



Board of Studies

ANNUAL REPORT

Seventh-day Adventist Schools
New South Wales
2009

Border Christian College

ANNUAL REPORT

2008 data

The performance measures and polices to be included in the Board of Studies Annual Report 'Educational and financial reporting' (Manual, updated November 2008) include:

- 1 a message from key school bodies
- 2 school performance in statewide or equivalent tests and examinations
- 3 professional learning and teacher standards
- 4 teacher attendance and retention
- 5 student attendance and retention rates in secondary schools
- 6 post-school destinations
- 7 enrolment policies and profiles
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1 A message from key school bodies

REPORT

1.1 Statement from the School Council

The BCC College Council is the College's governing body. The manner of the Council's election and its terms of reference, responsibilities and powers are determined by the conference education company in conformity with the South Pacific Division Working Policy of the Seventh-day Adventist Church. In summary the Council is responsible for:

1. Goal formation – identifying and articulating the college's basic purposes;
2. Strategic planning – establishing how the goals will be achieved and the order in which they will be achieved, thereby creating the structure that determines the college's future;
3. Policy development – directing in the development of all policies and procedures required to ensure the college is a safe and functioning community for students and staff;
4. Financial Management – formulating, implementing and monitoring the college's operating and capital budgets;
5. Health and Safety issues – ensuring the college meets all occupational health and safety requirements and that there are budgetary provision to remedy defects as they are identified; and
6. Staff employment – advising on the college's teacher requirements and recommending non-teaching staff to the conference education company.

Strategic plans of the School Council for the College

Border Christian College Council has a current 5-year Strategic Plan and a yearly review process in place. The plan includes nine priority goals:

Priority 1: Personal Faith, Spiritual Nurture and Service Outreach;

Priority 2: Pastoral Care and Student Welfare;

Priority 3: Student Learning, Development and Achievement;
Priority 4: Integration of Technology and Learning;
Priority 5: Instructional Practice, Curriculum and Staff Development;
Priority 6: Partnership with Parents, Students, Community and Churches;
Priority 7: Physical Plant, Facilities, Resources and Occupational Health and Safety;
Priority 8: Marketing, Promotions and Development; and
Priority 9: Management, Finance, Review and Accountability.

Parent involvement and processes to encourage parent participation in College activities:

HOME AND SCHOOL

The Home and School is a parent body that operates under the auspices of the College Council. The Association seeks to strengthen the relationship between the home and school. All parents are welcome and encouraged to attend. Parents are encouraged to take up positions of responsibilities within the Home and School. The Home and School is actively involved in community oriented activities and fundraising.

SPORTS PROGRAMS

Parents actively participate in assisting with sports programs including the College's: Swimming Carnival; Cross Country and Athletics programs; local district carnivals including BIPSA and BISSA. Interschool and community sporting fixtures present further opportunities for parents to be involved. Parents are also encouraged to assist in the coaching of teams at the College.

1.2 Statement from Student Representative Council (SRC)

The Student Representative Council is a forum designed to enable students to participate in the management of the college in a meaningful way:

MEMBERSHIP - PRIMARY

The Primary School Council shall consist of:

1. The current Primary Captains.
2. One boy and one girl elected from each class Grades 4-6; and
3. One teacher.

MEMBERSHIP - SECONDARY

The Secondary School Council shall consist of:

1. The current College Captains.
2. One student selected from each class and gender; and
3. One teacher.

Student and teacher representatives are elected at the commencement of the school year.

SUCCESSSES

Both the Primary and High School Student Representative Council's have been successful in engaging students in College activities. This has been evidenced in activities such as Peer Support Programs and Charity sponsorship. Students have also made meaningful suggestions to College administration. The activities of the Student Representative Councils involved students in decision-making and positions of responsibility.

2 Student performance in state-wide or equivalent tests and examinations

INFORMATION TABLE

The BOS has stated that it is **NOT MANDATORY** in the 2009 Annual Report to report on 'Trends in student performance' due to NAPLAN testing started in 2008.

2.1 Results of NAPLAN testing

Select the relevant Table/s below for Year 3, Year 5 and Year 7 results.

