

## **STATEMENT OF SERVICE**

### **FAITH CHRISTIAN SCHOOL OF DISTANCE EDUCATION**

Faith Christian School of Distance Education provides an educational service through provision of programs and resources to support our students, parent facilitators, staff and the Board in their roles. Our school has been growing over a period of time and we continue to upgrade our services and increase resources through the hard work and dedication of our Christian learning community.

Faith Christian School of Distance Education is committed to providing these services and resources to our school community to support student learning outcomes focusing on the developmental needs and interests of the student and differentiating for their individual needs.

#### **PROFILE**

Faith Christian School of Distance Education is a non-denominational, co-educational school catering for students from Foundation (Prep) to Year Twelve.

The mission of our school is “To help students to fulfill their God given potential.” This acknowledges the importance of academic, social and spiritual opportunities to help them to grow and develop. The important keys to this mission are a strong foundation in Christ, family values and focus on individual strengths. These provide a basis for students to achieve success in their learning.

Our motto supports this ethos as parents and educators we believe that we are responsible for: “Raising the next generation of Godly leaders.”

#### **AREAS AND COVERAGE**

Our students are based in a number of Queensland regions, primarily around the southeast corner of the state. We also have locally based teachers in Kingaroy, Rockhampton, Townsville, Cairns and Mackay with a growing number of more isolated students supported in more remote areas across the state.

Many families who choose distance education do so for one of many reasons:

- Geographical Isolation
- Personal circumstances that make attending day school impractical
- Unable to attend a day school (eg anxiety due bullying)

- A disability that makes attending a day school impossible
- Medical conditions for a student or parent that make daily travel or exposure to other people impractical
- Families that travel
- Short term overseas travel or work
- The format is a better fit for that family
- Cost for low income families

## **LEARNING PHILOSOPHY AND AIMS**

A fundamental key to ideal learning is found in giving students the opportunity to experience learning success. Without the experience of success students tend to shut down, gain anxiety about a field of learning, distrust a subject or worse, believe they are failures and not able to be successful. We believe it is our responsibility as teachers, working with parent facilitators, to ensure every student can have the opportunity to experience learning success.

Such learning success also requires commitment, time, effort, organisation, high interest content, and real-life learning contexts, with an emphasis on developmentally appropriate understandings and skills.

The confidence required to demonstrate this success comes through a balance of belief in oneself, which we believe is founded in our understanding of the value that God places on us as individuals; a sense of belonging and the assurance that brings; freedom to express understanding in a manner that is meaningful to the individual; respect shown through all levels of the community without judgement or censure; and recognition for progress made.

This balance is aspired to within Faith Christian School of Distance Education through the involvement of key members of the student's community, all inputting into the educational journey. These key people come from the home, the school, the church, and the wider community. It is the aim of our school to recognise and support the contributions of these many facets, in a variety of areas within the individual student's life which weave in an integrated formation to build the student into a whole and fully functioning member of society.

The respect that is reflected in these verses of the Bible - *1 Corinthians 12:12 - Just as a body, though one, has many parts, but all its many parts form one body, so it is with Christ...v.29 Now you are the body of Christ, and each one of you is a part of it...* underline the philosophy that Faith Christian School of Distance Education aspires to in recognising the input of many in developing the balance of the individual student.

It is the aim of Faith Christian School of Distance Education to assist the individual student to become all that they were created to be. Promotion of continuous improvement through a spiralling, developmental approach, allowing time for repetition and reflection provides a basis for building a spirit of excellence and aspiring to constant improvement.

## **GOVERNANCE**

Faith Christian School of Distance Education is registered by the Non-State Schools Accreditation Board to provide Distance Education for Prep to Year 12 students. It is the aim that being enrolled

in Faith Christian School of Distance Education ensures access to various government supports and assurance that the legal and government requirements are being met.

Faith Christian School of Distance Education has clear policies and governance to ensure the school community has a strong and growing future. The school has a well-developed [organisational structure](#) to ensure that processes, communication and support structures are in place. This structure is supported by qualified and experienced personnel who hold portfolios within their area of expertise and carry out responsibilities related to those areas.

Our Board and Constitution ensures stability and adherence to our vision and heart. We maintain transparent financial practices and procedures.

We have clear policies and processes to ensure review and strategic planning amongst our staff at all levels. The aim is to enable positive growth and development both personally and professionally.

