

Greenacre Baptist Christian Community School 2013 Educational and Financial Report

School Overview

In the early 1980s, the pastor of Greenacre Baptist Church had a vision for Christian education on what was a reasonably large church site. A landlocked portion of about half an acre had been gifted to the church a decade earlier by the Department of Housing. The grassed area had been subsequently used for youth group activities and practice for the church's netball and cricket teams. It was considered that the land would be perfect for a school playground.

At the time the church also had two old halls, one of which had been the original chapel before it was relocated to the rear of the site in the 1960s when the present church was constructed. This old chapel and parts of a rather large old hall that had been used by the army in World War II were perfect areas for classroom use.

In 1985, Greenacre Baptist Christian Community School (GBCCS) opened with two classes from K-6. Enrolments doubled during the following couple of years and by the mid-1990s, the school was a single stream primary school with numbers close to a council-imposed limit of 200 students for many years. Further buildings were added so that by 2005, each class was located in modern well-designed classrooms.

Around the middle of 2011, as the school opened its new BER hall and extra classroom, a number of parents expressed a desire for their children to remain at GBCCS for their secondary years. This commitment grew over the next eighteen months as planning escalated for the commencement of high school classes in 2013. A very good number of twenty-one students formed the first Year 7 class and the school looks forward to their graduation in Year 12, 2018.

Principal's Report

The 2013 school year arrived with much anticipation. GBCCS has always been a great place to work with the school board, parents and teachers all working together in Christian education and in desiring to raise godly young men and women. But in 2013, a new challenge arrived in the form of an eager Year 7 group delighted at being the first secondary class after twenty-eight years as a primary school.

For the parents of our initial Year 7 class, it took a big step of faith to allow their children to remain at GBCCS and we desire to repay that faith with good facilities, solid teaching, high quality pastoral care and a strong biblical framework behind everything we do. The first year of secondary was completed with staff, students and parents very pleased with the progress of the group.

As a whole school, GBCCS continues to be a blessing in its multi-cultural nature. Although the growth of enrolments from an Asian background continues, there is also an increasing number with an African heritage. Given the suburb of Greenacre has a large middle-eastern flavour, GBCCS has many families with a Lebanese, Jordanian or Egyptian background along with some second generation families of Mediterranean culture. There are also many

families from a central or South American origin. Along with those from an Anglo or North American background and a small number of children of indigenous heritage, it gives a real “United Nations” feel to GBCCS. Our children enjoy each other’s company with no obstacles or prejudices, a great testimony to the atmosphere in the school.

It is our desire to remain a small school. We believe that we can more adequately look after the pastoral and spiritual care of our children in a small close-knit environment. It is GBCCS’s greatest strength, even above the excellent academic and sporting progress shown in recent years. We feel that quality is more important than quantity in regard to staff, students and facilities.

The school has two secondary classrooms: one a practical Science/Art/Technology facility and the other a regular classroom. At the end of the coming year, portable classrooms are expected to fulfill an interim capacity to commence Year 9 in 2015 while further classrooms are built on the site of the original old church hall. The buildings will be highly functional and modern in appearance without being grandiose. GBCCS is the lowest fee CSA primary and secondary school in the Sydney area. Nothing we do is reliant on increasing fees to levels that bring Christian education out of reach for the working class family.

GBCCS is truly a remarkable place. It is a school which has been blessed by its staff and students for many years now. As I write, our school is a very settled K-8 environment where excellent learning is taking place. However, I am even more pleased by the nature and character of our students and the spiritual growth becoming evident is a delight to see.

Ken McCarron (March 2014)

Board Chairman’s Report 2013

2013, for me personally, was a very busy, stressful year so it was so refreshing to come to school meetings and hear how well things were going at school. Most of we older ones know that things don’t go well indefinitely in life and yet, for GBCCS, it just does.

We were in a good position staff-wise, financially, spiritually, space-wise when we decided to go into High School but we were concerned that needing increased staff and having to change so many little things to accommodate the High School would cause things to unravel a bit. That has not happened. God has been so gracious to us in the staff He has brought to us and in providing fantastic kids who make it all flow so well and make it all worthwhile.

Our prayer has always been that God would be glorified in what we do and that the kids would grow up knowing He is real. We will not take His favour on us for granted and will continue to pray that He will guide our leadership, staff and kids.

God is good.

Debby Reiher
Board Chair

Parental, Teacher, Student Satisfaction

Although it is now a couple of years since a formal survey of parents has been undertaken, there is no doubt that parents are generally well satisfied with the school. One of the main indicators is that it is very rare for a student to leave the school during the primary years other than when a family is leaving the area.

From the 2012 Year 6 cohort, ten children left GBCCS with nine joining older siblings at other high schools. Eight of these children were the youngest in the family. From the Year 6 cohort of 2013, only six have left the school with five going to selective high schools and the other student moving to the school that his older sibling attends. In both 2012 and 2013, the vast majority of the leaving students in both years wanted to stay at GBCCS.

Although parents were not formally asked to provide feedback on the school in 2013, a few points can still be made concerning parental satisfaction:

- * Enrolments have increased by about 5% in the last twelve months in K-6.
- * Classes are full in 2014 for all primary grades except Years 3 where minimal vacancies exist. There are a small number of positions available in Years 7.
- * There are waiting lists for Kindergarten in 2015 and subsequent years are close to full.
- * Other than one family with two children, no students left GBCCS in 2013 other than those leaving the area. That particular family returned after six weeks in a local public school.

Parents and friends of GBCCS are a close-knit community. The school has high quality teachers but more importantly, they care for each child. The staff is united behind the school's vision which emanates from a board that has been brave enough to take some bold steps in recent years. There is no desire to grow GBCCS beyond single stream as the school is focused on "quality rather than quantity" in educational programs, staffing and student numbers. Parents appreciate that emphasis and recognise that the board has a strong vision.

School Strategies

Priority Areas for Improvement

Priorities for 2013	Progress on 2013 Priorities
1. Extensively develop the skills of teachers in the new Australian syllabus in English and possibly Mathematics.	1. English has been well developed in 2013 from K-7. There has been in-servicing through PETAA and other sources.
2. Develop curriculum and resources for Stage 4 across the KLAS	2. Resources are considerable after one year but this area needs development.
3. Develop extra-curricular activities in Stage 4 such as Interest Electives, Sport etc	3. Sports included tennis, badminton, water polo and basketball. Electives included drama and paper crafts.
4. Prepare and submit to Bankstown council a Development Application for the school's master plan and the placement of portable rooms in 2015.	4. At the beginning of 2014, a DA was lodged with council for the site plan. Building plans are also well under way for 2015/16.

