Green Point Christian College Limited
A Ministry of Green Point Baptist Church
ABN 61 003 829 767

Annual Report

Excellence in Christ Centred Education

‘Teach Children how they should live and they will remember it all their lives’
Proverbs 22:6

2011
School Overview Information

Contextual Information

Green Point Christian College was established in 1982 by Green Point Baptist Church with a vision to offer Christ centred education to the children of Christian families. The vision came from the desire of these parents to have the teaching of home reflected in, and encouraged through, the teaching at school. Consistency is a firm basis for trust and when the home, Church and school work in partnership, this can be achieved. As a Christian school our values and beliefs are founded in Jesus Christ and we aim to be obedient to His revealed Word, the Bible. The ultimate aim of the College is to encourage and support students’ overall development, leading them into a personal relationship with the Lord Jesus Christ.

The College is located in a most picturesque and peaceful bush setting on the Brisbane Water hinterland. Our environment reminds us of our many blessings and that our Creator God is ever present.

Vision for the College

Green Point Christian College has built a strong tradition of providing quality education in a Christian learning environment. As the College embraces the new millennium, there is an atmosphere of optimism for the future as we see our young men and women challenged to strive for excellence and Godliness in every sphere of life.

The reputation of the College as a centre of excellence in the standard of education offered, has grown and developed over the last few years.

Our College’s Vision Statement is Excellence in Christ Centred Education.
Messages from Key School Bodies

Board Chairman

As I take the view that the Board Chairman of the College does not have additional powers but is merely one of the directors who has the additional role of chairing Board meetings, this report has been provided to the directors in draft form so that the final version is not just a Chairman’s Report but a Board Report.

The work of the Board during the last year may be summarised in two propositions:

- Seeking to improve the governance of the College so the standard is appropriate for an organisation with more than 100 staff, an annual turnover of more than $14 million and assets of more than $16 million.
- Working to make the Vision statement of Excellence in Christ Centred Education more than a slogan.

Working from the Vision statement, the Board, with assistance from the College’s senior management, developed a 5 year strategic plan known as the Education Plan 2012-2016.

From that Education Plan, a 5 year Financial Plan was developed so that the College does not just work to a 1 year budget but plans its cash flow for the next 5 years. With the benefit of the Financial Plan, the Board has also been able to consider a Building Plan.

A committee structure has been developed to ensure that there is attention to detail in the areas of Audit, Governance, Nominations and Property. Those committees have each initially been set up with two members of the Board, the Board Chairman and one other Board member with that Board member serving as the Committee Chairman. It is intended that once those committees are fully functional, the Board Chairman will not be a member of any committee.

Consistent with the College’s Mission Statement, which includes ongoing evaluation and the pursuit of excellence, the Board has:

- Developed a Directors’ Guide for the benefit of new directors.
- Taken steps to ensure a better approach to risk management.
- Commissioned an Occupational Health and Safety (OH&S) audit with a view to implementing best practice procedures for the benefit of staff, students, parents and visitors to the College site.
- Met with senior management in order to prepare an Action Plan on how to make the College more Christ centred.
- Taken steps to have the operations of the Board reviewed by an independent consultant.
- Commenced work on a comprehensive survey of staff, students and parents.
- Begun developing new, improved arrangements for car parking and traffic flow which should be introduced later this year.

The pursuit of excellence necessarily involves a measure of change and that can create difficulties, sometimes moving people out of their comfort zones. However, the Board has been grateful for the co-operative support it has received from the Principal, senior management and all other members of the staff of the College.

No report would be complete without mention of two important ingredients which contribute significantly to the success of the College:

- The contribution made by volunteers without whose efforts our budget simply would not balance.
- The prayer support of many people, particularly members of the College’s “mother Church”, Green Point Baptist Church.

In this, the 30th year of the College’s operations, we should all remember that we stand on the shoulders of those who have contributed to the College in earlier years.
However, while much has been achieved, much remains to be achieved. The College operates in a complex environment which involves:

- Extensive legislative requirements
- Greater levels of accountability and transparency
- Significant dependence on government funding
- Affordability issues as fees increase
- The constant need to improve facilities
- A myriad of important personal relationships

Special mention should be made of the spouses of Board members who have patiently endured the time Board members spend reading the often substantial Board papers, attending meetings and considering the various matters that arise between meetings. Their support is greatly appreciated.

Fortunately, we do not rely solely on our own efforts and the College is blessed by God in many ways as we seek to achieve His will in what is, to us, not only a school but also a ministry. That is why those associated with the College are delighted not only by academic results but also when parents of College students can say, using the words of 3 John 4, “I have no greater joy than to hear that my children are walking in the truth”.

Graham Ellis, SC
Board Chairman

Principal

2011 was another successful year in the life of the Green Point Christian College community. Relationships with the Church were further strengthened, the spiritual tone of the College was addressed with the appointment of a Director of Spiritual Development and significant infrastructure improvements resulted from the Building Education Revolution (BER) program of the Federal Government.

After almost thirty years of operation Green Point Christian College is an enduring feature of the educational landscape of the Central Coast with student enrolments K-12 around 1,025.

The College has been governed in a prudential manner by a Board of Directors whose members serve voluntarily. They have been working in a number of important areas, including improving the standard of governance, making decisions intended to make the Vision statement more than a slogan and endeavouring to ensure the long term financial viability of the College.

The main addition to the College infrastructure was the Creative and Performing Arts Centre (CAPA) which was funded by a $3m grant under the BER program. This impressive three storey structure will serve the needs of the Creative and Performing Arts curriculum in the decades ahead and the College is very grateful for its provision. The CAPA building was officially opened in May by the Federal Member for Robertson, Ms Deborah O’Neill and was followed in June with a visit by the Federal Minister for School Education, Early Childhood and Youth, The Hon. Mr Peter Garrett who attended a performance by students from various local schools in the new building.

An indication of the strength of CAPA is shown in the variety of performances during 2011 such as various Music Tutor Nights, Junior School Choir, School Band, the Junior School Musical, and the High School Musical “Taming of the Shrew”.

Technology received a significant boost in 2011 as laptops were rolled out across the campus as a consequence of a further Federal Government grant. The availability of this
technology has greatly assisted learning and helped bring the College into the 21st century in terms of lesson delivery.

The academic results achieved in 2011 were the best on record with two students being listed on the prestigious All Rounders List which includes students who have scored 90 or more marks in ten of their HSC units. There were 199 schools on the All Rounders List and Green Point Christian College was ranked 68; an achievement which testifies to the skill and experience of staff and the diligence of students. Joshua Ciappara was the DUX in 2011 with an Australian Tertiary Admission Rank (ATAR) of 99.50.

The College continues to cater for students of all abilities and around 12% of the annual College budget is spent in the area of Support Services designed to improve or accelerate student performance. This allocation of funds emphasises a comprehensive nature of the education provided at Green Point Christian College. We are not a selective school and do not discriminate on the basis of intellectual ability.

The fine tradition of a formal Anzac Day ceremony continued with the attendance of 78 Wing and 81 Wing from the RAAF Base Williamtown who formed a Catafalque Party.

