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St Bishoy Coptic Orthodox College

Policy and Procedures
Name of Policy: Educational and Financial Reporting
In relation to: Education Act 1990 (Section 75)
Issued: December 2014
Status: Active
Review Date: December 2020

RATIONALE

St Bishoy Coptic Orthodox College (SBC) will maintain the relevant data and will comply with reporting requirements of the NSW Minister for Education and Training and the Australian Department of Education, Science and Training. This reporting will include public disclosure of the educational and financial performance measures and policies of the School, as required from time to time.

Procedures

Procedures for implementing the policy include:

- Identification of the staff member responsible for coordinating the final preparation and distribution of the annual report to the Board and other stakeholders as required.
- 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.
- 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.

Requests for additional data

From time to time the Australian Government, through the Minister for Education, Science and Training, and the NSW Government, through the Minister for Education and Training may request additional information. To ensure that such requests are dealt with appropriately, the School will identify the staff member responsible for coordinating the School’s 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.

DEST Annual Financial Return

The School 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 form.
A Message from key school bodies and Granting of Records of School Achievement

A Message from the College Board of Directors
As always, the College Board of Directors (BOD) seeks to support the Executive meet academic and learning priorities.

It is acknowledged however, that the mission of the College goes far beyond the learning only, and as such, the BOD strives to ensure that the College meets its spiritual and community responsibilities to students, parents and staff alike.

We are proud of the achievements of St Bishoy College as it seeks to establish itself as an educational facility of academic excellence in the Greater Western Sydney Region.

The College Director’s Message

I have great pleasure in presenting my 2014 Report to Members.

This has been a year of tremendous change for the College with changes in Executive structure, capital development and the introduction of additional key learning areas. These changes have been fostered while maintaining the fundamental philosophies, culture, and commitment to excellence in learning that make St Bishoy College a pre-eminent place of learning.

The College has already set its focus on improving academic outcomes for our students and we are pleased with the progress made.

On behalf of our Board, I thank our community for its unwavering support of St Bishoy College. The College is most certainly a community, with a sense of commitment which never ceases to delight me.

St Bishoy is proud of the support and guidance offered to students.

We aim to assist every student to strive for academic and personal success, by providing highly trained and qualified staff, who have experience in a wide range of teaching and learning strategies, to cater for the individual differences and the needs of the students. It is the underlying policy of the school to employ teachers based on merit regardless of their cultural background, creed or religious affiliations.

I thank our P&F Association and the Church for their continued support. Our associations continue to support the College meeting aims.

I conclude this report by acknowledging the dedication and hard work of the Board of St Bishoy College. Board Directors are busy people who volunteer their time without remuneration and give their commitment and considerable skills to the College.

On behalf of the Board, I also thank the Principal, staff, students, parents and all members of our community for their commitment to making St Bishoy College the pre-eminent learning institution.

Fr Botros Morkos
College Director
Chairman of the College Board
A Message from Deputy Principal Head of Primary

NSW Literacy and Numeracy Action Plan K-2

In March 2011, the NSW Government set a clear goal of improving the literacy and numeracy standards in New South Wales through committing $261 million, over five years to a Literacy and Numeracy Action Plan. The NSW Government is committed to providing evidence based literacy and numeracy support so that students’ individual learning needs across all stages of learning can be met. In March 2012 the Advisory Group presented the Minister for Education with a report on the outcomes of consultation: Interim Framework: Literacy and Numeracy Action Plan as a documented response to evidence provided by education sectors, stakeholders, and education providers in its consultation regarding current strategies and programs aimed at improving literacy and numeracy standards in NSW schools.

St Bishoy Coptic Orthodox College officially started working and collaborating with the NSW Action Plan in 2013, under the guidance and support of AIS, and the NSW Action Plan financial grant to assist with maintaining sustainable elements. The college should continue to receive the government’s financial grants till 2016. Three key recommendations were highlighted to be seen to be pivotal to the enhanced learning of literacy and numeracy by students:

- early identification of the level of attainment in literacy and numeracy of each individual child and the tailoring of a program of learning to that child’s needs
- changing teaching practice from a focus on the whole class to a focus on the needs of the individual child
- using tiered interventions according to need where remediation on literacy and numeracy is needed.

By 2014 St Bishoy College built and adopted a solid practice focusing on three major approaches in addressing students’ individual learning needs which were: personalised learning, diagnostic assessment and teacher professional development under the direction of the Head of Primary.

The NSW Government is committed to assisting schools in adopting evidence based strategies to improve literacy and numeracy performance and in this regard has committed itself to independently evaluating the Action Plan. As the Action Plan is being implemented over five years in phases, it is expected that the evaluation will explicitly evaluate the various phases of implementation as well as the overall implementation of the Action Plan.

St Bishoy College is proud to be one out of six schools in NSW chosen by MAGLAN, Erebus (Ministerial Advisory Group on Literacy and Numeracy - Advisory Group) to be a case study where they visit the school once a year to collect lots of literacy and numeracy data from K-6 to help in the project evaluating process.

Amal Awadalla

Head of Primary/Deputy
A Message from the Head of High School

St Bishoy College is well-known for providing quality education in the Greater West.

One feature of our science and math programs is close working relationships between faculty and students, both inside and outside the classroom. Teaching is not just delivering content to our students, but a continuous intellectual exchange between the two parties. It is this bidirectional flow of ideas that provides an ideal environment for learning. It is through this process that teachers learn how to teach and students learn how to learn.

In 2014, St Bishoy consolidated its academic improvement with commendations in the NAPLAN results and Honours Roll listing. With a developed maths and science program, with great anticipation and success, St Bishoy released its Technology program for the first time in 2014.

Achieving excellent NAPLAN results and meeting the Honour Roll for ‘High Gain’ Schools, St Bishoy has proved itself to be a centre for Academic Excellence in the Greater West of Sydney and this is just the beginning as we move from strength to strength!

Based on ACARA statistics, the College was found to demonstrate above average statistical gains in recent NAPLAN results and was featured in The Daily Telegraph on the 5 March 2015!!