<p>5. Maintain good parental involvement across both primary and secondary areas.</p> <p>6. Focus on improving the profile of Music at an individual student level, at Chapel and other whole school situations.</p> <p>7. Employ a chaplain to look after the spiritual needs of the staff, students and families and to assist with providing quality chapel services and other initiatives across K-7</p>	<p>5. Secondary parents feel most welcome to talk to teachers and have a general presence before and after school.</p> <p>6. Music has been upgraded through an increased number of students learning an instrument or taking singing lessons. There is good participation in chapel.</p> <p>7. The chaplain introduced a bible study on Tuesdays, a much improved worship aspect to chapel, worked with isolated children at lunch and counselled children where appropriate.</p>
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Further Comment

In 2013 there was excellent leadership from the captains, vice-captains and prefects. The leadership group consisted of five boys and five girls including two students representing Year 7. We are tending to find that student leadership extends well beyond those chosen, reflecting the wonderful nature and maturity of our older students.

Priorities for Improvement and School Development in 2013

Top Seven Priorities for GBCCS in 2014

1. Further develop the skills of teachers in the new Australian syllabus in Mathematics, English, Science and History.
2. Improve resources for Stage 4 across the KLAs and prepare well for Stage 5 elective and non-elective subjects.
3. Invigorate the playground with new playground equipment, sandpit and more concrete play area.
4. Increase involvement in the performing arts with the development of music and drama leading to both older and younger students presenting musicals in 2014.
5. Submit a Development Applications to Bankstown council for the site master plan and the first stage of the secondary building program.
6. Encourage more parental involvement in classes other than K-2.
7. Develop more lunch-time activities to assist marginalised students integrate into their peer groups.

Actions Undertaken to Promote Respect and Responsibility

The school has developed respect and responsibility by:

1. Providing an environment where teachers require children to be respectful to adults, Australians of different nationalities and to each other.
2. Having the children sing the national anthem in assemblies.
3. Upholding the principles of the National Safe Schools Framework and displaying the framework poster in the administration area.
4. Having all classes participate in Biblical Studies/Christian Living lessons which promote biblical principles in respect and responsibility.
5. Undertaking a bullying component in each class's PDHPE program and having a focus on bullying during one term each year in those programs.

Staffing Details

Executive Staff

In 2013, GBCCS employed sixteen teachers (full-time equivalent of 11.8 teachers). This included three executive staff, the latter two with class teaching responsibilities:

Principal
Year 5-7/ I.T. Coordinator
K-4 Coordinator

Teacher Standards and Professional Development

There is a wonderful mix of cultural heritages among the GBCCS teaching and non-teaching staff. Although no staff member comes from an indigenous background, a number of cultures are represented including Indonesian, Fijian, Indian, German, Italian and Arabic.

Each of our teachers has teaching qualifications from a higher education institution within Australia or New Zealand.

Teachers possessing Teaching Qualifications from a higher education institution within Australia or New Zealand - Category (i).	16
Qualifications as a graduate from a higher educational institution within Australia but lacking in formal teaching qualifications - Category (ii).	1
Do not have qualifications listed in the above areas but have relevant successful teaching experience – Category (iii).	0
Teachers registered with the NSW Teachers Institute at Professional Competence	3
Teachers registered with the NSW Institute of Teachers and accredited at the point of employment	3

Whole staff development consisted of three days during the year. Those three days were in January 2013. This included WH & S and Child Protection sessions at which clerical and auxiliary staff also attended. The majority of the staff also completed the full First Aid course on the third day of that week.

Teachers also participated in training conducted by other providers, mainly in regard to the new syllabus in English. Staff development outside the school averaged 3.5 days per staff member. Many teachers attended in-service outside school hours with external providers. Some of these courses are funded by the school and others are paid for by the teachers. In 2013, a total of \$18,051 was spent on professional development, considerably more than the \$4,280 that was spent by the school in the previous year. The teachers have been well-trained in the new syllabi!

Teacher Attendance in 2013

The average absence rate for teaching staff was 4.8 days, down from the previous year's 6.7 days (from 189 school days). The Year 5 teacher commenced maternity leave at the end of Term 1 while a part-time Support teacher returned from the same leave at the beginning of Term 4. No other teachers left the school during the course of the year although the Year 1 teacher resigned from her position at the completion of 2013. With the school's addition of a Year 7 class, three extra teachers were required with the two full-time secondary teachers also teaching some primary classes.

School Policies

Enrolment Policies and Profiles

Our criteria for enrolment:

- * Children of families who have been attending Greenacre Baptist Church for at least twelve months.
- * Children who already have an older sibling enrolled at the school.
- * Children of ex-GBCCS students
- * Children of families where at least one parent is a Christian who have been on the waiting list. These are processed in order of receipt.

In 2013 there were 204 students enrolled at the August census (183 in primary and 21 in secondary). These children were from a diverse background including large numbers of Mediterranean, Asian, western European and American families. These families are a reflection of the diverse range of cultures around the Greenacre area. The multicultural flavour of the school and the way it is celebrated is one of our major strengths.

Enrolments for future Kindergarten classes are promising with waiting lists expected. The typical class is capped at 28 students but exceptional circumstances mean that occasionally classes rise above that level. Year 3 and 4 both had 30 students at the August 2013 census.

This school's full enrolment policy is attached as an appendix to this report.

Student Welfare Policies

The school's strength is in the Pastoral Care and welfare of its children. This is reinforced in the school's mission statement: *"to enable the children to take their place in the community as witnesses to the power of God in their individual lives"*. Every year, all staff look at the GBCCS's Vision and Mission Statements to spend some time reflecting on the school's singular purpose in spiritual and personal welfare. This assists teachers to work toward that goal. Our Pastoral Care policy, which we believe is generally working most successfully, provides students with the opportunities to develop the knowledge skills and dispositions for positive relationships as defined by the National Safe Schools Framework (p. 5).

From this policy, students are taught the vital values of respect, kindness, safety and stewardship. These are entrenched in our Biblical Studies program but reinforced through our Protective Behaviours and Relationships program conducted in each class early in the year with an anti-bullying focus. These programs allow for the children to identify and discuss issues regarding relationships in the classroom and in many cases deal more effectively with matters when they arise in the classroom.

Workplace Health and Safety is recognised as being a vital component in the protection of staff, students and families. The school has a reputation for listening to its community and acting swiftly upon notice of any concern in this area. Parent concerns are not seen as a threatening situation but are acted up swiftly and with appreciation. Teachers have the opportunity at weekly staff meetings to raise any potential hazards and a risk assessment is undertaken by the principal. As a result the classrooms and playground are of high standard of safety. A system has been put in place for teachers to record possible dangers or risks to avoid any matter being neglected.

The school's full policy can be obtained from the office. The policy did not change in 2013.

Discipline Policy

This policy centres on three areas:

1. We want our school to be a safe place.
2. We want our school to be an environment where students feel accepted.
3. We want our school to be a place where all children are treated fairly and with justice.

