



Faith Baptist Christian School

School Annual Report 2013

School sector:

Independent

School's address:

1315 Dawson Highway, Burua (via Gladstone), QLD 4680

Total enrolments:

71

Year levels offered:

Faith Baptist Christian School (FBCS) provides a distinctly Christian education program which caters to students from Prep to Year 12.

Co-educational or single sex:

FBCS is a co-educational school.

Characteristics of the student body:

We have approximately 40 Primary students and 30 secondary students, with more or less equal representation gender-wise. Being a Christian school, we cater predominantly to a student body made up of children from Christian homes. Our school is inclusive of people of other beliefs in that students of other faiths may attend; however, the school reserves the right to establish, maintain, and promote the doctrines to which we subscribe. Furthermore, we are inclusive in that students with learning difficulties and diagnosed disabilities are also accepted into the school. Several such students are presently enrolled at the school. The school is also culturally inclusive with students of indigenous extraction currently attending, as well as students of Russian and South African backgrounds. Students at FBCS come from a mixture of blue and white collar families from around the Gladstone district.

Distinctive curriculum offerings:

Our educational program is distinctly Christian. The vision of the school is to see each student come to a saving knowledge of the Lord Jesus Christ and to develop their abilities, talents and gifts to their maximum potential, enabling them to fulfill the will of God in their lives. The school's educational program aims to prepare students spiritually, academically, socially and physically for life and to facilitate the development of young people who are aware, informed and ready to contribute to the global economies. In particular the school is concerned with establishing in the lives of the students:

- **Spiritual Values:** Students are shepherded towards the spiritual rebirth and to a life-long commitment to follow Jesus Christ based upon knowledge of His character and His teachings;
- **Academic Values:** Students are taught how to learn and are encouraged to develop a desire for knowledge, understanding and wisdom, thus facilitating life-long learning;
- **Social Values:** Biblical precepts are used to instill respect and honour for each other, authorities, and parents;
- **Physical Values:** Students are taught to have a Biblical regard for their personal fitness, cleanliness and purity, personal property and the property of others, and for their local and global environments.

The Biblical worldview is incorporated across the curriculum in all subjects. The school's educational program caters to the individual and provides a largely self-instructional program as the basis of its curriculum. The program enables students to work according to their own ability and at a pace that suits their ability. Consequently, students often complete their studies out of sync with their chronological peers in mainstream schools. Students who are academically challenged may take their time and finish later than such peers, while other students who might be considered academically gifted are able to finish earlier than such peers. The program of study at FBCS is predominantly mastery based, and students must demonstrate at least an 80% pass rate before moving on to another unit of work.

Extra-curricular activities:

Some of the extra-curricular activities at FBCS in 2012 were:

- Gladstone Eisteddfod – various events
- Students participated in the Gladstone Independent Schools Music Workshop
- Fun With Math Workshop
- The high school students attended the Career Expo; Years 11 & 12 students attended the Uni Open Day; and Primary students attended the GAGAL Try-a-Trade expo.
- Visits to the Art Gallery
- Road Safety Workshop

The social climate of the school:

One of our staff members is also a pastor of Faith Baptist Church; as such, there is pastoral care and chaplaincy available across the school. The school fosters a large family atmosphere where each member of the school community has a sense of belonging and a sense of having something of value to offer. The School is proactive in its behaviour management (this includes the way we address bullying) and Biblical principles such as "Do to others as you would have them do to you" (Luke 6:31) and "in humility consider others better than yourselves" (Philippians 2:3) are openly taught and practiced and encouraged in an effort to cultivate care for each other. FBCS demonstrates high order care and consequently behavioural issues are minimal.

Parental Involvement:

Parents/Guardians are considered as a third part of a three-way partnership comprising the parents/guardians, the students, and the school. Parents are involved in numerous ways at FBCS including at the School Committee level, teaching, administration and sundry roles such as Tuck-Shop Convening, Function Coordination and general classroom assistance. Parents are openly invited to participate in the education of their children and to observe or render assistance at the classroom level. The school principal actively pursues the development of the school community by encouraging members of the school community to participate and assist in school activities.