These results are a testament to the hard work of our teachers and to the diligence of our students in showing that we can compete with the best of them!

The year ended with great accomplishment with St Bishoy being ranked 147 on the top Achievers List.

I congratulate the staff and students of St Bishoy College and look forward to sharing this success with you in 2015... and beyond.

Michael Atteya

Head of High School
A Message from the Head of English and HSIE

The academic year was packed with many new and exciting challenges for the combined faculties of English and HSIE. It was a challenging time for staff, as we aimed to lift standards and improve the quality of teaching and learning at the college. Our significant achievements included the following events at which our students made us feel proud of their immense effort and their spirit of giving everything a fair go. On behalf of the executives of the college, I thank Mr Virtue, Mrs Hara-McGuinness and Ms Court for their invaluable services and immense contributions to the academic and social life at the college.

- Excellent results in NAPLAN testing
- The Spelling Bee for Stages 4 and 5
- The Public Speaking and Debating Competition for Stages 4 and 5
- The Combined Coptic Colleges Public Speaking and Debating competition
- The NSW Parliament Debating Competition
- New initiatives to improve learning through excursions that targeted Key Learning Areas like English and HSIE
- Participation in the ANZAC Celebrations at the Blacktown RSL
- Teaching students learning strategies

St Bishoy Draws Attention in NAPLAN Results

The College is proud to declare the most significant achievement of the academic year; improved results in NAPLAN. Our students were placed in the top 50 schools to have registered improved Learning Gain. This is a tremendous boost for the sustained efforts of the English Teachers to improve the students’ competencies in Reading, Spelling, Punctuation, Grammar and Writing. With regular practice and innovative teaching strategies like the SPG Spotlight (Spelling, Punctuation and Grammar Spotlight), teachers were able to correct students mistakes within their lessons, using explicit teaching strategies to draw the students’ attention to the rules that govern the English Language.

The Spelling Bee Challenge 2014 proved to be an excellent learning experience as students from Stages 4 and 5 battled against their peers within each Stage to secure a spot in the finals. The Spelling Bee was run along the lines of the popular TV show, Who Wants To Be A Millionaire?

The proud winners were:
Stage 4: Timothy Latai and Margaret Haddad
Stage 5: Bishoy Boulos and Eleiah Tanyous

Stage 4 and Stage 5 Public Speaking and Debating Competition

As a precursor to the Combined Coptic Colleges’ Public Speaking and Debating Competition, the College organised internal events for the same to help develop the students’ confidence and skills as well as provide a unique learning experience for all students. The proud winners were:
Stage 4: Bishoy Bakhoum and Fibronia Abdelshahid who spoke passionately about the topic, ‘Why talk of progress, when people across the globe are dying of disease, hunger and thirst?’
Stage 5: Richard Habashy and Marsil Nazir who argued their stance in favour of the statement, ‘Uncontrolled access to the internet is a serious threat to the moral values of this generation.’
Stage 6: David Beshay and Marina Mickhail (actually, from Stage 5, Year 10) who clearly articulated their beliefs on the topic, ‘Real life requires more than just high marks and high grades.’
Combined Coptic Colleges’ Debating Competition Hosted by St Marks
On Friday 16th of May, our Stage 4 team won the Combined Coptic Orthodox Colleges competition held at St Mark’s Coptic Orthodox College.
The team comprised students from Years 7 and 8. Bishoy Bakhoum, Marina Sadik, Yoana Rizkalla and Abhishek Singh progressed through the knockout competition to face St Mary and St Mina’s Coptic Orthodox College in the final impromptu round, when they argued against the topic, ‘There Should Be Harsher Punishment For Cyberbullies.’
We are proud of our Stage 5 team who went down fighting till the very end: Natalie Saad, Annasimone Wani, Marsil Nazir and Danial Oraha.

Special mention must be made of the Stage 6 team that lost to St Marks by a narrow margin. The team was meant to comprise students from Years 11 and 12; Therefore, special kudos to Marina Hanna (Year 10), Maryam Mikhael (Year 10) for being courageous enough to battle the seniors. In addition, we gratefully acknowledge the special contributions of Elaria Tadros (Year 11) and Kerolos Saad (Year 12) who joined our team on short notice, but kept the flag flying high.
It was evident from Marina Hanna’s triumph that we had it all. We were a strong team in Round One and beat St Marks in the qualifying round, only to lose it in the final round. However, in spite of our defeat, St Bishoy also won the Best Debater Award for Stage 6. Adjudicators were unanimous in their decision to reward Marina Hanna (actually, from Stage 5, Year 10) for her impressive public speaking skills in both rounds of the debate.
We are so proud of all the students who represented St Bishoy in this year’s debating competition. Not only did they did use critical reasoning and clear communication skills to convince the adjudicators of their stance, but they also conducted themselves with humility throughout the competition.

Year 11 Society and Culture Excursion to Mt Druitt Westfield.
On the 24th of February, students observed shoppers and took down notes as part of the topic, The Social and Cultural World, and completed an informal assessment using data collected. This experience provided students with a firsthand experience of actually observing shoppers and shopping trends and patterns.

Year 11 Society and Culture and Studies of Religion Excursion to the Sydney Jewish Museum, Darlinghurst.
On the 24th of March, students visited the Sydney Jewish Museum to broaden their understanding of Judaism. They attended a two-hour lecture and were taken on a guided tour of a special display on Culture and Continuity. They explored the core beliefs and sacred texts of the Jewish tradition and thought the exhibition on the history of the Holocaust was fascinating.

Year 8 Excursion to the Museum of Sydney
On the 30th of April, students visited the Museum of Sydney to gain a deeper understanding of First Contact between the Indigenous Australians and the Europeans. The museum is the site of the first Government House in Sydney and provided students with some excellent primary sources of information on this topic. Students also visited Bennelong Point and the Sydney Botanical Gardens.

