



Faith Baptist Christian School

School Annual Report 2017 (Based on 2016 data)

School Sector:

Independent

School's Address:

1315 Dawson Highway, BURUA. QLD. 4680

Total Enrolments:

90

Year Levels Offered:

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

Co-educational or Single Sex:

FBCS is a co-educational school.

Characteristics of the Student Body:

Faith Baptist Christian School enjoys a friendly family atmosphere catering for approximately 90 students. Of these, approximately fifty (50) are enrolled in primary school and another forty (40) in secondary school. 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 of students with learning disabilities with a significant percentage of students with disabilities currently enrolled and being offered individual support. The student body consists of several cultural backgrounds including Australian, South African, Filipino and North American families. This is reflective of the local population in the Gladstone region. Students at FBCS come from a mixture of "blue" and "white collar" families from around the Gladstone district.

Distinctive Curriculum Offerings:

Our educational programme is aligned to the Australian Curriculum standards and supported by a Biblical Christian worldview. 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 with a view to service in the community. The school's educational programme aims to develop students holistically with a priority given to the development of Christian character and leadership potential. Ultimately, the school aims to prepare students who are aware, informed and ready to contribute to the global economies. In particular, the school is concerned with establishing in the lives of 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.

In 2016, the whole school community participated in the strategic planning exercise which affirmed the further development of curriculum which will strongly align to the Australian Curriculum while upholding an individualized approach to education while upholding an individualized approach to education. Students are engaged at their own level of ability and allowed to progress at their own rate of learning. Advancement through the curriculum is based on master learning. Under the new strategic curriculum initiative, the school will develop expanded learning opportunities aimed at providing all types of learners with engaging educational activities.

Extra-curricular Activities:

- Calliope Historical Village
- CQU visit – (S.U.N)
- Art Gallery – Saiki Children's Day
- Potter's Place
- Cross Country
- Swimming Carnival
- Science Fair
- Gladstone Independent Schools Music Workshop
- Qld Symphony Orchestra Visit
- Student Convention at regional, national and international levels
- Showcase of Excellence
- Life Education Visit
- Eisteddfod
- Golding's Showcase
- Pet Day

Social Climate:

Faith Baptist Christian School values each member of the school community and actively promotes positive relationships. The school fosters a family atmosphere where each member of the school community has a sense of belonging and having something of value to offer. Behaviour management at FBCS finds its basis in Biblical principles which promote knowledge and understanding of healthy human relationships as well as the wisdom to apply these principles practically.

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 encouraged 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.

Parent, Teacher and Student Satisfaction with the School

FBCS enjoys a strong community spirit amongst our families. This was recently affirmed by the level of participation in strategic planning and almost unanimous support of the distinct model of Christian education offered. An overview of the school's new strategic plan is available on request.

Contact Person for Further Information:

Principal: Mr Steve Sauvageot

School Income Broken Down by Funding Source

website <http://www.myschool.edu.au/>

Staffing Information**Staff Composition, Including Indigenous Staff:**

FBCS employed 14 full time & 6 part time staff members in 2016.
FBCS currently has no indigenous staff.

Qualifications of all Teachers:

Master's Degree	1
Bachelor Degree	6
Diploma	1

Expenditure on and Teacher Participation in Professional Development:**a) Teacher Participation in Professional Development**

Description of PD activity	Number of teachers participating in activity
My Career Match	1
IJAM Music Workshop	1
Education Events	1
CPR Training	5
Fire Training	5
Webconnect- 5 Keys to Effective Career Conversations	1
Art – Eco dying & Bookmaking	1
First Aide Training	1
Professional Development Training	5

b) Expenditure on Professional Development

Total Number of Teachers	Total expenditure on Teacher PD	Average expenditure on PD per teacher
6	\$2288	\$381.35
The total funds expended on teacher professional development in 2016		\$2288
The proportion of the teaching staff involved in professional development activities during 2016		100%

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

Number of Staff	Number of School Days	Total Days Staff Absences	Average Staff Attendance Rate
20	181	13	99%
For permanent and temporary classroom teachers and school leaders the average staff attendance rate was 99% in 2016			

Proportion of teaching staff retained from the previous year:

Number of permanent teaching staff at end of previous year	Number of these staff retained in the following year (the program year)	% retention rate
4	3	75%
From the end of 2015 75 % of staff were retained for the entire 2016 school year		

Key Student Outcomes

Number of possible attendance days	Total number of students	Total number of days absent	Total Attendance
16290	90	1248	15042

The average attendance rate for the whole school as a percentage in 2016 was 92%

Average student attendance rate for each year level:

Year Level	Number of possible attendance days for year level	Total number of students in year level	Total number of days absent by students in year level	Total Attendance	Average attendance rate
Prep	1810	10	113	1697	94
Year 1	724	4	28	696	96
Year 2	1448	8	200	1248	86
Year 3	543	3	9	534	98
Year 4	1267	7	78	1189	94
Year 5	362	2	8	354	98
Year 6	1629	9	143	1486	91
Year 7	2353	13	60	2293	97
Year 8	2353	13	146	2207	94
Year 9	905	5	145	760	84
Year 10	724	4	51	673	93
Year 11	1086	6	72	1014	93
Year 12	1086	6	195	891	82

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

Initially, 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 the legislative requirements of the State. This would be conveyed in the form of a face-to-face meeting with parents as well as in writing. The focus of this communication would be concern for the welfare of the student/s. In the event of disregard and further absenteeism, a report would be made to the relevant authority under the Child Protection policy.

NAPLAN results for Years 3, 5 and 7 and 9 in 2016

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

Apparent Retention Rate Year 10 to 12:

	Year 10 Base	Year 12	Apparent Retention Rate %
Number of Students	6	6	100%

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

Year 12 Outcomes:

Outcomes for our Year 12 cohort 2016	
University (degree)	1
V.E.T. (Cert IV, III, 1-11, apprenticeship, traineeship)	3
Working	2