The policy in itself is an important part of the pastoral care of the students. There are several other policies that contribute to the nurturing of students that sum up the school's Biblical focus on pastoral care.

The school does not administer corporal punishment nor does it work with parents to administer any form of corporal punishment in partnership with the home. There is opportunity for procedural fairness to occur when children are accused of any act of wrongdoing where a disciplinary process is expected.

Children are not suspended from school or subjected to other serious disciplinary procedures without consultation with parents and a time period of at least overnight to fully consider the circumstances prior to the final decision in the disciplinary process

The school's full policy is included as an appendix to this document. It was changed just prior to 2013 to better suit a developing K-12 school.

Complaints and Grievances Policy

GBCCS has relatively few grievance issues but like most schools, there are times during the year when staff, students or parents wish to express a concern about a particular issue. In 2011, GBCCS undertook a review of its grievances policies and implemented a fresh policy with clear pathways for those with concerns.

The new policy focuses on several key relationships across the school community. It gives staff, students and parents an outline of the correct protocol to follow in case there is an area of concern. The policy is the basis for dealing with friction between community members although it is recognised that there can often be extraordinary situations in human nature where other approaches may be required.

We desire to be God-honouring in the ways we deal with complaints and one way this can be done is to work through issues at the earliest possible time and at GBCCS, staff, parents and students are encouraged to "nip problems in the bud" before the matter escalates. Nevertheless, there are specific procedures to be followed in the case of more serious disputes or grievances.

No changes were made to this policy in 2013 and it can be obtained from the school office.

Anti-bullying Policy

GBCCS has few issues with bullying. However, there is no such thing as a perfect playground or classroom. Each year the students undertake sessions on bullying and often external providers are brought in to tackle the issue, often from a Christian perspective. The school has a policy on bullying adapted from a number of other sources and this policy has served the school well in recent years. GBCCS deals with bullying by assisting both the bullied and the perpetrator. We believe bullying is sustained ill treatment of others and we work hard to prevent it using the strategies outlined in the policy. No changes were made to this policy in 2013 and it can be obtained from the school office.

Student Information and Performance

Student Summary

Students at GBCCS come from a variety of cultural and socio-economic backgrounds. The school draws from a ten kilometre radius with suburbs as far away as Fairfield, Peakhurst and Wattle Grove and from culturally diverse suburbs such as Croydon Park, Homebush, Riverwood, Bass Hill and Guildford. The students come from about fifty different nations and every inhabited continent with large numbers from Brazilian, Korean, Indonesian and Lebanese backgrounds. GBCCS has an extensive ESL program, particularly in the K-3 age group but we do cater well for older new arrivals. We believe that GBCCS does extremely well in national testing given the large number of families where English isn't the preferred language at home upon their entry to Kindergarten and other grades.

Student Performance in State-wide Tests & Examinations

GBCCS participated in the mandatory National Assessment Program - Literacy and Numeracy (NAPLAN) to assess skills across Years 3, 5 and 7. The results were an accurate reflection of GBCCS students' standing in these areas. The Year 3 results were the best that GBCCS has received in that grade and we were extremely pleased with the results of our initial Year 7 group. The 2013 Year 5 group hasn't been noted for its academic strength but still performed above the national average across the subject areas. The most pleasing aspect was the improvement of this group in comparison to when they were in Year 3 in 2011. The first Year 7 cohort has worked hard and the excellent results are a reflection of their terrific progress in 2013. Overall, GBCCS is very happy with the school's academic progress and NAPLAN is simply one method that gives data to support that positive position.

Full details can be gleaned from the school's page at the "My School" website:

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

Summary of Achievement

Year 3

Students who received higher than the 2013 National Benchmark (Band 2 or higher):

Numeracy	100%
Reading	100%
Writing	100%
Spelling	100%
Grammar	100%

Comparisons 2011-2013

	2011	2012	2013
Numeracy	100%	100%	100%
Reading	100%	97%	100%
Writing	95%	100%	100%
Spelling	100%	100%	100%
Grammar	100%	97%	100%

The following is the percentage of the school's Year 3 students who scored the top ranking (Band 6) in the NAPLAN tests (2012 figures in brackets):

Numeracy	18% (22.5%)
Reading	57% (22.5%)
Writing	36% (22.5%)
Spelling	50% (58%)
Grammar	61% (42%)

The percentage of Year 3 children achieving the top band in Numeracy was 22.5%, well above the NSW state average of 15.9%. In Literacy, the percentage of Year 3 students who scored in the top band was 36.3 well above the NSW state average of 24.8% (averaging out the four disciplines).

In Numeracy, 75% of Greenacre Baptist students achieved results in the top two bands compared to 35.6% across the state. In Literacy, the students in the top two bands made up 90% of those tested, compared to the state average of 50.3% (average of the four disciplines).

Year 5

Students who received higher than the 2013 National Benchmark (Band 4 or higher):

Numeracy	100%
Reading	100%
Writing	100%
Spelling	96%
Grammar	100%

Comparisons 2011-2013

	2011	2012	2013
Numeracy	100%	100%	100%
Reading	94%	100%	100%
Writing	97%	100%	100%
Spelling	91%	100%	96%
Grammar	97%	100%	100%

The following is the percentage of the school's Year 5 students who scored the top ranking (Band 8) in the NAPLAN tests (2012 figures in brackets):

Numeracy	17.5% (27.3%)
Reading	4.5% (18%)
Writing	0% (18.2%)
Spelling	22% (45.5%)
Grammar	17.5% (45.5%)

The percentage of Year 5 children achieving Band 8 (the top band) in Numeracy was 17.5%, far ahead of the NSW average of 12.4%. In Literacy, the percentage of Year 5 students who scored Band 8 was 23% compared to 14.4% across the state (average of the four disciplines).

In Numeracy, 39% of GBCCS students achieved results in the top two bands compared to 29% across the state. The results in Literacy were slightly below the state average with 39% of students being placed in these bands compared to the NSW average of 36% (average of the four disciplines).

Year 7

Students who received higher than the 2013 National Benchmark (Band 5 or higher):

Numeracy	100%
Reading	100%
Writing	100%
Spelling	95%
Grammar	100%

The following is the percentage of the school's Year 7 students who scored the top ranking (Band 9) in the NAPLAN tests:

Numeracy	35%
Reading	20%
Writing	10%
Spelling	0%
Grammar	25%

The percentage of Year 7 children achieving in Band 8 (the top band) in Numeracy was 35%, far ahead of the NSW state average of 13.4%. In Literacy, the percentage of Year 7 students who scored in Band 9 was 12.5% compared to the 11% across the state (average of the four disciplines).

In Numeracy, 55% of GBCCS students achieved results in the top two bands compared to 29.4% across the state. The results in Literacy were well above the state average with 50.4% of students being placed in these bands compared to the NSW average of 28.4% (average of the four disciplines).

