

ST BISHOY C COPTIC ORTHODOX COLLEGE ANNUAL REPORT 2013



A Message from the College Board of Directors

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

The College BOD aims to support the Executive to meet its educational priorities and in doing so, to set key priorities for on-coming years.

The College Director's Message

St Bishoy Coptic Orthodox College (SBC) is a Christian College where the staff is committed to spiritual and academic excellence.

The College commenced with classes K-3 in 2001 with only 38 students, and grew progressively until in its twelfth year of operation to become a 330 student college and classes K-12.

In 2013, the College continued to grow as it saw its largest cohort- twenty-nine of our students enter Year 11. A wide range of educational programmes and focus groups were designed to develop academic progress and assist students to achieve their full learning potential.

As always, we work with our College community to provide greater learning opportunities for our students both within and external to the College. The College encourages students to take pride in themselves through Christ, to have high expectations and a value for learning as students strive for perfection with Christ as their role model.

There is a strong emphasis on providing a diverse and challenging curriculum for our students and as such, the curriculum at SBC focuses on the processes by which learners acquire knowledge, skills and attitudes that foster outcomes. Therefore, teaching and learning programs reflect our students' specific educational needs, the prescription and range of learning outcomes, teaching processes and strategies, as well as assessment and evaluation.

Academic achievement within the individual student's own aptitude and strengths is fostered.

We strive to:

- Foster active learners who can work both independently and collaboratively;
- Encourage critical thinking skills;
- Instil respect and tolerance for others;
- Encourage students to have and fulfil the highest possible expectations of themselves; and
- Develop skills in technology and its application.

This year saw our College continue to offer many activities to support students in pursuing their interests such as:

- Leadership opportunities for Years 7 to 10 students as peer mediators and student representative council members

- Exchange Program with students from Japan
- Introduction of Moodle and on-line learning for teaching staff and students
- Student working groups focused on the beautification of the site through TAS and D&T

In 2013, the College was able to complete several major projects including:

- Re-establishing air-conditioned classes for the Primary buildings
- Purchase of over \$75 000 worth of D&T equipment
- Purchase of Laptops and computers for all staff and students

The consolidation of College Executive and teaching pedagogies were also key priorities moving into the latter half of 2013 and into 2014.

The aim now is to ensure on-going quality education of our students in a Christ-focused environment whilst ensuring the health, happiness and safety of students and staff.

Creative and dynamic teaching that enhances and challenges the student to achieve the best possible educational outcome is our foci. This is the committed goal of the College community and is one that I look forward to realising in 2014 and beyond.

Fr Botros Morkos
College Director
Chairman of the College Board

A Message from the P&F President-Mrs Katie Ferret

As the College community is aware, in 2013 we celebrated the 12th Anniversary of St Bishoy Coptic Orthodox College. It has been a wonderful opportunity to showcase the College to past and present families as well as to the wider community. It is so encouraging to be consistently complimented on the quality of our staff, the bright and encouraging feel of the College and the positive behaviour and values of our students.

The ongoing success of the College can be largely attributed to the positive spirit, energy, dedication and creativity of our educational staff. We can all be very proud of the wonderful team at the College -both educational and administrative. Thank you all for your professionalism and care of our children and your commitment to the College.

Mrs Katie Ferret
P&F President

COLLEGE PROFILE

St Bishoy Coptic Orthodox College was established in 2001 at Mount Druitt to serve a large number of families who are of the Coptic Orthodox denomination. It is currently a one stream excluding Years 6 and 8 which are double stream, coeducational, comprehensive College drawing its students from a wide Christian beliefs, mainly from the Sydney West area. A small number of students come from the North West of Sydney.

The College has a strong Orthodox ethos and works with the Director of the College, Father Botros Morkos and the community to enhance student spirituality.

The College Governing Body and its Structure

The College is directly governed by the Board of Directors who meet on the first Wednesday of every month. Board Meetings are attended by the Board's Permanent Members, the College Head(s), the Financial Manager (upon request) and P & F President or his/her nominee (upon request).

Members of the Board

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

- Very Reverend Fr Botros Morkos is the College Director and the Chairperson of St Bishoy Coptic Orthodox College. Fr. Botros is responsible for pastoral care and religious education. Appointed December 2000.
- Osama Sawires – Director and Board Secretary
- Wafaa Ghaly- Director
- Nahid Khalil- Director

The College Vision

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

The College Mission Statement

SBC aims to assist each child to grow and flourish through Christ. As a family we aim to instruct our children in recognition that Striving to excellence and achieving success is attainable through their growth in Christ.

