar
- SAIBT Annual Information Session
- VET Coordinators' & Counsellors' Networking Day

- Vet Network Conference in Darwin
- Sustaining the Glass Ceiling through Gender Differences in Beliefs and Behaviour.

## **DIGITAL TECHNOLOGIES**

- SACE IPP Moderation
- Concordia College IT Liaison Meeting
- Datacom - Kick your technology goals
- iPad Classroom Conference
- iPad Tool Box for the Classroom
- Numeracy iPads & Learning
- Pearson eBook Use
- iPad Learning Conference
- HWL Ebsworth - 3D Printing - What does it mean for schools?
- OneNote Training
- Physical Education
- Light Weight Training
- Technology in Secondary PE
- Western Zone Sports Coordinator Meeting
- Literacy: iPads and learning
- iPads and Numeracy
- Effective Lesson Design F-7
- Laptops, Literacy & Learning in a Connected World
- SA Christian Schools Library Conference.

## **STUDENT DEVELOPMENT**

- Beyond Bloom: Thinking Skills & Disposition
- Creative & Critical Thinking
- GRIP Student Conference.

## **PEDAGOGY**

- Student Engagement in Middle Years (AISSA)
- Effective Lesson Design: English & Maths
- Graduate to Proficient Early Career Teachers
- Developing Sustainable Practices in the ELC
- Intentional Teaching
- Early Intervention
- Creative Critical Thinking-Primary
- Engaging Young Children in Literacy & Numeracy
- Embedded Cross Curriculum Priorities.

## **LANGUAGES**

- Australian Curriculum: Languages
- Professional Learning Team: Australian Curriculum
- ACARA Languages
- Greek Language & Culture
- SACE Modern Greek Moderation
- MLTASA Bi-Annual Conference.

## **SCIENCES**

- Head of NASA Presentation
- Annual Teacher Professional Development Event - Flinders Uni (Science)
- Investigating Biology Science

- Scientists in Schools
- MBA Expo
- What has happened to temperatures over the last century and how do we know?

### **MATHS**

- Mathematics, Computer-based maths and the new era of STEM
- SACE Mathematics Moderation
- Geometry: Using visualisation to engage students 3-5
- Developing Fraction Sense and Proportional Reasoning
- Measurement: Building Conceptual Understanding
- Geometry: Using visualisation to engage students R-2.

### **ADAPTIVE EDUCATION**

- Autism Spectrum Disorders
- Study into Contemporary Issues in Special Education
- Early Intervention
- Special Education Key Teacher Day.

### **ARTS**

- Experiment with Tradition (Paint and its possibilities)
- Association of Heads of Music in Non-Government Schools Annual Meeting
- SACE Clarifying Forum – Drama
- SACE Clarifying Forum – Music.

## **KEY STUDENT OUTCOMES**

### **5. Student Attendance**

The student attendance records for the 2013 and 2014 academic school year are as follows:

- 1) 2013: 95.8%
- 2) 2014: 95.4%

### **6. Proportions of Year 3, 5, 7 & 9 students meeting national reading, writing, spelling and numeracy benchmarks (benchmark results)**

- 1) St. George College adopts a number of assessment strategies at key points in the learning pathway, these include: teacher observation, investigations, projects, presentations and examinations.
- 2) Students also participate in a number of testing competitions as indicated in pages 12 to 17.
- 3) All these testing and completions provide the College with diagnostic tools to monitor student learning and for the purpose of reviewing teaching programs.

### **7. Values Added**

St. George College provides a wide range of curriculum and co-curriculum programs for students which cater for a range of learner needs which include:

- 1) Religious Education as a compulsory curriculum area across all year levels to support faith formation
- 2) Resourced Based Learning is timetabled for all Year levels.
- 3) The College's commitment to the maintenance of LOTE in particular Modern Greek and Italian which are compulsory subjects up to Year 10 and Year 7 respectively
- 4) Students are supported in undertaking VET Courses while completing their SACE
- 5) Senior Secondary Retreat
- 6) A wide range of co curricula and extra curricula activities
- 7) Peer Mentoring which address transitional issues between the Bands of Schooling
- 8) Learning Support Program for Years R – 12.