Language Conventions

Language Conventions includes spelling, grammar and punctuation

Year	% below national minimum standard	% at national minimum standard	% above national minimum standard
Year 3	0	0	100
Year 5	0	15	85
Year 7	10	25	65
Year 9	14	14	72

For each year level, the national minimum standard is located on the common underlying scale at the following national achievement bands:

- Year 3 – Band 2 1-6
- Year 5 – Band 4 3-8
- Year 7 – Band 5 4 - 9
- Year 9 – Band 6 5-10

Interpretative comments

Most students at or above national minimum standards.

NUMERACY

Numeracy incorporates Number, Algebra, function and pattern, Space, Measurement, chance and data

Year	% below national minimum standard	% at national minimum standard	% above national minimum standard
Year 3	0	11	89
Year 5	0	23	67
Year 7	0	35	65
Year 9	0	21	79

Interpretative comments

All students at or above national minimum standards.

2.2 Results of the School Certificate (delete table if not applicable)**REPORT**

Test	No of students	Performance band achievement by %		Grades allocated by %	
		Bands 3-6	Bands 1-2	Grades C-A	Grades E-D
English – Literacy	12	School 100 % Statewide 97.6%	School 0% Statewide 2.4%	School 66%	School 34%
Mathematics	12	School 92% Statewide 80.46%	School 8% Statewide 19.54%	School 66%	School 34%
Science	12	School 92% Statewide 88.20%	School 8% Statewide 11.80%	School 59%	School 41%
Australian History, Geography, Civics and Citizenship	12	School 84% Statewide 87%	School 16% Statewide 13%	School 59%	School 41%
Computing Skills	12	School 100% Statewide 99.6%	School 0% Statewide 0.4%	N/A	N/A

Interpretative comments for School Certificate Test results

Overall students performed at or above state averages. Single students represent a large proportion of percentage (each student at 8%) so some deviations from state averages are accounted for by a single student's performance.

Computing skills is measured on a basis of Highly Competent, Competent or lower. All students are at a Competent level or higher.

2.3 Results of the Higher School Certificate Examination Results

REPORT

SUBJECT	No of students	Performance band achievement by number and/or %	
		Bands 3 - 6	Bands 1 - 2
English: Standard	5	School 100% Statewide 79.50%	School 0% Statewide 20.50%
Community and Family Studies	2	School 50% Statewide 69.66%	School 50% Statewide 30.34%
General Mathematics	5	School 100% Statewide 82.89%	School 0% Statewide 17.11%
Legal Studies	2	School 100% Statewide 91.61%	School 0% Statewide 8.39%
Studies of Religion I	4	School 100% Statewide 94.89%	School 0% Statewide 5.71%
Visual Arts	1	School 100% Statewide 99.02%	School 0% Statewide 0.98%
Senior Science	4	School 100% Statewide	School 0% Statewide
Ancient History	1	School 0% Statewide 82.57%	School 100% Statewide 18.53%
Modern History	1	School 0% Statewide 92.54%	School 100% Statewide 7.46%
Biology	1	School 0% Statewide 89.47%	School 100% Statewide 10.53%
Physics	1	School 100% Statewide 89.43%	School 0% Statewide 10.57%
Metal and Engineering	1	School 100% Statewide 87%	School 0% Statewide 13%

Interpretative comments for Higher School Certificate Test results

Our HSC results reflect a level that is higher than the state averages in most subjects.

3 Professional learning and teacher standards**3a Professional Learning (add or delete rows as required)****REPORT**

Areas of professional learning	Teachers (number or group)
Advanced Senior First Aid	1
'You Can Do It' Education resilience training	All staff
THRASS Conference	1
'Every Child' In Service	2
CAPE – Curriculum in-service	Primary staff
CASE – Curriculum in-service	Secondary staff
Inter-school sporting event coordination	2
First Aid Refresher	2
AIS Sport conference	1
Sexual development conference DET	1

Option:

Average cost per teacher 2008 for professional learning: \$293

3b Teacher Standards

3b REPORT

Categories of Teacher Standards	Qualifications	Numbers of teachers
(i) teachers who have teaching qualifications from a higher education institution within Australia or as recognised within the National Office of Overseas Skills Recognition (AEI-NOOSR) guidelines, or	Education qualification Doctorate Masters degree Graduate Diploma Bachelors degree Diploma	15
(ii) 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	Doctorate Masters degree Graduate Diploma Bachelors degree Diploma	0
(iii) teachers who do not have qualifications as described in (i) and (ii) but have relevant successful teaching experience or appropriate knowledge relevant to the teaching context. Such teachers must have been employed - to 'teach' in NSW before 1 October 2004 (either on a permanent, casual or temporary basis) and - as a 'teacher' during the last five (5) years in a permanent, casual or temporary capacity	These teachers work under the direction of another teacher and are registered as transition scheme teachers with the NSW Institute of Teachers unless he/she is a LOTE teacher	0
	Total number of teachers in school	15