Combined Coptic Colleges Debate at NSW Parliament
On the 23rd of May, the Combined Coptic College Debate took place in the Chambers of Lower House of Parliament and was witnessed by a few Members of Parliament. The College was pleased to have been invited to the NSW Parliament by Granville MP, Mr Adel Soliman. The topic ‘The future of NSW Is Dependent on the Growth of Western Sydney (Our Future Lies in the West)’ was fiercely debated and brought out many passionate opinions of the future of NSW. Proudly representing our college were Marina Hanna (Year 10), Mikel Mikhael (Year 11) and Mary Saad (Year 12). Arguing the topic on behalf of the Liberal Party, our students presented a compelling argument and resulted in Mikel Mikhail winning the Best Speaker Award.
Year 9/10 Commerce Excursion to the Downing Centre Law Courts
On the 13th of June, students enhanced their knowledge of the way in which Australian Law helps maintain fair and just society. The Downing Centre Court Complex is home to 20 District Courts and is the largest Court Complex in NSW. Students attended court sessions and were provided with a live experience of how courts function and how the law is applied in specific cases such as sexual assault, drug offences and civil disputes. Perhaps, the highlight for the students was witnessing a member from the Bandidos being charged with unlawful possession of firearms.

Year 10 Geography Excursion to Long Reef Beach
On the 29th of August, our students were given a great opportunity to complete their Research Action Plan (RAP) on sustainable management of the Australian Coast. Under the guidance of specialist field educators from AUSCEO at Long Reef Beach Collaroy, students were able to get expert advice and see current ways in which the government is tackling the problem and personally assess the nature of different proposals for the future. This was a challenging excursion because of foul weather on the day, but our students preserved and gain valuable information on Coastal Management.

Year 9/10 Commerce Incursion with Harvey World Travel
On the 12th of September, our students were able to explore the topic, Travel, with credible input from a guest Speaker, Ms MyAnh Nguyen, from Harvey World Travel. Ms Nguyen helped students understand the range of factors to be considered in organising an itinerary for a group that needs to travel overseas.

Combined Coptic Colleges’ Public Speaking Competition hosted by St Bishoy
On Thursday, 23rd October, St Bishoy invited the participants from St Marks and St Mary and St Mina’s Coptic Orthodox College for a fantastic display of public speaking skills, combined with the ability to complete independent research on a topic chosen by the participants by a simple majority. The students received a warm welcome from selected students from our college who did a marvellous job in making the visitors feel relaxed and at home. The competition extended across all three stages of high school namely Stages 6 (Years 11 and 12), 5 (Years 9 and 10) and 4 (Years 7 and 8). All the participants received an hour and a half to prepare their speech and were allowed to use the internet to research their chosen topics.

While the students prepared their speeches, the accompanying teachers engaged in useful discussions around teaching and learning in each school. We hope this professional dialogue will continue to inspire joint cooperation between the Coptic Colleges on academic matters. We are immensely proud of the following students for representing our college with pride and proving themselves to be stiff competition for the visiting Coptic Colleges.

Stage 4 was represented by Bishoy Bakhoum (Year 7) and Fibronia Abdelshahid (Year 8); Stage 5 by Marsil Nazir (Year 9) and Richard Habashy (Year 10); Stage 6 by Marina Mickhail (Year 10) and David Beshay (Year 12)

Our students spoke with confidence and demonstrated their amazing talent in delivering an Impromptu Speech, for which all participants had to prepare and deliver a speech without any assistance from their teachers.

St Mary and St Mina’s Coptic Orthodox College was declared the winner in Stage 4; however Fibronia Abdelshahid (Year 8) from our college was declared Runner Up for her confident speech on the topic, ‘How We Look Is As Important As Who We Are On The Inside.’ St Marks Coptic Orthodox College was declared the winner in Stage 5; however, our very own, Richard Habashy (Year 10) from Year 10 was declared Runner Up for his commendable delivery on the topic, ‘We Can’t Go On Like This.’
Our star performer for the day was College Captain, David Beshay, who impressed the judges with his excellent speech on the topic, ‘We Have Become Desensitised Due To What We See on TV and Online.’ David was declared winner of Stage 6.

We would like to thank all our volunteers from high school who made this event a success due to their hard work and dedication. This event will continue to be an annual event that will bring about closer ties with the St Marks and St Mary and St Mina’s Coptic Orthodox College, as we seek to find more areas for close cooperation within the Coptic Colleges in Sydney.

**Year 12 Society and Culture Excursion to Riverside Theatre, Parramatta.**

On the 5th of November or students attended a special workshop organised by the Society and Culture Association, NSW. The aim of the full-day workshop was to assist the HSC students prepare thoroughly for the Personal Interest Project (PIP) which constitutes 40% of the students’ HSC mark. Students benefitted enormously with the expert advice and guidance provided by expert teachers in the filed and were able to seek clarifications on how to go about their project.

**Year 9 Geography Excursion To Cabramatta**

On Friday, 21st of November, Year 9 students travelled to the Sydney suburb of Cabramatta as part of their studies on “Changing Australian Communities” in Australian Geography. The fieldwork trip enabled students to experience Australia’s multiculturalism and in particular Cabramatta’s dynamic Vietnamese business community, first hand. The talk and presentation at Whitlam Library, and the walking tour were particular highlights of the excursion.

**Years 8, 9 and 10 Incursion: Study Habits and Skills**

The last three weeks of Term 4, Ms Court, our Legal Studies and Ancient History Teacher, conducted a series of workshops for the students aimed at providing them with the ‘Tools for Success’. The workshops were intensive and spread over four sessions and included Session 1 – Motivation and Goals; Session 2 - Examination preparation and study techniques; Session 3 – Being organised and Session 4 – Introduction to research, referencing and note-taking.

The academic year has been packed with teaching and learning enrichment activities and I thank our devoted staff for their selfless services and many sacrifices for the benefit of our students.

Mr P. Joseph

Head of Department

English/HSIE

**A Message from the Head of Science and Technology**

Science, Technology, Music Report

The year 2014 was in deed a busy one. Students were challenged and encouraged to excel in creativity, determination and diligence.

