

# **Greenacre Baptist Christian Community School 2011 Educational and Financial Report**

## **School Overview**

### **Introduction**

Greenacre Baptist Christian Community School (GBCCS) commenced in February 1985 with Mrs Kathleen Toussaint as the first principal. The school has had just three principals in its history with Mr Ross Crothers (1987-2006) and Mr Ken McCarron (2007-present) being the other school leaders. For most of its history, GBCCS has been a single stream primary school of around 180-190 students, catering for families from the Canterbury-Bankstown district and other local municipalities, particularly to the east and south of Greenacre. The school caters for a children from a large number of ESL backgrounds of predominantly Arabic, Korean and Indonesian background but also many from other Asian and middle-eastern countries along with African and South American cultures.

### **Principal's Report**

At the completion of 2011, GBCCS has completed twenty-seven years of ministry to local Christian families. It is always a privilege to welcome new families into Kindergarten each year and an emotional time farewelling the much-loved Year 6 students as they embark on the journey that is secondary education. The reputation of GBCCS as a nurturing and caring environment has always been a great strength. The staff are wonderful people who seek to serve, firstly, their Lord God and secondly, the families and children of this great school.

With the feeling that GBCCS could easily provide similar care to teenagers, several parents approached the school board in June 2010 with a request that the school proceed to high school in the near future. The whole school community was surveyed and the overwhelming response was that the school should commence secondary classes as soon as possible.

The Bible says in Ecclesiastes 3:1, "there is a time and a season for everything under the heavens". The school board and community believe that now is the time for GBCCS to take such a bold step and the faith of the school's leadership has been enhanced by the school's excellent financial position and the completion of a terrific new hall and new classroom through the Commonwealth's Building the Education Revolution (BER) scheme. Along with existing spare rooms in the church hall, there is immediately ample space for the early years of secondary classes.

One of the highlights of 2011 was the opening of the above-mentioned hall. The local federal member the Hon. Tony Bourke MP opened the new building in September in the presence of Bankstown Mayor, Khal Asfour and the CEO of Christian Schools Australia, Mr Stephen O'Doherty. The hall has been of immediate use for sport, especially during wet weather, and particularly for the performing arts with over 400 guests at the evening performance of the annual concert in October.

We look forward to 2012 with great optimism. GBCCS is a wonderful place to work. The children are such a pleasure to teach and we anticipate that the positive sense of community with further develop in the coming years.

Ken McCarron (April 2012)

## **Board Chairman's Report**

2011 was a year for challenging our thinking. We, who love this school, are very protective of it and yet last year we were getting pressure from all sides to step out into something new. We became aware that more and more of our parents were choosing non-Christian high schooling for their kids because we did not offer high school and this concerned us greatly. We have always had pressure to go K to 12, that was nothing new but this time it appeared that God was also pushing. Things in the background had aligned to make it extremely achievable and we realised that the time had come for change. So we go into 2012 excited about what God has in store for us – anticipating great things.

Debby Reiher, School Board Chair

## **Parental, Teacher, Student Satisfaction**

Over the years, GBCCS has had a positive reputation for parental satisfaction but it has been anecdotal in nature. In 2011, parents, staff and upper primary students were formally surveyed and the results were most heartening. The survey and collation of data was undertaken by the Resolve Consulting Group.

### **Parental Satisfaction:**

Thirty-nine people completed the survey out of approximately 140 families. The surveys were completed, with a balance of those from newer families and long-standing members of the school community. The parents were very supportive of the school and offered the view that they were part of the community because of their positive experiences such as good teaching, the ambience of the site and Christian values rather than glossy advertising. The report showed that GBCCS was considered to be above the benchmark for all areas of current practice surveyed, including fees charged, homework given, number of excursions and special events. Communication was regarded to be a school strength with almost all areas of the survey above the benchmark. In general, the only negatives, albeit minor ones, were car park usage, conflict resolution and wanting academic standards to be stretched further.

### **Staff Satisfaction:**

This survey was completed along with board members and this may have slightly altered general trends. However, the findings were almost exclusively positive. Twenty-five staff and board members were surveyed and this was close to 100% of the possible participants. In the field of curriculum, student management and general teaching areas, staff were very supportive of each other and those in leadership. There was a confidence in the school board, principal and bursar and the feeling was that there were positive improvements in the staff's spiritual and personal growth along with curriculum development and IT. Staff were very supportive of the amount of excursions and homework set. Staff would like to see more computers available and a secondary school established.

### **Student Satisfaction:**

There were 54 students in Years 4-6 who completed the survey. The students took their role seriously and as expected, had many suggestions on both positive areas of the school and where improvements could be made. Students generally felt happy with the way teachers engage with the class and were positive about the involvement of staff in the overall school environment. Generally they felt that they and their belongings were safe at GBCCS. The students felt that homework was sufficient but that the general work could be more challenging. The students opined that they believed the school does a good job in teaching about God, about looking after others and in providing opportunities in sport. The majority felt that the school had no major weakness.