The College Motto

"I can do all things through Christ" Phil 4:13

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

The College Objectives

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

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

3. To develop an awareness of the History and traditions of the Coptic Orthodox Faith as it relates to the rites of the Church.
 - a) To develop the children's knowledge and understanding of the Sacraments and their importance in the Orthodox Faith.
 - b) To encourage the children to participate in the Sacraments on a regular and on-going basis.
 - c) To instruct children in the history of the Church and stories of the Saints.

4. To encourage and develop co-operation, friendliness, integrity and respect for the social and cultural community to which we belong.
 - a) To instruct children in the learning of both the Coptic and Arabic language.
 - b) To encourage the children to understand and appreciate the development of our culture from the Pharaonic tradition.
 - c) To assist the children to understand and read the teachings of the Holy Fathers.
 - d) To encourage the children to reconcile their Egyptian background with being Australian.

COPTIC COLLEGE AFFILIATION

SBC enjoys affiliation with the other Coptic Colleges in Sydney and has participated in a number of competitions through the year including:

- Debating Competition(s)
- Arabic speaking Competition(s)
- Sporting Competition(s)

The Heads from the 3 Coptic Colleges have participated in collegial conferences through Combined Heads of Colleges (CHOCs) meetings with the aim of consolidating policy and streamlining processes to ensure on-going collaboration between the three colleges.

Policies

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

The full text of these policies is available upon request from the college office.

Procedures for Compilation of Annual Report

Procedures for implementing the policy include:

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

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

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

DEST Annual Financial Return

The College will identify the staff member responsible for completing the questionnaire. This person is responsible for the collection of the relevant data and for ensuring it is provided to DEST in an appropriate format (The College Financial Manager is responsible for co-ordinating the College response).

Other Key Policies & Procedures

Policies for:

- Enrolment
- Student welfare
- Discipline
- Reporting complaints and resolving grievances

For a full explanation of Student Welfare, parents are directed to the Handbook which can be viewed on line (<http://www.stbishoy.nsw.edu.au>) or alternatively, the full text of these policies is available upon request from the college office.

Enrolment Policy

SBC is a Co-educational day college (K-12) providing a Christian centred education; operating within the policies of the NSW Board of Studies.

All applications are processed according to the date of registration with the College and sibling priority.

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

Procedures

1. All applications are processed in accordance the College's enrolment policy with the student and family invited to interview which also includes a guided tour of the campus to provide a first-hand look at facilities.
2. Each applicant, with a parent or guardian, is interviewed by the Head of School with responses considered regarding their ability and willingness to support the college's ethos.
3. Each applicant's education needs are considered at the time of interview through discussion with student and family with the student's most recent college report being made available at the time of interview. In the case of Year 7 students, the NAPLAN is also a requirement at the time of interview. Further information may need to be garnered from an appropriate source.
4. In some instances, prior to an offer of a place being made, any necessary strategies that may be required are discussed and considered.
5. A letter offering a place is sent to the parents/guardians with the Enrolment Form. The return of the form with the requisite Enrolment Fee [non-refundable] confirms the place.

Policies for Student Welfare

The College seeks to provide a safe and supportive environment which:

- minimizes risk of harm and ensures students feel secure
- supports the physical, social, academic, spiritual and emotional development of students
- provides student welfare policies and programs that develop a sense of self-worth and foster personal development

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

Child Protection Policy encompassing

- definitions and concepts
- legislative requirements
- preventative strategies
- reporting and investigating 'reportable conduct'
- investigation processes
- documentation

The full text of these policies is available upon request from the College office.

Security Policy encompassing

- procedures for security of the grounds and buildings
- use of grounds and facilities
- emergency procedures
- travel on College-related activities
- Risk assessment for all excursions
- All risk assessment forms kept in Head of College's office

Supervision Policy encompassing

- duty of care and risk management
- levels of supervision for on-site and / off-site activities
- guidelines for supervisors

Supervision levels for excursions revised and incorporated into the policy

The full text of these policies is available upon request from the College office.

Code of Conduct Policy encompassing

- Code of conduct for staff and students
- Behaviour management
- The role of the student leadership system
 - Anti-bullying policy and strategies revised and included in code of conduct.
 - Role of Captains reviewed and new guidelines incorporated into the conduct policy

The full text of these policies is available upon request from the College office.