In Science, apart from completing all required syllabus outcomes, students also participated in competitions such as the Engineering Challenge. St Bishoy’s set the standard and students were well pleased with their achievement of coming second.

Our HSC results were of a sound standard with many students obtaining entry into their desired university courses. Stage 6 Chemistry, Physics and Biology is still a main focus at St Bishoy’s with classes being run no matter how small the candidature. St Bishoy students have an insatiable appetite for learning about God’s world around them.
We look forward to the new initiatives of 2015. Students from 7-9 will be conducting a major student research project with the view of entering their project to State and National reviewers in the Young Scientist Awards. This is a prestigious competition which encourages students to carry out their own investigations and inventions by liaising with professionals in the workforce. The opportunities for our students to learn are endless. All projects will be on display during the Science Fair in Term 3.

Creativity was also very much part of the Technology and Music departments. Students were encouraged to create a number of projects in these subjects. It was amazing to see the enthusiasm in their work. In 2015, we began to see the growth of the Food Technology department. This allowed the students to reflect and create dishes that were not only pleasing to the eye, but delectable on the palate. In music we had students learn the guitar, the keyboard, and experience a professional percussionist to come to the school.

The staff in these departments work tirelessly to expose the students to new experiences, and to encourage them to excel in observing, reflecting and responding to the environment around them.

Mrs Maria Woodbury
Head of Science and Technology

A Message from The Head of Maths and CAPA
The Mathematics Department is an active faculty within the College with several students involved in accelerated programs from Years 8,9,10 and 11.

The 2014 HSC examination results were exceptional.

From a small cohort of 27 students, there were 12 students who sat for the Extension 1 Mathematics Examination and 9 for Extension 2 Mathematics. Out of 9 students who did the course of Extension 2 Mathematics there were 8 students who achieved grades in Band 6, being the highest band.

Out of 67 students who sat for the HSC exam, there were 2 students who achieved a Distinction, 13 students who achieved Credit and 21 students who were graded as Proficient.

These results were made even better by one of the students being awarded the Prudence Award, testament to the academic excellence of St Bishoy.

Being an active department within the College, the Mathematics Department encourages students to participate in Maths competitions including Maths Olympiad and Australian Mathematics competition.

The Mathematics Department continues to run a tuition class after school hours every week for Year 12 students for additional revision and completion of past examination papers.

Talat Gerges
Head of Mathematics and CAPA
A Message from the Head of Welfare (Primary)

Awards and Achievements K-6

In 2014, students at St Bishoy Coptic Orthodox College participated in many activities and events. They have displayed their success and achieved many goals. The students and teachers from K-6 work closely to set clear goals and work together to achieve these goals. Students have many opportunities to participate in many competitions such as:

The St Bishoy Spelling Bee
The St Bishoy Spelling Bee was held for the first time last year. Students from 3-6 had the opportunity to participate in the competition and put their spelling skills to the test. Four students won the Spelling Bee Competition and received a certificate and a trophy as well as a special mention in the school newsletter.

The Premier’s Reading Challenge
The Premier’s Reading Challenge gives students the opportunity to read a wide variety of books. Every year our students from K-6 are involved in the competition. Due to this, students have achieved Gold Certificates for participating in the competition for four consecutive years.

The NSW Maths and English Competitions
Students have had the opportunity to be involved in the NSW Maths and English Competition of which students have achieved great results. These students were presented with their certificates and a special mention was also made in the school newsletter.

The National Young Leadership Day
The SRC attend the National Young Leadership Day every year. These students have the opportunity to meet influential people and learn about the skills it takes to be a good leader. These students receive a certificate.

St Bishoy Assemblies
K-6 students attend assemblies every fortnight. Throughout the assembly, students are awarded with encouragement awards. These awards are to highlight a student’s skills in a particular area of school. Examples may be Mathematics, English, social qualities etc...

St Bishoy Presentation Day
Every year, St Bishoy hosts a presentation day for all students. On this day, students are awarded with their graduation certificates but certain students also receive particular certificates being: Academic Award, Improvement Award, Citizenship Award, Ambassador Award, Sportsmanship Award (boy), Sportsmanship Award (girl). These awards highlight the students who have displayed certain qualities throughout the year. There is also a DUX award that is presented to one student.

Coptic Hymnology Competition
In Term 3 2014, 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

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.

**Public Speaking Competition**

In September 2014, the students in Years 3 – 6 participated in the Coptic Public Speaking Competition with the combined colleges St Mark’s and St Mary’s.

Nancy Rezk
K-2 Coordinator
A Message from the Head of Welfare (Secondary)
St Bishoy Coptic Orthodox College prides itself on providing students with a well-rounded education and as such, places a strong focus on social responsibility and extra-curricular participation.

In 2014, students of Years 10, 11 and 12 took part in competing for a $20,000 UWS Scholarship Fund. There were further opportunities for students of St Bishoy with the Family and Community Services Youth Scholarship in the amount of $2,000. With academics of both the University of Notre Dame and University of Western Sydney being regular guest speakers, 2014 brought with it great opportunities for those students with tertiary aspirations to have first-hand experience of university.

There are also opportunities to travel overseas at St Bishoy, with many of the tours complementing the teaching and learning that happens in the classroom. Trips reinforce the curriculum in a variety of academic and co-curricular subjects by providing experiential learning opportunities. Tours allow for personal growth and also provide our Secondary students with the opportunity to serve communities in need.

As well as developing an appreciation for other cultures, our students grow in independence and learn cooperation as they travel with other students while on tour.

These tours reinforce our determination to provide a holistic education at St Bishoy and are closely tied to our values-based philosophy of education.

However, at St Bishoy, the focus is more than just the academic. With a strong sport focus and effective community relationships, Blacktown City Council donates free bikes for every student between 12-16 years of age.

Coptic Hymnology Competition
In Term 3 2014, the students from Year 7 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 Secondary 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 ranging from Years 7 and 8 and another round with students from Years 9 and 10.