## School Strategies

### Priority Areas for Improvement

Priorities for 2011	Progress on 2011 Priorities
1. To explore opportunities for spiritual growth for children and families.	1. Families not attending church have been encouraged to attend. We have been working closely with families to ensure they are under the spiritual leadership of someone in the school community. Principal reviewed use of “Godspace” program and found it was being used well throughout the school.
2. Prepare for implementation of the National Curriculum with a review of existing Scope and Sequence in HSIE (notably History) and Mathematics.	2. The staff developed a new Scope and Sequence for History and decided to work through the same for Science and Technology (instead of Mathematics).
3. Continue to develop staff and student competency in the use of technology.	3. The IT teacher conducted a number of in-services on intranet, Moodle etc. The students from Year 4-6 are now quite proficient in the use of these areas and email usage, homework on the net etc.
4. Further develop student leadership among the older students.	4. In 2011, the student leadership group was expanded to include prefects along with the captains and vice-captains. Specific roles were given to the prefects who were chosen for their servant hearts rather than public-speaking and upfront personalities. The new system worked well in assisting in the growth of a multi-faceted school leadership program.
5. Develop options for extra-curricular activity so that children have opportunities for personal growth away from purely academic areas.	5. There has been growth in the number of sports available to the students from Years 3-6. In 2011, there were two bands available for upper primary. This area has been substantially targeted for 2012.

#### Further Comment

The senior students were a tremendous group in 2011 with excellent leadership from the captains, vice-captains and prefects. There were many students who were not placed in leadership positions that showed maturity and great personal development. This resulted in a School Service Award being presented at the Presentation Assembly to a young man outside the student leadership – a great effort.

The annual concert with its emphasis on drama, dance and choir has been the catalyst for ideas to further develop the performing arts in the primary school. It is intended that small group cross-cohort activities will focus on developing this area in the future.

## **Priorities for Improvement and School Development in 2012**

### **Top Seven Priorities for GBCCS**

1. Prepare curriculum, policy and identify staffing requirements for the commencement of Year 7 in 2013.
2. Produce a site plan that provides for the staged development of a 7-12 secondary school and complete necessary preparation for the first part of that plan.
3. Implement Performing Arts electives for Years 3-6 (to be selected in a similar way as sport choices are made).
4. Develop functional class devotional programs with good Biblical teaching.
5. Further develop Scope and Sequences for the new Australian curriculum (in Mathematics and English)
6. Increase opportunities for children in academic need and those who require extension.
7. Encourage further opportunities for community activity.

### **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. Displaying the Commonwealth's "Values for Australian Schools" posters in its administration area and teaching those principles at all grade levels.
3. Having the children sing the national anthem in assemblies.
4. Upholding the principles of the National Safe Schools Framework and displaying the framework poster in the administration area.
5. Participating in the class Scripture program which promotes biblical principles in respect and responsibility.
6. Undertaking a bullying component in Term 1 of each class's PDHPE program.

## Staffing Details

### Executive Staff

In 2011, GBCCS employed thirteen teachers (full-time equivalent of 9.5 teachers). This included three executive staff, the latter two with class teaching responsibilities:

- Principal
- Year 3-6/ I.T. Coordinator
- K-2 Coordinator

### Teacher Standards and Professional Development

In 2011, the GBCCS community enjoyed a multi-cultural staff. Although no staff member came from an indigenous background, many teachers and other staff came from a number of cultures including Indonesian, Spanish, Fijian, Italian and Arabic backgrounds.

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).	13
Qualifications as a graduate from a higher educational institution within Australia but lacking in formal teaching qualifications - Category (ii).	0
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	1

Staff development consisted of five days during the year. Teachers were present for two days in January 2011. This included OH & S and Child Protection sessions at which clerical and auxiliary staff also attended. The majority of the staff had completed the Senior First Aid course at the end of the previous year (December 2010). In July 2011, several teachers flew to Darwin to attend the International Christian School Teachers Conference, a wonderful experience of networking with teachers from outside New South Wales. This course ran for three days.

Teachers also participated in training conducted by other providers. Staff development outside the school averaged 1.5 days per staff member. Many teachers attend 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. A total of \$15,138 was spent by the school on professional development for staff in 2011, an increase of close to 50% on the previous year.

### Teacher Attendance in 2011

The average absence rate for teaching staff was 6 days, down from the previous year's 6.6 days (from 189 school days), despite one teacher undergoing major surgery and another taking Long Service Leave. The teaching staff was relatively stable. A new teacher arrived at the beginning of the school year to fill a vacancy while another returned from maternity leave in Term 2. All teaching and non-teaching staff working at the school in the latter half of 2011 returned for the commencement of 2012.

