BOARD REPORT

2010

ST BISHOY COPTIC ORTHODOX COLLEGE

Mt Druitt
MESSAGE FROM THE SCHOOL BOARD

In 2010 work commenced on the College Hall, partially funded through the BER program, with the College planning for specialist classroom spaces beneath the hall, maximising the usage of the site. The facility will encompass: a large hall, with a stage for presentations and dramatic performances and large enough for indoor basketball and soccer; a commercial kitchen, suitable for the provision of food technology and hospitality for the senior students; a gymnasium, with appropriate change room facilities; a music room; spaces for two workshops; and a space for a design and technology room. In addition, work commenced on the new high school block, partially funded through BGA grants. This block will replace all of the portable buildings that currently house the secondary students. The block contains: a new library, with a senior study, a separate classroom facility, and a teacher resource centre; two wet laboratories; one dry laboratory, two computer rooms and eleven classrooms. These facilities are expected to be ready for use by the middle of 2011. The additional rooms were necessary to accommodate the increase in numbers, as the secondary school progressed to Year 12 for the first time and as the numbers increased across the spectrum of grades. Application was made to the Association of Independent Schools Block Grant Authority to obtain another capital grant for the purpose of expanding the College further over the coming years. The College was successful in obtaining funding of just over $400,000 contingent upon the College committing to borrowings of approximately $300,000. Further grants will be applied for in 2011, with a view to developing a number of the undeveloped spaces and restoring and updating the playground after the completion of the constructions.

In 2010, the College had its first Year 12 cohort. Their results were particularly encouraging, with student performance indicative of the fact that high quality instruction was available. Our School Certificate results continue to be encouraging. The College applied for Registration and Accreditation for Years 12 in 2010 and was successful. This expansion was deemed necessary to maintain and attract students, by offering a comprehensive education at the College for Years K – 12. It was noted that approximately half of the 2007 Year 10 cohort left Coptic education as a result of their inability to progress to senior years at St Bishoy’s. Most of the 2009 School Certificate proceeded to Year 11 at the College for 2010 and most of the 2010 School Certificate proceeded to Year 11 at the College for 2011, although a number of our students left to pursue courses that our College was not able to offer. It is the intention to grow the College, so as to be able to offer more of these subjects in the future and better provide for the needs of all of our students.

The College will undergo BOS inspection for Years K-12 in 2011.

Our enrolment grew in 2010, with further growth evident for 2011. With the building programme that commence in 2010, we are hopeful that the College will become a more attractive alternative for the local Coptic community and the local community as a whole. We are still, at this point, attracting approximately 30% of the local Coptic community, with poor facilities being offered as the primary determinant in parents’ reluctance to enrol their children. Academic achievements were sound and staffing was stable. New teachers proved to be valuable contributors to the College. The new teachers, appointed to assist with the transition to Year 12 in 2010 and the overall growth in the College, were well qualified and further improved the quality of learning instruction at the College.

Father Botros Morkos
Chairman
Parents and Friends Report

The College has done well in 2010, with a high degree of parental satisfaction with the College. Parents had the plans for the future development of the property presented to them and the parents like the new facilities that will be provided. Their progress through construction has been well received and everyone is eager to move in.

The annual College Open Day was a great success, with a good time had by all and healthy profits made. Similarly, the Mother’s day Stall and the Father’s Day Stall were very successful. The P and F were also able to support book week activities. In the absence of a regular canteen, treat days were held on most weeks and were well supported.

A canteen is included in the new secondary block and there is strong support within the College community for this project. The P and F are looking to provide drinks at the representative sporting venues, as a much needed service and a source of additional funds for the College.

Regular meetings with the Principal allowed parents to express their views and be updated on any developments.

Victoria Metry
President
VALUE-ADDED INFORMATION

Competitions (in Sport, Arabic and Coptic) were held with fellow Coptic schools – St Marks and St Marys. For the first time, our school was victorious in the years 3-4 and 5-6 soccer competitions. Our secondary students have access to the local catholic schools sporting competitions, broadening the scope of their sporting experiences. The College has again performed well, showing continued improvement in most competitions, with the intermediate girls’ volleyball again placing second and students representing Mackillop at the Catholic State Carnivals in cross country and athletics. Our College was responsible for the coordination of the volleyball competition and performed this role admirably.