St Bishoy students performed very well and won the first place in the stage 4 competition.

Mrs Suzan Narouz
Head of Welfare (Secondary)
A Message from the P&F President-Mrs Katie Ferret

It was a very quiet, but productive year for the P & F. A small group of parents worked hard to provide the College and its Students, support where it was possible.

The annual Mother’s Day Stall was held in May. This stall is always very exciting for the students. We had many parents volunteer to help sell gifts over two days.

In September the annual Father’s day Stall was held. Again we were meet by enthusiastic students ready to purchase that special gift for Dad. Again the stall was held over two days and run by parent volunteers.

The monies raised from these two events were given to the school and provided much needed resources, sporting equipment, assisting Students with payment for camp and buying new Lego for the lunchtime Lego club in the primary section of the college.

The P & F also assisted Year 12 and Year 6 in raising funds for their farewell dinners, by holding Showbag fundraisers.

The 2014 are proud what they achieved in 2014 and look forward to working in partnership with the College once again in 2015.

Mrs Katie Ferret
P&F President

Contextual information about the school

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 ongoing 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.

Key Policies & Procedures
Policies for:

- Enrolment
- Student welfare
- Child Protection Policy
- Security Policy
- Supervision Policy
- Code of Conduct Policy
- Pastoral Care Policy
- Student Discipline Policy
- Reporting complaints and resolving grievances

For a full explanation of Student Welfare, parents are directed to the Handbook which can be viewed online (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 with 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 was successfully implemented 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 2014.

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.
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.

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.
Professional learning and teacher standards and workforce composition

The College Management Structure in 2014

In 2014, 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 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 Pre-Stage 1 and Stage 1 Coordinator and Mrs Awadalla - the Stage 2 and 3 Coordinator. Mrs Au was the ESL Coordinator. The secondary school is managed by a Stage executive- Head of Years (Yrs 7-12) Mrs Suzan Narouz and the KLA Executive team which included Head of English and HSIE Mr Percival 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 Deputy Principal, Head of High School and six 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, 98% completed a Graduate Diploma in Education or higher and 2% currently completing a Masters in Educational Leadership.

Staffing Profile at a glance

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>15</td>
</tr>
<tr>
<td>Female</td>
<td>23</td>
</tr>
<tr>
<td>Total staff</td>
<td>38</td>
</tr>
<tr>
<td>Full Time</td>
<td>25</td>
</tr>
<tr>
<td>Part Time</td>
<td>13</td>
</tr>
</tbody>
</table>
Teacher Attendance and Retention Rates

The proportion of staff retained from 2014 is 98%. In 2014, 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-service training 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* 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.

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1 * Australian Education Institution – National Office of Overseas Skills Recognition
Curriculum 2014

Primary Curriculum 2014

In 2014 the school introduced a structured daily block of literacy and numeracy for K-6 students which have seen good progress in students’ level of engagement. Towards the end of 2014, St Bishoy College welcomed many students’ enrolments who came from non-English speaking background and who are in need of intensive English classes. Therefore, a decision was made to employ an extra learning support staff (0.4 load), which was financed through the NSW Action Plan for Literacy and Numeracy in Primary. Our College continues to provide every possible support for its existing students as well as the new comers through a variety of intervention courses, such as Minilit and Multilit as well as numeracy intervention courses such as Number World. AIS consultants visit our College on regular basis to monitor students’ progress in Literacy and numeracy. Our students are challenged to strive for excellence and success in all areas of the curriculum and school life. Students are encouraged to work to their full potential thus, gaining confidence in the person that God created them to be as active participants in the Church and the Australian community.

The school has been working on strengthening the partnership with the parents who mostly come from non-English speaking background. Parents have been encouraged to take an active role in ensuring that students complete homework. Homework would normally include a literacy component, such as assigned reading, spelling work or grammatical tasks as well as a numeracy component to reflect what is being covered in class. Online tasks were assigned by teachers so parents could follow up with their children on concepts covered in class through programs like Mathletics and Bug Club. Parent information nights at the beginning of the year assist parents’ awareness of curriculum content and directions.

St Bishoy College started in 2013 implementing the new English and Mathematics NSW syllabuses incorporating the Australian curriculum. In 2014 the College started implementing the new Science and Technology syllabus. There was a big focus on integrating literacy skills in every KLA through the purchase of Science and History based reading materials.
The following table shows the Board recommended teaching time for each KLA per week for K-6 and St Bishoy’s adapting those recommendations to cater for literacy skills, calculated on a total of 25 teaching hours per week.

<table>
<thead>
<tr>
<th>Key Learning Area</th>
<th>Proportion of Time/Week Recommended by BOSTES</th>
<th>Time/Week implemented by St Bishoy College</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>6-7 hours</td>
<td>9.5 hours</td>
</tr>
<tr>
<td>Mathematics</td>
<td>5 hours</td>
<td>5 hours</td>
</tr>
<tr>
<td>Science and Technology</td>
<td>1.5 to 2.5 hours</td>
<td>2 hours</td>
</tr>
<tr>
<td>PDHPE</td>
<td>1.5 to 2.5 hours</td>
<td>1.5 hours</td>
</tr>
<tr>
<td>HSIE</td>
<td>1.5 to 2.5 hours</td>
<td>2 hours</td>
</tr>
<tr>
<td>Creative Arts</td>
<td>1.5 to 2.5 hours</td>
<td>2 hours</td>
</tr>
<tr>
<td>Additional activities</td>
<td>up to 5 hours</td>
<td>3 hours</td>
</tr>
</tbody>
</table>
Secondary Curriculum 2014

**Year 7**

In Year 7, all students study:

