BOARD REPORT

2011

ST BISHOY COPTIC ORTHODOX COLLEGE

Mt Druitt
MESSAGE FROM THE SCHOOL BOARD

In 2011 the College Hall, partially funded through the BER program, was completed to a useable state, with the College creating shells for specialist classroom spaces beneath the hall, maximising the usage of the site. The facility include: a large hall, with a stage for presentations and dramatic performances and large enough for indoor basketball and soccer; a space for a commercial kitchen (to be completed as further grants are received), suitable for the provision of food technology and hospitality for the senior students; a gymnasium space (to be completed as further grants are received), with appropriate change room facilities; a music room; spaces for two workshops (to be completed as further grants are received); and a space for a design and technology room (to be completed as further grants are received). Work was substantially completed on the new high school block, partially funded through BGA grants. This block replaced all of the portable buildings that previously housed 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 completed with one to be completed with further grants as they are received); one dry laboratory, two computer rooms and eleven classrooms. These facilities were available for use in July, 2011. The additional rooms were necessary to accommodate the increase in numbers, as the secondary school had progressed to Year 12 in 2010 and as the numbers increased across the spectrum of grades. Further grants were 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 2011, the College had its second Year 12 cohort. Their results were again particularly encouraging, with student performance indicative of the fact that high quality instruction was available. Our School Certificate results continue to be encouraging. Despite strong results, it was noted that approximately half of the 2011 Year 10 cohort left Coptic education, mainly as a result of their inability to access all of the courses that were desired in their senior years at St Bishoy’s. We will aim to address this issue with collaboration with the parent and student bodies in 2012. 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 2012.

Our enrolment grew in 2011, but no growth is expected in 2012, with a smaller than expected Kindergarten intake and significant numbers relocating in the move from Year 10 to Year11. Continued to disruption to the play ground space and the effect of construction on the appearance of the school have impacted on our ability to market the College effectively. With the building programme substantially completed and playground work expected to be completed in 2012, 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.

Father Botros Morkos
Chairman
Parents and Friends Report

The College did well in 2011, with a high degree of parental satisfaction with the College. Parents saw the buildings that had been promised coming to fruition and the parents liked the new facilities that were provided. The disruption during construction was a source of concern, particularly in relation to car parking issues and play areas for children. It is hoped that, with the completion of the play areas in 2012, the car park can be returned and improved pick-up and drop-off procedures can be put into practice.

With the disruptions caused by construction, it was not possible to hold the annual College Open Day. 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. To make up for revenue shortfalls, the P and F sold drinks at representative sporting venues, providing a much needed service and some welcome income.

A canteen is included in the new secondary block and there is strong support within the College community for this project. It is hoped that the canteen will commence trading in 2012, after the playground is completed.

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

Katie Ferrett
President
VALUE-ADDED INFORMATION

Due to leadership issues at the other Coptic Colleges, there were few Coptic College interactions. The combined colleges’ masses provided welcome opportunities for the students to interact with one another on a social level. The annual Public Speaking Competition proceeded and our students performed creditably. Our secondary students have access to the local catholic schools sporting competitions, broadening the scope of their sporting experiences. The College continues to perform creditably, given our relative size, showing continued improvement in most competitions, with the 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. The boys’ soccer teams and touch football teams showed significant improvement and both the girls and boys basketball teams registered best ever results.

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. The College employed a counsellor on a part-time basis to assist with student welfare and a Deputy Principal was appointed for the first time, complemented by an increase in the number of coordinator roles within the College. Anzac Day and Remembrance Day were celebrated as whole school activities, lead by our senior students. A number of cultural visits by groups of Japanese students proved most successful, with many friendships fostered. Our students benefitted from their exposure to another culture.

Students with ability in Mathematics have been provided with the opportunity to completing their HSC in Mathematics, Mathematics Extension 1 and Mathematics Extension II, with a number of these students recording top band performances.

The College continues to employ 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 second time in Year 12.

Year 3

- Our students performed well below state average in Reading
- Our students performed at state average in Writing
- Our students performed at state average in Spelling
- Our students performed well below state average 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

These results are 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. In the writing and spelling areas, the College had a significant number of students in the top bands – far more than state averages – with the overall results offset by the number of students experiencing significant difficulties. The cohorts results are strongly influenced by the number of students with significant difficulties, with whom the College is working, but, pleasingly, the number of students who are excelling across all disciplines is indicative of the College providing all students with the opportunity to succeed in accordance with their abilities.