Pastoral Care Policy encompassing

- the pastoral care system
- availability of and access to special services such as counselling
- health care procedures
- critical incident policy

The full text of these policies is available upon request from the College office.

Student Discipline Policy

Students are required to abide by the College rules and to follow the directions of teachers and other people with authority delegated by the College. Where disciplinary action is required penalties imposed vary according to the nature of the breach of discipline and a student's prior behaviour.

Corporal punishment is not permitted under any circumstances.

All disciplinary action that may result in any sanction against the student including suspension, expulsion or exclusion provides processes based on procedural fairness.

The full text of the College's discipline policy and associated procedures is provided to all members of the College community through

The Staff Handbook

The Student Diary (in part)

The Parent Information booklet distributed at the beginning of the year

During 2013, the College's Discipline policies and procedures were reviewed as part of the review of Pastoral Care in the College. The discipline policy for implementation in 2014 contains revised processes for disciplinary action that are based on procedural fairness.

The full text of these policies is available upon request from the College office.

Policies for Complaints and Grievances Resolution

The College policy for dealing with complaints and grievances includes processes for raising and responding to matters of concern identified by parents and/or students. These processes incorporate, as appropriate, principles of procedural fairness.

The full text of the College's policy and processes for complaints and grievances resolution is provided in the

Handbook and the information booklet for the Board of Directors. An appropriate, an outline of the policy and processes is also provided in the Parent Information booklet and the student diary. This policy was re-developed in 2013.

The full text of these policies is available upon request from the College office.

Parent, Student and Teacher Satisfaction

The College adheres to an 'Open Door' policy and welcomes parents to become involved in the operations of the College (Board membership, sub-committee level, Parents' Association etc) The level of parental involvement is high. The Principal is made aware of concerns or wants through regular discussions with the P&F Executive. Regular meetings take place each month.

The P&F, in liaison with parents, creates a 'wish list' and much fundraising is directed toward purchasing items from this list. A survey is created every second year to probe parent's satisfaction.

Actions Taken to Promote Respect and Responsibility

The more intimate environment at the College allows us the opportunity to probe student satisfaction. Students meet regularly at SRC meetings to discuss issues that may affect their welfare. The 'Buddy' system – whereby a Year 6/10 child 'adopts' a kindergarten child/year 7 student (respectively and looks after him/her works extremely well in promoting social cohesion and responsibility.

SBC promotes an open dialogue with staff and provides staff with every opportunity to express themselves on any number of issues. Staff are valued and respected highly. The morale of staff is high. Every second year, staff are provided with an opportunity to discuss substantive issues at formal appraisal.

The College has also participated in a number of community activities aimed at fostering an atmosphere of respect such as;

1. regular liaison with the NSW Police Local Area Command and guest speaker in secondary years
2. the College choir participated in a celebration dinner of the Deputy Commissioner of NSW Police- Mr. Nick Kaldas, Coptic Egyptian
3. Clean-up Australia day
4. Egyptian Forum Day at Darling Harbour.

Coptic Hymnology Competition

In Term 4 2013, the students from Kindergarten to Year 10 participated in the Coptic Hymnology Competition against St Mark's at Wattle Grove and St Mary & St Mina's at Bexley/Rockdale.

All primary students recited Coptic hymns with the students from the competing colleges. The competition was conducted in the various stages consisting of around 20 – 25 students:

Years 1 and 2

Years 3 and 4

Years 5 and 6

Years 7 and 8

Years 9 and 10

Kindergarten students received a certificate of participation, while Years 1 and 2 students were awarded second place. Outstanding effort went to Years 3 and 4 who achieved first place along with Years 5 and 6.

Arabic Speaking Competition

In September 2013, the students in Years 3 – 6 participated in the Coptic Public Speaking Competition with the combined colleges St Mark's and St Mary's.

St Bishoy's students excelled in their endeavours and won the competition.

PARENT INVOLVEMENT

Parents are an integral part of the learning at SBC.

For authentic learning to take place a strong relationship must exist between the students, the parents and the teaching staff. At SBC we aim to involve parents in a wide range of activities that allow them to assist their children in the learning process. These include information nights, parent/teacher/student meetings, parents and friends meetings/ forums and subject selection evenings, orientation evenings.

These events were well received and well attended this year.