4 Teacher Attendance and Retention

REPORT

Requirement	Result
Average daily staff attendance rate in 2008	100%
Proportion of staff retained in the school from 2007 to 2008	78%

5 Student attendance and retention rates in secondary schools

REPORT

Requirement	Result
Average daily student attendance rate in 2008	96.9%

REPORT

Requirement	Percentage
Student actual retention rate Year 10, 2006 to Year 12, 2008	25%?
Comment on trends or significant features We are starting to see greater student retention into the HSC course.	

6 Post School Destinations

REPORT

Post School Destinations

Of the 15 students who were over 15 years of age that left school in 2008:

- 5 entered the workforce;
- 7 pursued further study; and
- the status of the remaining 3 are unknown.

7 Enrolment Policies and Profiles

REPORT

Enrolment policy

Border Christian College is operated primarily for the benefit of the members of the Seventh-day Adventist community but is open to students without regard to their faith, gender, or national origin. While no religious test is applied, all students are expected to live in harmony with the school's standards and regulations, show respect for the Word of God and to attend the regular religious classes and activities of the College. Every effort is made to provide opportunity for both boys and girls to participate in all school activities and, as far as possible, the College attempts to accommodate disadvantaged students.

As a Seventh-day Adventist institution, it is intended that it should function to supplement the work of the Christian home. Thus all students are expected to join all spiritual, academic and recreational activities of the College and to commit in writing that they will cooperate in all the activities of the College and help to maintain its standards as a Christian institution by their behaviour at all times. Border Christian College exists not to be different but to make a difference. Staff and parents working in partnership to develop each child to their potential spiritually, intellectually, emotionally, socially and physically, achieve our aim.

Selection Criteria:

The following selection criteria is used as part of the Enrolment Process

1. Enrolment will be open to all students whose parents subscribe to the philosophy of the School and for whom the school is able to provide an appropriate education.
2. Enrolment at Border Christian College is determined by age requirements set by the Department of Education and Training. All children must be enrolled in full time schooling by six years of age. All Pre-Kinder applicants must be four years old.
3. Parents of students with special needs; (educational, physical or emotional) are to provide all necessary background information on the child. The Enrolment Support Team will use this information in determining if the school can cater to the educational needs of the applicant.
4. The Enrolment Support Team will give due consideration when enrolling students that the ethos of the Seventh-day Adventist (SDA) Church be preserved.
5. For non-SDA students, discussion will take place concerning formal Religious Education. Non-SDA students will take part in such programs, whilst the school respects their own religious tradition.
6. Where the number of applicants exceeds the number of places available, selection will be made, by giving consideration to the following circumstances:
 - Children of SDA parents active within the SDA Church;
 - SDA children transferring from other SDA Schools;
 - Children whose brothers or sisters attend Border Christian College
 - SDA children attending non-SDA schools;
 - Children whose families have an historical connection with Border Christian College;
 - Children whose parents have a strong commitment to a Christian Education for their children and;
 - Date of application for enrolment.

Each application for enrolment will be considered individually.

Enrolment process:

A typical enrolment procedure may include the following:

- Tour of College
- Application form submitted and enrolment fee collected

- Entrance data collected and Entry Assessment completed (if required)
- Check on fee paying history
- Interview time made with the Principal includes:
 - values, Christian commitment, finances
 - commitment to goals of the College
 - entry assessment data, interview, reports, recommendation from previous school
- Applicants informed

All applications for enrolment are subject to College Council approval.

The Council will:

- Approve applications dependent on vacancies available, provided the College can meet the student's educational needs and provided the student meets the College's registration requirements. (See the Principal for further details). All new students are accepted on a provisional basis of one school term. The College Council reserves the right to accept or decline applications.
- Expect parents and students to show an interest in and compatibility with, Christian values.
- Authorize the Principal to interview all applicants and make a report to the College Council.
- Require an assessment of children and accept those that meet policy guidelines where vacancies exist (See Principal for further details).
- Expect all new entrants to present their birth certificates and immunisation records on admission.