Literacy Summary

In the context of a multi-cultural school, these results reflect the school's solid progress. The performance of each class is commendable. Many children start Kindergarten at GBCCS with little or no English and the Year 3 results reflect a positive development of language skills over the K-2 period. Year 5 was a class with several students who presented at school with little or no English so the results are pleasing. Year 7 is a capable group and this is reflected in their Literacy results.

Numeracy Summary

We are pleased with the continued solid performance in Mathematics at the upper primary level and in our first Year 7 but may have expected Year 3 to perform better in terms of the percentage of students in the top three bands. However, their results are still quite good. The overall performance in Mathematics is sound by our own expectations. We feel that we can work harder to ensure that Mathematics is improved in the lower grades, from year to year we notice that the students more than catch up by Year 5 and this "late-blooming in Mathematics has continued at Year 7 level.

Further NAPLAN Feedback

It can often be hard for parents to work out how well their child has performed in NAPLAN in comparison to others. Certainly, parents will know their child's Band score (1 to 6 for Year 3 and 3 to 8 for Year 5). I have put together a table of how the group has performed. In an average situation, 20% of GBCCS children should be in the top 20% of all students nationally. As can be seen from the tables below, GBCCS is well above the average school!

Year 3 NAPLAN Results 2013

	Reading	Writing	Spelling	Grammar	Numeracy
Top 20%	43%	57%	50%	54%	32%
Middle 60%	57%	40%	50%	46%	68%
Bottom 20%	0%	3%	0%	0%	0%

Year 5 NAPLAN Results 2013

	Reading	Writing	Spelling	Grammar	Numeracy
Top 20%	17%	13%	30%	22%	39%
Middle 60%	69%	45%	42%	43%	47%
Bottom 20%	5%	5%	0%	9%	5%

Year 7 NAPLAN Results 2013

	Reading	Writing	Spelling	Grammar	Numeracy
Top 20%	30%	20%	30%	45%	55%
Middle 60%	70%	75%	70%	55%	45%
Bottom 20%	0%	5%	0%	0%	0%

Just to add some extra information: in Year 3 there were 28 children out of which the following numbers finished in the top 50% of NAPLAN: 23 (Reading), 25 (Writing), 23 (Spelling), 24 (Grammar) while 24 children finished in the top half in Numeracy. In Year 5, 13 out of 23 children finished in the top half for Reading while the number in the other components were: 19 (Writing), 17 (Spelling), 14 (Grammar) and 14 (Numeracy). In Year 7 there were 20 students who sat the tests and the numbers in the top 50% were 12 (Reading), 17 (Writing), 19 (Spelling), 18 (Grammar) and 14 (Numeracy). Therefore, almost all of the class was placed in the top half of Australian students in Writing, Spelling and Numeracy. Even better, the children at the lower end of our classes are being pushed to greater heights!

Student Attendance

The attendance rate presented on the “My School” website was 95% during the four week period across May 2013.

The average attendance for the whole of 2013 across the grades is shown below:

Kindergarten	96.8%
Year 1	97.6%
Year 2	96%
Year 3	96%
Year 4	94.4%
Year 5	94.4%
Year 6	95%
Year 7	92.3%

Students who demonstrate inconsistent attendance are followed up as per our Roll Marking and Student Attendance Policies which can be obtained from the school office, including the policy for seeking principal’s permission for extended absences. There is a procedure for poor attendance including notes and follow-up phone calls to parents in the first instance followed by more stringent measures if necessary. Absences at GBCCS rarely require such attention although lateness can be a concern at times.

School Finances

Summary of Financial Performance for the year ended 31 December 2012:

Income 2012

Income from fees and donations	22%
Recurrent Grants	73%
Interest Subsidies	2%
Donations and other revenue	3%

Expenditure 2012

Salaries allowances and other related expenses	55%
Student expenses: Camps, excursions, sport etc	8%
Non-salary expenses	37%

Appendix 1

GREENACRE BAPTIST CHRISTIAN COMMUNITY SCHOOL

Enrolment Policy

2010

Previous policy: 12 March 2009

Policy rewritten: 10 August 2010

Policy presented to staff: 2011

Policy due for revision: 2014

REGISTRATION OF NEW STUDENTS

1. Kindergarten children should turn 5 by the 31 May in the year they enter the school.
2. All prospective students must provide proof of:
 - Australian Citizenship or
 - Birth Certificate indicating one parent's citizenship or
 - Birth Certificate indicating a parent's permanent residency
3. All prospective students must provide an Immunisation Certificate.
4. If there is an epidemic (specified contagious disease) and a child is not immunised, they are to be excluded from school until it is clear to return.
5. Priority order for enrolment:
 - * **Children of families who have been attending Greenacre Baptist Church for at least twelve months.**
 - * **Children who already have an older sibling enrolled at the school.**
 - * **Children of ex-GBCCS students**
 - * **Children of families where at least one parent is a Christian who have been on the waiting list. These are processed in order of receipt.**
6. Successful students are entered into the Register of Admission on the first day of attendance with start date and the immediate previous school duly noted.
7. Departure details will be recorded when students leave the school, including the name of their new school. The student's records will be retained in school archives for 5 years.
8. The attendance of all students will be monitored and recorded in class rolls by the class teacher for the duration of their enrolment.
9. If the documentation in No 2 above is unable to be established appropriate authorities will be contacted for further information in regard to eligibility for government grant or other related matters before consideration of enrolment takes place.
10. The Kindergarten class is usually capped at 26 children and other classes are normally capped at 30 children.
11. On occasions, temporary enrolment will be given to children whose family are on sabbatical or other missionary leave.

PREREQUISITES FOR CONTINUING ENROLMENT

We have a heartfelt desire that all GBCCS students will enjoy a rewarding and complete Christian education. We will do everything reasonable in our power to help families meet the conditions below for **continuing** enrolment of their children and believe the conditions are fair and proper for families wishing to place children in the School.

The School will move to discontinue enrolment, with full consultation in advance, if it cannot meet the child's needs or if the education of other children is seriously disadvantaged by the child's presence.

What the School expects of Parents

The School considers that your failure to meet any of the conditions below is reason for terminating enrolment, at its discretion after reasonable effort has been made to help you meet them.

1 Parents/carers support the School's educational philosophy by continuing to allow the child to share fully in the devotional lessons and spiritual activities of the school.

2 Parents/carers agree to allow their children to be involved in the academic, sporting and cultural activities of the school including camps and excursions.

3 Parents/ carers support what they expect from the School by ordering their own lives and home so that the child will be given every opportunity to grow in God's grace and wisdom.

4. At least one parent/carer continues to maintain their Christian faith and witness and to contribute to their church. At least one parent/carer continues to support School functions or activities by their attendance.