In 2011 our sister school relationship with Shizuoka Kita High School in Japan was strengthened by reciprocal visits. Students from Shizuoka Kita High School visited Green Point Christian College in May and students from GPCC travelled to Japan in September 2011. Mr Charles Wheeler, Languages teacher, has done an outstanding job in the development and implementation of this relationship.

Mission trips were organised by the Director of Spiritual Development, Mr Tom Anderson. Students took part in the biennial mission to Tonga in June/July and the annual Charleville mission trip in September, designed to assist farmers in the outback region of Australia, was again very successful.

The Technology and Applied Studies (TAS) Department flourished in 2011 with two students, Miranda Scott (cello) and Sam Bolton (harp) selected in the top 300 Major Works in the State. Sam was also successful in taking out the Australian Wood Review Overall Best Award for his 36 String Celtic Harp. His project and article were in Edition 73 of AWR. Miranda and Sam are now part of the prestigious Art Express.

The College Mock Trial team again reached the Quarter Finals of the NSW Mock Trial competition run by the Law Society of NSW. This is the successive year where the College has finished in the top 8 of 256 schools. Another highlight for the Mock Trial team was an invitation to compete in New York in October at the Empire International where the students competed strongly against international teams.

Each year the College is involved in raising funds for the 40 Hour Famine and Mrs Virginia Lumby has done a very impressive job over a long period of time. In 2011 $21,424 was raised for this initiative.

RW Parks
Principal

Student Representative Council

The Junior Student Representative Council (SRC) meets once every three or four weeks. Before each meeting, SRC representatives hold their own class meetings to discuss issues that their classes feel they would like to be placed on the SRC agenda. After quite a bit of discussion most classes decide on three or four valid suggestions and write them into their SRC Class Books which they then bring to the SRC Co-ordinator.
I then meet with the Year 6 Councillors during lunchtime and together we discuss ALL the suggestions from each class and prioritise those we think are most urgent and most achievable.

A list of about seven or eight items are then prepared and published by one of the Councillors as the agenda and these are then distributed to classes for their discussion BEFORE we hold our full SRC Meeting. Agendas are also emailed to the Principal, Heads of Staff and Property Manager etc.

All class representatives bring their lunches to the full SRC meeting which commences straight after the lunch bell. It is opened in prayer by the Chairperson, and Councillors one by one introduce each item on the agenda and each point is discussed in full. Votes are then taken and if there is a clear majority the issue is then taken to the next step which may involve councillors or representatives meeting with staff members. Minutes of the meeting are taken by one of the councillors (with my support) and the meeting is closed in prayer five minutes before the end of lunch to allow reps enough time to visit the toilet before returning to class. This year the School Captains have also been included in the SRC as we believe their input may be valuable plus they will be used for many of the follow up activities.

The minutes of the meeting are edited, published and circulated to all classes and staff for further discussion. Feedback from any follow up meetings with staff are provided at the next SRC meeting and included at the beginning of the agenda so students are always aware of the outcomes of their suggestions.

Below are some of the positive results of the SRC for 2011:

- Classroom doors repaired and re-oiled.
- Lines around the Junior School repainted to ensure young children are aware of areas that are out of bounds.
- A pledge from Mr Mouton to investigate ways to make the MPC cooler in summer eg the installation of ceiling extraction fans.
- Improved drainage on the Year 4 oval.
- The implementation of a fire drill /lockdown.
- Bubblers repaired.
- Toilet seats, soap holders and doors in the girls’ and boys’ toilets repaired.
- Less congestion at the bus bay, especially in wet and inclement weather.
- Sports equipment being allocated to classes for their use at recess and lunch times.
- Mould removed from a Kindy classroom.
- Recycling bins situated in Infants classes emptied by cleaning staff.
- Grade movie nights have been agreed to once a semester and to date two have taken place.
- Bag racks are planned for the Year 2 classes and bare brick walls are to be painted with Biblical scenes and games. This is in the process of being organized.
- A pledge for seats to be placed around the Year 4 oval and this occurred during the Semester 1 holidays this year (2012).

There is no doubt that the SRC is a great initiative and one of the most pleasing aspects is that after many years of requesting from the Junior SRC there is now an active Middle School SRC which is very exciting for the students and the school community as a whole.

Our success would no doubt be limited if there was a lack of support from the Heads of School. However, this is not the case, so many thanks to the staff who make it a priority to meet as many of the requests of the SRC as is feasible and possible.

Mrs Di Smith
SRC Co-ordinator
A Description in Plain Language of Parent Teacher and Student Satisfaction

The Principal has issued his mobile phone number to all parents of the College and his email address has also been distributed and feedback is regularly received.

Parents can make appointments during the week, the evening or on Saturdays to meet with the Principal and discuss matters that concern them.

In 2011 the Principal interviewed over 150 families in one to one interviews lasting between 30-40 minutes where parent and student satisfaction was gauged. Teacher satisfaction continues to be gauged through a variety of channels within the College involving Faculty, whole of staff and Executive meetings.

School Strategies

Priority Areas for Improvement

Green Point Christian College acknowledges the funding provided under Smarter Schools National partnership on Improving Teacher Quality and facilitated by the Independent Schools Centre for Excellence. The funding for supporting teacher accreditation allows us to support teachers in their professional work and build teacher capacity across the independent sector in NSW.

Teaching targets for 2011 were:

1. To strengthen our Christian distinctive at Green Point Christian College through communication with parents, enrolment policy, and the enmeshing of our Christian distinctive within individual subjects.
2. To develop NAPLAN training opportunities for staff.
3. To offer Parent Forums once a Term providing support and guidance regarding adolescent issues and concerns and opportunities to discuss future developments of the College and parental issues.
4. To continue strengthening our program of differentiation 7-10.
5. To focus attention of staff on the Vision statement of the College “Excellence in Christ Centred Education” developing and strengthening processes that enhance our progress in achieving this goal.
6. To continue the roll out of technology and to coordinate its management and direction.

Progress on 2011 targets:

1. Enrolment Policy has been refined to ensure legal compliance.
2. NAPLAN training opportunities have been provided through the College PD program.
3. Junior and Middle School Parent Evenings were held focussing upon research in the field of student behaviour and use of technology.
4. The program of differentiation 7-10 was extended to 7-12 by employment of additional Learning Support Staff.
5. The Vision statement of the College continued to be placed before key stakeholders.
6. IT roll out has continued across the College with upgrades to servers and installation of laptops in most secondary school rooms.

Specific targets for 2012 are:

1. Students to be on time, at the right place, in the correct uniform and with necessary materials (High School specific)
2. Have an Effort Point Average in High School above 3
3. (Junior School specific) Improved record keeping of students and increased communication of teachers through use of SchoolPro
4. Effective implementation of Learning 3s through school community

**Actions Undertaken to Promote Respect and Responsibility**

At Green Point Christian College policies and procedures which embed attitudes of respect and responsibility in the operations of the school can be found in the Discipline Policy, Welfare Policy and Child Protection Policy.

The College ensures that the Australian flag is flown every day and the entire College community celebrates ANZAC Day with involvement by a catafalque party 78 Wing and 81 Wing from RAAF Base Williamtown.