# 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 2011 there were 178 students enrolled at the August census, the children coming 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 Kindergarten class is capped at 26 with most other classes being around 28. Year 2 in 2011 was an exception with 30 children.

This school's full enrolment policy can be obtained from the office.

## 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.

Occupational 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 regular 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 is the same as in previous years.

## **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 can be obtained from the office.  
No changes were made to this policy in 2011.

## **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. During 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.

A copy of the policy is attached to this report.

# 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 Hurstville, Allawah and Moorebank and as diverse 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. There are therefore many children who attend GBCCS's ESL program, particularly in the K-3 age groups. 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.

## Student Performance in State-wide Tests & Examinations

GBCCS participated in the mandatory National Assessment Program - Literacy and Numeracy (NAPLAN) to assess Literacy and Numeracy across Years 3 and 5. The results were an accurate reflection of GBCCS students' standing in these areas as the better results from the Year 5 cohort confirmed our view that they are a capable group, particularly in comparison to Year 3. The Year 3 cohort has had a much greater number of children with learning difficulties than other classes in recent memory and actually performed much better than expected.

The Year 5 group is a much stronger group and their results were quite pleasing. 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 2011 National Benchmark (Band 2 or higher):

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

Comparisons 2009-2011

	<b>2009</b>	<b>2010</b>	<b>2011</b>
<b>Numeracy</b>	100%	100%	100%
<b>Reading</b>	100%	100%	100%
<b>Writing</b>	100%	100%	95%
<b>Spelling</b>	97%	96%	100%
<b>Grammar</b>	97%	96%	100%

The following is the percentage of the school's Year 3 students who scored the top ranking (Band 6) in the NAPLAN tests (2009 figures in brackets):

Numeracy	15% (20%)
Reading	25% (36%)
Writing	30% (44%)
Spelling	25% (52%)
Grammar	20% (44%)

The percentage of Year 3 children achieving the top band in Numeracy was 15%, just below the NSW state average of 18%. In Literacy, the percentage of Year 3 students who scored in the top band was 25%, equal to the NSW state average (averaging out the four disciplines).

In Numeracy, 65% of Greenacre Baptist students achieved results in the top three bands compared to 64.2% across the state. In Literacy, the students in the top three bands made up 78 of those tested, compared to the state average of 73.9% (average of the four disciplines).

### **Year 5**

Students who received higher than the 2011 National Benchmark (Band 4 or higher):

Numeracy	100%
Reading	94%
Writing	97%
Spelling	91%
Grammar	97%

### Comparisons 2008-2010

	<b>2009</b>	<b>2010</b>	<b>2011</b>
<b>Numeracy</b>	97%	92%	100%
<b>Reading</b>	100%	81%	94%
<b>Writing</b>	93%	77%	97%
<b>Spelling</b>	97%	80%	91%
<b>Grammar</b>	93%	76%	97%

The following is the percentage of the school's Year 5 students who scored the top ranking (Band 8) in the NAPLAN tests (2008 figures in brackets):

Numeracy	25% (12%)
Reading	19% (12%)
Writing	11% (15%)
Spelling	32% (8%)
Grammar	29% (23%)

The percentage of Year 5 children achieving in Band 8 (the top band) in Numeracy was 25%, far ahead of the NSW state average of 15%. In Literacy, the percentage of Year 5 students who scored in Band 8 was 23% compared to the 13.75% across the state (average of the four disciplines).

In Numeracy, 80% of GBCCS students achieved results in the top three bands compared to 58% across the state. The results in Literacy were above the state average with 75% of students being placed in these bands compared to the NSW average of 60% (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 Year 3 is commendable for its improvement in the eighteen months prior to the tests. Many of these children enrolled at GBCCS in Kindergarten with little or no English with only four children capable of writing their name in English upon entry to school. We believe that these results reflect a tremendous rate of progress in just over three years of schooling. Year 5 is a cohort of high capability and this is shown in both Numeracy and Literacy where the results were above the state average. The Year 5 results reflect the fact that they have been well taught over the preceding two years. It should be mentioned that there are fewer children with learning needs and the cohort has a strong grasp of English.

### **Numeracy Summary**

We are pleased with the continued solid performance in Mathematics at Year 5 level with the more rigorous K-2 program starting to show positive results in Year 3, according to our own assessment of the class. The overall performance in Mathematics is sound by our own expectations.

### **Student Attendance**

The attendance rate presented on the "My School" website was 95%.

The average attendance in 2011 across the grades is shown below:

Kindergarten	95.7%
Year 1	95.3%
Year 2	94.7%
Year 3	94.0%
Year 4	96.3%
Year 5	95.8%
Year 6	95.8%

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. 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.

