

# **GREENACRE BAPTIST CHRISTIAN COMMUNITY SCHOOL**



## **Educational and Financial Annual Report 2015**

**Report Released: April 2016**

# **Greenacre Baptist Christian Community School 2015 Educational and Financial Report**

## **School Overview**

The school commenced on 10<sup>th</sup> February 1985 under the guidance of Mrs Kathleen Toussaint who led the school for two years in which time the school grew significantly while being housed in the old church hall which still exists) and the former church building which had been relocated to the rear of the site.

In 1987, Mr Ross Crothers became principal. The school's growth continued to the point that it became a single stream school around ten years after its foundation. During Mr Crothers' principalship, there were two major building works and these resulted in modern buildings for all primary classes, a fully functional library and a number of other educational facilities for Support and ESL.

When Mr Ken McCarron arrived in January 2007, the school had been a stable single stream primary school for many years. The Commonwealth's BER project resulted in a new school hall and classroom. Shortly afterwards the school progressed in to high school and in 2015, the first Year 9 cohort completed half of their secondary education. The high school has been very successful and, like the primary school, it provides a quality education for people of Protestant Christian families. The school will progress to Year 12 in 2018.

## **Principal's Report**

Each year seems to be more exciting than the previous one at Greenacre Baptist Christian Community School or GBCCS as it is fondly known. In 2015, the first Year 9 group commenced Stage 5 of the curriculum and enjoyed the wide range of elective classes on offer. For a small school, GBCCS is able to offer an excellent range of subjects and students have enjoyed the electives they have chosen.

For the first time, students sat for the Year 9 NAPLAN tests and the results were very impressive. The same can be said for Years 3, 5 and 7 who all performed way above the national average. Indeed, the Year 3 results were the best that the school has achieved. This has been the result of some excellent numeracy and literacy programs in the infants section of the school. Kindergarten children are writing complex pieces of writing by the middle of the year.

Although the school's academic progress is more than pleasing, it has been terrific to see so many students involved in inter-school sport and debating competitions. In 2015, the primary debating team won the SIDCOM Shield while the primary cricketers were runners-up in the CSSA Super Eights cricket. More students than ever before, represented the southern zone and the CSSA Athletics level and many progressed to the Combined Independent Schools (CIS) level. This has been due to the hard work put into the athletics club on Tuesday afternoons in Terms 2 and 3.

Ken McCarron (March 2016)

## **Board Chair's Report 2015**

Before I became involved in the governance of a school I had no idea how complicated it all was. Not just the government requirements or keeping up with technologies. There is also the complication that is people - big people and little people. I am so grateful for the staff, in particular the leadership, of GBCCS. Every year, every day I am amazed at the love and faithfulness of those God has brought to our school. The way they handle the challenges that are part of school life is so encouraging. I thank God that He brought my kids (and me) to this place.

God is good.

Debby Reiher  
Board Chair

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

The school's satisfaction rating can be confirmed by enrolment numbers. Each year the number of students wanting to be enrolled in Year 7 is increasing while Kindergarten for 2017 has a long waiting list that will see half the applicants miss out on a position.

From the 2014 Year 6 cohort, those that left GBCCS were replaced by others. A couple of students who left went to selective schools while others left the area entirely. . From the Year 6 cohort of 2015, only six students left with some going to schools that more closely reflect the belief system of their parents. Some students left to attend other schools with two proceeding to selective schools. Many of these students wanted to stay at GBCCS.

Although parents were not formally asked to provide feedback on the school in 2015, a few points can still be made concerning parental satisfaction:

- \* Enrolments have remained stable in the last twelve months in K-6. This is due to most classes being at capacity. Kindergarten has a couple of vacancies due to families leaving the area close to the start of the new school year.
- \* Classes are full in 2016 for all primary grades except Year 5 where minimal vacancies exist. There are a small number of positions available in Years 8 and 9.
- \* There are waiting lists for Kindergarten in 2017 and subsequent years are full.

The secondary school continues to provide a quality education and this is reflected in the high number of students remaining at GBCCS for high school so early in its history. There is also much interest from families outside the school and it is always a positive thing for Year 7 to have a number of new students in its cohort.