External providers were again used to provide performances on “Bullying” at Primary and Secondary levels, focussing on cyber-bullying, to complement College programs in this area. Anzac Day and Remembrance Day were celebrated as whole school activities, lead by our senior students, with a special presentation by a group of Vietnam Veterans. History students benefitted from their first hand knowledge. Students with ability in Mathematics have been provided with the opportunity to accelerate in this area, with two students completing their HSC in Mathematics and Mathematics Extension 1, both students recording top band performances.

The College employs a permanent teacher to oversee ESL and Special Needs, assisted by a part-time (0.8FTE) ESL/Special Needs assistant. This area is most important within our school, given our demographic. External Testing shows continued improvement as students progress through school grades, as measured against state-wide performance levels. Whilst this is to be expected in a school with a substantial majority of students from an ESL background, results confirm that the College’s literacy programme is effectively meeting the needs of our students.

SCHOOL PERFORMANCE IN STATEWIDE TESTS

Students completed NAPLAN tests in Years 3, 5, 7 and 9, the School Certificate in Year 10 and the HSC for the first time in Year 12.

Year 3

- Our students performed slightly below state average in Reading
- Our students performed slightly above state average in Writing
- Our students performed slightly below state average in Spelling
- Our students performed at slightly in Grammar and Punctuation
- Our students performed well below state average in Numbers, Patterns and Algebra
- Our students performed slightly below state average in Measurement, Data, Space and Geometry
- Our students performed slightly state average in Numeracy

These results are well below results obtained by the College over time and are indicative of a number of new arrivals within the cohort and a general educational disadvantage in Literacy, which is reflective of poor NESB families. These results in literacy tend to be corrected over
time, with steady improvements against state averages being consistently recorded over many years. They have a flow on effect across all areas. The good work that the College is doing with our most disadvantaged students is indicated by having only one student in the bottom band in Literacy categories and only two students in Numeracy categories.

**Year 5**

- Our students performed slightly below state average in Reading
- Our students performed slightly above state average in Writing
- Our students performed slightly above state average in Spelling
- Our students performed well above state average in Grammar and Punctuation
- Our students performed slightly above state average in Numbers, Patterns and Algebra
- Our students performed slightly below state average in Measurement, Data, Space and Geometry
- Our students performed slightly below state average in Numeracy

The majority of our students made significant improvements in Literacy and Numeracy. These results are typical of the improvements students make over time, with steady improvements against state averages being consistently recorded over many years. The good work that the College is doing with our most disadvantaged students is again indicated by having no students in the bottom band for overall literacy. Apart from the reading category, our College was under-represented in the bottom bands of every category.

**Year 7**

- Our students performed significantly below state average in Reading
- Our students performed well below state average in Writing
- Our students performed slightly below state average in Spelling
- Our students performed well below state average in Grammar and Punctuation
- Our students performed slightly above state average in Numbers, Patterns and Algebra
- Our students performed well below state average in Measurement, Data, Space and Geometry
- Our students performed slightly below state average in Numeracy

This particular cohort has significant literacy problems and much work is being carried out to help them improve. Strong improvements were made for nearly all students across all categories. This indicates that our College is adding real value.

**Year 9**

- Our students performed significantly below state average in Reading
- Our students performed slightly below state average in Writing
- Our students performed significantly below state average in Spelling
- Our students well above significantly below in Grammar and Punctuation
- Our students performed slightly below state average in Numbers, Patterns and Algebra
- Our students performed slightly below state average in Measurement, Data, Space and Geometry
- Our students performed slightly below state average in Numeracy

This cohort contains many new and recent arrivals (some refugees) who have had limited exposure to schooling, so these results are much better than they may first appear. Again, the good work that the College is doing is indicated by the improvements obtained, which are significant across all areas of numeracy and literacy, for those students who have results with which to compare.

