

BOB HUGHES CHRISTIAN SCHOOL 2005

School performance in statewide tests and examinations

School Certificate and Higher School Certificate

Students did not sit for the NSW Higher School Certificate or the School Certificate in 2005. The students are still working towards completing the School Certificate in 2005 as the school was newly accredited in 2004. We expect some students to sit for the School Certificate in 2007.

Literacy & Numeracy Assessments in Years 3, 5 & 7

BST and PWA

In 2004, none of our students sat for the Basic Skills Test (BST) and Primary Writing Assessment (PWA) due to the fact that our students undertake the LANNA Test.

ELLA and SNAP

In 2004, none of our students sat for the ELLA and SNAP test due to the fact that our students are tested in Literacy and Numeracy through the LANNA Test.

LANNA results

There has been a significant improvement in Literacy and Numeracy Results in 2005. Skills and abilities have improved across all areas, especially in writing. All participating students not only achieved scores above the benchmark, the majority of students scored significantly high above the benchmark. In Year 7, the apparent reduction of benchmark achievement was due to ESL students learning the new language.

2004 Literacy and Numeracy National Assessment (LANNA)	Percentage of students above the national benchmark		
	Year 3	Year 5	Year 7
Numeracy	100%	100%	90%
Reading	100%	100%	100%
Spelling	No benchmark, but out of a possible total score of 25, the average score was 21.	No benchmark, but out of a possible total score of 25, the average score was 21.3.	No benchmark, but out of a possible total score of 25, the average score was 20.2.
Writing	100%	100%	90%

Details of all teaching staff

Category	Number of Teachers
Teachers who have teaching qualifications from a higher education institution within Australia or as recognised within the National Office of Overseas Skills Recognition (AEINOOSR) guidelines, or	5
Teachers who have qualifications as a graduate from a higher education institution within Australia or one recognised within the AEI-NOOSR guidelines but lack formal teacher education qualifications, or	3
Teachers who do not have qualifications as described in (a) and (b) but have relevant successful teaching experience or appropriate knowledge relevant to the teaching context (Manual, page 39)	1

Note:

All teachers in the third category have been employed due to their expertise in the content areas and work directly under the supervision of a qualified teacher. The teacher in the third category is undertaking study to complete their teaching requirements.

Retention Rates

Years compared	Year 9 enrolment on census date 1	Year 11 enrolment on census date	Year 9 enrolment at census date remaining in Year 11 on census date	Apparent retention rate	Actual retention rate
2002/2004	0	2	0	0%	0%
2003/2005	5	4	4	80%	80%

Comment:

In 2002, the high school formally opened and catered to only to Year 7-8 students .The school was not registered to cater to Year 9 students at the time. This is why our apparent retention rate and actual retention rates do not reflect the fact that in 2004 we had 2 students enrolled in our school in Year 11.

The variation in the retention rates for the 2003/2005 period was a result of the fact that a student moved overseas.

Enrolment policy

Bob Hughes Christian School provides a comprehensive, co-educational K-12 curriculum that is firmly founded on Christian values that challenge youth to aspire toward lives of character, service and influence while pursuing their individual quests for excellence. BHCS assists parents in fulfilling their Biblical responsibilities for their training their children in the way of the Lord. Students who are enrolled are expected to support the school's ethos and comply with the school rules to maintain the enrolment.

Procedures

- Applicants are required to submit an application and supporting documentation (including signed Parent Agreement) and pay for initial upfront fees. Documentation will vary depending on student's enrolment status as domestic or international student.
- Applicants are required to be interviewed by the Principal
- Applications are considered and approved in consultation with Principal and Administrator and the Board (if necessary) on the basis of:
 - applicant's reasons for choosing this school
 - applicant's supporting statement
 - interview responses regarding their ability and willingness to support the school's ethos
 - consideration of applicant's educational needs
 - consultation outcome with parents, family and other relevant persons
 - siblings already attending school
- Upon approval, applicants are enrolled into the school and registered on school management software, SPALTO and the balance of enrolment fees are paid and agreement forms signed.
- Applicants undertake a Diagnostic Test, after which books are ordered and uniforms purchased.

Student population

Bob Hughes Christian School has a current population of 68 students with a fairly even distribution of male and female students. This total is comprised of students predominantly from non-English speaking backgrounds. 65% of students are of Asian descent between Filipino and Korean. The remaining students comprise of Australian, Spanish, Indian and Islander backgrounds. The school accepts overseas students and on a case-to-case basis, some students with special needs.

Policies

All the policies below apply to all staff and students at Bob Hughes Christian School. All these policies have been newly developed and full text of all the policies listed below will be made available to students and parents of Bob Hughes Christian School via the school website. It will also be available anytime from the administration office and on occasion will be published in the school newsletter. Furthermore, staff on Professional Development Day at the beginning of every term will be rehearsed through the requirements of the policy and at the time of appointment.