The College Management Structure in 2013

In 2013, the College has developed a new structure to its management team. The management team was referred to as the "Senior Executives" which comprised the Director of the College-Fr Botros Morkos, The Principal of the College- Mr Kevin Bell, The Deputy Principal and Head of Primary- Mrs

Amal Awadalla, Head of High School- Mr Michael Atteya and Head of Administration- Mr Talat Gerges.

The Senior Executives met every Monday for approximately three hours where all areas of college life was reported, discussed, planed and evaluated for future improvement and growth.

The Primary School is managed by two Executives. Miss Nancy Rizk Stage 1 and 2 Coordinator and Mrs Deborah Jorgensen - the Stage 3 and ESL Coordinator. The secondary school is managed by two Stage executives- Head of Junior Years (Yrs 7-10) Mrs Suzan Narouz and Head of Senior Years (Yrs 11-12) Miss Marina Hanna and the Executive team also which included Head of English and HSIE Mrs Priyadarshini Joseph, Head of Mathematics and Arts- Mr Talat Gerges and the Head of Science and Technology- Mr Anthony Shadie and Head of Sport Mrs Karina Macri.

Staffing Profile

Together with the Executive which consists of the Principal, Deputy Principal, Head of High School and eight Coordinators, there are another twenty five teachers employed at St Bishoy Coptic Orthodox College and a counsellor.

In total, there are twenty six fulltime staff members and twelve part-time staff members who are responsible not only for the ten home-room classes but also for the Music, Library, Languages and Reading Recovery Programs, English, Mathematics, Science, HSIE, TAS that run throughout the college. SBC also has the support of a very active P&F body; three of whom are voluntary support staff for Special Education and a consecrated servant (Sister Mary) who supports both the primary and the secondary years.

The College is supported by 3 administrative staff.

50% of the teaching staff have over 5 years teaching experience, with 31% having 2-10 years experience. All staff have completed some form of postgraduate study, 69% completed a Graduate Diploma in Education or higher and 13% currently completing a Masters in Educational Leadership.

Staffing Profile at a glance

Male	15
Female	23
Total staff	38 Teachers
Full Time	26
Part Time	12

Teacher Attendance and Retention Rates

The proportion of staff retained from 2012 is 98%. In 2013, the average daily staff attendance rate was 92.5%

Professional Development

All staff at SBC have been involved in many forms of professional learning ranging from whole staff in-servicing to individual courses internal and external delivery. Over the course of the year the following training has been conducted;

- Literacy in Primary
- Literacy in Secondary
- the use of music and prayer in the classroom
- multiple intelligences and learning styles,
- understanding Autism,
- Indigenous education,
- integrating the curriculum,
- creating Safe and Caring Communities and

- effective numeracy and literacy
- good, better, best and good first teaching programs
- technology
- integrating the curriculum
- making sense of number
- music,
- LOTE
- librarian conferences
- religious assessment
- marking
- First Aid

WHS, SAS, Leadership Conferences, James Bosco and the future of technology Discussion Day, Moving the Hard to Move, New Beginnings, through to university level study in Special Education and Masters in Educational Leadership was also implemented.

Teacher Standards

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

1. Teaching qualifications from a higher education institution within Australia or as recognised by AEI- NOOSR^{1*} 98% of teachers at St Bishoy Coptic Orthodox College
2. Have qualifications as a graduate from a higher education institution within Australia within AEI-NOOSR* guidelines but lack formal teacher qualifications 2% of teachers at SBC.
3. Do not have qualifications as above but have relevant successful teaching experience or appropriate knowledge relevant to the teaching context 0% of teachers at SBC.

¹ * Australian Education Institution – National Office of Overseas Skills Recognition

CURRICULUM

Secondary Curriculum 2013

Year 7

In Year 7, all students study:

	Periods per cycle /(per year)
English	8 /(133hrs)
Mathematics	6 /(100 hrs)
Science	6/ (100 hrs)
History	3/ (50hrs)
Geography	3/ (50hrs)
Coptic Orthodox Studies	4 /(67hrs)
Coptic Language	2/ (33hrs)
Visual Arts	3 /(50hrs)
Music	4 /(67hrs)
Drama	3 /(50hrs)
Technology (including Computing)	6 /(100hrs)
Development, Health and Physical Education	5 /(83hrs)
Sport (Mandatory)	4 /(67hrs)
Peer Support	1 /(17hrs)
Assembly	2 /(33hrs)
	60 periods per cycle