The College adopts a proactive approach to monitoring the behaviour of its students when engaged in public transport.

Every second year the Junior School hosts a Grandparents’ Day where the senior citizens of the College community are honoured.
Staff Information

Summary of the Workforce Composition including Indigenous

<table>
<thead>
<tr>
<th>TEACHING STAFF</th>
<th>NON TEACHING STAFF</th>
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<tr>
<td>Full time</td>
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<tr>
<td>Part time</td>
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<td>17</td>
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<tr>
<td>Part time</td>
<td>23</td>
</tr>
<tr>
<td>TOTAL</td>
<td>40</td>
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</tbody>
</table>

Total staff in 2011 = 114

Summary of Professional Learning Undertaken by Teachers

Professional development continues to be an important aspect of Green Point Christian College’s policies, procedures and processes. As such we offer professional development as whole school or individual school needs arise. Opportunity for individual staff development can also be offered to a teacher where there is a specific need. There is also a number of staff undertaking future education and this is being supported by the College.

One of the main focuses for 2011 was training for implementation of the RM Learning Platform in 2012. This involved a number of staff being trained to equip the whole school community in the implementation of this exciting new project.

Whole school professional development focused on OH&S issues such as Lockdown and Evacuation Seminars, Defibrillator Training with a large number of staff taking up opportunities to renew or attain a Senior First Aid Certificate. Likewise at the end of 2011 the OH&S Committee undertook retraining in OH&S responsibilities as there were new members on the committee.

The other significant whole school learning opportunity was focus on the Learning Threes; a program of collegial support and encouragement for staff in terms of pedagogy and classroom strategies for quality teaching. This was a particularly positive program, well received by staff who engaged in many classroom visitations and meetings.

In March and April teachers involved in preparing students for NAPLAN Writing Courses undertook a NAPLAN Persuasive Writing Course to support training students for NAPLAN 2012. The school also continues to support teachers undertaking HSC and School Certificate marking opportunities.

The Green Pointer staff newsletter continues to highlight staff Policy issues and concerns within the College community. In addition, policy reading for all staff was implemented in 2011. Topics such as Information Technology Acceptable Usage Policy, Workplace Surveillance Policy, Privacy Policy, Code of Conduct, Copyright Policy, Anti Bullying Policy, Child Protection and Video Policy were mandatory reading.

A sample of professional development undertaken by individual staff members included: Garage Band Inservice, Click View Demonstration, Sound Seminar, FBT and Finance Seminar, Preparation for Learning 3s, Dyslexia and Learning 3s, ICT Training Course, School Marketing Aforia, Careers Training, Leadership in the Workplace, Teaching CAFS, Helping Children Through Grief, Peer Support Training, Mathematics “Making Maths Meaningful”, Christian Schools Library Conference, English Teachers’ Conference and Advanced Module Hamlet.
Professional development is a vital part of the College and continues to be an important focus. This year priority continues to be given to Literacy and Numeracy and also to the areas of the RM Learning Platform and OH&S compliance.

**Numbers of Teachers in the following categories who are responsible for delivering the curriculum:**

<table>
<thead>
<tr>
<th>Category</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>(i) Have teaching qualifications from a higher education institution within Australia or as recognised within the National Office of Overseas Skills Recognition (AEI-NOOSR) guidelines</td>
<td>74</td>
</tr>
<tr>
<td>(ii) Have qualifications as a graduate from a higher education institution within Australia or one recognised within AEI-NOOSR guidelines but lack formal teacher qualifications</td>
<td>0</td>
</tr>
<tr>
<td>(iii) Do not have qualifications as described in (i) or (ii) above but have relevant successful teaching experience or appropriate knowledge relevant to the teaching context</td>
<td>0</td>
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</tbody>
</table>
School Policies

School’s Response to Student Absence

Absence from school is considered as a crucial ‘at risk” indicator.

- Day 1 - Day of absence – text message is sent to parent advising student is absent from school.
- Day 3 - Text message sent reminding explanation of absence letter has not been received and is required.
- Day 6 - If letter is still not received, a letter outlining date of absence and explanation is sent requesting parent complete and return to school. When received details of parent letter explaining absence is entered onto SchoolPro.

School’s Enrolment Policy

Green Point Christian College is a ministry of Green Point Baptist Church, primarily to children from committed Christian families on the Central Coast. The initial vision of the College was to support Christian parents in the education of their children. This vision has been continued and is the cornerstone of the Enrolment Policy.

Whilst primarily the children are drawn from Christian homes, the Board does keep some places available for children from families that are supportive of the policies of the College, but are not practising Christians. The College Board is responsible for maintaining the enrolment mix in individual years and across the College. The Board has stated its intention to have a minimum enrolment mix within the College of 80% from practising Christian families.

The Board’s expectation of a practising Christian family is one who:

- Recognises and testifies to the Lordship of Jesus Christ;
- Has a commitment to model and teach biblical principles in the home;
- Is actively involved in the ministries of and regularly attends the services of worship in a local Christian Church.

It is essential that all families who have their children enrolled are supportive of the ethos and policies of the College.

The administration of the Enrolment Policy is the responsibility of the Principal of Green Point Christian College. All prospective enrolments are subject to an enrolment interview.

► APPLICATIONS FOR ENROLMENT

All enquiries and applications for enrolment are to be directed to the Registrar. At the time of enquiry, a College Prospectus will be sent to each family. The Application Fee of $250 for each child must be included with an Enrolment Application. This is a non-refundable Application Processing Fee. The following documentation should be attached with the Enrolment Application:
• Birth certificate
• Copies of school reports (if applicable)
• Recent photo of the student (can be digital or on paper)
• Pastor’s reference (where possible) or a personal reference.

After an interview has been arranged and an offer for placement has been made, the acceptance of the offer must be accompanied by $200, which represents a non-refundable Enrolment Fee.

► WAITING LIST

Where there are no positions available in a particular grade, the applicant’s name may be added to the waiting list, should parents so desire. The applications and waiting lists are prioritised according to the following criteria:

**Priority 1:** Children of families attending Green Point Baptist Church
**Priority 2:** Church Affiliated (practising Christian) families - Siblings
**Priority 3:** Church Affiliated (practising Christian)*
**Priority 4:** Non-Church Affiliated Siblings/Non-Church Affiliated Families

*Children from other Christian Schools may be given priority

These priorities are consistent with the original vision and purpose of establishing Green Point Christian College.

► INTERVIEW PROCEDURE

All applicants will not necessarily be interviewed. Parent interviews for new applicants will be arranged by the Registrar and will be interviewed by the Principal. Normally the interview will take approximately one half hour and parents must come equipped with any information that may assist in assessment of the application. This includes reports, special awards, samples of work, external professional assessments (where appropriate) and any other certificates that the child has gained. The purpose of the interview is for the College to get to know the family and its value system, as well as give the College an opportunity to understand the particular gifting of the applicant. The interview is not meant to be a threatening procedure, but parents should be prepared for the confidential nature of the interview, and should be open and honest to answer a variety of related questions.