### **School Finances**

Summary of Financial Performance for the year ended 31 December 2011:

#### **Income 2011**

Income from fees and donations	13.5%
Commonwealth Recurrent Grants	33.5%
State Govt Recurrent Grants	12%
Government Capital Grants	38%
Other income	3%

#### **Expenditure 2011**

Salaries allowances and other related expenses	56.5%
Non-salary expenses	34%
Capital expenditure	9.5%

# Appendix 1

## GREENACRE BAPTIST CHRISTIAN COMMUNITY SCHOOL



## GRIEVANCE POLICY

2011

Previous Policy: 2009  
Policy re-written: August 2011  
Policy presented to staff: September 2011  
Revision Date: 2014

## **Vision**

Delivering quality education to grow courageous and compassionate global citizens with truth and wisdom in Christ.

To provide a high quality Christ-centred education so as to equip children to live as authentic servants of Jesus Christ.

## **Rationale**

The purpose of the School's Grievance Policy is to provide a student, parent/carer, community member or staff member with the opportunity to access procedures to facilitate the resolution of a dispute or complaint. These internal procedures are a conciliatory and non-legal process.

The School is a ministry of Greenacre Baptist Church and operates within that framework as a Christian community. In order to operate effectively as a community it is important that all members of the community including parents, staff and students, understand the basis on which the community operates. As a ministry of the church the principles upon which the school operates must be grounded in Biblical truth. The policy set out below is based upon the Biblical principles. The policy should also be understood and implemented within the context of the love for one another that should characterise a Christian community (John 13:34-35).

A great deal of formal and informal communication occurs within the School community and it is not the intention of the School to restrict the relationships that are an important part of the life of the School. In order to minimise the potential for harm to the School and the members of the School, the principles set out in Matthew 18 should be followed, not in a legalistic way but as a model given by Christ Himself for us to follow.

- In the first instance, the School requests that there is an attempt to informally resolve the issue. If this is unsatisfactory or does not result in a resolution of the matter, the School's internal formal complaints handling procedure will be followed.
- The process of this grievance procedure is confidential and any complaints are a matter between the parties concerned and those directly involved in the complaints handling process.
- Grievances brought by a student against another student will be dealt with under the School's Care Management Policy, Safe Schools Policies and the Code of Conduct.
- For conditions which apply to handling of a complaint or appeal arising from the School's suspension or expulsion, please see the Guidelines for Suspension and Expulsion/Withdrawal Policy.

## **Policy**

The School will seek to address and resolve relevant School-related grievances and appeals by students and parents in a gracious, God-honouring and timely manner.

## **Principles**

- Grievances should be treated seriously and sensitively, having due regard to procedural fairness, confidentiality and privacy.
- Grievance should be handled without delay and directly with the people involved. For these reasons persons with concerns should raise them as early as possible.
- Wherever possible, grievances should be resolved by a process of discussion, co-operation and conciliation. The aim is to reach an acceptable outcome which restores and maintains good relationships .
- Support should be provided to the person bringing the grievance and the person against whom the grievance is made.
- No person should be victimised because they raise a complaint or are associated with a grievance.
- Frivolous or malicious grievances should not be instigated. All parties are expected to participate in the grievance procedure in good faith.
- This policy should be read in conjunction with the Staff Handbook and other relevant policies.