5. Parents/carers will continue to provide the child with the correct uniform, ensuring the child wears it neatly, modestly and clean.

6. Parents/carers provide the child with all personal equipment required by the School for full participations in the education offered.

7. Parents/carers support the responsibility of the School to use discipline and give punishment, in accordance with its policies, as it deems wise and suitable for the child (corporal punishment is not school policy and is not undertaken at any time).

7. Agreed fees are reliably paid in advance at the end of the first week of a new term, or as the Bursar arranges in accordance with School policy. In the case of a family's first enrolment, agreed fees must be paid by the date set for accepting a place in the School.

8. Students will behave in a way that does not bring dishonour to the name of the Lord Jesus Christ or disgrace to the School.

ATTENDANCE AT SCHOOL

1. All students will have their attendance monitored by the class teacher. If the student is away from school for any reason, a note must be produced by the parent within a week, and the note must have an explanation of the absence.
2. The class teacher will record the student's absence in their roll book (which is to be kept in the classroom) and retain all such notes with the roll. A form absence note is available at the administration office and an explanation for absence or lateness, signed by parents, is an adequate form for parents to use. The office will forward such notes to the class teacher to be included with the class roll.

3. If a note hasn't been provided to explain the reasons for absence one week after the child's return to school, the absence must be recorded as "unexplained" or "unjustified".
4. If a family is planning a lengthy time away from school (one week or more), they should seek permission from the principal to do so. This is a Board of Studies requirement. This includes family holidays or for personal reasons. It is unlikely that such permission would be refused but is required as a courtesy.
5. All teachers and staff are requested to inform the principal if there are any irregularities in a student's attendance. Or where excessive absences are occurring.
6. The principal will investigate irregular or suspicious absences and establish whether further action is required. If the principal has any concerns, the parents will be contacted or the relevant authorities if the situation appears to be of reportable nature.

Appendix 2

GREENACRE BAPTIST CHRISTIAN COMMUNITY SCHOOL



DISCIPLINE POLICY

2013

<p>Previous Policy: November 2011 Policy amended: August 2012 Policy due to be presented to staff: 23 January 2013 Revision Date: 2016</p>
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INTRODUCTION

The school will endeavour at all times to have an overall educational objective of self discipline and to develop co-operative attitudes and respect for the person and the property of others.

The child should be held responsible for his/her own actions. Discipline, therefore, wherever possible will be positive in nature.

We want our school to be a safe place to go so students will follow directions given by staff and will refrain from any activity which is likely to hurt others such as throwing objects, fighting, play fighting, pushing or any form of physical abuse.

We want our school to be a place where people feel loved so students are expected to show friendship and courtesy to all. Any behaviour which is disruptive, likely to hurt or upset others (including name calling, teasing, bullying, threatening, spitting or unacceptable language) is not allowed.

We want our school to be a place where all are treated daily with justice so we expect all students to speak and respect the truth.

For children who do not respond to positive forms of discipline, where necessary, detention will be administered at play times.

Should the school experience persistent difficulty with any student behaviour, modification programs will be implemented and if improvement doesn't take place, parents will be requested to attend an interview with the Principal. Where the welfare of a class or of the whole school is threatened, suspension of a student may occur.

"And now I give you a new commandment: love one another. As I have loved you so you must love one another. If you have love for one another, then everyone will know that you are my disciples." (John 13:34-35 – Good News)

Pastoral Care

Pastoral care is all the assistance the School provides in order that children will grow up into Christ. It includes prayer, nurturing, counselling, discipling and discipline. Our aim in correction of behaviour is forgiveness, redemption and restoration.

PHILOSOPHICAL FOUNDATIONS

The School's Discipline Policy is based largely on principles inherent in Ephesians 6:1-4. It assumes that although every individual is created in the image of God and is therefore unique and important, man's fallen nature requires that his conduct be restrained by rules and imposed authority – with a view to leading him to submissiveness and obedience in Christ, a life lived by the Spirit.

In Hebrews 12:10 we are told: Our fathers disciplined us for a little while as they thought best; but God disciplines us for our good, that we may share in his holiness. Discipline, therefore must always be for the good of the child – administered out of our loving concern for the child.

EFFECTIVE DISCIPLINE:

- Is an essential part of Christian Education;
- Is based on love and concern for each child's well-being and personal development;
- Needs to be fair, consistent and positive;
- Is used to build up the child, assisting in the development of self-control and self-discipline.

Without discipline, learning and development are restricted. Effective discipline within the school means that learning and development can take place without frequent negative interruptions.

Sound discipline involves training as well as correction. Correction alone without thorough instruction is not effective discipline.

Through consistent discipline, involving both correction and training, the School aims to promote self-discipline by assisting students to be thorough, consistent, appreciative, responsive and thoughtful and to take pride in all that they do so that it is pleasing to the Lord.

Students are helped to make their own decisions and to come to their own conclusions within Biblical principles and to accept consequences of their own choices. Character training through rules, principles and the formation of good habits is an important part of the school program.

Our approach to discipline involves:

- Accepting and valuing the child as they are, not for what they do;
- Emphasising correct behaviour rather than focusing on errors consistently;
- Chastising wrongdoing. This does not cause students to devalue themselves if they are sure that the other person values them;
- Helping children to choose achievable goals.

Correction and training are to be expressed through mutual acceptance, encouragement and cooperation. The aim is to develop a truly Christian School Community.

The following principles being evident:

- Cooperation and a sense of security of belonging. This means working together, accepting each other and aiding each other's development;
- Accountability for behaviour;
- Acceptance of and obedience to authority;
- Mutual Student-Teacher respect.

STRUCTURE FOSTERS SECURITY

God has created a world to work within a structure, which we interpret and maintain by sets of rules. The basis of all rules is to “love the Lord your God with all your heart, soul, mind and strength and to love your neighbour as yourself.”

- Rules are to focus first of all on attributes and only secondly on behaviour. The danger of behaviour modification is its emphasis on outward behaviour. Rather we should be considering behaviour management by concentrating on modified attributes.
- Rules should be appropriate. They should build up (1 Cor 10:23) and take into account the needs of others (Rom 14, 15, 16 and 1 Cor 8:9-13).

When the above are functioning effectively in a school, the children develop a noticeable sense of security and belonging within the bounds of the structure.

ACCEPTANCE OF AUTHORITY THROUGH OBEDIENCE

The Source of our authority is God, delegated to parents and through them to teachers. The purpose of authority is to:

- Provide a structure for society to function soundly, and;
- Be an instrument of God’s purposes. Teachers are to be held up as disseminators of that authority, as well as parents (Eph 6:1);
- Give us freedom, through submission and service (1 Pet 2:16).

The nature of authority is dominion exercised in order to serve. Christ personified the servant role of one in authority (Mark 9:35; 10:42-45, John 13:12-7).