Both parents and child are requested to attend this interview. Parents should come prepared to ask any questions about the College and its operation or share any matters of concern they may have in an open and honest manner.

Where possible, parents may be informed at the interview of the outcome and a position may be offered. Parents should also understand that the decision of enrolment lies with the Principal.

► CONDITIONS OF ENROLMENT

Parents of students enrolled from K-12, are expected to sign and support the Conditions of Enrolment as laid down by the College and included in the Application for Enrolment. The College reserves the right to add to and amend these conditions of enrolment from time to time as they see fit.
Senior students (Years 11 and 12) are expected to sign and attest their willingness to support these conditions of enrolment, to ensure their continued enrolment at the College.

► FEE POLICY

It is the policy of Green Point Christian College to make fees as affordable as possible to the average family and to keep fee increases in line with cost of living adjustments.

To keep fees to a minimum, the Board has the policy that all families pay fees. Failure to pay fees may see the enrolment terminated. The College realises that from time to time some families undergo unexpected short term financial difficulty. We will attempt to offer grace and understanding where there is a difficulty in paying fees. Where problems occur parents should contact the Business Manager. Non payment of fees without explanation will be followed up in the normal course of College management.

Fee statements will be sent out prior to the beginning of each term and families are requested to pay these fees promptly. Arrangements can be made to have fees paid fortnightly or monthly by varying methods offered by the College and it is a requirement of the College for all families to complete a Fee Arrangement Form when they accept the enrolment offer.

The College has a family rebate policy for the 2nd, 3rd, 4th and subsequent children in a family, but we do not subsidise fees, other than in special circumstances of short term financial hardship.

► ATTENDANCE

All students are expected to be in attendance each day of the College year. Where a child is absent with parental permission, the office must be contacted before 9.00am on that day by telephone, or email advice will be accepted where the College has a copy of the email address. All absences must be followed up with a note on the child’s return. Absent notes must clearly explain the reason for absence and be signed by the parent.

All students are expected to be in attendance at special College functions including Sports days.

► COMMUNICATION PROCEDURE

Parents are requested to respect normal operation of the College and not to make direct contact with teachers at their classroom or at home. Any contact with teachers, should be done through the office where an appointment can be made or a teacher requested to telephone a parent.

Each day at the College for staff begins with devotions from 8.15am - 8.30am and parents are requested not to telephone the office before 8.30am.

► EXIT PROCEDURES

Where a student is to be withdrawn from the College, parents must notify in writing their intention with 10 weeks or one term’s notice. Where such notice is not given, the College reserves the right to charge one term’s fees.
Any student who is withdrawn must complete a Student Exit Checklist and ensure that all equipment and books are returned. Failure to do so will result in additional charges being levied.

► PROCESS FOR STUDENT ENROLMENT ONCE STUDENT HAS BEEN OFFERED A POSITION

**Affected People**

**Registrar**
- Heads of Senior School and Middle School
- Director of Studies
- Year Advisers
- Faculty Co-ordinators
- Class Teachers
- Office
- Director of Library Information Services
- Library Staff
- IT Staff

This flowchart is designed to ensure all people are aware of their responsibilities and the correct paths that information has to follow:

- Registrar collects relevant information (reports, special needs etc) and pass on to relevant Head of School
- Registrar emails Heads of School, Year Adviser and Faculty Coordinators of new enrolment
- Registrar emails details to Director of Studies for application of BOS number
- Registrar emails Library staff to create library borrowing account
- Registrar notifies IT Dept to create computer account for student

Please note that this process will require a 48 hour time period to ensure all affected people are contacted and to ensure that students are placed in correct graded classes. Coordinators may need to refer to past reports held with the Registrar.

Head of School to view and pass on to relevant Year Adviser

- Year Adviser in contact with Faculty Co-ordinators places students into appropriate classes. This information is passed on to school office (Year Adviser to consult with Director of Studies as to correct groupings and timetable requirements of subjects)
- Office enters student on class lists and
- Office emails Faculty Co-ordinator, Class Teacher, Year Adviser, Director of Studies, Registrar to advise of new student’s classes

Year Adviser meets student on first day with timetable and classes and arranges a buddy for the day

A full copy of these policies may be found on the website at [www.gpcc.nsw.edu.au](http://www.gpcc.nsw.edu.au) or obtained from the school office.
CONTINUING ENROLMENT

Continuing enrolment at Green Point Christian College is dependent upon a number of factors:

a) Willingness to operate within the boundaries set by the policies and procedures of the College;
b) Demonstrating behaviour that is consistent with the ethos of the College;
c) In Stage 6 continuing enrolment is dependent upon a student making a serious attempt to meet the requirements of the Preliminary and HSC course. A serious attempt also embraces behaviour designed to achieve the outcomes of the course.
d) Issues relating to continuing enrolment will always be discussed with parents and counselling services will be provided prior to any decision of discontinuation being made.

Welfare Policy

INTRODUCTION

Students, whilst enrolled at the College, are under the care, guidance and supervision of staff employed by Green Point Christian College. Primarily, student welfare is directly under our control during normal school hours and therefore a series of policies have been formulated that deal with procedural matters and staff expectations of students at school. Whilst students are not directly under our care in the period between when they leave home in the morning and arrive at school and on the way home at the end of the day, we also have a responsibility to set expectations.

The major policies that need to be referred to together with this policy statement are:

- Safety Policy
- Critical Event Policy
- First Aid Policy
- Sexual Harassment Policy
- Out of School Education Policy
- Discipline Policy
- Camping Policy
- Video Policy
- Emergency Evacuation Policy

Each of these policies deals in detail with specific and particular matters. All staff need to be aware of them and follow the procedures and expectations that they outline.

The Principal is ultimately responsible for the welfare of students whilst enrolled at the College. Day to day welfare matters are to be directed to the classroom teacher from Kindergarten to Year 6 or the Year Adviser, 7 - 12. It is the Year Adviser’s responsibility to assess each individual concern raised and decide on the appropriate method of dealing with the concern. Matters of a minor nature should be dealt with personally with the student concerned. Where there is a deeper level of concern, the appropriate Head of School and the College Counsellor should be informed. It would be appropriate for there to be a meeting set up between the Year Adviser, Head of School, Principal and Counsellor to determine the way forward. The parents should be kept informed of the outcome of such a meeting.

The College needs to be aware that we have a responsibility to parents for the welfare of students. Whilst the parents do not need to be informed of minor matters that can be dealt with at school, they do need however, to be kept informed of any matter of an ongoing nature. It is important that the College, College staff and parents work together for the welfare of our students.
Anti-Bullying Policy

► RATIONALE
As a Christian school our God given mandate is to create an environment that develops an ethos of care and encouragement and an environment where all students and staff feel safe. One in which their right to be respected and treated as individuals is to be protected.

The purpose of this policy is to promote consistency of approach and to create a climate in which all types of bullying are regarded as unacceptable. It is to provide a structure and strategies by which students, who believe they are bullied, are counselled sensitively and effectively. It is also to provide structure and strategies by which students that are identified as bullies are dealt with promptly and the outcomes achieved are in the best interests of the student and the school.