## School Strategies

### Priority Areas for Improvement

Priorities for 2015	Progress on 2015 Priorities
1. Further develop the skills of teachers across all KLAs with each teacher participating in at least two days of external professional development.	1. Staff attended more professional development sessions than the previous year. Primary Science was identified as an area requiring attention.
2. Improve resources for Stage 4 across the KLAs and prepare well for Stage 5 elective and non-elective subjects.	2. Secondary resources are good. We're now at the stage where we're building upon the initial resources for Stage 4.
3. Improve the playground area in the short term to maximise its use while the building program is in progress but completing the task with a view to the long-term vision for the site.	3. Further development will occur when the demountable buildings housing Year 5 and 6 are removed. The old sandpit will be changed into a more functional area at that time.
4. Increase involvement in the performing arts with the development of music and drama from Years 4-9 with programs during and outside lesson time.	4. GBCCS presented a whole school concert as well as peripatetic concerts. All Speech and Drama students received "A" grades in their external exams.
5. Successfully negotiate the Development Applications to Bankstown Council for the site master plan and the second stage of the secondary building program.	5. Bankstown City Council approved all plans for the site and the extension to Year 12 during the year. Plans will be changed due to the acquisition of a neighbouring property.
6. Encourage more parental involvement in classes other than K-2.	6. Involvement in Years 3-8 was pleasing and we hope it can continue.
7. Develop more lunchtime activities to ensure that the site is used well during the building activities.	7. The students started running the Tuesday lunch time bible study. Lunch time groups emerged in drama and touch football among other initiatives.

### Further Comment

In 2015 there was excellent leadership from the two primary school captains, four primary vice-captains and Year 7-9 prefects. The leadership group totaled twelve students who all had opportunities to go to leadership conventions and develop their skills. As usual at GBCCS, student leadership extends well beyond those chosen, reflecting the wonderful nature and maturity of our older students.

## **Improvement and School Development in 2016**

### **Top Seven Priorities for GBCCS in 2016**

1. Further develop the skills of teachers across all KLAs with each teacher participating in at least two days of external professional development.
2. Improve resources for teachers and students who require assistance in learning English across K-10.
3. Improve resourcing for Stage 4 and 5 across all Key Learning Areas and prepare substantially for Stage 6 resources in preparation for HSC classes.
4. Increase involvement in extra-curricular activities at lunchtime and after school across a number of disciplines.
5. Successfully negotiate the physical redevelopment of the school as it moves towards being a K-12 school.
6. Encourage more parental involvement in classes other than K-2.
7. Develop a sense of missions, ministry and servanthood in the students and wider school community.

### **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 that 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 2015, GBCCS employed twenty-one teachers (full-time equivalent of 15.5 teachers). The principal was assisted by three teaching executive staff (Deputy Principal and Heads of Primary and Secondary).

### Teacher Standards and Professional Development

There has been a wonderful mix of cultural heritages among the GBCCS teaching and non-teaching staff for many years. Although no staff member in 2014 came from an indigenous background, a number of cultures were 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).	21
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	4
Teachers registered with the NSW Institute of Teachers and accredited at the point of employment	4

Whole staff development consisted of four days during the year. Those three days were in January. 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 CPR annual refresher course on the third day of that week.

Teachers also participated in training conducted by outside providers. Staff training outside the school averaged 1.3 days per staff member on actual school teaching days but many staff completed professional development in their own time. Much of it was undertaken outside school hours with external providers. The school funded some of these courses while the teachers self-funded some courses.

In 2015, a total of \$19,709 was spent on professional development, considerably more than the \$5, 290 than was spent by the school in the previous year.

### Teacher Attendance in 2015

The average absence rate for teaching staff was 3.1 days, down from the previous year's 4.8 days (from 189 school days). There were no staff losses at the end of 2014 or during 2015. With the school's addition of a Year 9 class, four new teachers were employed, three of whom were part-time while an existing part-time teacher moved to a became full time role.