## **Procedures (see following)**

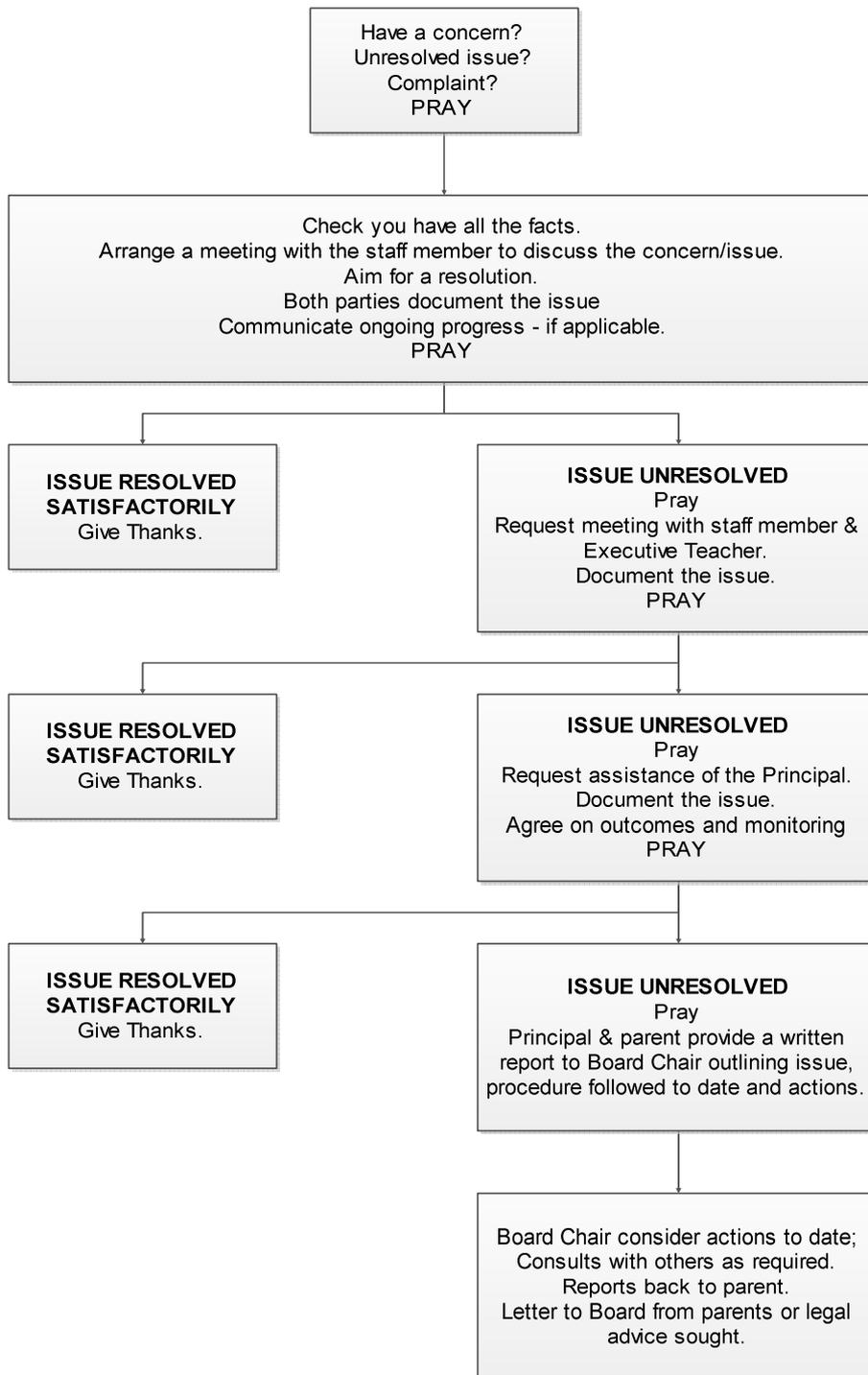
1. Parent Grievance Procedure
2. Student Grievance Procedure
3. Community Member Grievance Procedure
4. Staff Member Grievance Procedure
5. What Happens If A Parent Causes A Concern?

## **Note: Child Protection Policy**

If the grievance involves a Child Protection matter, protocol should follow the guidelines of the school policy ie: the matter should be raised directly with the principal of the Board Chair if the allegation is against the principal or a member of his family.