Year 8

In Year 8, all students study:

	Periods per cycle /(per year)
English	6 /(100hrs)
Mathematics	6 /(100 hrs)
Science	6/ (100 hrs)
History	3/ (50hrs)
Geography	3/ (50hrs)
Coptic Orthodox Studies	4 /(67hrs)
Coptic Language	2/ (33hrs)
Arabic (mandatory LOTE)	6 /(100hrs)
Visual Arts	3 /(50hrs)
Music	3 /(50hrs)
Technology	6 /(100hrs)
Development, Health and Physical Education	5 /(83hrs)
Sport (Mandatory)	4 /(67hrs)
Peer Support	1 /(17hrs)
Assembly	2 /(33hrs)
	60 periods per cycle

Years 9 Compulsory Subjects:

	Periods per cycle /(per year)
English	9 /(150hrs)
Mathematics	9 /(150 hrs)
Science	8/ (133 hrs)
History	3/ (50hrs)
Geography	3/ (50hrs)
Coptic Orthodox Studies	4 /(67hrs)
Development, Health and Physical Education	5 /(83hrs)
Sport (Mandatory)	4 /(67hrs)
Peer Support	1 /(17hrs)
Assembly	2 /(33hrs)

Elective Subjects

(Students choose one from Elective A & one from Elective B)

Elective A

Arabic OR Music OR Physical Activity and Sports Studies (PASS) 6 (100hrs)

Elective B

Commerce OR Italian OR Visual Art 6 (100hrs)

60 periods per cycle

Year 10 Compulsory Subjects:

	Periods per cycle /(per year)
English	9 /(150hrs)
Mathematics	9 /(150 hrs)
Science	8/ (133 hrs)
History	3/ (50hrs)
Geography	3/ (50hrs)
Coptic Orthodox Studies	4 /(67hrs)
Development, Health and Physical Education	5 /(83hrs)
Sport (Mandatory)	4 /(67hrs)
Peer Support	1 /(17hrs)
Assembly	2 /(33hrs)

Elective Subjects

(Students choose one from Elective A & one from Elective B)

Elective A

Arabic OR Music OR Physical Activity and Sports Studies (PASS) 6 (100hrs)

Elective B

Commerce OR Italian OR Visual Art 6 (100hrs)

60 periods per cycle

Year 11 A minimum of 12 units must be studied ²

Students must choose an **English** course: ESL, English Standard or Advanced. Students who choose Advanced English may also take the English Extension.

Other Subjects offered:

	Periods per cycle /(per year)
English	10 /(125hrs)
English Extension (Preliminary year)	5/ (83 hrs)
Mathematics General	10/ (125 hrs)
Mathematics	10/ (125 hrs)
Mathematics Extension (Preliminary year)	5/ (83 hrs)
Physics	10/ (125 hrs)
Biology	10/ (125 hrs)
Chemistry	10/ (125 hrs)
Engineering Studies	10/ (125 hrs)
Legal Studies	10/ (125 hrs)
Business Studies	10/ (125 hrs)
Studies of Religion 1 unit	5 /(83hrs)
Studies of Religion 2 unit	10/ (125 hrs)
Arabic	10/ (125 hrs)
Sport, Lifestyle and Recreation 1unit	5/ (83 hrs)
Personal Development, Health and Physical Education	10/ (125 hrs)

1 unit subject = 5 periods per cycle (83 hrs per academic year¹); 2 unit = 10 periods per cycle (125 hrs per academic year).

² ²Year 11 Academic Year is constructed of 3 terms. Year 11 Academic Year commences at the beginning of the calendar year and is concluded at the end of Term 3 of the same year.

Years 12 A minimum of 10 units must be studied³

Students must choose an **English** course: English Standard or Advanced.
Students did not elect an English extension course in 2013.

Other Subjects offered:

	Periods per cycle /(per year)
English	8 /(133hrs)
Mathematics General	8/ (133 hrs)
Mathematics	8/ (133 hrs)
Mathematics Extension 1 unit	4/ (67hrs)
Mathematics Extension 2 units	4/ (67hrs)
Physics	8/ (133 hrs)
Biology	8/ (133 hrs)
Chemistry	8/ (133 hrs)
Engineering Studies	8/ (133 hrs)
Legal Studies	8/ (133 hrs)
Business Studies	8/ (133 hrs)
Studies of Religion 1 unit	4 /(67hrs)
Studies of Religion 2 unit	8/ (133 hrs)
Arabic	8/ (133 hrs)
Personal Development, Health and Physical Education	8/ (133 hrs)
Community and Family Studies	8/ (133 hrs)
Information and Digital Technology	8/ (133 hrs)
Information and Digital Technology Specialisation	4 online/(67hrs) and 4 face to face/(67hrs)

1 unit subject = 4 periods per cycle (67 hrs per academic yearⁱⁱ); 2 unit = 8 periods per cycle (133 hrs per academic year).