**Year 10 (School Certificate)**

- English results are slightly below state average
- Mathematics results are well above state average (44% in the top 2 bands compared to 27% in the state)
- Science results are well above state average (57% in the top 2 bands compared to 41% in the state)
- History results are at state average (65% in the top 3 bands compared to 52% in the state)
- Geography results are slightly below state average
- Computing Skills are slightly below state average

The results are better than might first appear. Four students were new arrivals, with poor English skills. If their respective results are excluded, the remaining results are particularly impressive, being well above state averages in all areas.

**Year 12 (Higher School Certificate)**

From a small cohort of 14 students, five of whom were recent arrivals and two with special needs, eight top band performances were achieved in Biology, Mathematics and Mathematics Extension 1. Standard English results were strong, with 55% of students achieving Band 4. Two band 6 results were obtained in Mathematics, four E4 results were obtained in Mathematics Extension 1 and three E3 results (notional band 6) were obtained in Mathematics Extension 2. Strong results were recorded in Arabic Continuers and Arabic Extension. The results suggest that all students were given a good opportunity to succeed.
PROFESSIONAL LEARNING, TEACHING STANDARDS, ATTENDANCE AND RETENTION RATES

Professional Learning

Mandatory attendance of two external in-service days became policy for staff in 2007 and has continued throughout 2008 and 2009. Internally, the College focussed on improving Literacy outcomes, to assist the high number of students from NESB. First aid training was updated.

Attendance and Retention Rate

The average daily staff attendance rate, for 2009, was 96%.

The proportion of staff retained from 2009 at the start of 2010 was 93% (only two teachers left).

Teaching Standards

There were 27 teachers with teaching qualifications from a higher education institution within Australia or recognized by NOOSR, all of whom were 4 years trained or higher.
STUDENT ATTENDANCE, RETENTION RATES AND POST-SCHOOL DESTINATIONS

Student Attendance

On average, 95% of students were attending school on a given school day.

Student Retention and Post-School Destinations

94% of the Year 6 cohort in 2009 continued to Year 7 in 2010, with 1 student leaving to pursue education elsewhere.

Most students who leave the College do so as their parents move to other locations; very occasionally some leave to change schools.

Three Year 10 students left to undertake Year 11 at other schools that they believe offered subject selections more suited to their needs. All Year 10 students continued their education to Year 11.

ENROLMENT POLICY

St Bishoy College is a comprehensive co-educational school providing an education underpinned by the Biblical understanding that God is our Creator and our Saviour, focusing on our Lord Jesus Christ, accepting his Lordship over all areas of Life and seeking to integrate the truths revealed in the Holy Bible in all that it teaches.

Hence, the children of those parents subscribing to the above will be welcome. The children of others may be admitted after an interview with the School Director Priest.

There is no gender requirement.

Once enrolled, students and parents are expected to support the College’s ethos and comply with the College rules to maintain their enrolment.

Procedure:

- applications are processed within this policy,
- consider ability and willingness to support the College’s ethos,
- consider the applicant’s educational needs,
- identify any strategies needed to be put in place to accommodate the applicant eg ESL, financial assistance, health.
- Advise applicant of outcome.

As of the beginning of 2010, the College had 318 students of whom 124 are in the Secondary school. There are approximately equal numbers of boys and girls. As it is a Coptic Christian school, students come mainly from Coptic backgrounds whose first language is Arabic. There are also Arabic-speaking non-Coptic Christians, East and West African Christians and a small, but increasing local enrolment. Hence, many students require ESL assistance and several have special needs.
SCHOOL POLICIES

All policies are available for parental perusal from the Reception Office, and are issued to each member of staff. The following policies are in place.

Student Welfare

The College seeks to provide a safe and supportive environment which minimizes risk of harm, works to develop self-discipline and a strengthened sense of self-worth, and underpins the whole educational program for the physical, social, spiritual, academic and emotional growth of students.

Bullying
• zero tolerance; procedures to handle, report to be completed

Student Rights and Responsibilities
• detailed

Child Protection
• definitions, legislation, strategies, investigation, documentation

Occupational Health and Safety
• Legislation; incident prevention/management; employer/ee obligations

Pastoral Care
• Ethos, rules/expectations; student management; professional standards; infectious diseases; homework.