► AIMS

• To promote a secure and happy environment free from threat, harassment and any type of bullying behaviour.
• To take positive action to prevent bullying from occurring through a clear school policy.
• To show commitment to overcoming bullying by practising zero tolerance.
• To inform pupils and parents of the College’s expectation and to foster a productive partnership which helps to maintain a bully free environment.
• To make staff aware of their role in fostering an environment of care and develop in them an appropriate knowledge and attitudes which will assist to achieve the above aims.

► BIBLICAL GUIDELINES
At Green Point Christian College we follow the guidelines that are laid out to us in the Bible.

1. Bullying is never acceptable behaviour and will not be tolerated.
   Get rid of all bitterness, rage, anger, brawling and slander along with every form of malice. Be kind and compassionate to one another, forgiving each other. Ephesians 4:31
2. The Bible tells us that each member of Green Point Christian College is made in the image of God and that we are His precious creation, whom we need to honour.
   Let us make man in our image, in our likeness. Genesis 1:26
   But you are a chosen people, a royal priesthood, a holy nation, a people belonging to God. (1 Peter 2:9)
3. Therefore all students, parents and teachers have the right to feel and be safe going to and from school as well as in the playground and classroom.
   Live in harmony with one another be sympathetic, love as brothers, be compassionate and humble, do not repay evil for evil or insult with insult, but with blessing because to this you were called so that you would inherit a blessing. (1 Peter 3:15)
4. Each member of the school community has a responsibility of assuring the safety of other members of the community.

► DEFINITION OF BULLYING
The following definition of bullying reflects the position of the College:
Bullying is where a child or a group of children take advantage of the power they have (through being popular, larger etc) to hurt or reject someone else. It is a deliberate, uninvited act of physical or mental intimidation with the intention of causing hurt or
This policy specifically deals with bullying amongst students (see further p8), but the College recognizes that bullying may occur at all levels and in all relationships.

**STRATEGIES FOR MANAGING BULLYING**

Bullying is a serious issue. For this reason actions taken in response to a bullying situation have to be **prompt and decisive**. In this way the bully will see that his/her actions are not tolerated and the victim will see that he/she is protected.

Green Point Christian College has a dual approach to managing bullying - proactive and reactive referred to in “Strategies for Managing Bullying, Part A and Part B”.

The College takes a **proactive** approach to bullying by ensuring an environment in which bullying does not occur. Whilst not wanting to distinguish levels of bullying, the College recognizes that physical bullying is different to verbal and psychological bullying. The College’s **reactive** response to bullying therefore is twofold:

1. **For Physical Bullying:**
   - The bullying student and the victim are immediately taken by whoever is in authority to the office. A record of the incident is made (see Incident Report Form p7).
   - The relevant Head of School interviews the students to establish what happened. He advises the bullying student that there is no justification for his/her actions – bullying is a form of assault (police could be informed if deemed appropriate) - and notifies his/her parents to collect their child.
   - The relevant Head of School excludes the student from the College until an interview is conducted with the parents.
   - At the interview with parents it is made clear that the student must modify their behaviour or leave as the College has to be a safe place (see further “Response to Bully” p11).
   - The student is placed on a contract: a default means he/she is asked to leave.
   - The victim is followed-up by the College Counsellor.

2. **For Verbal or Psychological Bullying**
   - Class Teacher/Pastoral Care Teacher/Teacher on Duty/Year Advisor – deal with incident as it occurs and reports the incident (see Incident Report Form p7).
   - The teacher involved notifies the Year Advisor or a Senior Teacher in the Junior School. The School Counsellor is also notified if deemed necessary.
   - Repeat offenders should be referred to the relevant Head of School and an interview is conducted with parents.
   - At the interview with parents it is made clear that the student must modify his/her behaviour or leave, as the College has to be a safe place (see further “Response to Bully” p11).
   - The student is placed on a contract: a default means he/she is asked to leave.
   - The victim is followed up by the College Counsellor.
► BULLYING CAN BE PHYSICAL, VERBAL OR PSYCHOLOGICAL

Physical Bullying - Includes hitting, kicking, rude gestures, extortion, pushing and shoving, taking or damaging belongings i.e. any form of physical behaviour that hurts others or their property.

Verbal Bullying - Name-calling, insulting, repeated teasing, racist remarks, threatening, sexual harassment and any other form of verbal behaviour designed to hurt another.

Psychological Bullying - Includes spreading nasty rumours, excluding someone from the group, isolating someone and isolating others by preventing others from befriending them.

Bullying is based on threat and fear. Once a pattern is set up the bully has to do very little to produce fear in the victim – often a look is sufficient. The victim then finds it almost impossible to break this cycle.

► ELEMENTS OF BULLYING

Seven different elements of bullying have been identified:
1. The initial desire to hurt – the bully wishes to inflict pain on the victim.
2. The bully acts on this desire – some form of bullying is perpetrated.
3. This action is hurtful.
4. There is an imbalance of power.
5. There is never any justification for such action – the victim has done nothing to deserve such treatment.
6. It is often persistent and this is the element that causes so much damage.
7. The bully derives enjoyment from hurting the victim.

► PROFILE OF A VICTIM

Victims are often singled out because of their psychological traits more than their physical traits. They:
- Are likely to be shy, sensitive and perhaps anxious and insecure.
- Often have poor social skills and isolate themselves.
- Lack the confidence to seek help.
- Don’t have the support of teacher or class mates who find them unappealing.
- Blame themselves and believe it is their own fault.
- Are desperate to fit in.
- Have a view of themselves which is reinforced by the attitude of adults in their lives.
- Are highly unlikely to seek help

► PROFILE OF A BULLY

- Often attention seekers.
- Bully because they believe they are popular and have other’s support.
- Keep bullying because they incorrectly think the behaviour is exciting and makes them popular.
- If there are no consequences the bully will continue with the behaviour.
- Bullies tend to be hyperactive, disruptive and impulse.
- They are generally aggressive toward their peers, teachers, siblings and others.
- They are attracted to situations with aggressive content.
- Boys who bully are usually physically stronger and have a need to dominate others.
- Girls who bully tend to be physically weaker than other girls in their class.
- Don’t stop to consider the effect of bullying on the victim and lack empathy.

**STRATEGIES FOR MANAGING BULLYING**

Bullying has to be treated seriously. For this reason actions taken in response to a bullying situation have to be **prompt and decisive**. In this way the bully will see that his/her actions are not tolerated and the victim will see that he/she is protected.

Green Point Christian College has a dual approach to managing bullying; **proactive and reactive**.

The College takes a **proactive** approach to bullying by encouraging an environment in which bullying does not occur. A **proactive** response to bullying would include:

- Developing a safe environment for the school community.
- Informing staff and students about how to recognise bullying behaviour.
- Informing staff and students on how to respond when bullying behaviour is noticed and reported.
- Training staff and students to manage bullying behaviour.
- Developing and maintaining a commitment to conflict management and dispute resolution across the school.