All Year 11 and 12 students have Tutor Period every week.

The College timetable is organised on a fortnightly basis – 60 X 50 minute periods in a 10 day cycle (4 periods are allocated for Sport Yrs 7-10 and another 3-4 for Coptic Orthodox Studies (COS) Yrs 7-10. Assembly occurs once a fortnight and a pastoral Care period in the alternate week. There are approx.40 teaching weeks in a college year.

³ Year 12 Academic Year is constructed of 4 terms. Year 12 Academic Year commences at the beginning of term 4 and is concluded at the end of Term 3 of the following year.

STUDENTS @ SBC

In 2013 the College population stood at 330 students. Females comprised 48.5% of the total enrolment, with males making up 51.5%.

Primary Student Population for 2013							
Year	K	1	2	3	4	5	6
Boys	10	16	13	12	7	22	8
Girls	10	9	20	14	11	17	12
Total	20	25	33	26	18	39	20

Secondary Student Population for 2013						
Year	7	8	9	10	11	12
Boys	14	19	12	9	19	9
Girls	10	18	12	12	10	5
Total	24	37	24	21	29	14

WAYS WE LEARN OUR COPTIC ORTHODOX IDENTITY

The spiritual and faith development of the students is enhanced by College Prayer as well as through Biblical Studies and Coptic Orthodox Study Lessons. Father Botros, our College Director conducted Mass every Term. All students, staff as well as some parents were a part of the masses. They are carefully and thoughtfully prepared and are an important and cherished time in the College Community.

STUDENT LEADERSHIP

SBC has many ways in which students can demonstrate leadership. The most obvious way is through the positions of Captains and Vice Captains of the Primary and for the secondary school, and through the positions of House Captains and the Students Representative Council (SRC).

STUDENT WELFARE

At SBC, the pastoral growth of each student is one of the College's main concerns. The College aims to develop students spiritually, academically, culturally and socially. The Pastoral Care structure allows all staff to become involved in the development of the students in the college. We have Care Group Teachers for all Year Groups and a Counsellor.

The Counsellor is available two days a week for the particular individual needs of students. We have implemented a Welfare Management Policy with the aim of building a community of students, parents and staff that can function effectively in a caring environment characterised by trust, mutual respect and compassion. The dignity of each student is respected of all times.

During 2013, SBC has been actively involved in works of charity and have supported the Cancer Council and Westmead Children's Hospital.

Student Attendance

Student Attendance **rates for each Year level and across the College**

Overall, the 2013 Student Attendance Rate: 93.8

	Av Student Attendance 2013 (%)
Kindergarten	94.2
Year 1	93.5
Year 2	94.0
Year 3	93.5
Year 4	94.1
Year 5	93.2
Year 6	93.6
Year 7	94.5
Year 8	93.8
Year 9	92.4
Year 10	92.9
Year 11	94.5
Year 12	96.4

Description of how the College manages student non-attendance

Attendance is checked every lesson – and automatically uploaded to the College database. Summary data is produced daily.

Parents are requested to contact the college if their child will be absent. Parents are contacted by phone, SMS or email if a student is absent without notification or if there is uncertainty as to a student's whereabouts.

Regular group mail handouts occur for any unexplained absences. In Addition, Homeroom Teachers (Secondary) or Class Teachers (Primary) maintain close contact with families and monitor attendance from a pastoral perspective.

In extreme cases of nonattendance, family interviews are arranged and legalities explained.

Retention of Year 10 to Year 12

All Year 10 students in 2013 were eligible for RoSA. No student applied for RoSA.

Student Post Compulsory Education – Retention Rates

SBC has for a number of years had post compulsory schooling retention rates at a level consistently higher than national averages.

MEETING THE NEEDS OF ALL STUDENTS

All classes are mixed ability (with the exception of the Accelerated classes) and the need for teachers to differentiate the curriculum has been supported in various ways to ensure that staff has the skills and strategies to do this.