It is God’s will that children obey their parents and, by delegation, their teachers. The onus is on children to give obedience, not on parents/teachers to force it from them. Every teacher must make his/her pupils aware of this responsibility to God and towards parents or others to whom parents delegate their authority. If it is not given however, it has to be demanded – for their sakes.

Teachers and parents who allow disobedience from their children are not meeting God’s expectations.

Children have a Biblical responsibility to honour and respect their parents and teachers. Respect is not fear and dread on the one hand, nor is it casual, easy familiarity on the others. Teachers must demand and command respect from students. Not to do so is against God’s will. Our conduct, character, commitment and care should guarantee and command respect.

Finally, parents and teachers should not exasperate their children. Arbitrary, unjust or inconsistent treatment exasperates. A harsh, unremitting attitude, a failure to show compassion, just not bothering to find out the causes and circumstances in particular situations also exasperates. Be willing to explain reasons for rules, actions and policies.

POLICY STATEMENT

At GBCCS we believe that strong, positive and peaceful (Rom 12:18) working relationships are vital.

Relationships of this type allow everyone to achieve their God-given potential and growth. Our belief is that a cooperative school, operating through the grace of God and Biblical values (Pro 1:1-7), is a happy, secure place where everybody’s needs are considered and all have the opportunity to achieve success.

Our school has adopted a variety of strategies and programmes in order to foster cooperation and respect, which affects all aspects of school life. This policy endeavours to promote the well-being of all those who work in our school community.

In particular, this policy aims at imparting behaviour management and conflict resolution skills to students. The goals of these skills are a demonstration of mutual respect and cooperation in order that all students will gain confidence and demonstrate a consistent caring attitude to all people within our community.

We at GBCCS believe it is our responsibility and privilege before God to disciple students (hence ‘discipline’) via Biblical principles (2 Tim 3:26). This policy aims to manifest these principles without our community.

“Discipline your son, and he will give you peace, he will bring delight to your soul.” (Prov 29:17)

It is the School’s belief that major behaviour problems must be referred back to the parents. It is not the role of the School or the teacher to correct a child’s behaviour problem alone. It must be emphasised that the School does not replace the role of the parents, but takes an active part in continuing the discipline of the parents.

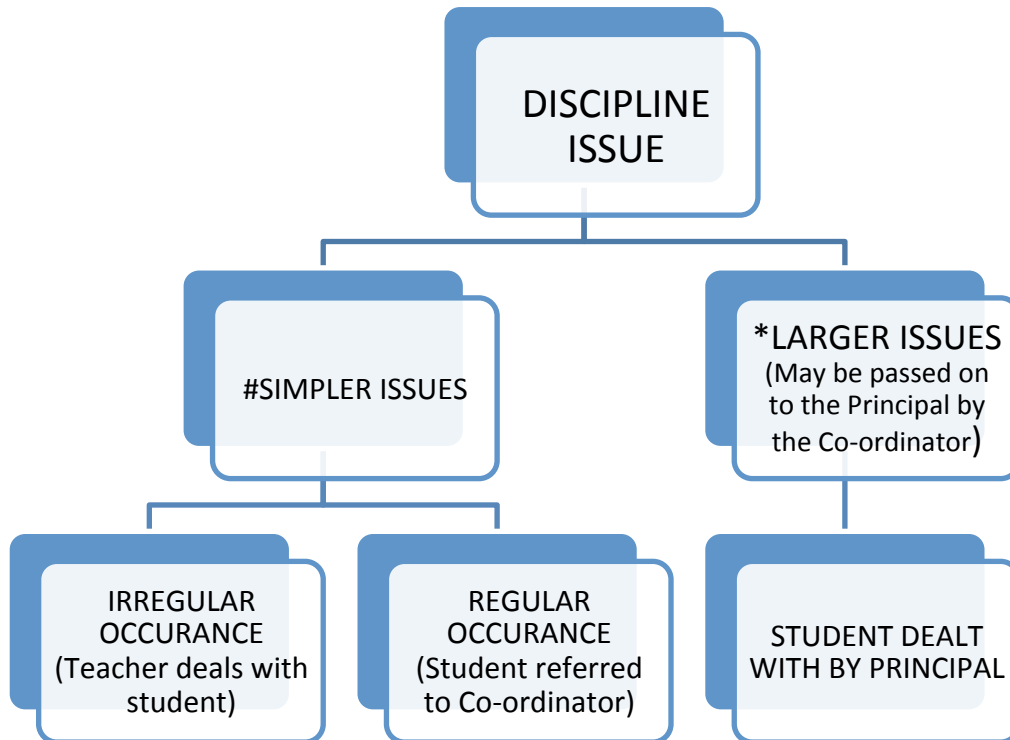
NOTE

Due to the provisions of the Education Reform Amendment (School Discipline) Act 1995, corporal punishment is not to be used in this school as part of its Discipline and/or Pastoral Care Policy.

GBCCS does not condone nor encourage parents to use corporal punishment at home in regard to school-based issues.

DISCIPLINARY PROCEDURES FLOW CHART

This chart is the first document to follow, but reference should also be made to the Table “Expected Student Behaviour / Teacher Action List” (Appendix 1)



POSSIBLE TEACHER ACTIONS

- Verbal warnings
- Isolation strategies
- Bans
- Counsel/prayer
- Time out strategies
- Contacting parents
- Detentions
- Service activity
- Uniform default note

**#eg: SIMPLER ISSUES
TEACHER TO DEAL WITH**

- Talking/interruptions
- Passive-aggressive behaviour
- Minor defiance
- Cheekiness
- Homework not done
- Name calling

POSSIBLE CO-ORDINATOR ACTIONS

- Parents informed
- Detention
- Refer to Principal
- Service activity
- Isolation
- Counsel/Prayer

***eg: LARGER ISSUES – PRINCIPAL / CO-ORDINATOR TO DEAL WITH**

- Gross disruption of class
- Undermining authority
- Outright defiance
- Gross insolence/disrespect
- Refusal to work at all
- Bullying/harassment

POSSIBLE PRINCIPAL ACTIONS

- Counsel/prayer
- Conference with parents
- In-school suspension
- Out-of-school suspension
- Expulsion

EXAMPLES OF EXPECTED STUDENT BEHAVIOUR / TEACHER ACTION

NB: To be read in conjunction with the disciplinary procedures flow chart.