Policies availability is advised by Newsletters from time to time for the community to inspect/read at the school office (Reception).
**Student Discipline**

Students are required to follow the school rules and obey teachers. The school’s discipline policy is provided to students in classroom displays and by teachers constantly. It is available to parents in the Parent Handbook and in Reception’s Policy Handbook.

Corporal punishment is prohibited.

Discipline and pastoral care policies are continually reviewed. All disciplinary actions should be based on procedural fairness.

**Student Discipline**
- College code; fair treatment; consistency; documentation; in/out classroom

**Policies for Complaints and Grievances Resolution**

**Complaints**
- procedures; directed to; flow chart

As the College is a small school there is much informality and direct access to the Principal by all students – particularly in cases of perceived unfair treatment.
SCHOOL DETERMINED IMPROVEMENT TARGETS

Priorities for Improvement in 2010

1. **Target:** to improve storage of programmes through centralised staff network *under continued development*

2. **Target:** to enhance staff usage of computer technologies in administration and teaching *under continued development*

3. **Target:** to improve delivery of pastoral care *significant improvements made*

4. **Target:** to improve assistance to new teachers to facilitate accreditation *achieved*

5. **Target:** to achieve Accreditation for Years 11/12 in 2011 *achieved*

6. **Target:** to further develop building program to cater for increased school population and to provide a better range of facilities for teachers and students. *In progress*

Priorities for Improvement in 2011

1. **Target:** Complete building programs to occupancy stage

2. **Target:** Develop the role of KLA and Stage Coordinators

3. **Target:** To employ Deputy Principal

4. **Target:** To improve storage of programmes through centralised staff network

5. **Target:** To achieve Accreditation for Years K-12 for 2011

6. **Target:** To further develop building program to cater for increased school population and to provide a better range of facilities for teachers and students, particularly specialised learning facilities and the playground.

7. **Target:** To improve student literacy outcomes
RESPECT AND RESPONSIBILITY

The College seeks to have all its students feel they are valued with care and support from teachers, parents, and fellow students (especially “buddy” systems). Mutual respect for each other is a highly promoted value. With this goes the notion that each student is responsible for their own actions. It is almost a daily imperative to encourage growth of responsibility to oneself, to others and to the differences among others.

Each day begins with communal prayer. The National Anthem is sung every Monday morning and before all significant College events.

PARENT, STUDENT AND TEACHER SATISFACTION

It can be a measure of teacher satisfaction that there was little staff turn-over from last year. Being so small, any staff concerns are known immediately and acted upon as relevant.

This Coptic community is very close, connected by School and Church (on site), with informality the key, as parents feel welcome at school and freely able to approach staff. Parents vent their concerns to their Priest-Confessor (the Director of the College) or directly to staff and the overall impression is one of parent satisfaction with the school in general and with knowing that their concerns are immediately addressed.

The Year 10 students who were leaving the College were disappointed to be going and indicated a willingness to stay if a wider variety of courses was available. The size of the school was an asset to many and a concern to some (limited subject choice). Most students comment on being known and valued.

There is a real need for the provision of a wider variety of practical experiences. These needs are being planned for and accommodated.
FINANCIAL REPORT – Year 2009

ASSETS

Total Non-Current Assets (e.g. leased buildings, furniture)…….. $ 5,945,939
Total Current Assets (e.g. inventories)………………………….. $1,364,700

Total Assets………………………….. $7,310,639

LIABILITIES

Total Non-current Liabilities (e.g long-term borrowings)…….. $1,921,259
Total Current Liabilities (e.g short-term borrowings)…………… $ 314,453

Total Liabilities………………………….. $2,235,712

Net Assets………………………….. $5,074,927

COSTS

Teaching staff (e.g. salaries, superannuation, leave)……………….. $2,532,406
Property (e.g. rates, cleaning, electricity, rent)…………………….. $ 386,214
Teaching Resources (e.g. science/computer labs, library)………….. $209,819
General (e.g. telephone, printing, office costs)…………………….. $ 291,422

Total Expenses…………………….. $3,419,861

INCOME

Fees (e.g tuition, enrolment, donations)………………………….. $ 594,899
Government Grants……………………………………………….. $2,668,911
Other (e.g. fund-raising, sales uniforms/books)……………………..$ 284,208

Total Income…………………….. $3,548,018