A. Policies for Student Welfare

Bob Hughes Christian School 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

Child Protection Policy

BHCS is aware of its duty of care and responsibility for the welfare and well-being of school students and the need to protect them from physical, mental, or emotional misconduct and abuse from members of the school and wider community. The purpose of this policy is to provide written processes about the appropriate conduct of school staff and students that is in accord with NSW legislation concerning the care and protection of children.

Our policy encompasses definitions and concepts, legislative requirements, preventive strategies, reporting and investigating “reportable conduct” and investigation processes. Staff and school board members will be issued with this policy. Both teaching and non-teaching staff will be provided with appropriate training on child protection on an annual basis.

Security Policy

The purpose of this policy is to provide preventive measures and procedures that will ensure the safety, security and overall wellbeing of all parties related to Bob Hughes Christian School since the safety and protection of all students and staff are of primary importance at Bob Hughes Christian School.

This policy encompasses use of grounds and facilities, procedures for security of the grounds and buildings, theft, emergency procedures, fire drill procedures, accidents, illness and travel on school-related activities.

Supervision Policy

Bob Hughes Christian School believes the adequate supervision and care of students is of utmost importance to our school. Our policy is to ensure that all students are provided with adequate and appropriate supervision when they are under the school’s responsibility.

This policy encompasses duty of care and risk management, levels of supervision for on-site and off-site activities, and guidelines for supervisors.

Codes of Conduct Policy encompassing

We have measures in place to ensure that there is no confusion about how students should behave at school.

Our policy encompasses code of conduct for staff and students, behaviour management, the role of the student leadership system and anti-bullying strategies.

Pastoral Care Policy encompassing

Pastoral Care is provided to assist students of all grade levels with personal and educational problems in order to help students better achieve.

Our pastoral policy encompasses how the pastoral care system works, availability of and access to special services such as counseling, health care procedures including sick bay procedures, critical incident policy and homework policy.

Communication Policy encompassing

We have established formal and informal mechanisms in place that will help to facilitate communication between the school and those with an interest in the student's education and well being.

B. Policies for Student Discipline

Students are required to abide by the school's rules and to follow the directions of teachers and other people with authority delegated by the school. 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 school's discipline policy and associated procedures is provided to all members of the school community through our website. The discipline policy for implementation in 2005 contains revised processes for disciplinary action that are based on procedural fairness.

C. Policies for Complaints and Grievances Resolution

The school's 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 school's policy and processes for complaints and grievances resolution is provided in the Staff Handbook.