Expenditure on PD

<i>Total Number of Teachers</i>	<i>Total expenditure on teacher PD (as recorded in Financial Questionnaire)</i>	<i>Average expenditure on PD per teacher</i>
4	\$2326	

The total funds expended on teacher professional development in 2012 were \$2326.
The participation of the teaching staff in professional development activities during 2012 was 100%

Average staff attendance for the school, based on unplanned absences of sick and emergency leave periods of up to 5 days:

<i>Number of Staff</i>	<i>Number of School Days</i>	<i>Total Days Staff Absences</i>	<i>Average Staff Attendance Rate</i>
13	200	33	98.8%

For permanent and temporary staff and school leaders the average staff attendance rate was 98.8% in 2012.

Proportion of teaching staff retained from the previous year:

<i>Number of permanent teaching staff at end of previous year</i>	<i>Number of these staff retained in the following year (the program year)</i>	<i>% retention rate</i>
4	4	100%

From the end of 2011 100% of staff were retained for the start of the 2012 school year.

Average student attendance rate (%) for the whole school:

<i>Number of school days in program year</i>	<i>Total number of all students</i>	<i>Total number of all student absences</i>	<i>Average Attendance Rate %</i>
200	71	1030	92.74%

The average attendance rate for the whole school as a percentage in 2012 was 92.74%.

Average student attendance rate for each year level:

<i>Number of school days in program year</i>	<i>Total number of students in a particular year level</i>	<i>Total number of student absences in a particular year level</i>	<i>Average Attendance Rate for a particular year level %</i>
200	5	40	96%
200	6	45	96.25%
200	6	65	94.6%
200	6	36	97%
200	10	85	95.8%
200	3	56	90.6%
200	4	62	92.3%
200	6	54	95.5%
200	4	71	91.1%
200	8	107	93.3%
200	5	222	77.8%
200	3	74	87.7%
200	5	153	84.7%

<i>Year levels</i>	<i>Average attendance rate for each year level as a percentage in 2012</i>
Year Prep	96%
Year 1	96.25%
Year 2	94.6%
Year 3	97%
Year 4	95.8%
Year 5	90.6%
Year 6	92.3%
Year 7	95.5%
Year 8	91.1%
Year 9	93.3%
Year 10	77.8%
Year 11	87.7%
Year 12	84.7%

A description of how non-attendance is managed by the school:

Initially, after a day or two of absence, a phone call home to check on a student would be made. In the event of continued absence of a student without reasonable excuse, the parents would be reminded of the importance of regular school attendance to the education of the student/s and also the legislative requirements of the State and the possibility of police action. This message would be imparted with concern for the welfare of the student/s and it might be conveyed by either phone call or directly in face-to-face meeting. In the event of disregard and further absenteeism, a call to police might be made to report truancy.

NAPLAN results for years 3, 5, 7 and 9 in 2012

To maintain privacy of individual student information where there are fewer than five students tested results are not provided.

Apparent retention rate:

	Year 10 Base	Year 12	Retention rate %
Number of Students	5	5	100%

Year 12 student enrolment as a percentage of the Year 10 cohort is 100%.

Year 12 outcomes:

<i>Outcomes for our Year 12 cohort 2012</i>	
Number of students awarded a Senior Statement	4
Number of students awarded a Queensland Certificate of Individual Achievement	
Number of students who received an Overall Position (OP)	
Number of students or are completing or completed a School-based Apprenticeship or Traineeship (SAT)	
Number of students awarded one or more Vocational Education and Training (VET) qualifications	
Number of students awarded a Queensland Certificate of Education at the end of Year 12	
Number of students awarded an International Baccalaureate Diploma (IBD)	
Percentage of Year 12 students who received an OP1-15 or an IBD	
Percentage of Year 12 students who are completing or completed a SAT or were awarded one or more of the following: QCE, IBD, VET qualification	
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer	

Mandatory Information to be published by 30 September each year

Background information:

<i>Number of Year 12 students in 2010 (a)</i>	<i>Number of responses received from students (b)</i>	<i>Percentage response rate (b/a x100)</i>
		%

<i>School Year 2010</i>	<i>Number of Students in each category</i>	<i>Percentage of Students in each category</i>
University (degree)		%
VET total (Cert IV+ III, I-II, apprenticeship, traineeship)		%
Working full-time	2	%
Working part-time/casual	2	%
Seeking work		%
Not studying or in the labour force		%
Total Year 12 students		