## STAFFING

Our Teaching Staff:

- Are QLD Registered Teachers with relevant subject and teaching experiences.
- Share Christian educational and family values.
- Understand the importance of quality service and the importance of partnering with our families and students.
- Work as Area Teachers locally to provide general teaching support to Primary and Secondary students by visiting their homes several times a year.
- Senior School Specialists to teach Senior students.
- Increasing Secondary specialist teachers for Secondary subjects.
- Provide online lessons.
- Have a quality ratio of teacher to students.
- Our Learning Enrichment Team consists of qualified and experienced Special needs trained teachers and trained Parent Learning Assistants to deliver support and programs for students with additional needs.
- All our staff are training to connect with students with a range of technologies and regular local workshops and hubs.
  - Provide pastoral Christian care and prayer.
  - Provide an increasing number of co-curricular subjects.

The teaching staff consist of-

- *Area Teachers* - class consists of students within families. The teachers support learning at the year levels in which the students in those families are enrolled.
- *Subject teachers* - specialist teachers who support students in their specialist area.
- *Learning Enrichment teachers* - support teachers with appropriate strategies for learners with different learning needs.
- *Parent Learning assistants* - support parents and students with additional learning needs under the direction of the student's Area teacher.

### **Our Admin Staff provide:**

- Professional and caring support with strong administration management and role clarity to ensure follow up and provision of services, resources and access to information.
- Excellent knowledge and experience to help access the services required.
- Prayer and guidance.

### **IT Support Staff**

- Develop systems that support staff in implementing programs and lessons, maintain records of results and records of communication.
- Assist staff in trouble-shooting IT issues as they arise.

## **EDUCATIONAL PROGRAMS**

Faith Christian School of Distance Education follows a Christian World View philosophy of education. We aim to provide a balance between intellectual, physical, emotional, and spiritual growth through our programs and learning activities. There is an emphasis on the building of strong relationships within the home and between home and school.

Primary and Secondary Students enrolled in Faith Christian School of Distance Education each have a Personal Learning Plan. These plans are developed using the unit plans which have been developed to align with Australian Curriculum. A designated curriculum team writes programs which are accompanied with workbooks or unit guides written to teach and guide the students through their learning progression. These tools support the voice of the teacher who has regular contact with the students to guide them through the program. Many subjects are supported with commercial textbook resources.

The school programs are written from a perspective of considering differentiation possibilities and needs from the outset. The desire is to be inclusive, capturing the more outlying needs and building the learning needs into the teaching approach throughout. This allows for difference of demonstrating learning and engagement throughout the program.

Teachers visit with students in their homes regularly. This model assists in developing relationships with the families. Diagnostic testing is used to help determine students' attainment levels and to guide teachers in selecting appropriate support for that student. Teachers work with families who experience test anxiety as required.

Area Teachers consult with parents each term to go through the Personal Learning Plan to ensure understanding and provide mentoring for the parent as required. This often involves parent training which is outlined within our Parent Training Booklet and within videos designed to support this. The initial consultation is followed up with regular consultation and support.

Where there are additional learning needs our Learning Enrichment staff are consulted as part of the process, from the beginning or where appropriate in the individual student's learning journey.

### Primary (Years P-6)

Throughout primary years students are provided with the eight key learning areas as is required by Australian Curriculum. The units of work cover a full term in time allocation and are written to align with the Achievement Standards and Content Descriptions of Australian Curriculum. Each year level is presented individually and students need to show engagement in the knowledge and skills of each KLA for a year level before progressing to the next year level.

### Secondary (Years 7-10)

Students in the secondary years engage in a variety of subjects which vary depending on the year level.

Year 7	Year 8	Year 9	Year 10
English	English	English	English
Mathematics	Mathematics	Mathematics	Mathematics
Science	Science	Science	Science
Humanities and Social Science	Humanities and Social Science	History	*History (elective)
Health and Physical Education	Health and Physical Education	Health and Physical Education	*Health and Physical Education (elective)
Languages	Languages	*Languages (elective from 2023)	*Languages (elective from 2024)
The Arts	The Arts	*The Arts (select one of Visual Arts, Music, Dance or Drama to specialise in)	*The Arts (select one of Visual Arts, Music, Dance or Drama to specialise in)
Technologies	Technologies	*Technologies (elective)	*Technologies (elective)
			*RTO subjects. Select from available QCAA approved subjects on offer.

\*These subjects are electives at this level. More will be added in subsequent years. In 2022 year 9 must do all subjects but may select from one of The Arts to specialise. Year 10 must do the 3 core subjects and then select 2 electives.

## Assessment and Reporting

There is a process of formative and summative assessment. The formative assessment is designed to enable the student, parent, and teachers to ascertain the development of knowledge and skills required to successfully demonstrate learning in the summative assessment. It is also an opportunity for teachers to ascertain when they may need to step in and provide students with additional support in order for them to see success.

There are two reports annually at the end of each semester. These reports reflect the results demonstrated through the summative assessments. Throughout the term teachers annotate formative assessments and consult with the students and parents about the tasks and their progress. The final report is a culmination of these processes.