Year 5

- Our students performed well below state average in Reading
- Our students performed slightly below state average in Writing
- Our students performed slightly below state average in Spelling
- Our students performed slightly below state average 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

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. In all categories, the College has a number of students with specific learning difficulties who receive assistance. Efforts will be made to extend more able students to bring more students into the top bands, where we are also significantly under represented. It should be noted that
the performance of a small number of students within a small cohort has a significant effect on the group statistics.

**Year 7**

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

This particular cohort has significant literacy problems, particularly in the specific areas of reading and grammar and punctuation, and much work is being carried out to help them improve. Strong improvements were made for nearly all students across all categories, the level of improvements indicating that our College is adding real value. The patterns of improvement shown are typical of students from NESB.

**Year 9**

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

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. While the College is under-represented in the top bands for literacy, we are also dramatically under-represented in the lower bands, which is indicative of the improvements made over time by many of the initially disadvantaged students. The numeracy results are particularly impressive, with the College dramatically under-represented in the lower bands and over-represented in the top bands.

**Year 10 (School Certificate)**

- English results are at state average, with reading/viewing slightly below state averages and writing/responding slightly above state averages. This is indicative of improvement when compared to Year 9 results.
- Mathematics results are consistent with state averages, with performance in all strands slightly above or below state levels. This is again indicative of improvement when compared to Year 9 results.
- Science results are consistent with state averages, with performance in all strands slightly above or below state levels. These are strong results for this cohort.
History results are slightly above state average and represent best ever results for the College at this level

Geography results are at state average, which represents best ever results for this level

Computing Skills are at state average, with consistent results across all strands

The results are much better than might first appear. Five 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. Even with their results included, the results are strongly indicative with value-added education, with the cohort showing progression against state standards in all areas.

**Year 12 (Higher School Certificate)**

From a small cohort of 18 students, four of whom were recent arrivals, a number of excellent performances were achieved in Chemistry, General Mathematics, Mathematics Extension 1 and Mathematics Extension 2. Standard English results were very strong and Advanced English results were outstanding, with three students narrowly missing Band 6 by a single mark. Strong results were also recorded in Arabic Continuers, Studies of Religion 1, Physics, PDHPE, and Legal Studies. On an individual basis, students achieved best ever ATAR results. The results suggest that all students were given a good opportunity to succeed, across a wide variety of courses.
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 2011. Internally, the College continues to focus on improving Literacy outcomes, to assist the high number of students from NESB. First aid training is updated regularly.

Attendance and Retention Rate

The average daily staff attendance rate, for 2011, was 96%.

The proportion of staff retained from 2010 at the start of 2011 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, 96% of students were attending school on a given school day.

Student Retention and Post-School Destinations

92% of the Year 6 cohort in 2010 continued to Year 7 in 2011, with 2 students 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 2011, the College had 332 students of whom 133 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.

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 2011

1. **Target:** to improve storage of programmes through centralised staff network *under continued development with completion in 2012 expected*

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 with the appointment of Deputy Principal to oversee*

4. **Target:** to continue to provide assistance to new teachers to facilitate accreditation *achieving*

5. **Target:** to achieve Accreditation for Years 11/12 in 2012 *achieved, with further inspection in 2012*

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. New high school building occupied. New school hall in use.*

Priorities for Improvement in 2012

1. **Target:** Continue with building programs to develop play ground and additional specialist rooms.

2. **Target:** Develop the role of Curriculum Coordinator

3. **Target:** Consolidate the role of Deputy Principal

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

5. **Target:** To achieve Accreditation for Years K-12 for 2012

6. **Target:** Introduce new reporting and recording packages

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 2011

ASSETS

Total Non-Current Assets (e.g. leased buildings, furniture)…… $ 7,719,514
Total Current Assets (e.g. inventories)…………………………. $991,116

Total Assets………………………… $8,710,630

LIABILITIES

Total Non-current Liabilities (eg long-term borrowings)……… $1,915,015
Total Current Liabilities (eg short-term borrowings)……………. $ 362,550

Total Liabilities………………………… $2,277,565

Net Assets…………………………….$6,433,065

COSTS

Teaching staff (e.g. salaries, superannuation, leave)…………… $2,874,840
Property (e.g. rates, cleaning, electricity, rent)………………… $ 401,200
Teaching Resources (e.g. science/computer labs, library)……… $ 237,486
General (e.g. telephone, printing, office costs)………………… $ 411,017

Total Expenses……………………… $3,924,543

INCOME

Fees (e.g. tuition, enrolment, donations)……………………….. $ 995,912
Government Grants……………………………………………. $3,042,974
Other (e.g. fund-raising, sales uniforms/books)…………………. $ 201,056

Total Income………………………… $4,239,942