Statement on compliance with Disability Discrimination Act

STUDENTS WITH DISABILITIES POLICY

General procedure:

Any application for enrolment of a student with a disability will be processed in accordance with the College's ordinary enrolment policy. When considering any application for enrolment (regardless of whether the student has a disability) the College considers whether the College is able to cater for the student's individual needs.

When considering whether the College is able to accept a student for enrolment a thorough investigation will be made to ascertain the College's ability to meet the student's needs.

Parents/family will be assured that the College is seriously considering relevant issues; is willing to be flexible; and is making genuine efforts to find ways to meet the student's needs.

Procedure:

1. Staff will be made aware that:

- (a) all applications will be processed within the College's ordinary enrolment policy, and
- (b) the College will not refuse to enroll students simply because they have special needs.

Training will be provided for staff on these issues and other related issues such as using correct terminology and not making comments that could be construed as indicating a likelihood that the College will unlawfully discriminate.

2. The current and future impact of enrolment on the particular student, other students, staff and the College community (including financial impact) will be considered before the enrolment decision is made. To do this, the College will gather information and consult with the parents/family and others in order to satisfy itself that it is able (or unable) to meet the student's needs.

The information gathered may include medical assessments, information about the student's current condition and future prognosis, an assessment of the College's physical environment, an assessment of the likely impact of any required changes to the College's physical or teaching environment (including, but not necessarily limited to, the financial impact of the changes).

The parents/family will be requested to provide to the College numerous reports which could be of assistance. Of these, the following current reports (if relevant to the student) would be particularly helpful:

- (a) previous school reports and current school achievements;
- (b) psychologist's report documenting functional skills and IQ test results (although the functional information will be most useful in examining the implications for the student's program, the IQ

- results are required for Commonwealth funding applications);
- (c) speech pathologist's report documenting receptive and expressive language skills and any recommendations for programs or technology in the classroom;
 - (d) occupational and physiotherapy reports documenting self help skills and mobility;
 - (e) medical specialist reports; and
 - (f) vision and hearing reports

3. Feedback and suggestions will be sought from relevant staff within the College about the possible impact of the student's enrolment on the College and possible strategies for accommodating the student's needs.

4. Advice may be sought from an external special education consultant. This person should be able to recommend if/where further information should be sought, as in many cases the parents/family may not be able to assist the College to examine options for how the College could meet the student's needs and the parent's expectations.

5. Where appropriate, the parents/family members and their choice of relevant specialists (could include psychologists, therapists, educators, medical specialists etc) will be invited to the College to consider specific needs or issues arising from the reports or other information. The parents/family will be asked to articulate the student's special needs and what they expect from the College. Social, academic, sport and co-curricular areas will be considered. Possible options will be discussed with parents/family and the parents/family informed of the progress of the application.

6. Information will be sought on possible levels of Commonwealth funding and access to other support services.

7. If the College considers that it may have to decline the enrolment, advice will be sought from the AIS or the SNSW Education Director before making the decision.

8. A decision will be made regarding the College's ability to meet the child's special needs and the decision discussed with the parents/family. This decision will be able to be justified – for example, where the College declines to enroll a student with a disability, it will be able to demonstrate that it is unable to meet that student's needs, having regard to the student's current condition and prognosis.

9. Where the decision is taken to enroll a student with a disability, any strategies which need to be put into place to accommodate the student's special needs will be developed before communicating/announcing the enrolment decision.

Prerequisites for continuing enrolment

Children were not accepted into Kindergarten unless they had their 5th birthday by June 1 of that year. Children whose birthdays fall after this date could be enrolled for the following year. Continuing enrolment at BCC is subject to the student's adherence to school rules (see enrolment contract, pastoral care policies and student behaviour management policies) and payment of all school fees.

Student Re-enrolment

If a student has previously withdrawn or had enrolment terminated by the College, re-entry may be considered by College Administration providing the following are in place:

- New application to enter
- Positive school report from previous school attended
- Recommendation from previous school's administration

REPORT

General Composition of the student population

The SES score for 2008 was 96, indicating the relative SES status of our student/parent population. Student enrolments travel from local and outlying areas of Albury/Wodonga. At the August Census 2008, the College had 177 enrolments of which 94 were Primary students.

8 School Policies

REPORT

Student Welfare Policy (Manual 5.6.2)

1.1 summary statement of policy

This College values each student as an individual. It recognises the importance of helping students to develop a full understanding of themselves, their relationship to God and their role in society, thus enhancing their concept of their self-worth.