# 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 2015 there were 264 students enrolled at the August census (199 in primary and 64 in secondary). These children were from a diverse background including large numbers of Mediterranean, African, Asian, western European and families from both American continents. These families are a reflection of the diverse range of cultures around the Greenacre area. The multicultural nature of the school and the way it is celebrated is one of our major strengths.

Enrolments for future Kindergarten and Year 7 classes are promising with waiting lists for both grades up to and including 2017. Most classes are around 27-28 students although we do have some classes with thirty students. Our classes have a strong academic record and no significant learning or behavioural issues.

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

## Student Welfare Policies

GBCCS's greatest strength is in the Pastoral Care and spiritual 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"*. Early each year, the teaching staff focus on GBCCS's Vision and Mission Statement as a reminder of what the school represents and what GBCCS is aiming to do. It's a good opportunity for staff to reflect on the school's singular purpose in spiritual and personal welfare. This assists teachers to work toward that goal. Our Pastoral Care policy successfully provides students with the opportunities to develop 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 a vital component in the protection of staff, students and families. GBCCS has a reputation for listening to its parent community and acting swiftly upon notice of any concern in this area. Teachers raise any potential hazards at regular meetings and the executive staff follows up any risks. 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.

The school's full policy can be obtained from the office. It did not change in 2015.

## **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 policy did not change in 2015 and it is included as an appendix to this document.

## **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 policy focuses on key relationships across the school community and is an outline of the correct protocol to follow if there is an area of concern. The policy is the basis for dealing with friction between community members although it is recognised that extraordinary situations occur when 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 the policy in 2015 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 occasionally 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 2015 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 families that live in the Canterbury Bankstown district and other council areas on the perimeter of those two cities. 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, 7 and 9. The results were an accurate reflection of GBCCS students' standing in these areas. Each of the four grades produced pleasing results. Our first Year 9 had excellent results which should be reflected in the HSC in the coming years. The Year 7 group has been a class with many learning issues but their progress in English has been very pleasing despite the loss of some talented students at the end of Year 6. The 2015 Year 5 group's results were similar to their very pleasing Year 3 results while the 2015 Year 3 class produced the best results that GBCCS has achieved at that grade level despite the presence of an outlier in the results. 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 2015 National Benchmark (Band 2 or higher):

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

Comparisons 2013-2015

	<b>2013</b>	<b>2014</b>	<b>2015</b>
<b>Numeracy</b>	100%	100%	97%
<b>Reading</b>	100%	100%	97%
<b>Writing</b>	100%	100%	97%
<b>Spelling</b>	100%	100%	100%
<b>Grammar</b>	100%	100%	100%

The following is the percentage of the school's Year 3 students who scored the top ranking (Band 6) in the NAPLAN tests (2014 figures in brackets):

Numeracy	52% (42%)
Reading	58% (12%)
Writing	56% (17%)
Spelling	60% (56%)
Grammar	56% (56.5%)

The percentage of Year 3 children achieving the top band in Numeracy was 52%, well above the NSW state average of 15.8%. In Literacy, the percentage of Year 3 students who scored in the top band was 57.5% well above the NSW state average of 26.1% (averaging out the four disciplines).

In Numeracy, 76% of GBCCS students achieved results in the top two bands compared to 35.7% across NSW. In Literacy, the students in the top two bands made up 85% of those tested, compared to the state average of 53.6% (average of the four disciplines).

### **Year 5**

Students who received higher than the 2015 National Benchmark (Band 4 or higher):

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

### Comparisons 2013-2015

	<b>2013</b>	<b>2014</b>	<b>2015</b>
<b>Numeracy</b>	100%	100%	91%
<b>Reading</b>	100%	100%	97%
<b>Writing</b>	100%	97%	100%
<b>Spelling</b>	96%	97%	100%
<b>Grammar</b>	100%	100%	97%

The following is the percentage of the school's Year 5 students who scored the top ranking (Band 8) in the NAPLAN tests (2014 figures in brackets):

Numeracy	18% (20%)
Reading	21% (13%)
Writing	15% (10%)
Spelling	30% (26%)
Grammar	36% (35%)

The percentage of Year 5 children achieving Band 8 (the top band) in Numeracy was 18%, ahead of the NSW average of 12.2%. In Literacy, the percentage of Year 5 students who scored Band 8 was 25.5% compared to 13.5% across the state (average of the four disciplines).