### **8. Average Standardised Assessment results for Years 9 students**

- 1) The College has implemented standardised assessment for Years 9 since 2007
- 2) Diagnostic information gathered from the Year 9 test enable teachers to:
  - a. Identify areas of strength and need in literacy and numeracy
  - b. Develop learning support programs for students



## 9. Senior Secondary Outcomes

The SACE pattern is a set of studies that a student must undertake in order to qualify for the South Australian Certificate of Education. This Certificate is the passport to future pathways, both in Tertiary studies and in application for work. The curriculum pattern is normally completed over the 2 years of Years 11 and 12.

The College offers the following post school pathways:

- **Academic Pathway:** Traditional SACE including Publicly Examined Subjects
- **Vocational Pathway:** Embedded in the SACE

Given this context, student success is measured in terms of the preferred pathway chosen by students and parents during the Career Pathway Counselling.

## 2014 RESULTS

- 1) There were 62 students enrolled in Year 12
- 2) 7 Year 12 students did not pursue SACE completion due to alternative pathways including TAFE, transitioning into the workforce or sporting pathways
- 3) 48 of 62 students received an ATAR Score

### University

Flinders University

### Courses

- Bachelor of Science (Honours)
- Bachelor of Medical Science

University of Adelaide

- Double Degree in Civil & Structural Engineering & Petroleum Engineering
- Computer Science Advanced
- Bachelor of Commerce

University of South Australia

- Bachelor of Business (Management)

Harvard University

- Bachelor of Engineering (Honours)
- Bachelor of Geospatial Science

## 10. Proportion of Year 9 students retained to Year 12 (or equivalent)

An important goal of the College is to ensure that students have the opportunity to complete Year 12 or its vocational equivalent. The College realises that some divergence is in part due to population and economic differences; however there is a strong commitment to maintain rates of school completion and identify the most appropriate interventions strategies or mechanisms for doing so.

Factors that have been considered to retain students include:

- 1) Social and demographic (e.g. gender, region, ethnicity, socioeconomic status)
- 2) Curriculum and certification (e.g. breadth of offerings, VET in schools, senior school certificate requirements, alternative programs, university entry requirements),

- 3) School organisation (e.g. sector, selective entry schools, senior colleges, middle schools, TAFE requirements)
- 4) Student performance (e.g. school achievement and academic progress)
- 5) Teachers and pedagogy (e.g. teacher quality, teaching styles, assessment)
- 6) Personal (e.g. finances, transport, family obligations, family breakdown, homelessness).

31 out of the 62 students who were enrolled in 2009 continued to Year 12 in 2014.

## **11. Post – School Destinations**

Education in the twenty first century must cater for the complexities of rapidly changing local and global communities. Within this context we believe that the College offers programs that equip students with the skills and values in order to become flexible, enterprising and responsible citizens in a society that is rich and diverse in culture.

Much emphasis is placed on providing programs that nurture the whole development of students where they feel valued and affirmed through their participation in post-compulsory courses.

During the Counselling process that commences at Year 10, students, parents and senior secondary staff discuss strategies which aim to:

- 1) Assist the College identify destinations and pathways of school leavers
- 2) Review and design curriculum and programs in response to destination data
- 3) Measure outcomes of schooling in relation to transitions to further education, training and employment.

Post School Destinations include:

- 1) University
- 2) TAFE
- 3) Traineeships
- 4) Apprenticeships
- 5) Family Business
- 6) Vocational Education.

The College is also taking part in the post school destination survey of the 2008 Year 12 cohort which is managed by the *future* SACE Office. This initiative is designed to help schools and their communities as well as education authorities and government to an accurate and comprehensive view of the destinations of young people on leaving school.

The Destination Tracking survey involves a university research team telephoning young people who have left school to find out if they are working or studying. The information gathered will be used to help improve the services available to young people, who are looking for the right courses and career advice.

# SATISFACTION

## 12. 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
- 10) Expansion of Co-curricular Program.