The pastoral care program of the school is a program of total care for each child. It is designed to provide spiritual, social and vocational guidance and to establish a network of relationships that will support each child during their school career.

An appropriate pastoral care program in the College is provided in the following ways:

Administration: The school administration operates an “open-door” policy. Opportunities to support students are created by:

- Being readily available when sought by students.
- Actively seeking out students to encourage and counsel.

Staff: Collectively, the staff shares in the Pastoral Care Program by:

- Systematically reviewing students’ progress and performance in staff meetings
- Supporting and sponsoring activities that will enhance the welfare of students
- Accepting responsibility for a particular group in the school (Year Coordinators and Class Teachers)

Individual Teachers: As committed Seventh-day Adventist Christians, each teacher demonstrates his/her care for and interest in each child by:

- Taking time to talk and mix with the students.
- Being readily available when sought by students.
- Providing appropriate mentoring when required.
- Actively seeking out students to encourage and support.

Specialised Personnel: the following personnel and the services they provide enhance the pastoral care program in the school:

School Chaplain - a Seventh-day Adventist minister with experience in chaplaincy who coordinates the College’s spiritual program and is readily available to the students for individual consultation.

Resource Teacher - A support teacher with experience in remedial work who is able to provide special help and resources for those students not adequately cared for in the normal classroom situation.

Careers Adviser - A teacher with an interest in and sound knowledge of career opportunities and requirements who is available for advice and actively promotes programs in the school designed to prepare students for their transition to work.

Curriculum: The school includes activities in its classroom curriculum that form an important part of its process of pastoral care:

- Bible classes
- Annual Spiritual Emphasis Week
- Special Bible study classes
- Social excursions for class and school groups

College Council and Home & School Association: These two bodies foster interaction between parents, teachers and students, endeavouring to harmonise the work of the family and the school in the individual growth and development of each student.

1.2 location/s of policy – Handbooks (Staff & Student)

1.3 changes made to policy during reporting year – nil

1.4 how to access or obtain the full text of policy – Reception Desk

REPORT

Discipline Policy (Manual 5.7.1; 5.7.2)

2.1 summary statement of policy

Behaviour Management Philosophy

The College's pastoral care program is designed to meet all the needs of every student and encourage them to live, work and behave in an acceptable manner. The school encourages each student to develop and adopt a set of values in harmony with the Christian ethic and the accepted standards of society. It is recognised, however, that students will not always respond appropriately to all the situations they will encounter at school, nor will they always exhibit an appropriate level of self-discipline. In such situations the following discipline policy will apply. The aim of the discipline program is to assist the student to develop self-discipline. Its intent is to encourage the student to recognise the inappropriateness of their behaviour and modify it accordingly. It also aims to recognise and affirm positive student behaviours.

Behaviour Management Policy

The staff at Border Christian College wants to help students to develop maturity and Christian growth during their time at school. We believe that discipline should be based on the following:

We are created in the image of God

Children should be treated with unconditional love just as God loves us

The way children view themselves is influenced by the way others view them

Children are responsible for their own behaviour, and consequences are a natural response.

It is the aim of the staff that discipline should reflect the love and concern of the teacher, and should focus on future, acceptable behaviour and with the key focus being on self-discipline.

With this in mind it should be noted that Border Christian College does not use corporal punishment by staff or non-school persons. Staff at Border Christian College seek to ensure procedural fairness in their discipline processes, with the student's voice being heard and students given the right to an unbiased professional decision, reviewable by School Administration and ultimately the College Council.

"In everything, do to others what you would have them do to you." Matthew 7:12

2.2 location/s of policy – Handbooks (Staff & Student)

2.3 changes made to policy during reporting year - nil

2.4 how to access or obtain the full text of policy - Reception Desk

REPORT

Complaints and Grievances Policy

3.1 summary statement of policy

Border Christian College has a Grievance Procedure in place as adopted by the NSW Adventist School System in 2005. The procedure applies to both students and employees of Border Christian College with parts of the procedure used as applicable. The staff elected no Grievance Officer and this role fell to the Principal in 2008. The purpose of the procedure is as follows:

- To promote a Christian ethos and high standards of behaviour at Border Christian College.
- To provide and maintain a safe working & learning environment where all individuals are treated with dignity, courtesy and respect.
- To prevent practices at Border Christian College such as unlawful discrimination, harassment, victimization, vilification, bullying and occupational violence.
- To promote best practice in employment relations.
- To treat all complaints confidentially, sensitively and with procedural fairness.