In Numeracy, 36% of GBCCS students achieved results in the top two bands compared to 30.6% across the state. The results in Literacy were above the state average with 57.3% of students being placed in these bands compared to the NSW average of 32.9% (average of the four disciplines).

### **Year 7**

Students who received higher than the 2015 National Benchmark (Band 5 or higher):

Numeracy	100%
Reading	100%
Writing	91%
Spelling	96%
Grammar	100%

### Comparisons 2013-2015

	<b>2013</b>	<b>2014</b>	<b>2015</b>
<b>Numeracy</b>	100%	100%	100%
<b>Reading</b>	100%	100%	100%
<b>Writing</b>	100%	95%	91%
<b>Spelling</b>	95%	95%	96%
<b>Grammar</b>	100%	100%	100%

The following is the percentage of the school's Year 7 students who scored the top ranking (Band 9) in the NAPLAN tests. The 2014 results are in brackets.

Numeracy	11% (12%)
Reading	7.5% (6%)
Writing	11% (6%)
Spelling	7.5% (24%)
Grammar	19% (53%)

The percentage of Year 7 children achieving in Band 8 (the top band) in Numeracy was 11%, slightly below of the NSW state average of 12.5%. In Literacy, the percentage of Year 7 students who scored in Band 9 was 16.25% compared to the 10.4% across the state (average of the four disciplines).

In Numeracy, 27% of GBCCS students achieved results in the top two bands compared to 28.2% across the state. The results in Literacy were well above the state average with 44% of students being placed in these bands compared to the NSW average of 27.9% (average of the four disciplines).

### **Year 9**

Students who received higher than the 2015 National Benchmark (Band 6 or higher):

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

## Comparisons 2013-2015

	<b>2013</b>	<b>2014</b>	<b>2015</b>
<b>Numeracy</b>	n/a	n/a	100%
<b>Reading</b>	n/a	n/a	100%
<b>Writing</b>	n/a	n/a	100%
<b>Spelling</b>	n/a	n/a	100%
<b>Grammar</b>	n/a	n/a	100%

The following is the percentage of the school's Year 9 students who scored the top ranking (Band 10) in the NAPLAN tests. This was the school's first Year 9 cohort.

Numeracy	12%
Reading	0%
Writing	6%
Spelling	12%
Grammar	12%

The percentage of Year 9 children achieving in Band 8 (the top band) in Numeracy was 12%, slightly above of the NSW state average of 11.6%. In Literacy, the percentage of Year 7 students who scored in Band 9 was 16.25% compared to the 7.75% across the state (average of the four disciplines).

In Numeracy, 27% of GBCCS students achieved results in the top two bands compared to 26.6% across the state. The results in Literacy were well above the state average with 44% of students being placed in these bands compared to the NSW average of 20.5% (average of the four disciplines).

### **Literacy Summary**

In the context of a multi-cultural school, these results reflect the school's solid progress. 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 and 9 also performed to high levels. Year 7 has improved somewhat since a major changeover of students at the end of primary school. The Year 3 results are the best since NAPLAN commenced.

### **Numeracy Summary**

We are pleased with the overall progress. Year 3 continued the recent good performances at that age group. Year 5 and Year 9's results were pleasing. Year 7 has always struggled with Numeracy as a cohort and the turnover of students at the end of primary school has not seen any marked change in this area. The Year 3 results were the best that GBCCS has achieved since NAPLAN commenced.

### **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. 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 2015**

	Reading	Writing	Spelling	Grammar	Numeracy
Top 20%	28%	64%	56%	48%	52%
Middle 60%	64%	28%	36%	52%	48%
Bottom 20%	8%	8%	8%	0%	0%

**Year 5 NAPLAN Results 2015**

	Reading	Writing	Spelling	Grammar	Numeracy
Top 20%	39%	45%	48%	76%	27%
Middle 60%	58%	55%	52%	21%	64%
Bottom 20%	3%	0%	0%	3%	9%