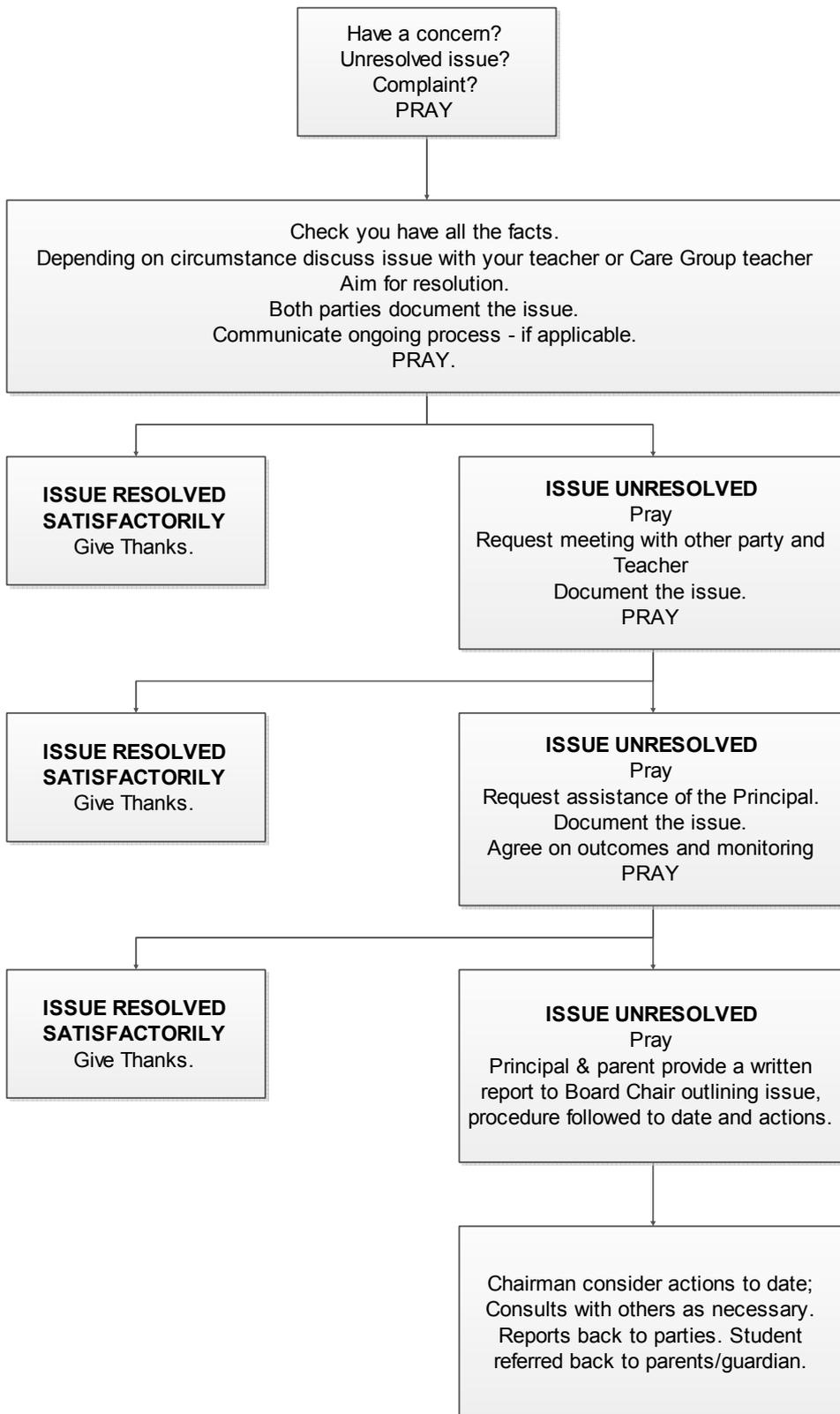
# 1. PARENT GRIEVANCE PROCEDURE

If the grievance involves the principal or a member of his/her family, the complainant may prefer to go directly to the Board Chair.



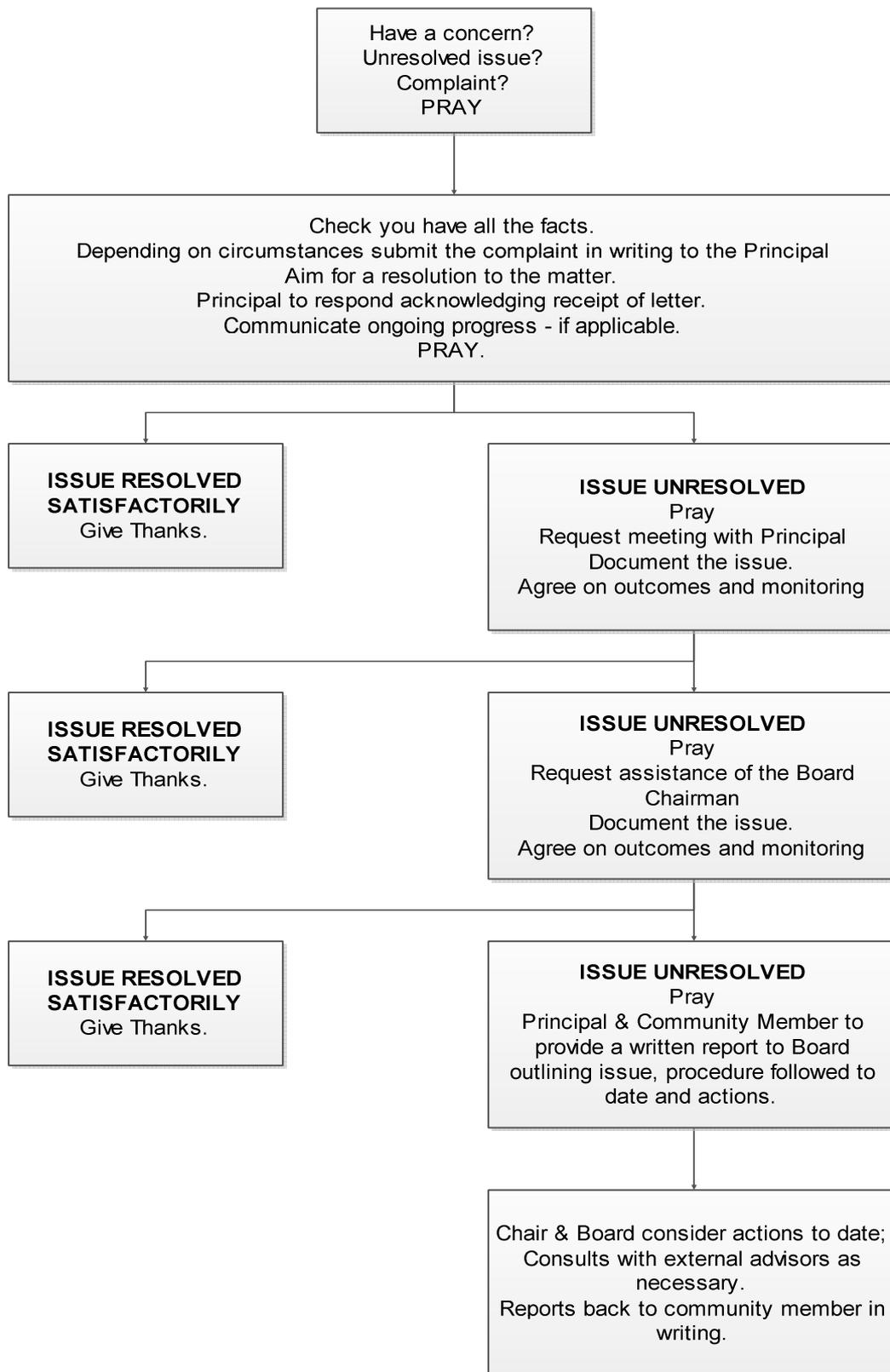
see note on (3)