Assessment tasks are built around the Australian Curriculum Achievement Standards and reported on across a 5 band scale. The report also includes recognition of the student motivation as they engage in their program, their attendance and participation in co-curricular activities provided by the school

## Senior Secondary (Years 11 and 12)

For Senior Secondary students we have SET Plan process and work hard to individualise programs around an individual student's needs in attaining or journeying towards a QCE (Queensland Certificate of Education) or a QCIA as students work towards quality post-graduation outcomes.

We offer a wide range of internal subjects and our own RTO Vet certificates to enable students to attain or make the journey towards attaining a QCE and ATAR score. We also support school based and external TAFE, University Head Start type courses, School Based Apprenticeships and Traineeships and work experience. Further details

<https://www.faithcsde.com> then select "senior-secondary"

Faith QCAA Senior School Subjects	QCE Credits	Faith School-Based Vocational Education and Training Courses	QCE Credits
General English OR Essential English	4	Cert III in Ministry and Theology (10741NAT)	8
General Mathematics OR Essential Mathematics	4	Cert III in Entrepreneurship and New Business (BSB30220)	6

Mathematical Methods	4	Cert III Screen & Media (CUA31020)	6
Physics	4	Certificate III in Information Technology (ICT30120)	8
Chemistry	4	Cert III in Music (CUA30920)	8
Biology	4	Cert II Engineering Pathways (MEM20413)	4
Psychology	4	Cert II In Community Services (CHC22015)	4
Business	4	Cert II in Applied Digital Technology (ICT20120)	4
Ancient History	4	Cert 1 Construction (CPC10120)	3
Visual Arts in Practice	4	Cert IV in Screen and Media (CUA41220)	2
Short Courses - Numeracy, - Literacy, - Independent Living Skills	1 1 1		

## **TEACHING AND LEARNING**

Teaching is formed from a combination of -

- Home visits
- Fortnightly conversations either by phone or online via Teams
- Face to face tutoring sessions
- Group teaching sessions in local libraries (COVID permitting)
- Remote one-to-one learning
- Online lessons - live and pre-recorded allowing for student engagement if they are unable to attend a live lesson during that time
- Online tutorial groups
- Faith Christian School of Distance Education produced workbooks which guide students through their learning progression.

Teaching and learning is supported by the student's Personal Learning Plan which is created by the teacher and shared in consultation with the parents. The teaching process is a partnership with the qualified teacher and the parent educator who facilitates learning in the home context. Part of this process includes mentoring of the parent educator to upskill them in meeting the educational needs of their children. This is done one-to-one between the teacher and parent and also through group mentoring sessions. The goal is to create online modules in the future.

Faith Christian School of Distance Education's pedagogical approach is based on a model of the UDL (Universal Design for Learning) approach. This approach allows for high learning expectations to be maintained with a flexible approach that considers the differentiated learning needs of students through multiple means of engagement reflected in the many and varied ways that students learn and communicate that learning.

### **Co-Curricular**

The formal curriculum of Faith Christian School of Distance Education is supported by a continually growing offering of co-curricular programs.

Currently these include-

- Annual Camps and small group regional camping programs
- Duke of Edinburgh award program
- Diving course
- Cross country carnival
- Athletics carnival
- District carnivals
- Regional workshops
- Leadership training camps