<table>
<thead>
<tr>
<th>Subject</th>
<th>Periods per cycle / (per year)</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>8 / (133 hrs)</td>
</tr>
<tr>
<td>Mathematics</td>
<td>7 / (116 hrs)</td>
</tr>
<tr>
<td>Science</td>
<td>6 / (100 hrs)</td>
</tr>
<tr>
<td>History</td>
<td>3 / (50 hrs)</td>
</tr>
<tr>
<td>Geography</td>
<td>3 / (50 hrs)</td>
</tr>
<tr>
<td>Coptic Orthodox Studies</td>
<td>4 / (67 hrs)</td>
</tr>
<tr>
<td>Coptic Language</td>
<td>2 / (33 hrs)</td>
</tr>
<tr>
<td>Visual Arts</td>
<td>3 / (50 hrs)</td>
</tr>
<tr>
<td>Music</td>
<td>4 / (67 hrs)</td>
</tr>
<tr>
<td>Drama</td>
<td>3 / (50 hrs)</td>
</tr>
<tr>
<td>Technology (including Computing)</td>
<td>6 / (100 hrs)</td>
</tr>
<tr>
<td>Personal Development, Health and Physical Education</td>
<td>5 / (83 hrs)</td>
</tr>
<tr>
<td>Sport (Mandatory)</td>
<td>4 / (67 hrs)</td>
</tr>
<tr>
<td>Assembly</td>
<td>2 / (33 hrs)</td>
</tr>
</tbody>
</table>

**Year 8**

In Year 8, all students study:

<table>
<thead>
<tr>
<th>Subject</th>
<th>Periods per cycle / (per year)</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>6 / (100 hrs)</td>
</tr>
<tr>
<td>Mathematics</td>
<td>8 / (133 hrs)</td>
</tr>
<tr>
<td>Science</td>
<td>6 / (100 hrs)</td>
</tr>
<tr>
<td>History</td>
<td>3 / (50 hrs)</td>
</tr>
<tr>
<td>Geography</td>
<td>3 / (50 hrs)</td>
</tr>
<tr>
<td>Coptic Orthodox Studies</td>
<td>3 / (50 hrs)</td>
</tr>
<tr>
<td>Coptic Language</td>
<td>2 / (33 hrs)</td>
</tr>
<tr>
<td>Arabic (mandatory LOTE)</td>
<td>6 / (100 hrs)</td>
</tr>
<tr>
<td>Visual Arts</td>
<td>3 / (50 hrs)</td>
</tr>
<tr>
<td>Music</td>
<td>3 / (50 hrs)</td>
</tr>
<tr>
<td>Technology</td>
<td>6 / (100 hrs)</td>
</tr>
<tr>
<td>Personal Development, Health and Physical Education</td>
<td>5 / (83 hrs)</td>
</tr>
<tr>
<td>Sport (Mandatory)</td>
<td>4 / (67 hrs)</td>
</tr>
<tr>
<td>Assembly</td>
<td>2 / (33 hrs)</td>
</tr>
</tbody>
</table>

60 periods per cycle
### Years 9

#### Compulsory Subjects:

<table>
<thead>
<tr>
<th>Subject</th>
<th>Periods per cycle / (per year)</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>9 / (150 hrs)</td>
</tr>
<tr>
<td>Mathematics</td>
<td>9 / (150 hrs)</td>
</tr>
<tr>
<td>Science</td>
<td>8 / (133 hrs)</td>
</tr>
<tr>
<td>History</td>
<td>3 / (50 hrs)</td>
</tr>
<tr>
<td>Geography</td>
<td>3 / (50 hrs)</td>
</tr>
<tr>
<td>Coptic Orthodox Studies</td>
<td>4 / (67 hrs)</td>
</tr>
<tr>
<td>Personal Development, Health and Physical Education</td>
<td>6 / (100 hrs)</td>
</tr>
<tr>
<td>Sport (Mandatory)</td>
<td>4 / (67 hrs)</td>
</tr>
<tr>
<td>Assembly</td>
<td>2 / (33 hrs)</td>
</tr>
</tbody>
</table>

#### Elective Subjects

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

**Elective A**

Commerce OR Arabic OR Visual Arts 6 (100hrs)

**Elective B**

Business Services (VET)* OR Physical Activity and Sports Studies (PASS) OR Japanese

6 (100hrs)

Business Services (VET)* will have an extra 2 periods per cycle (total 8 / (133 hrs)

**60 periods per cycle**

### Year 10

#### Compulsory Subjects:

<table>
<thead>
<tr>
<th>Subject</th>
<th>Periods per cycle / (per year)</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>9 / (150 hrs)</td>
</tr>
<tr>
<td>Mathematics</td>
<td>9 / (150 hrs)</td>
</tr>
<tr>
<td>Science</td>
<td>8 / (133 hrs)</td>
</tr>
<tr>
<td>History</td>
<td>3 / (50 hrs)</td>
</tr>
<tr>
<td>Geography</td>
<td>3 / (50 hrs)</td>
</tr>
<tr>
<td>Coptic Orthodox Studies</td>
<td>4 / (67 hrs)</td>
</tr>
<tr>
<td>Personal Development, Health and Physical Education</td>
<td>6 / (100 hrs)</td>
</tr>
<tr>
<td>Sport (Mandatory)</td>
<td>4 / (67 hrs)</td>
</tr>
<tr>
<td>Assembly</td>
<td>2 / (33 hrs)</td>
</tr>
</tbody>
</table>

#### Elective Subjects

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

**Elective A**

Commerce OR Arabic OR Visual Arts 6 (100hrs)

**Elective B**

Business Services (VET)* OR Physical Activity and Sports Studies (PASS) OR Japanese

6 (100hrs)

Business Services (VET)* will have an extra 2 periods per cycle (total 8 / (133 hrs)

**60 periods per cycle**
**Year 11**  
A minimum of 12 units must be studied  
Students must choose an **English** course: English Standard or Advanced. Students who choose Advanced English may also take the English Extension.