Whole staff professional learning has taken place this year for Moodle and for the use of the Multimedia Board.

Teachers also participated on College based professional learning on Literacy and Strategic Planning for the College.

Accelerated Classes

SBC has an accelerated program in the following Key Learning Areas:

- Mathematics
- Science
- Arabic

In 2013, SBC was ranked in the top 120 schools in NSW in Mathematics and 270 overall in the NSW HSC Examinations.

Principals As Literacy Leaders (PALL)

The College was selected by the State Government to receive a literacy and numeracy grant and has been participating in PALL, an AIS Project (Principals As Literacy Leaders), with an aim to lift the literacy and numeracy teaching practices and students' achievement targeting the infants stage (Kindergarten to Year 2). This has enabled our College to hire an extra teacher's aid (0.4) to focus on intensive reading programs, as well as continue to employ a permanent teacher to oversee ESL and Special Needs, assisted by a part-time (0.8FTE) ESL/Special Needs assistant. Guided by AIS consultants, the college is receiving six modules of PALL training, which facilitates the College's literacy and numeracy teaching and learning plan. This area is most important within our college, given our demographic with a substantial majority of students from an ESL background.

Registration and Accreditation

In 2013, SBC achieved a milestone with registration, successfully obtaining 5 years registration with the Board of Studies.

This assisted to further consolidate the efforts of the College as it progressed toward growth and development in on-coming years.

SCHOOL PERFORMANCE IN STATE-WIDE TESTS

Students completed NAPLAN tests in Years 3, 5, 7 and 9

Year 3

- Our students performed well below state average in Reading
- Our students performed above state average in Writing
- Our students performed close to state average in Spelling
- Our students performed well close to state average in Grammar and Punctuation
- Our students performed slightly below state average in Numeracy

Year 5

- Our students performed below state average in Reading
- Our students performed close to state average in Writing
- Our students performed above state average in Spelling
- Our students performed close to state average in Grammar and Punctuation
- Our students performed substantially below state average in Numeracy

Year 7

- Our students performed below state average in Reading
- Our students performed close to state average in Writing
- Our students performed close to state average in Spelling
- Our students performed close to state average in Grammar and Punctuation
- Our students performed slightly below state average in Numeracy

Year 9

- Our students performed slightly below state average in Reading
- Our students performed close to state average in Writing
- Our students performed close to state average in Spelling
- Our students performed close to state average in Grammar and Punctuation
- Our students performed slightly below state average in Numeracy

Year 12 (Higher School Certificate)

From a small cohort of 14 students, two of whom were recent arrivals, a number of excellent performances were achieved in Biology, Arabic, Mathematics Extension 1 and Mathematics Extension 2. Our English results were good and indicative of the cohort of students representing the college in the HSC. On an individual basis, students achieved some of our ATAR results. The results suggest that all students were given a good opportunity to succeed, across a wide variety of courses.

100 % university entry

20% entry to Advance Medical science,

15% Speech Pathology at Macquarie University

15% Radiology at UTS

STUDENT WELFARE

At SBC, the pastoral growth of each student is one of the College's main concerns. The College aims to develop students spiritually, academically, culturally and socially. The Pastoral Care structure allows all staff to become involved in the development of the students in the college. We have Care Group Teachers for all Year Groups and a Counsellor.

The Counsellor is available one day a week for the particular individual needs of students. We have implemented a Welfare Management Policy with the aim of building a community of students, parents and staff that can function effectively in a caring environment characterised by trust, mutual respect and compassion. The dignity of each student is respected of all times.

During 2013, SBC has been actively involved in works of charity and have supported the Cancer Council and Westmead Children's Hospital.

TEACHING AND LEARNING

SBC continues its commitment to delivering high quality and innovative educational programs. Our teachers have been continuously and actively engaged in assessing, reflecting upon and refining the learning opportunities we offer our students.

The key focus this year has been on programming and assessment of Stage 6 Courses. All teachers have been actively engaged in examining their procedures for ensuring consistent and accurate assessment/reporting of students' tasks. Teachers have been utilising professional learning sites such as The Board of Studies Assessment and Reporting Centre to support their assessment practices.

In the area of assessment for and of learning, teachers have been focussing particularly on the need to provide meaningful feedback to students and parents to improve learning outcomes.