**Year 7 NAPLAN Results 2015**

	Reading	Writing	Spelling	Grammar	Numeracy
Top 20%	27%	30%	23%	23%	18%
Middle 60%	70%	61%	68%	74%	73%
Bottom 20%	3%	9%	9%	3%	9%

**Year 9 NAPLAN Results 2015**

	Reading	Writing	Spelling	Grammar	Numeracy
Top 20%	18%	52%	52%	24%	32%
Middle 60%	82%	48%	44%	76%	68%
Bottom 20%	0%	0%	4%	0%	0%

In Year 3 there were 26 children out of which the following numbers finished in the top 50% of NAPLAN: 19 (Reading), 23 (Writing), 21 (Spelling), 22 (Grammar) while 22 children finished in the top half in Numeracy. In Year 5, 25 out of 33 children finished in the top half for Reading while the number in the other components were: 26 (Writing), 26 (Spelling), 27 (Grammar) and 25 (Numeracy).

In Year 7 there were 22 students who sat the tests and the numbers in the top 50% were 16 (Reading), 18 (Writing), 15 (Spelling), 17 (Grammar) and 12 (Numeracy). In Year 9 those that finished in the top 50% out of 17 who sat for the tests were: 10 (Reading), 14 (Writing), 14 (Spelling), 11 (Grammar) and 12 (Numeracy).

Some terrific overall results!

## Student Attendance

The attendance rate presented on the “My School” website was not given for unknown reasons.

The average attendance for the whole of 2015 across the grades is shown below:

Kindergarten	95.7%
Year 1	96.4%
Year 2	96.5%
Year 3	96.2%
Year 4	95.8%
Year 5	95.6%
Year 6	95.3%
Year 7	95.1%
Year 8	94.8%
Year 9	93.8%

Students who demonstrate inconsistent attendance are followed up as per our Roll Marking and Student Attendance Policies that 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 2015:

### Income 2015

Income from fees and donations	24%
Recurrent Grants	73%
Interest Subsidies	1%
Donations and other revenue	2.0%

### Expenditure 2015

Salaries allowances (teachers, admin, aides etc) and other related expenses	88%
Student expenses: Materials, class expenses, camps, excursions, sport etc	12%

# Appendix 1

## GREENACRE BAPTIST CHRISTIAN COMMUNITY SCHOOL



### Enrolment Policy

2016

Previous policy: March 2015

Policy rewritten: January 2016

Policy due for revision: 2017

## REGISTRATION OF NEW STUDENTS

1. Kindergarten children should turn 5 by the 31 May in the year they enter the school. Exceptions will be considered based on discussion with pre-schools.
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 of the parents 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 28 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, the parent must produce a note 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

**2016**

Previous Policy: November 2013

Policy slightly amended: March 2015

Policy due to be presented to staff: March 2015

Revision Date: 2017

## 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, discipline 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 Corinthians 10:23) and take into account the needs of others (Rom 14, 15, 16 and 1 Corinthians 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 (Ephesians 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 programs 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." (Proverbs 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