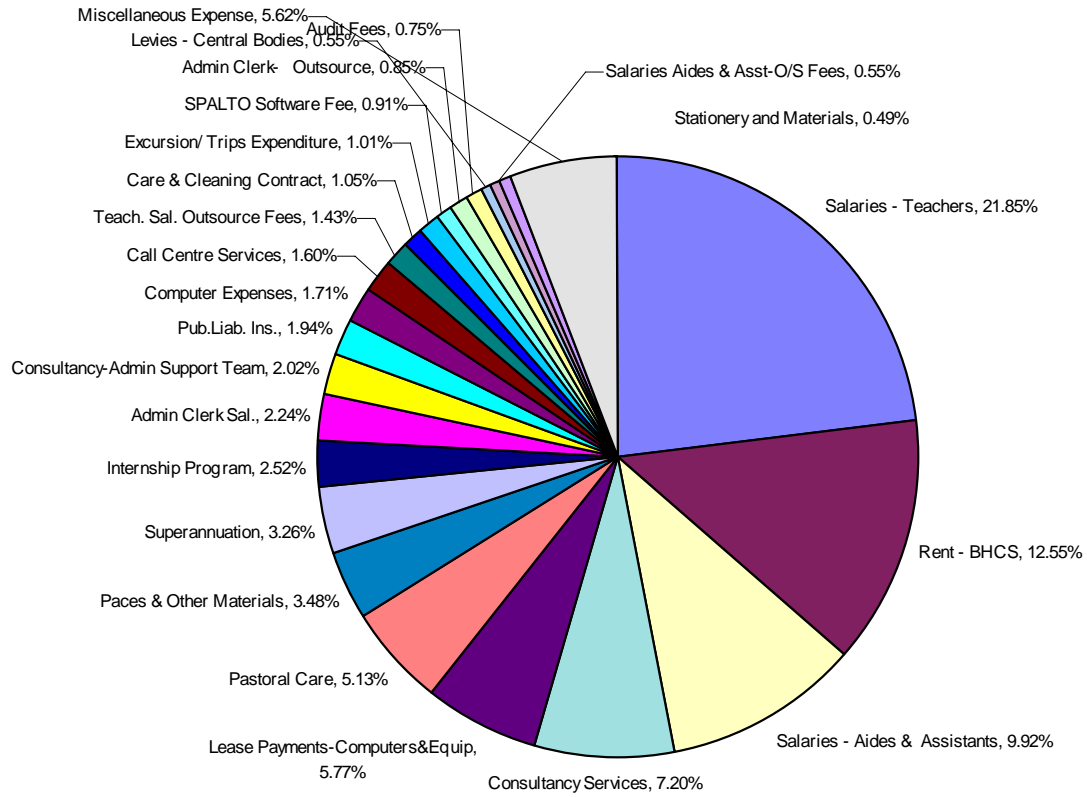
School-determined improvement targets

Area	Priorities	Achievements
Teaching and learning	<p>Additional academic support for students</p> <p>Improve music, sport, and art classes</p>	<p>Additional teaching support for sports, voice, choral, instrumental, art and language classes</p> <p>Support gained from art teacher to enhance art classes</p> <p>Acquired support from accomplished pianist to rehearse and train students</p> <p>Additional teaching support for local, national and international testing</p> <p>Establishment of soccer team and other activities, such as basketball</p> <p>Support gained for International Student services</p>
	Enhanced use and integration of ICTs into learning	<p>Integration of in-house online learning management system (SPALTO) with BELTS / Learning Federation software</p> <p>Gained troubleshooting support for technical problems that may arise</p>
Student achievements		<p>A senior student trained in first aid</p> <p>Improved literacy and numeracy results</p>
Staff Development	Increased Professional Development	<p>Increased time spent in Professional Development. Topics discussed this year thus far include: Boys Education, Special Learning Needs, Motivation, Physical Education, First Aid, Higher Order Thinking, Training in Wisdom</p> <p>Greater awareness and compliance with OHS requirements</p> <p>A staff trained in first aid with the intention to get more staff trained every year</p>
Student welfare	Increased support for emotional	Increased provision of pastoral care

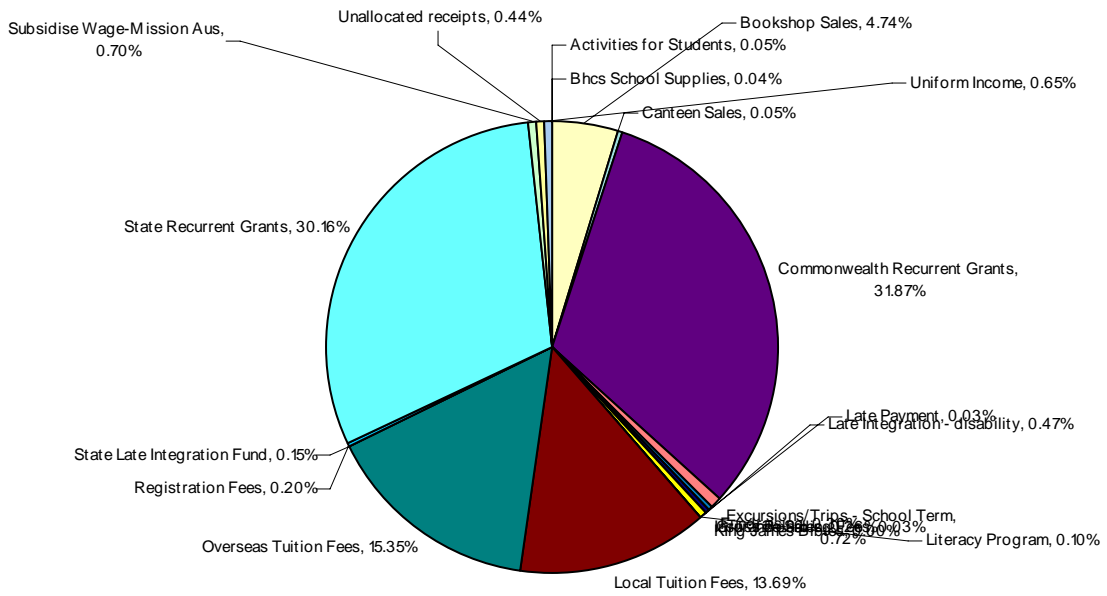
	and spiritual development	services More teachers for devotional sessions at school
Facilities and resources	<p>Development and improvement of buildings and facilities</p> <p>Complete Science Lab</p> <p>Complete Fencing</p> <p>Purchase New Offices</p> <p>Purchase Playground Equipment</p> <p>Rearrange building</p> <p>Fix air-conditioning</p> <p>Cleaner building facilities</p> <p>Develop website</p>	<p>Completion of a brand new Science Lab</p> <p>Rearranging school so it is a more safe environment</p> <p>More secure environment with installation of fence around school perimeter</p> <p>Purchase of new fences for greater security</p> <p>Purchase of new desks/offices for every student that are more spacious</p> <p>Installation of new bubbler</p> <p>Regular cleaning services acquired</p>

Summary financial information

Bob Hughes Christian School FY05 Breakdown of Total Expenses



Bob Hughes Christian School School Year FY05 Breakdown of Total Income



TEACHERS

Category 1

Mrs Bayato
Miss George
Mr Bayato
Miss Garcia
Miss Mahfoud

Category 2

Mrs Fang
Mr Ramirez
Miss Tabaquero

Category 3

Mr Sahni

Aides:

Mr Malo
Mrs Tabaquero