Examples of proactive strategies, which schools have used to prevent bullying, include:

- Short awareness raising poster campaigns.
- Improve supervision in known problem areas.
- Create activities for students to involve themselves in during lunch time (eg sporting, chess, music etc).
- Using drama role play novels etc within the formal curriculum to help students empathise with the feelings of bullied children and to learn and practise the skills they need to avoid bullying.
- Peer support and buddy schemes.
- Featuring bullying at school assemblies.

The College’s **reactive** response is a punitive response to bullying. Whilst not wanting to distinguish levels of bullying, the College recognizes that physical bullying is different to verbal and psychological bullying. The College’s **reactive** response to bullying therefore is twofold:

**For Physical Bullying**

- The bullying student and the victim are immediately taken by whoever is in authority to the office. A record of the incident is made (see Incident Report Form).
- The relevant Head of School interviews the students to establish what happened. He advises the bullying student that there is no justification for his/her actions – bullying is a form of assault (police could be informed if deemed appropriate) - and notifies his/her parents to collect their child.
- The relevant Head of School excludes the student from the College until an interview is conducted with the parents.
- At the interview with parents it is made clear that the student must modify their behaviour or leave as the College has to be a safe place (see “Response to Bully”).
- The student is placed on a contract: a default means he/she is asked to leave.
- The victim is followed-up by the College Counsellor.
For Verbal or Psychological Bullying

- Class Teacher/Pastoral Care Teacher/Teacher on Duty/Year Advisor – deal with incident as it occurs and reports the incident (see Incident Report Form).
- The teacher involved notifies the Year Advisor or a Senior Teacher in the Junior School. The College Counsellor is also notified if deemed necessary.
- Repeat offenders should be referred to Head of Junior/Senior School and an interview is conducted with parents.
- At the interview with parents it is made clear that the student must modify their behaviour or leave, as the College has to be a safe place (see “Response to Bully”).
- The student is placed on a contract: a default means he/she is asked to leave.
- The victim is followed-up by the College Counsellor.

All bullying incidents should be treated seriously but appropriately – just as much care should be taken not to overreact as to under react. Other examples of reactive strategies, which can be used when dealing with bullying, include:

- Peer counselling (older students trained to help victims and bullies.)
- A central place where students can anonymously inform of bullying behaviour.
- Counselling for victims.
- Safe rooms/places for victims
(See Appendices for “Guidelines for Breaking up Bully Gangs”)

Guidelines for Staff Response

It is imperative that:
- All staff and students know to whom they can report incidents of bullying.
- All staff have the same viewpoint and are committed to handling the issue immediately and in the same manner.
- The bullying is stopped to ensure the physical, social and psychological well-being of those bullied.
- Staff are vigilant in supervision.
- A report is officially recorded in an “Incident Book”.

Immediate response
- Listen and explore the problem.
- Meet with the bully.
- Meet with onlookers (gang or group).
- Meet with victim.

Response to Bully
- Make it clear that the bullying behaviour is unacceptable to both staff and students. Disapproval should be unambiguous. Stress that the behaviour is unacceptable (not the person).
- Outline the sanctions that will be imposed if the bullying continues.
- Ask how the victim feels (clarify empathy position).
- Support and guide the bully in changing his/her behaviour. Allow the bully to talk freely about the behaviour in the context of change.
- Write down an agreed action. Set a date for review (two days).
- Review. This must be taken seriously; therefore a formal setting should be used.
**Response to Victim**
- Victim often loses confidence and self esteem.
- Probing questions may increase stress.
- Ignore defensive behaviour.

**Make sure the victim**
- Knows there will be a determined effort to stop the bullying.
- Does not believe the hurtful things that the bully said about them.

► **APPENDICES - WHAT CAN PARENTS DO TO HELP THE CHILD WHO IS BEING BULLIED AT SCHOOL**
- Believe them but also try to find out if there is another side of the story.
- Don't over react - they will take on your distress (but do show them you are concerned).
- Go through the ways they can do something about it - on the other side of the sheet.
- Ask them what they did, or what happened immediately before the bullying started. Sometimes children set themselves up to be bullied and get caught in a predictable cycle with the bully. If we can show them the cause and effect of this cycle we can help them not get into the situation.
- Practise answers to predictable bullying situations eg if you child has glasses, brainstorm a whole lot of replies and then practise saying with feeling, the best of them. "Yes aren't I lucky?", "Thank you". “I think you would look great too”, “Yes they are a copy of ...... 's” (someone cool) OR braces “They are great for sucking spaghetti through.”
- When all else fails or at the same time as you do all these things, talk to your child's teacher or year advisor (with or without your child's permission). Do not teach your child just to put up with it or to defend themselves physically, or that it is just a normal part of being a kid. It is not and it does not have to be.
- It could be said change schools but statistics tell us that if a child is bullied in one school they will be more than likely bullied in the next one as well.
- Pray (with them and for them).

► **BREAKING UP BULLY GANGS**
- Meet the victim/s separately. Ask for a written record of what has happened.
- Do the same with the bullies, starting with the leader. In this meeting, make it clear that the behaviour will not be tolerated. They must stop the bullying.
- Make it clear that each person was responsible. There can be no innocent bystanders.
- A game is only a game if everyone enjoys it.
- If it was an accident, did they help? - Did they report it? If it was for a laugh - who was laughing?
- Write down agreed action, date for review and send a copy to all parents of children involved.
- Meet the whole group and revise what has been agreed. Pre-empt any bravado by discussing what they will say to each other and the peer group about the meeting.
- File all information. Photograph any injuries. Inform the police if the matter is serious and define it to the bullies in legal terms i.e. slander, criminal damage, threat and extortion.
- Keep the review meeting formal to emphasise the seriousness.
- Praise any positive change.
- Use school photographs for identification if the victims do not know the names of the bullies.
- Ask the police to do spot checks. Supervise the school gate area and immediate environment. These bullies usually congregate in close proximity to the school. They often disappear once they realise that the matter is being taken seriously.
HELPING STUDENTS DEAL WITH BULLYING SITUATIONS

Depending on the situation, there are a number of strategies which students can use. Remember that students will be able to put into practice those strategies with which they feel comfortable at the time. It may be useful to help them practice some of the following:

- Always tell yourself that you don’t deserve to be bullied.
- Move out of reach.
- Stand up straight and tall.
- Look up at the person and not at the ground.
- If a person is saying cruel things about you speak in a strong voice and say something like “You might think that, I do not agree.”
- If a person is teasing or hitting you ask something like “why are you doing this?”
- Walk away without looking back.
- Go to a safe place.
- Try not to act in the same way that they are.
- Talk to someone who can help you (older student or adult).
- Ask some friends to walk home with you.
- Avoid being alone and try to stay calm.
- Remember that it is okay to feel upset but you don’t have to stay that way.
## Bullying Management Checklist