**Other Subjects offered:**

<table>
<thead>
<tr>
<th>Subject</th>
<th>Periods per cycle / (per year)</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>10 / (125 hrs)</td>
</tr>
<tr>
<td>Mathematics General</td>
<td>10 / (125 hrs)</td>
</tr>
<tr>
<td>Mathematics</td>
<td>10 / (125 hrs)</td>
</tr>
<tr>
<td>Mathematics Extension (Preliminary year)</td>
<td>5 / (83 hrs)</td>
</tr>
<tr>
<td>Physics</td>
<td>10 / (125 hrs)</td>
</tr>
<tr>
<td>Biology</td>
<td>10 / (125 hrs)</td>
</tr>
<tr>
<td>Chemistry</td>
<td>10 / (125 hrs)</td>
</tr>
<tr>
<td>Business Studies</td>
<td>10 / (125 hrs)</td>
</tr>
<tr>
<td>Studies of Religion 1 unit</td>
<td>5 / (83 hrs)</td>
</tr>
<tr>
<td>Studies of Religion 2 unit</td>
<td>10 / (125 hrs)</td>
</tr>
<tr>
<td>Arabic</td>
<td>10 / (125 hrs)</td>
</tr>
<tr>
<td>Personal Development, Health and Physical Education</td>
<td>10 / (125 hrs)</td>
</tr>
<tr>
<td>Community and Family Studies</td>
<td>10 / (125 hrs)</td>
</tr>
<tr>
<td>Society and Culture</td>
<td>10 / (125 hrs)</td>
</tr>
<tr>
<td>Business Services (VET)</td>
<td>10 / (125 hrs)</td>
</tr>
<tr>
<td>Ancient History</td>
<td>10 / (100 hrs)</td>
</tr>
</tbody>
</table>

1 unit subject = 5 periods per cycle (83 hrs per academic year); 2 unit = 10 periods per cycle (125 hrs per academic year).
**Years 12**  
A minimum of 10 units must be studied

Students must choose an **English** course: English ESL, Standard or Advanced. Students who choose Advanced English and English Extension 1 in the Preliminary course may also continue English Extension 1 in Year 12 and may elect to do English Extension 2 as well.

**Other Subjects offered:**

<table>
<thead>
<tr>
<th>Subject</th>
<th>Periods per cycle / (per year)</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>8 / (133 hrs)</td>
</tr>
<tr>
<td>English Extension 1</td>
<td>4 / (67 hrs)</td>
</tr>
<tr>
<td>English Extension 2</td>
<td>4 / (67 hrs)</td>
</tr>
<tr>
<td>Mathematics General</td>
<td>8 / (133 hrs)</td>
</tr>
<tr>
<td>Mathematics</td>
<td>8 / (133 hrs)</td>
</tr>
<tr>
<td>Mathematics Extension 1 unit</td>
<td>4 / (67 hrs)</td>
</tr>
<tr>
<td>Mathematics Extension 2 units</td>
<td>4 / (67 hrs)</td>
</tr>
<tr>
<td>Physics</td>
<td>8 / (133 hrs)</td>
</tr>
<tr>
<td>Biology</td>
<td>8 / (133 hrs)</td>
</tr>
<tr>
<td>Chemistry</td>
<td>8 / (133 hrs)</td>
</tr>
<tr>
<td>Engineering Studies</td>
<td>8 / (133 hrs)</td>
</tr>
<tr>
<td>Legal Studies</td>
<td>8 / (133 hrs)</td>
</tr>
<tr>
<td>Business Studies</td>
<td>8 / (133 hrs)</td>
</tr>
<tr>
<td>Studies of Religion 1 unit</td>
<td>4 / (67 hrs)</td>
</tr>
<tr>
<td>Arabic</td>
<td>8 / (133 hrs)</td>
</tr>
<tr>
<td>Personal Development, Health and Physical Education</td>
<td>8 / (133 hrs)</td>
</tr>
</tbody>
</table>

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

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

The School’s timetable is organised on a fortnightly basis – 68 X 50 minute periods in a 10 day cycle (4 periods are allocated for Sport Yrs 7-10. Assembly occurs once a week. There are approx. 40 teaching weeks in a school year.

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1 Year 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.

2 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 2014 the College population stood at 313 students. In Primary, total number of students were 109 students. Female students comprised 79.5% of the primary enrolment, with males making up 20.5%. In Secondary, the total number of students in secondary were 145 and female students comprised 49.5%, with males making up 50.5%.

Primary Student Population for 2014

<table>
<thead>
<tr>
<th>Year</th>
<th>K</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Boys</td>
<td>10</td>
<td>9</td>
<td>14</td>
<td>10</td>
<td>10</td>
<td>6</td>
<td>22</td>
</tr>
<tr>
<td>Girls</td>
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<td>9</td>
<td>7</td>
<td>20</td>
<td>13</td>
<td>11</td>
<td>16</td>
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<td>21</td>
<td>30</td>
<td>23</td>
<td>17</td>
<td>38</td>
</tr>
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</table>

Secondary Student Population for 2014

<table>
<thead>
<tr>
<th>Year</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
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<th>12</th>
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<tbody>
<tr>
<td>Boys</td>
<td>8</td>
<td>13</td>
<td>18</td>
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<td>4</td>
<td>19</td>
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<td>Girls</td>
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<td>17</td>
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<td>10</td>
<td>10</td>
</tr>
<tr>
<td>Total</td>
<td>19</td>
<td>23</td>
<td>35</td>
<td>25</td>
<td>14</td>
<td>29</td>
</tr>
</tbody>
</table>

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 2014, 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 2014 Student Attendance Rate: 93.8

<table>
<thead>
<tr>
<th>Year Group</th>
<th>Av Student Attendance 2014 (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kindergarten</td>
<td>94.2</td>
</tr>
<tr>
<td>Year 1</td>
<td>93.5</td>
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<tr>
<td>Year 2</td>
<td>94.0</td>
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<tr>
<td>Year 3</td>
<td>93.5</td>
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<tr>
<td>Year 4</td>
<td>94.1</td>
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<td>Year 5</td>
<td>93.2</td>
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<td>Year 6</td>
<td>93.6</td>
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<tr>
<td>Year 7</td>
<td>94.5</td>
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<tr>
<td>Year 8</td>
<td>93.8</td>
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<tr>
<td>Year 9</td>
<td>92.4</td>
</tr>
<tr>
<td>Year 10</td>
<td>92.9</td>
</tr>
<tr>
<td>Year 11</td>
<td>94.5</td>
</tr>
<tr>
<td>Year 12</td>
<td>96.4</td>
</tr>
</tbody>
</table>
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 2014 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
- Visual Arts

In 2014, 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.