Plans are currently underway to include the following programs-

- Chess



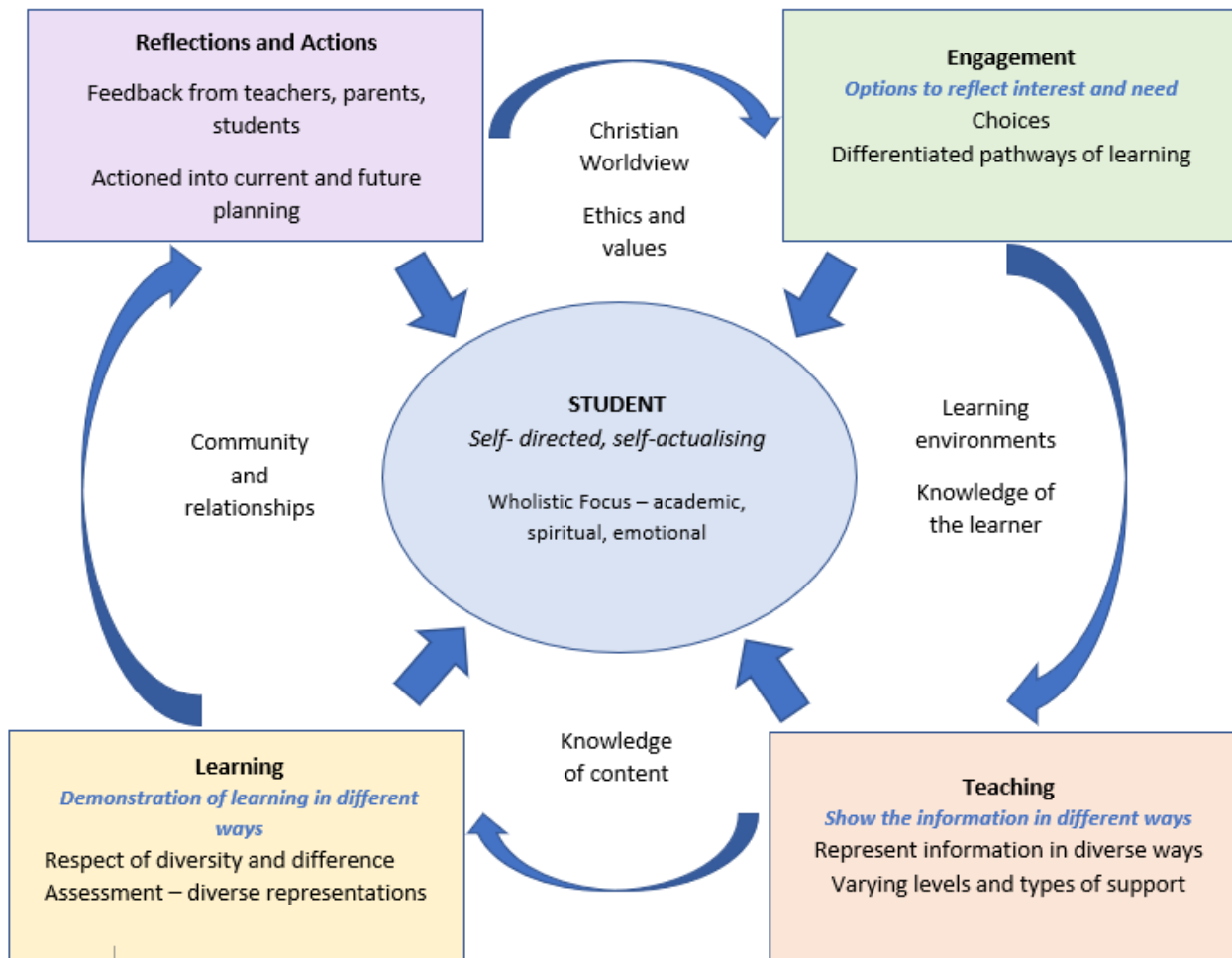
- Instrumental music
- Mission trips
- South passage sailing
- New Zealand snowy trip

### Pastoral Support

In addition to the support provided by the Area teachers in this regard there are also two designated Chaplains who care for the families who are needing support.

The model below outlines the pedagogical approach used in Faith Christian School of Distance Education.

### Faith Christian School of Distance Education model of UDL



## **CAREER COUNSELING, VOCATIONAL & SET PLANNING**

It helps if students realise the important difference their hard work at school will make to their future University, TAFE, and/or employment opportunities.

- Access to career expos dates around the state
- Work experience
- Access our RTO courses
- Access to TAFE courses using VETIS funding
- "Start Uni Now" or Head start programs.

## **WELFARE AND SAFETY**

The Board and staff are committed to student welfare and safety. Staff have access to a full cohort of mandatory policies including our audited Child Protection Policy and Procedures. These mandatory procedures are supported by clear expectations of behaviour and required commitments and standards for relationship and safety. These policies are reviewed regularly by staff and our Board and registers are kept up to date of suitability and Blue Card holders.

Below is a list of the related policies:

- First aid policy
- Flexible arrangements policy
- Procedures for Dealing with Conflict, Complaints or Concerns
- Risk Management Framework
- Sexual Harassment Policy
- Staff Code of Conduct
- Work Health and Safety Policy
- Workplace Bullying Policy
- Student Bullying Policy
- Privacy Policy

## **SCHOOL IMPROVEMENTS**

### **Cyclic Review and Improvements**

Faith Christian School of Distance Education is committed to ensuring that continuous evaluation and improvement of performance to meet all legislated requirements of its accreditation. The school therefore views participation in the cyclical review as a means of confirming that it is meeting its obligations with respect to ensuring that Faith Christian School of Distance Education is operating at the highest level.

This process involves data collection and review of:

- Student performance and progress data across a range of subjects and levels,
- Student programs and work samples demonstrating alignment with ACARA expectations
- Staff, student and community surveys and focus groups, to examine and explore areas for improvement and development,
- Review of details and evidence of our services to demonstrate a full-service delivery of an inclusive and differentiated program.

## **LAND AND BUILDINGS**

Being a Distance Education School we do not have a school site with classrooms. There is an administration and distribution centre.

Local facilities, such as churches or community halls, are hired for family workshops and local awards evenings.



**ACHIEVE THROUGH CHRIST.**