## 2. STUDENT GRIEVANCE PROCEDURE



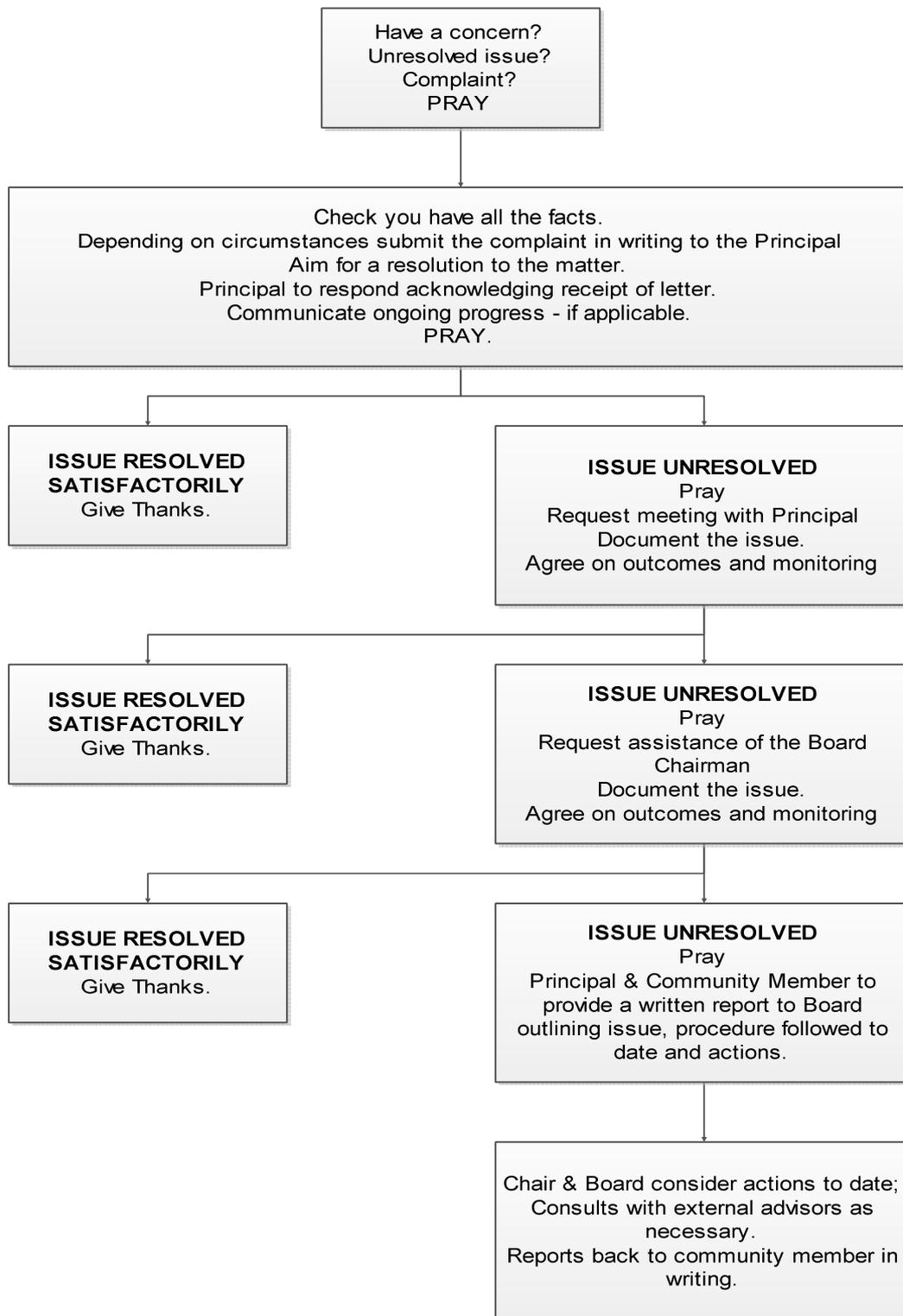
Note: If the grievance involves the principal or a member of his/her family, the complainant may prefer to go directly to the Board Chair.