Effective Student Behaviour	Possible actions upon irregular occurrence	Possible actions upon regular occurrence
Playground		
All play ground contact games must be "touch", not "tackle"	Ban from playing at recess / lunch time for that day	<ul style="list-style-type: none"> Principal and staff informed; Ban from playing for extended period.
All students must remain at school throughout the day, unless written permission has been submitted and accepted	Refer student to Principal in all cases of truancy from school or class	<ul style="list-style-type: none"> Parents contacted; In-school suspension; Out-of-School suspension.
No student should be "out of bounds" (unless under teacher supervision, or with <u>written</u> permission from a teacher)	Detention or service activity (clean up area)	<ul style="list-style-type: none"> Principal informed; Parents contacted; In-school suspension
The playground should be kept tidy at all times, with all rubbish put in bins provided	Area cleaned up by students present	<ul style="list-style-type: none"> Principal informed; Detention and clean up task.
School Uniform		
Correct school uniform should be worn at all times, including on buses (except on Mufti Days). A parental note is required for a temporary inability to comply.	<ul style="list-style-type: none"> Verbal warning / instruction; Detention; Uniform default notice sent home. 	<ul style="list-style-type: none"> Principal informed; Parents contacted; In-school suspension; Out-of-school suspension.
Students should not wear non-uniform items such as jumpers and jackets, coloured nail polish and incorrect jewellery.	<ul style="list-style-type: none"> Confiscation of items (returned at end of week or term); Students asked to remove nail polish; Uniform Default note sent home; Detention. 	<ul style="list-style-type: none"> Principal informed; Parents contacted; In-school suspension; Out-of-school suspension.
Classrooms		
No student in a classroom without teacher supervision (including detentions).	<ul style="list-style-type: none"> Send out of room / verbal warning. Detention. 	<ul style="list-style-type: none"> Principal informed.
Students should complete all their work with due diligence, and attend to all required learning.	<ul style="list-style-type: none"> Isolation from peers; Detention; Notes / calls to parents. 	<ul style="list-style-type: none"> Principal informed; Conference with parents; Individual management plan.
Students should not be late for class.	<ul style="list-style-type: none"> Record name; Detention to make up time and work. 	<ul style="list-style-type: none"> Principal informed; Parents contacted.

Effective Student Behaviour	Possible actions upon irregular occurrence	Possible actions upon regular occurrence
Other		
Students should leave their mobile phones at home (unless school has parental letter).	<ul style="list-style-type: none"> • Confiscation of phone; • Loss of privileges; • Detention. 	<ul style="list-style-type: none"> • Principal and staff informed; • Parents contacted • suspension
Students should not have chewing gum at school.	<ul style="list-style-type: none"> • Verbal warning / gum put in bin; • Detention. 	<ul style="list-style-type: none"> • Principal informed; • Parents contacted.

The above listing of **some** expected behaviours and possible actions by staff has been compiled for the following reasons:

- As a ready reference for staff;
- Staff and students will be clearer about what is expected;
- Consistent insistence by staff will lead to less and less need to remind students of these expectations.

The philosophy behind this is that we have as few 'rules' as possible but that all staff constantly and consistently require adherence to the 'rules' we have.

An attempt has been made to list actions that are appropriate to the misbehaviour. These actions are suggestions only, and are not prescriptive. The teacher should use their professional judgment to administer the actions that are appropriate to the particular student and circumstances, so that:

- We are consistent but fair in dealing with students;
- We are the least punitive as possible ("certainty rather than severity"), and;
- Students can recognise the 'fairness' of the consequences.

Obviously if a student's misbehaviour becomes a regular occurrence, the Principal will be advised via the relevant Co-ordinator, and he will then make a decision regarding the administration of possible consequences (examples in the right hand column) or delegate these.

APPENDIX 1 STUDENT CODE OF CONDUCT

Students should remember and consider the four “C’s” of good conduct:

- **Consideration** – always think of others first;
- **Courtesy** – be respectful and polite;
- **Cooperation** – listen to and obey those in authority;
- **Common Sense** – be sensible and responsible.

Students should try to show the fruits of the spirit at all times (see Galatians 5:22-23). The following Student Code of Conduct is designed to assist you in this. It is based on the fruits of the spirit and many other important principles from God’s Word, the Bible.

Being a student at GBCCS is a wonderful privilege, therefore you should:

1. Take appropriate responsibility for your own progress by participating fully and cooperatively in all lessons and school activities, and by diligently completing homework.
2. Be positive and open about your learning. Don’t interfere with others’ learning by being disruptive and thoughtless. Listen carefully to all teachers and other presenters of learning. Don’t talk, interrupt or yell out. Raise your hand if you want to ask or answer a question.
3. Show respect for and obedience to teachers and other adults, including parent helpers and school volunteers. When spoken to, answer clearly and with courtesy. Greet people respectfully and cheerfully.
4. Take correction respectfully. For example, don’t answer back, sulk or display temper or annoyance.
5. Be careful in your speech and conversation. For example, never blaspheme, swear or use bad language, and always maintain decent standards of conversation.
6. Be respectful of other students. For example, Be friendly and helpful. Don’t name-call, jeer, sneer, make fun of or criticise others, either to their faces or behind their backs, and don’t exclude others. This is bullying.
7. Value and show respect for school property by not defacing, damaging or littering.
8. Respect the property of others including fellow students. When borrowing things (including library books), always look after them and return them properly.
9. Always be honest and truthful.
10. Be punctual to class. Always offer an apology and reason for the lateness to the teacher.
11. Be careful of other’s safety. Don’t behave in a dangerous or careless manner, for example, running where there are lots of people around.
12. Be responsible. For example, pick up your own rubbish, tidy your own work station, report wrong behaviour by others, report breakages. Always show good manners and proper behaviour on bus travel to and from the school.
13. Be patient. For example, don’t push in a line or queue.
14. Be courteous and polite. For example, use named when addressing teachers and adults. Use “please”, “thank you”, “I beg your pardon?” and “excuse me”. Knock before entering a room.
15. Wear the correct school uniform, unless special permission is given. A note from home should be brought about uniform problems.
16. Remain inside the school grounds. No climbing or venturing over fences, or into rooms without permission.

Leave banned personal items at home. For example; chewing gum, iPods and mobile phones (unless parental letter has been brought to explain).

APPENDIX 2 CLASSROOM CONTROL IDEAS FOR NEW TEACHERS

Students are not somehow more self sufficient or autonomous than other social groups. They need an atmosphere of order and security. They expect teachers to be adults, NOT 'mates'; they expect to be directed at school and need, above all, the example of an ADULT world going about its business with faith and confidence.

Teacher must, therefore, mean not merely placating the rowdiest groups, this ultimately leads to frustration by many well meaning teachers. It is not enough that teachers have good intentions.

It is our professional responsibility to our students, to our fellow teachers, and to ourselves to accept no behaviour which does not conform to normal social standards. Every time we let one negative incident pass, we make it harder for every other teacher in the school, for the student, and of course, for ourselves.

Standards must be consistently maintained. As already stated, the staff of the school must be a team but it is also a chain stretching from the Principal down to the newest and the least experienced member, and we all know on what the strength of the chain depends.