3.2 location/s of policy (Policy Manual, Staff Handbook, College Website)

3.3 changes made to policy during reporting year– nil

3.4 how to access or obtain the full text of policy – Reception Desk

9 School determined improvement targets

2007 Achievement of improvement priorities

Area	Priorities
Pastoral Care for students Student Achievement	<ul style="list-style-type: none"> • Increased hours for College Chaplains • Increase involvement of senior students in TVET programs
Development of/updating of school policies	<ul style="list-style-type: none"> • Overview review of policies and procedures in the accreditation processes
Physical plant, Facilities and Resources	<ul style="list-style-type: none"> • Finalise planning for Stage II building to contract phase
Occupational Health and Safety	<ul style="list-style-type: none"> • Comprehensively audit and report OHS issues in College.
Marketing and Promotions	<ul style="list-style-type: none"> • Develop new prospectus.

2008 Areas for school improvement

REPORT

Area	Priorities
School Ethos	Explicitly express our Christian values and ethos
Student Achievement	Build a culture of engagement with & excellence in learning
Staff Development	Develop a quality team of exemplary educators
Physical plant, Facilities and Resources	Support learning through the development of plant & infrastructure
Finances	Achieve long-term financial viability

10 Initiatives promoting respect and responsibility

REPORT

Initiative or area of activity	Description of initiative or activity
'you can do it'	Whole school staff development and parent involvement in implementing this comprehensive resilience and responsibility.
Student rewards day	Area of reward for students demonstrating exemplary behaviour.
Thai service trip	Senior Students participating in visit to third world school and orphanage
Principal's Award (Primary)	Recognition is given to students who demonstrate a high standard of work in the classroom, for neatness, completion of homework on time, etc. The teacher keeps a record of this and students receive cards, stickers, stars, etc which contribute to a Principal's award, presented during the weekly school assembly. An annual Principal's Award is received by students who achieve four Principal's awards during the year.
Healthy Relationships (Primary)	Students are selected each week for demonstrating a chosen value. The program encourages students to respect others by learning and exhibiting values such as honesty, kindness, courtesy etc. Recipients of the award wear a badge for the week and are affirmed at the Weekly Assembly.
Student Leadership	Peer support leaders and other school leadership positions and roles develop responsibility and leadership skills through participations in various public roles.

11 Parent, student and teacher satisfaction

REPORT

Group	Description illustrating level of satisfaction
Parents	Overall satisfaction was high. Pastoral care and safety featured as strong elements of the College's program that were appreciated by parents. Action was desired by parents to proactively monitor and report on bullying and student safety. Other parents wished to see a continuation of emphasis on academic outcomes
Students	While no formal overall survey was performed on the student body during 2008 there was a desire to see an increase in engagement with learning and to have the college increase it's emphasis on academic excellence. High school students were polled on specific elements of their school experience and responded positively.
Teachers	Teacher peer and self-review showed a high level of satisfaction with the school working environment and culture.