### All questions must be answered

<table>
<thead>
<tr>
<th>Question</th>
<th>Yes</th>
<th>No</th>
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<tbody>
<tr>
<td>Are legal requirements to provide a safe school environment being complied with?</td>
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<tr>
<td>Is there a program to inform students and staff about the impact of bullying?</td>
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<tr>
<td>Are staff aware of the different forms and degrees of bullying?</td>
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<tr>
<td>Do students and staff receive information about recognising, dealing and reporting bullying?</td>
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<td></td>
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<tr>
<td>Are staff trained in ways of handling and reporting bullying behaviour?</td>
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<tr>
<td>Is a recording system in place to handle reports of bullying?</td>
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<tr>
<td>Are staff designated and trained to monitor the anti-bullying program in the school?</td>
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<tr>
<td>Has the broader school community been informed of the school’s policy and program regarding bullying?</td>
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<tr>
<td>Are staff, students and parents aware that reports of bullying behaviour will be investigated?</td>
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<tr>
<td>Have policies and procedures for handling bullying been reviewed against broader school policies and procedures for consistency?</td>
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<tr>
<td>Have suitable procedures been developed for informing the relevant parents of bullying incidents which involve students?</td>
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<tr>
<td>Has a program of evaluation and monitoring been developed with personnel and time frames determined for reporting of the findings?</td>
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Behaviour Management – Junior School

► INTRODUCTION

In both the Junior and High School sections of the College, the following disclaimer applies:

At Green Point Christian College no form of corporal punishment is used and there are no exceptions to this rule.
The Discipline Policies in place at the College adhere to the principles of Procedural Fairness which include the right to be heard and the absence of bias. In the administration of the discipline system at the College, natural justice is afforded to each student.

In the Junior School at Green Point the staff are committed to seeing all students accept Christ as their Saviour and then develop into mature Christians who reflect Jesus in all aspects of their lives. Furthermore it is the desire of staff to see our students performing in all areas of their school lives at the highest possible level of which they are capable.

For these goals to be achieved it is important the staff encourage the children as they learn to work and play in ways that would bring honour to the Lord. As well, we need to be prepared when necessary to bring discipline to the students’ lives for as it says in Proverbs, ‘the corrections of discipline are the way to life’.

Outlined in this policy are strategies used in the Junior School to both encourage and discipline our students.

► ENCOURAGEMENT - TOP CLASS AWARD

This system is an incentive program that is designed to encourage individual classes for positive behaviour.

Teachers will be responsible for observing (even seeking out) positive behaviour that is being practised by a class unit eg

- Lining up outside a classroom
- Lining up at the assembly area
- Behaviour in Music, Japanese, Library, Church, Assembly, with a Casual Teacher etc
- Walking down to the Bus Bay

When teachers see good, responsible behaviour being displayed, they should record their encouragement on a voting form.

<table>
<thead>
<tr>
<th>BEST CLASS VOTING FORM</th>
</tr>
</thead>
<tbody>
<tr>
<td>CLASS: __________________</td>
</tr>
<tr>
<td>☑ Lining up quietly for class</td>
</tr>
<tr>
<td>☑ Working well in class</td>
</tr>
<tr>
<td>☑ Walking quietly to or from a lesson</td>
</tr>
<tr>
<td>☑ Presenting an excellent item</td>
</tr>
</tbody>
</table>
This vote must then be recorded.

Just before the major weekly Assembly, votes will be collated and a Top Class Award winner for the Infants will be announced at the Infants Assembly and the Award winner for the Primary classes will be announced at the Primary Assembly.

A representative from the winning classes will be presented with a Certificate which is displayed in a prominent place. At the end of the term the Primary and Infants class with the most certificates is rewarded with a BBQ lunch put on by the Head of Junior School.

► TOKEN SYSTEM

This system is an incentive program that is designed to encourage individual students for positive behaviour.

Teachers are encouraged to develop their own class reward system with individuals working towards receiving a school token. (Limit 15 tokens weekly). Note: Teachers are encouraged to use the week’s quota of tokens within that week.

Class teachers keep a record of how many tokens each child has received. Children then are awarded certificates in the following order:

1\textsuperscript{st} group of five tokens: Red Award
2\textsuperscript{nd} group of five tokens: Blue Award
3\textsuperscript{rd} group of five tokens: Bronze Award
4\textsuperscript{th} group of five tokens: Silver Award
5\textsuperscript{th} group of five tokens: Gold Award

► DETECTIONS

From time to time some children act or speak in such a way that requires some form of discipline.

While teachers deal with minor indiscretions in their own appropriate ways, we have a standard procedure to deal with more significant or repetitive issues.

For children from Grades 2-6 a detention room is operated each lunchtime (called Time Out) by teachers on a rotating basis.

Students who are sent to Time Out have their details entered by their class teacher on a central computerized registry which is then checked by the supervising teacher at lunchtime. The supervising teacher of Time Out then informs class teachers of any children who did not turn up.

Class teachers also enter into children’s diaries a record of the misdemeanour and their consequent detention in Time Out. The child’s parents are also informed by phone on the same day. Children from Grade 1 and Kinder are not sent to Time Out but parents are informed of poor behaviour either through their Communication book or by phone.
Behaviour Management – Middle School

PREAMBLE

At Green Point Christian College, in light of God being our almighty creator and in response to all he has done for us, we as a school community desire to honour God in our daily lives and relationships. Therefore we seek to Love the Lord our God with all our heart, soul, and mind. We also seek to love our neighbour as ourselves. Matthew 22: 37-39.

The responsibilities and expectations of each individual within our community have been centred on the desire to have relationships that are pleasing and honouring to God. These responsibilities and expectations are Biblically based to ensure our school community operates so that all individuals grow in their relationships with God and others in a safe, uplifting environment.

Parents are an integral part of any discipline within the school because of their Biblical responsibility of raising their children and we seek to encourage their participation and support within this area. In addition, we seek to assist and support parents in the Godly development of their children.

Understanding that we all fail and fall short of God’s expectations, the cornerstones of this Behaviour Management Policy will be Love, Grace, Mercy and Justice.

INTRODUCTION

Our vision at Green Point Christian College is “Excellence in Christ Centred Education.”

Our priority is to instruct students in the ways of the Bible, which is God’s word, and hence grow in their relationship with God.

Proverbs 1: 7 “The fear of the Lord is the beginning of knowledge, but fools despise wisdom and discipline.”

Discipline is a Biblical principle and parents are required to “bring them up in the training and instruction of the Lord.” Ephesians 6:4

When a parent delegates to a teacher the responsibility of assisting in bringing up their child he also delegates the right to honour and respect and the responsibility to discipline the child. Proverbs 22: 6 commands parents, and by extension teachers, to “Train up a child in the way he should go, And even when he is old he will not depart from it.” This is what parents have been commanded to do.

The letter in Ephesians (Ephesians 6:1-3) instructs children in their responsibility. “Children obey your parents in the Lord, for this right. Honour your father and mother – which is the first commandment with a promise – that it may go well with you and that you may enjoy long life on the earth.”

Our aim is to encourage students to follow this principle and redirect them when they struggle. Our goal in training students according to the Biblical principles above is so that “We proclaim Him, admonishing and teaching everyone with all wisdom so that we may present everyone perfect in Christ.” Colossians 1:28
► ASPECTS OF OUR DISCIPLINE PROCESS

1. Home-School Partnership
   Partnership between home and school is vital, with open two-way communication between home and school being an important part of this.