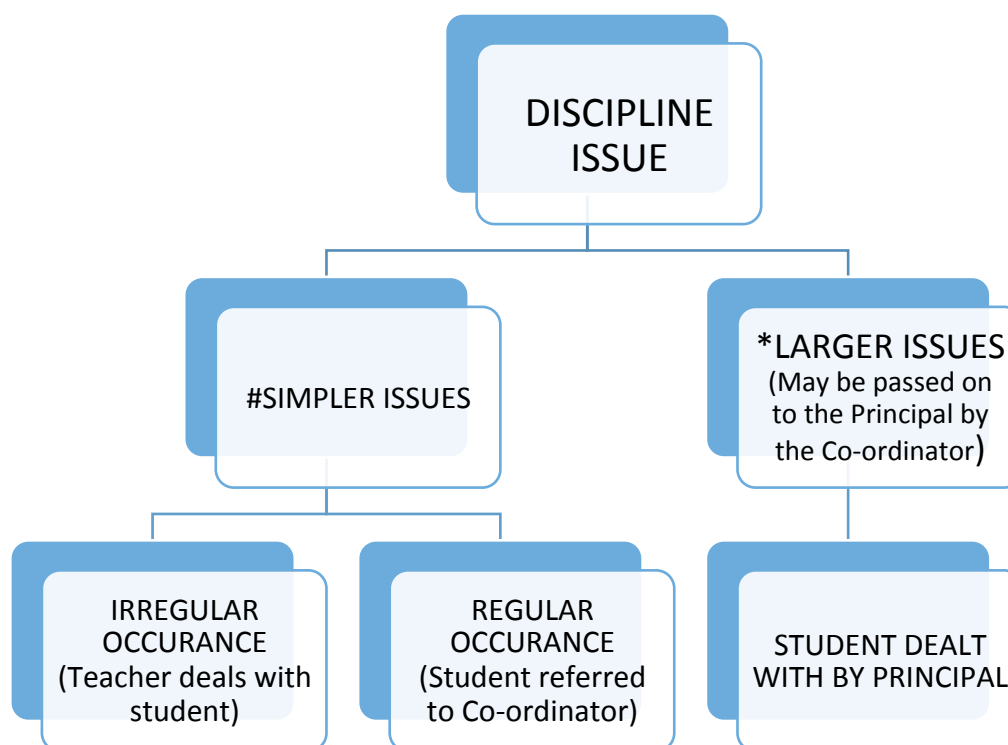
Due to the provisions of the Education Reform Amendment (School Discipline) Act 1995, corporal punishment is not to be used in this school as part of its Discipline and/or Pastoral Care Policy.

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

## PROCEDURAL GUIDELINES

### 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

#### POSSIBLE CO-ORDINATOR ACTIONS

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

#### POSSIBLE PRINCIPAL ACTIONS

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

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

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

#### \*E.g.: 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



## 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
<b>Playground</b>		
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"> <li>Principal and staff informed;</li> <li>Ban from playing for extended period.</li> </ul>
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"> <li>Parents contacted;</li> <li>In-school suspension;</li> <li>Out-of-School suspension.</li> </ul>
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"> <li>Principal informed;</li> <li>Parents contacted;</li> <li>In-school suspension</li> </ul>
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"> <li>Principal informed;</li> <li>Detention and clean up task.</li> </ul>
<b>School Uniform</b>		
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"> <li>Verbal warning / instruction;</li> <li>Detention;</li> <li>Uniform default notice sent home.</li> </ul>	<ul style="list-style-type: none"> <li>Principal informed;</li> <li>Parents contacted;</li> <li>In-school suspension;</li> <li>Out-of-school suspension.</li> </ul>
Students should not wear non-uniform items such as jumpers and jackets, coloured nail polish and incorrect jewellery.	<ul style="list-style-type: none"> <li>Confiscation of items (returned at end of week or term);</li> <li>Students asked to remove nail polish;</li> <li>Uniform Default note sent home;</li> <li>Detention.</li> </ul>	<ul style="list-style-type: none"> <li>Principal informed;</li> <li>Parents contacted;</li> <li>In-school suspension;</li> <li>Out-of-school suspension.</li> </ul>
<b>Classrooms</b>		
No student in a classroom without teacher supervision (including detentions).	<ul style="list-style-type: none"> <li>Send out of room / verbal warning.</li> <li>Detention.</li> </ul>	<ul style="list-style-type: none"> <li>Principal informed.</li> </ul>
Students should complete all their work with due diligence, and attend to all required learning.	<ul style="list-style-type: none"> <li>Isolation from peers;</li> <li>Detention;</li> <li>Notes / calls to parents.</li> </ul>	<ul style="list-style-type: none"> <li>Principal informed;</li> <li>Conference with parents;</li> <li>Individual management plan.</li> </ul>
Students should not be late for class.	<ul style="list-style-type: none"> <li>Record name;</li> <li>Detention to make up time and work.</li> </ul>	<ul style="list-style-type: none"> <li>Principal informed;</li> <li>Parents contacted.</li> </ul>

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

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 Coordinator, 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 us to accept no behaviour that 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 latecomers 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 personal 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 latecomers 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 coordinator. (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 that is done to the child; it is something that is done for the child.
- Punishment should teach the consequences of wrongdoing.
- 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 nay 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.
- Detentions 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).