NSW Literacy and Numeracy Action Plan Mandatory Reform Elements:

1. Effective and evidence-based teaching of literacy and numeracy
2. Implement a three tiered K-2 literacy and numeracy intervention based on initial (diagnostic) assessments and personalised learning
3. Instructional leadership and whole school engagement with literacy and numeracy through the Principals as Literacy Leaders Program (PALL)
4. Monitoring student and school literacy and numeracy performance using reporting tools required by the State to identify where support is needed to track student progress.

NSW Literacy and Numeracy Action Plan Priorities:

- The introduction of a daily block of Numeracy for Kindergarten to Year 2
- The embedding of instructional leadership
- Continued support for the use of a tiered intervention approach to improving literacy and numeracy outcomes
- The development and trialling of a program to train and accredit volunteers to deliver literacy and numeracy program in schools
- The trialling of strategies that strengthen partnerships between home and school, using place based approaches that work best to identify areas of literacy and numeracy need.

Targets:

1. 60% of K-2 students will meet DIBELS Next benchmark goals for phonemic awareness and phonics (beginning of year: 30 – 40% met benchmarks)
2. 60% of 3-6 students will meet DIBELS Next benchmark goals for comprehension and oral reading fluency (beginning of year: 40% met benchmarks)
3. 100% of primary teachers will participate in professional developments to enhance the assessment skills and their literacy and numeracy teaching skills and strategies (10% only participated in professional development last year)
4. All students k-6 will be assessed in numeracy, results will be analysed and instructional plan will be in place.
Beginning of Year DIBELS Composite Score

Kindergarten
- 35% (n=7)
- 35% (n=7)
- 30% (n=6)

First Grade
- 29% (n=5)
- 12% (n=2)
- 59% (n=10)

Second Grade
- 36% (n=8)
- 23% (n=5)
- 41% (n=9)

Third Grade
- 47% (n=14)
- 13% (n=4)
- 40% (n=12)

Fourth Grade
- 33% (n=8)
- 21% (n=4)
- 46% (n=11)

Fifth Grade
- 50% (n=8)
- 31% (n=6)
- 19% (n=3)

Sixth Grade
- 27% (n=21)
- 22% (n=8)
- 22% (n=8)

Middle of Year DIBELS Composite Score

Kindergarten
- 39% (n=7)
- 22% (n=4)
- 39% (n=7)

First Grade
- 78% (n=14)
- 32% (n=4)
- 0% (n=0)

Second Grade
- 35% (n=7)
- 20% (n=4)
- 45% (n=9)

Third Grade
- 38% (n=11)
- 21% (n=6)
- 41% (n=12)

Fourth Grade
- 36% (n=8)
- 9% (n=2)
- 55% (n=12)

Fifth Grade
- 56% (n=9)
- 31% (n=5)
- 13% (n=2)

Sixth Grade
- 49% (n=25)
- 19% (n=7)
- 11% (n=4)

End of Year DIBELS Composite Score

Kindergarten
- 44% (n=8)
- 28% (n=5)
- 28% (n=5)

First Grade
- 70% (n=14)
- 5% (n=1)
- 25% (n=5)

Second Grade
- 25% (n=5)
- 10% (n=2)
- 55% (n=13)

Third Grade
- 25% (n=11)
- 21% (n=6)
- 39% (n=11)

Fourth Grade
- 31% (n=8)
- 23% (n=4)
- 46% (n=12)

Fifth Grade
- 50% (n=8)
- 17% (n=3)
- 33% (n=6)

Sixth Grade
- 72% (n=27)
- 5% (n=2)
- 32% (n=8)

Status Report

<table>
<thead>
<tr>
<th>Status</th>
<th>Score Level</th>
<th>Likely Need For Support</th>
</tr>
</thead>
<tbody>
<tr>
<td>At or Above Benchmark</td>
<td>Yellow</td>
<td>Likely to Need Core Support</td>
</tr>
<tr>
<td>Below Benchmark</td>
<td>Red</td>
<td>Likely to Need Intensive Support</td>
</tr>
<tr>
<td>Well Below Benchmark</td>
<td>Green</td>
<td>Likely to Need Strategic Support</td>
</tr>
</tbody>
</table>

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St Bishoy Coptic Orthodox College Educational and Financial Report 2014

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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
Results of the Higher School Certificate
Year 12 (Higher School Certificate)

From a small cohort of 29 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,
18% Engineering
15% Speech Pathology at Macquarie University
15% Radiology at UTS

STUDENT WELFARE

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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 2014, 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:

- Laptop 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 2014. 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 2014, 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 2014**

**ASSETS**

Total non-Current Assets (e.g leased building and furniture)..........................$8,081,442
Total Current Assets (e.g Inventories)......................................................................$818,944

**Total Assets..............................................................................................................**

**LIABILITIES**

Total Non – Current Liabilities (e.g Long term Borrowing).................................$1,531,896
Total Current Liabilities (e.g short term borrowings)............................................$473,041

**Total Liabilities....................................................................................................**

**NET ASSETS .............................................................................................................**

**COSTS**

Teaching Staff (e.g salaries, superannuation, leave).............................................$2,874,080
Property (e.g rates, cleaning, electricity, rent).......................................................$419,441
Teaching Resources (Science/computer labs, library)..........................................$344,220
General (e.g telephone, printing, office costs).......................................................$404,568

**Total Expenses....................................................................................................**

**INCOME**

Fees (Tuition, enrolment, donations).......................................................................$715,190
Government Grants.................................................................................................$3,151,132
Others (e.g fundraising, sales uniform/books).......................................................$229,303

**Total Income.......................................................................................................**