All areas of curriculum and pedagogy have been supported by the ongoing whole school focus on Information and Communication Technologies. This has been achieved in the following ways:

- Lap top computers and two Computer Laboratories
- Installation of new computers in the Computer Room and the Library
- Four Multimedia Boards and
- Multimedia trolleys

The abovementioned equipment has helped to expand both student and staff access to technology and to support the diversification of curriculum delivery in the digital age.

Positive steps have also been made for lessons to be delivered through Moodle. Teachers have already created on-line courses which will allow for rich interaction.

Sport Program

The students in Kindergarten – Year 3 participated in the *Learn to Swim* program during Term 1 2013. Each session was approximately 45mins and the students had the opportunity to learn and develop important skills in water safety.

The Primary Swimming Carnival occurred in Term 4 for Kindergarten to Year 6 at the Blacktown Aquatic Centre.

The Athletics Carnival was conducted in Term 3 for Kindergarten to Year 12 students and included an all event involving track and field activities.

Term 4 students from Year 5 and 6 participated in a Rugby League Gala Day

Term 3 Running Relay Training at the Kevin Betts Stadium also for Year 5 and 6.

College Competitions

Westfield Competition K-6 Shopper Docket – the College came third place winning a colour laser printer, digital still camera, digital video camera, \$400 stationery and an Apple laptop computer.

National Westfield Competition – the project was on the extinction threat of the Tasmanian Devil. The Year 6 students were required to make the audience aware of the survival threat of the animal.

EXPANDED LEARNING OPPORTUNITIES

In 2013, the Secondary School participated in numerous external competitions in learning areas such as: English, Mathematics and Science.

In Sport, the College has experienced continued success in the SWISSA competition. Though we remain the smallest College in the competition there is still a strong sense of teamwork and team spirit. Students have enjoyed playing Soccer, Oz Tag, Softball, and Basketball.

We have also participated in the SWISSA Combined Athletics and Swimming Competitions and have achieved some excellent results.

In the Public Speaking Arena, the Secondary School participated in the Combined Coptic Colleges Competition and we achieved some outstanding results.

CAREER EDUCATION

The Career Education Program has played a significant role in the lives of the students. Year 11 this year participated in various workshops which were conducted in School as well as information sessions by guest speakers. Some sessions were on Study Techniques, Resume Writing, and Interviews. Expectations at University.

The Guest Speakers were from:

University of Western Sydney

The University of Technology

Sydney University

In Year 10 students participated in two separate weeks of Work Experience in order to experience the world of work and possible careers. Students had placements in various industries eg Health Care, Medicine, Dentistry, Engineering, Business/Marketing, Law, Education etc.

PRIORITIES FOR 2014 AND BEYOND

Priorities for Improvement in 2014

- 1. Target:** to improve storage of programmes through centralised staff network *under continued development with completion in 2014 expected*
- 2. Target:** to enhance staff usage of computer technologies in administration and teaching *under continued development*
- 4. Target:** to continue to provide assistance to new teachers to facilitate accreditation *achieving academic excellence*
- 5. Target:** For teachers to actively incorporate ICT in their classrooms.

Priorities for Improvement in 2015

- 1. Target:** To improve our College's physical surroundings and to ensure that our resources are prudently used for building, maintenance, professional learning and technology needs.
- 2. Target:** To continue with building programs to develop playground and additional specialist rooms.
- 3. Target:** Introduce new reporting and recording packages
- 4. Target:** To improve student literacy outcomes

FINANCIAL REPORT YEAR 2013

ASSETS

Total non-Current Assets (e.g leased building and furniture)	\$8,232,003
Total Current Assets (e.g Inventories).....	\$700,676
Total Assets	\$8,932,679

LIABILITIES

Total Non – Current Liabilities (e.g Long term Borrowing)	\$1,684,311
Total Current Liabilities (e.g short term borrowings)	\$406,239
Total Liabilities	\$2,090,550

NET ASSETS\$6,842,129

COSTS

Teaching Staff (e.g salaries, superannuation, leave)	\$3,127,011
.....	
Property (e.g rates, cleaning, electricity, rent).....	\$347,736
Teaching Resources (Science/computer labs, library)	\$376,437
General (e.g telephone, printing, office costs)	\$474,574
Total Expenses.....	\$4,325,758

INCOME

Fees (Tuition, enrolment, donations)	\$737,060
Government Grants	\$3,264,720
Others (e.g fundraising, sales uniform/books)	\$273,565
Total Income.....	\$4,275,345