- Do not accept noisy, undisciplined behaviour.
- Do not accept loud mouthed, insolent speech.
- Do not accept cheeky familiarity.
- Do not meekly accept late comers to class.
- Do not accept unkempt, untidy, unequipped students to class.
- Do not dismiss classes until children are quiet, orderly and the room is in order.
- Do let the students know you expect courtesy and respect.
- Do insist wherever you are in the school that the area is tidy and clean.
- Do impress the students by your manner and attitude that you are both there to do the job and that you intend not only to do yours but also to see that they do theirs.
- Do line classes up at the door and quieten the students down before they enter the room.
- Do make sure that you are the last person out of the room.
- Do make every effort, where appropriate, to make your own room attractive and encourage students to take person interest and pride in it.
- Do teach the students how to plan their day so they don't need to go to the bathroom nor their bag during lessons.
- Do make every effort to get to know your students and something of their background as soon as possible.
- Do praise actions, even the smallest thing, which is well done.
- Do pray for each of your students regularly.
- Do show an interest in your students, and show warmth towards them.

APPENDIX 3 PRACTICAL STEPS FOR NEW TEACHERS

Here are some practical steps to produce an atmosphere conducive to good discipline:

- Be prompt to class.
- Supervise entry and seating.
- Following a standard procedure for settling the class.
- Prepare adequate material for the whole lesson and additional material in case it is required.
- Expect that the homework commitment will be fulfilled.
- Take disciplinary action if homework commitment is not fulfilled.
- Do not send known misbehavers on messages.
- Send only one pupil on messages.
- Do not accept late-comers without explanation.
- Do not release pupils during lessons without written authority.
- Do not dismiss classes before the end of the period (PE is no exception. Pupils should be dismissed as usual).
- Do not permit the class to leave at the end of a period, without instruction to do so from the teacher.
- Ensure that the room is tidy at the end of the lesson.
- Dismiss classes in a prompt but orderly fashion and supervise departures.
- Supervise movement to classes.
- Practice active, regular supervision in the playground.
- Speak to pupils who fail to observe school rules or whose dress is unsatisfactory.
- Promote cleanliness.
- Promote respect for the property of others, including school property.
- Ensure that classroom management, by example promotes these qualities in pupils.
- Ensure that programs and teaching methods permit each pupil to achieve a measure of success.
- Be CONSISTENT in disciplinary attitudes towards both boys and girls.
- At all times maintain a professional attitude and approach to your teaching.
- Remember, PRAISE of actions is an effective counter to the necessity for punishment.
- Problems persisting inside or outside the classroom should if measures taken are not effective, or if the problem is of a serious nature, be referred to the relevant Co-ordinator. (see Discipline Policy procedures section, and/or Appendix 1).

APPENDIX 4 NOTES ON REWARDS AND PUNISHMENTS

PUNISHMENTS

- The punishment should “fit the crime”; in other words, it must be fair/
- The punishment is not something which is done to the child; it is something which is done for the child.
- Punishment should teach the consequences of wrong doing.
- The punishment should be administered in a private setting, without belittling or embarrassment.
- The punishment should never be a personal thrust or vendetta against the child, or an expression of hostility. It should be corrective, in love.
- The certainty of punishment is a deterrent, it is wrong to rely exclusively on the fear of punishment, but it is equally wrong to do away with such a deterrent.

REWARDS / REINFORCERS

Immediate reinforcement is one of the most useful techniques in teaching responsibility to students and makes responsible effort worthwhile.

- Rewards should never be a substitute for authority.
- Rewards should be offered shortly after the desirable behaviour has occurred.
- Rewards can be many and varied, eg. an Encouragement Award may be used. This may be presented at the formal school assembly or one – to one. They are for effort, excellence or improvement; and not just for academic success.

APPENDIX 5 PROCEDURAL FAIRNESS

All disciplinary action that may result in any sanction against the student including suspension, expulsion or exclusion provides processes based on procedural fairness.

Procedural fairness is a basic right of all when dealing with authorities. Procedural fairness refers to what is sometimes describes at the 'hearing rule' and the 'right to an unbiased decision'.

The 'hearing rule' includes the right of the person against whom an allegation has been made to:

- Know the allegations related to a specific matter and any other information which will be taken into account in considering the matter;
- Know the process by which the matter will be considered;
- Respond to the allegations;
- Know how to seek a review of the decision made in response to the allegations.

The 'right to an unbiased decision' includes the right to:

- Impartiality in an investigation and decision making
- An absence of bias by a decision maker.

The review mechanism adds to the fairness of the process and offers a check in case there is a perception of a conflict of interest.

APPENDIX 6 SUGGESTED DISCIPLINARY PROCESS FOR IN-CLASS ISSUES

1. The teacher discusses with the children the reasons for and consequences of what has been done and the harm that may have been caused to persons and/or property. The child is given another chance. This could happen several times depending on the nature of the misconduct. The child is encouraged to seek forgiveness (apologise) where repentance has taken place.
2. If the child does not demonstrate a change in behaviour (continual transgressions for the same offence) the following measures are to be adopted:

- Privileges could be withheld from the child.
- Detention at play times.

If poor sportsmanship is an issue at play times, he/she is not allowed to play with that same group for the rest of the day. If it continues, he/she is not allowed to play with that group for a number of days.

During this period the teacher will be working through the issues with the child with the view of improving the situation. Make the child aware of the next step if change doesn't occur within 2 weeks.

The class teacher is responsible for implementing this program for anything which occurs in their class. The principal will implement the program for situations which take place outside of the classroom.

This is recorded on the standard form (A). Class teacher and principal have a copy.

3. If the behaviour does not improve to an acceptable standard the child's parents are informed using the enclosed letter (form B). If the behaviour is extreme class disruption, the use of a withdrawal room where the child works on their own until they are ready to go back to the class may be used. The child is interviewed by the teacher/principal explaining the severity of the situation. The measures outlined in 2 above are continued with the child being informed that the next step will be implemented if the behaviour is not resolved within 1 week. **This is recorded on Form B with the class teacher and principal having a copy. Further discussions of the progress of the child to be held between the class teacher and principal. At the end of the week the child's parents are informed of the progress during the week.**

4. If a child demonstrates any of the following behaviours, he/she will automatically be reported to parents using Form B and the child will have detention.

- Unacceptable language;
- Physical fighting (punching etc);
- Bullying (stand over tactics or intimidation);
- Stealing or wilful damage to property;
- Insolence;
- Disobedience to staff/parent;
- Uncooperative to staff/parent;
- Disrespectful to staff/parent.

This is recorded on Form B with the class teacher and principal having a copy.

5. If all the above procedures aren't successful, the teacher and principal interview the child with certain privileges being withdrawn. Parents are advised of this in writing (form B), inviting them for an interview with the teacher and/or principal. The purpose of this is to devise a means where together we can modify the behaviour. (Privileges withdrawn are things such as excursions, camp and sport).