
BOB HUGHES CHRISTIAN SCHOOL

Annual Report 2006



School performance in statewide tests and examinations

School Certificate and Higher School Certificate

We expect some students to sit for the School Certificate in 2007.

Literacy & Numeracy Assessments in Years 3, 5 & 7

BST and PWA

In 2006, our students took the LANNA test instead.

ELLA and SNAP

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LANNA results

In 2006, we enrolled one overseas student into the school in Year 7 who has significantly altered the achievement scores. Upon enrolling, this student could hardly communicate in English and her poor educational foundation has left her behind academically. We have since structured a program that will strengthen her weaknesses and enhance her literacy and numeracy skills.

The results were slightly lower this year for Year 3 as compared to 2005 due to one boy whose results turned out significantly lower. Upon investigation of causal factors, we have discovered the reason for the lower score may be due to an apparent eye problem which we are in the process of resolving.

2006 Literacy and Numeracy National Assessment (LANNA)	Percentage of students above the national benchmark		
	Year 3	Year 5	Year 7
Numeracy	86%	100%	67%
Reading	86%	100%	83%
Spelling	No benchmark. Average score was 17.3 out of 25	No benchmark. Average score was 22.5 out of 25	No benchmark. Average score was 20.2 out of 25
Writing	100%	100%	80%

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%
2004/2006	16	8	2	50%	12.5%

Comment:

For the 2002/2004 period, the high school formally opened and catered 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.

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

For the 2004/2006 period, two large families left at the end of 2005 drastically reducing our enrolment in 2006 by approximately 25 students. Furthermore, a significant proportion of the students who were enrolled were overseas students and who due to various circumstances could not stay for the period.

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 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

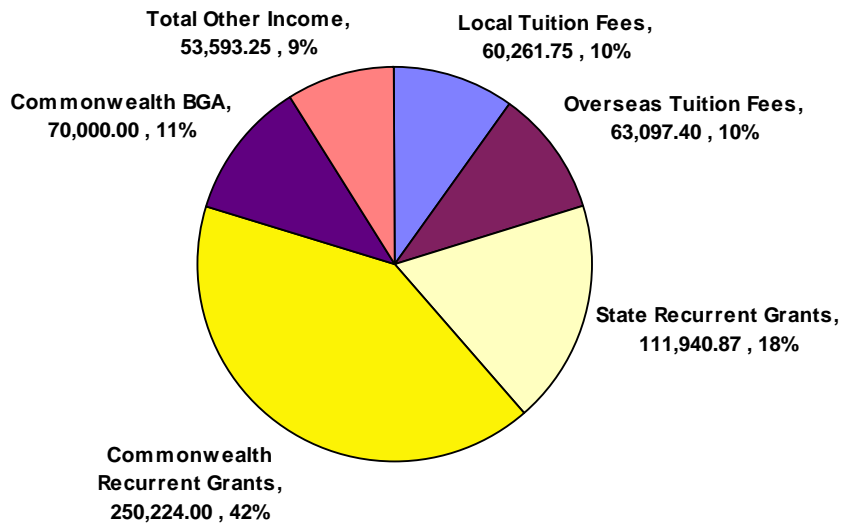
Area	Priorities <i>We are still working on these goals:</i>	Achievements
<p style="text-align: center;">Teaching and Learning</p>	<p>Updating of Policies Revision of Curriculum Start of Childcare Centre Start of Preschool Enhance comprehension Enhance higher order thinking skills Enhance short story and essay writing capabilities using different text types</p>	<p>In Secondary:</p> <p>Acquired support staff for Secondary Geography class</p> <p>Exchange Program began which was able to introduce our students into Korean culture and vice versa</p> <p>Made the UNSW Exam compulsory for all students to aid in curriculum development process</p> <p>In Primary:</p> <p>Successful Reading program where reading fluency is at 97%. Within 6 months, our Kindergarten students are able to read.</p> <p>All students are either on level or one or two years above level of their grade and age group</p> <p>In Literacy, students are able to construct sentences using correct punctuation and subject and verb agreement and can generally spell words correctly</p> <p>In Numeracy, students are able to multiply and divide 2 digit numbers using three mental strategies and for those in higher stages can perform basic algebra skills, statistics and geometry and answer word problems adequately</p>
<p style="text-align: center;">Student Achievements</p>	<p>Yearbook to be accomplished</p>	<p>Students performed at interschools regional competitions leadership conventions</p> <p>Two Year 12 graduates have ventured out into higher education courses and degrees and are doing well</p> <ul style="list-style-type: none"> • Deborah is studying Nursing through TAFE and the Nursing College in Burwood • Ulysis is studying Accounting at the University of Western Sydney
<p style="text-align: center;">Staff Development</p>	<p>All staff to take refresher courses in First Aid</p> <p>Communication strategy sessions</p>	<p>Staff were introduced to requirements of the Teacher's Institute</p> <p>Staff attended external and internal Professional Development sessions and workshops in the following topics:</p> <p>HSIE (Geography) Computing Technology Primary Sports Lesson Planning and Programming</p>

		<p>Meeting the NSW BOS requirements Working with Parents for successful mentoring How to Get An A for Assessment: Assessment and Reporting in NSW</p> <p>Special Children & Special Education: Effectively communicating with students who have unique learning needs Review of NSW Teacher's Institute requirements – Who needs to be involved? Is Your Walk Just Going Through the Motions? Policy Updates - What's available and what's needed Rewards and Motivation Resources Workshop –Curriculum, ideas, etc New Industrial Relations Laws and Work Place Agreements – How do we comply? Educational Services & Student Report Program Christian Education: Its Worth The Danger of Sloppy Language</p>
<p>Student Welfare</p>	<p>Drama Club to be formally established</p> <p>Canteen to be formally established</p> <p>Holiday Kids Kraft Club to start</p>	<p><i>Student welfare is our topmost priority. At BHCS, we ensure that every individual within the school community are treating each other with respect and responsibility. Anyone who visits BHCS will be able to immediately see this to be the case. Swearing or any words with negative connotations towards others are dealt with seriously. The Pastoral Care support at school is very strong. Staff take this to be the highest priority because we believe happy students make great schools.</i></p> <p>SRC was established and have done much to bring out leadership abilities in some students and to unite student better</p> <p>Pastoral Care was more organized.</p> <p>Newsletter started and Student Newsletter was in the process of creation</p> <p>Special events we are promoting within the school such as Thanksgiving Night and Family Fellowship Night, Missions Night and Anniversary Sunday have all helped to build “esprit de corps” within the school community. These recent events have been great opportunities to receive feedback from parents and what we have heard has demonstrated the satisfaction parents have about the school and its qualities.</p>
<p>Facilities and Resources</p>	<p><i>Please note that many of the developments for facilities were included in last year's financial report because at the time of writing the report, those developments were taking place.</i></p> <p>Hand dryers</p>	<p>Brochures and Prospectus was redesigned</p> <p>New brochures are being printed</p> <p>Conversion of space to include a general assembly area</p> <p>New plants and trees were donated and planted in the school</p>

	<p>New vinyl</p> <p>New carpet</p>	<p>An individual came to the school to volunteer his time in gardening, beautifying and maintaining the school's external grounds</p> <p>Air conditioning repaired</p> <p>New books were donated to the school</p>
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Summary financial information

Bob Hughes Christian School - Total Revenue - School Year 06



Bob Hughes Christian School - Total Expenditures - School Year 06