### 3. COMMUNITY MEMBER GRIEVANCE PROCEDURE



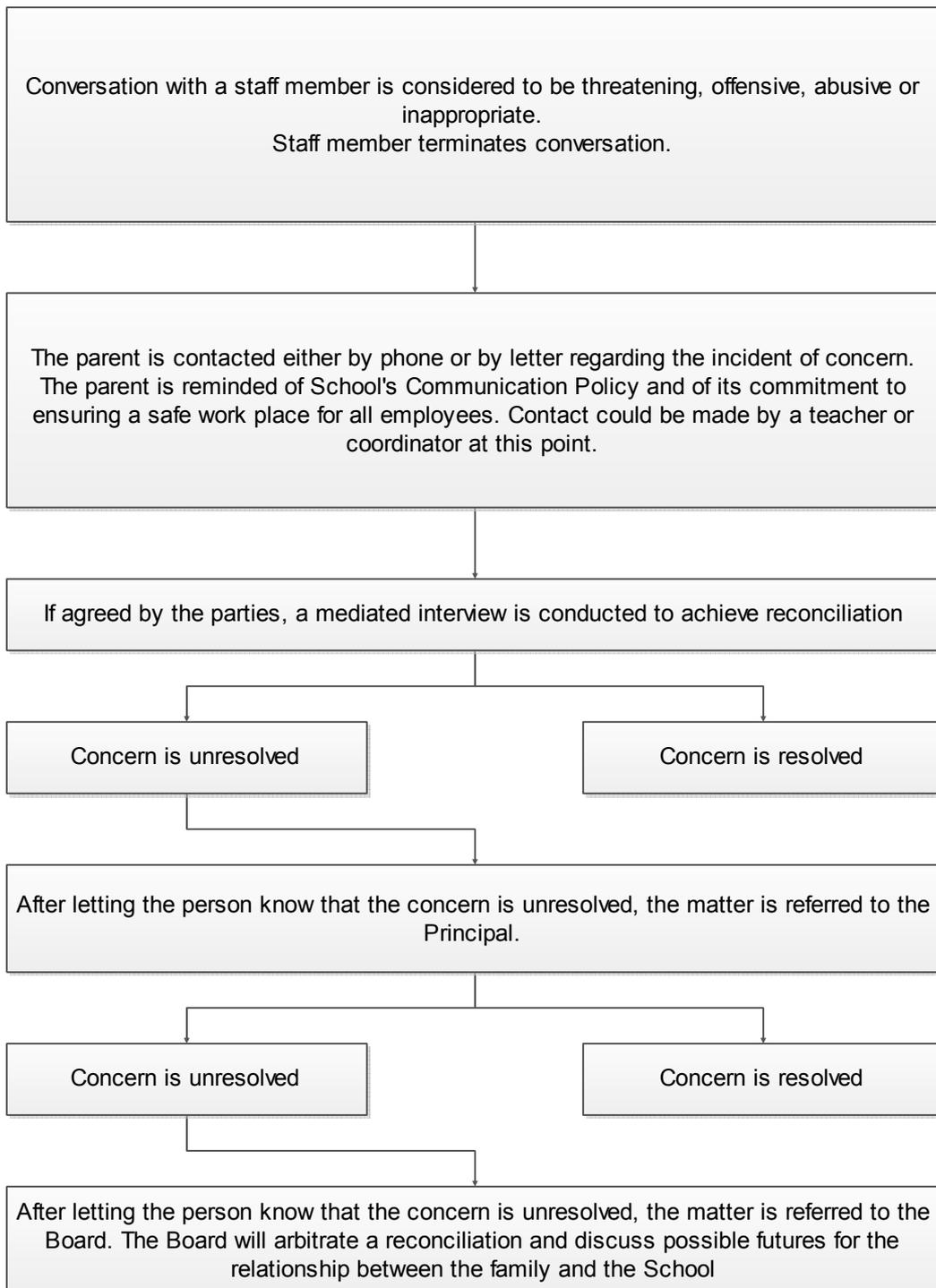
Note: If the grievance involves the principal or a member of his/her family, the complainant may prefer to go directly to the Board Chair.

#### 4. STAFF GRIEVANCE PROCEDURE



Note: If the grievance involves the principal or a member of his/her family, the complainant may prefer to go directly to the Board Chair.

## 5. WHAT WILL HAPPEN IF A PARENT CAUSES A CONCERN



## **Appendix 2**

# **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: 2013**

## 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.