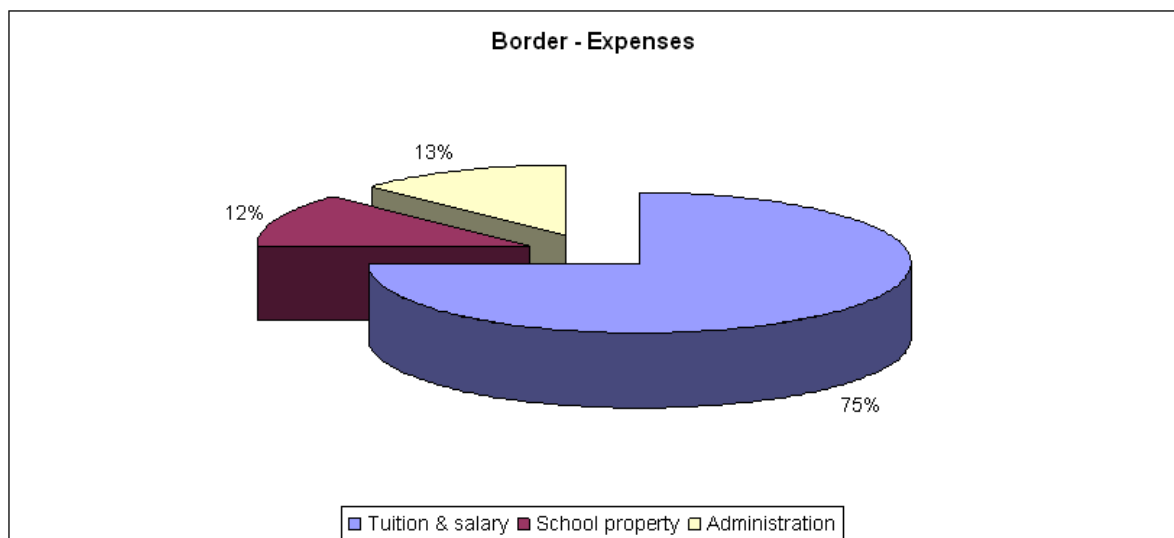
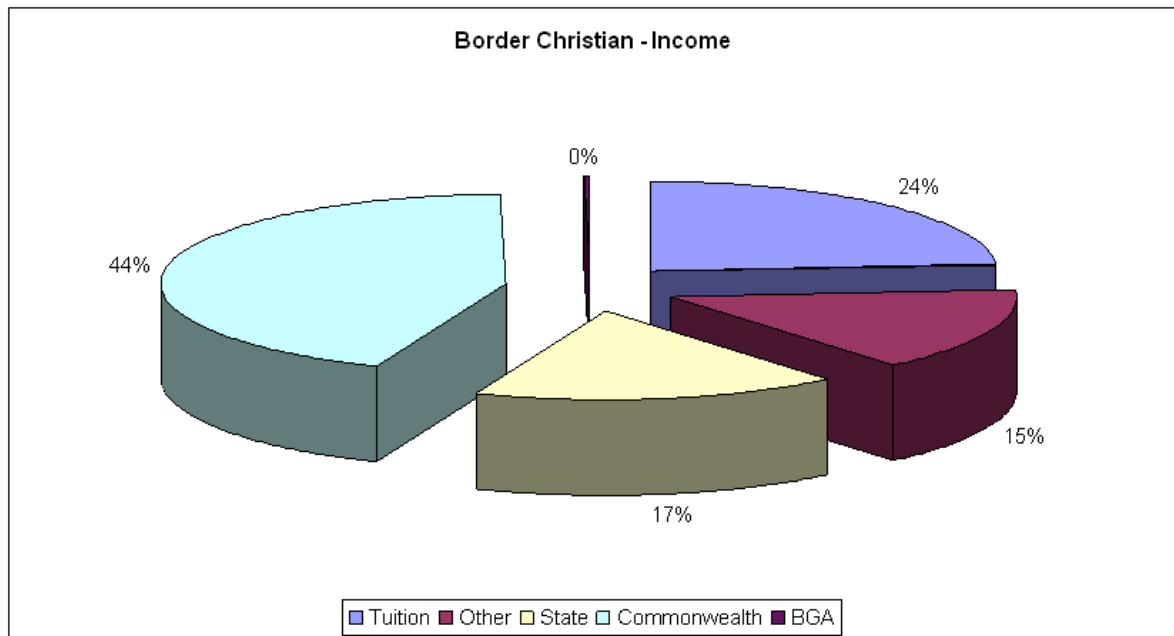
12 Summary financial information

INFORMATION TABLE

Information about financial information required

The summary of financial information is to include:

- 1 income from all sources, including Commonwealth and State grants, subsidies and all private income, including fees and donations
- 2 expenditure on all purposes, including teaching and learning, administration and financing (e.g. borrowing costs, depreciation, etc.)



13 Public disclosure of educational and financial performance

INFORMATION

State how your school will publicly disclose the information for example, the information will be published, or its availability advertised online if the school has a website.

INFORMATION TABLE

Disclosure about educational and financial performance measures and policies of the school
On the website and in the school newsletter

SECTION 2

CHECKLIST

Commonwealth legislation includes the following requirements not listed as part of the BOS requirements for registration and accreditation.

Please tick that your school complies with the following.

- Literacy and Numeracy Testing
- Reporting to Parents on Literacy and Numeracy
- Student Reports
- 2 hours physical activity per week, with at least 15 minutes per day
- Regular use of the school flagpole to fly the Australian flag
- Values for Australian Schooling Poster
- National Safe Schools Framework Poster
- Interstate Student Data Transfer Note – use where applicable
- School Performance Information