   Further, there is no substitute for consistently applied standards, with all adult members of the school community modelling correct attitudes and behaviour to students.

2. Teaching
   Students are taught what God requires of them and what the school procedures and expectation are.

3. Planning and Organisation
   Effective planning and efficient time management of student activities promotes good discipline. Lack of classroom organisation is a major catalyst for misbehaviour.

4. Encouragement
   Teachers should seek opportunities to encourage students in good behaviour.
   At GPCC, the following methods for encouraging appropriate student behaviour will be employed:

   Informal
   a. Non verbal encouragement methods - eg teacher glance, smile, nod.
   b. Verbal encouragement - eg a “Well done”.
   c. Granting of an in class privilege - eg Use of particular equipment; opportunity to do additional challenging work.

   Formal
   d. A system of compliments, merit certificates and assemblies recognise and encourage positive behaviour and character traits that we value in our school. (Please see Management of Positive behaviour)

5. Protection
   An aspect to be considered at all times is the protection of students from the misbehaviour of others.

6. Prayer
   Staff are encouraged to pray for students in all stages of the discipline process.

7. Sanctions
   Students must learn that actions do have consequences. In order to allow students to connect behaviour with consequences, staff at GPCC will ensure that there are consequences which suit the offence.

   Sanctioning actions are not just directed at the student concerned. The actions set a tone and a precedent for all students at the College. Students need to see that justice is carried out, and that it is tempered by mercy. The Lord requires of all of us that we act justly and love mercy. The “student classroom management procedure” document indicates the sanctions that staff at Green Point Christian College are encouraged to use.
STUDENT RESPONSIBILITIES

Governing principle:
'Whatever you do, work at it with all your heart, as working for the Lord, not for men." (Colossians 3:23)

Yourself
- “Set your minds on things above, not on earthly things” (Col 3:2) and “Finally brothers, whatever is true, whatever is noble, whatever is right, whatever is pure, whatever is lovely, whatever is admirable – if anything is excellent or praiseworthy – think about such things.” (Philippians 4:8)
- “As God’s chosen people, holy and dearly loved, clothe yourselves with compassion, kindness, humility, gentleness and patience.” (Colossians 3:12)
- “If it is possible, as far as it depends on you, live at peace with everyone.’ (Romans 12:17)
- “Forgive as the Lord forgave you.” (Colossians 3:13)
- “Do you not know that your body is a temple of the Holy Spirit, who is in you, whom you have received from God? You are not your own; you were bought at a price. Therefore honour God with your body.” (1 Corinthians 6:19-20)
- “Each one should use whatever gift he has received to serve others, faithfully administering God’s grace in its various forms.” (1 Peter 4:10)
- “I tell you the truth, whatever you did for one of the least of these brothers of mine, you did for me.” (Matthew 25:40)

Teachers
- “Children, obey your parents in the Lord, for this is right.” (Ephesians 6:1)
- “He who heeds discipline shows the way to life, but whoever ignores correction leads others astray.” (Proverbs 10:17)
- “No discipline seems pleasant at the time, but painful. Later on, however, it produces a harvest of righteousness and peace for those who have been trained by it.” (Hebrews 12:11)
- “Obey your leaders and submit to their authority. They keep watch over you as men who must give an account. Obey them so that their work will be a joy, not a burden, for that would be of no advantage to you.’ (Hebrews 13:17)

Other students
- “Brothers, do not slander one another. Anyone who speaks against his brother or judges him speaks against the law and judges it… There is only one Lawgiver and Judge, the one who is able to save and destroy. But you – who are you to judge your neighbour?” (James 4:11-12)
- “Show proper respect to everyone: Love the brotherhood, fear God, honour the king.” (1 Peter 2:17)
- “But I tell you: Love your enemies and pray for those who persecute you, that you may be sons of your Father in heaven.” (Matthew 5:44)
- “So whether you eat or drink or whatever you do, do it all for the glory of God. Do not cause anyone to stumble, whether Jews, Greeks or the church of God.” (1 Corinthians 10:31-32)
- “Bear with each other and forgive whatever grievances you may have against one another. Forgive as the Lord forgave you.” (Colossians 3:13)

Property
- “The Lord God took the man and put him in the Garden of Eden to work it and take care of it.” (Genesis 2:15).
- “Whoever can be trusted with very little can also be trusted with much, and whoever is dishonest with very little will also be dishonest with much. So if you have not been trustworthy in handling worldly wealth, who will trust you with true riches? And if you have not been trustworthy with
someone else’s property, who will give you property of your own?” (Luke 16:10-12).

- “You shall not steal...You shall not set your desire on...anything that belongs to your neighbour.” (Deuteronomy 5:19-21).

**PRACTICAL OUTWORKING OF OUR CHRISTIAN BELIEF**

Our goal as a College is to be real in our outworking of our belief. We desire a place where Biblical principles are encouraged, developed and fostered to create a learning environment characterised by Love, Compassion, and Justice. We aspire to develop within the students of the College the yearning for the personal application of these principles. The following is a practical guide for YOU in our College:

**You as an Individual**

“Finally brothers, whatever is true, whatever is noble, whatever is right, whatever is pure, whatever is lovely, whatever is admirable – if anything is excellent or praiseworthy – think about such things.” (Philippians 4:8)

<table>
<thead>
<tr>
<th>Principle</th>
<th>Your Responsibilities</th>
<th>College Expectations</th>
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| The College’s goal is to nurture and educate you in an environment that reflects Jesus’ Love, Compassion and Justice. We desire to guide you in the Godly qualities of love, compassion, kindness, humility, gentleness and patience in a College that is peaceful, safe and God honouring. We want you to be able to grow into the unique, special individual that God has created you to be for His praise. | In our College YOU have responsibilities.  
You must respect the Biblical beliefs and values that this College is based upon.  
You need to treat other members of the college with respect, politeness, and patience even in stressful situations. You should try to be positive to others in an attempt to build them up as individuals.  
You must attempt to follow the school rules as they are the framework for a safe, exciting Godly College.  
You need to be attentive to your learning and aim to achieve your very best in all areas of the school. | The beliefs and values of the College are to be respected both inside the classroom and around the school.  
All students are to attend devotions and assemblies. They must show respect to any speakers or presentation.  
As a member of the student body and to show respect to the College full school uniform is to be worn.  
Threats, bullying, ganging up, fighting, violence, and foul language are not to occur.  
All members of the school community (Staff, Parents, Students, Visitors) are to be approached with courtesy and respect.  
Movement around the college is not to disrupt other classes or create an unsafe environment.  
Students will not bring to school chewing gum, cigarettes, matches, illegal drugs, alcohol, lighters, personal medication (other than Ventilin) or weapons of any sort.  
Students are to attend all compulsory school days unless hampered by illness. |
**Your Relationship with Staff**

“Obey your leaders and submit to their authority. They keep watch over you as men who must give an account. Obey them so that their work will be a joy, not a burden, for that would be of no advantage to you.” (Hebrews 13:17)

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| **Within the College the staff have been given the role to both guide and discipline children. The staff members of the College have a goal that each individual student is nurtured and guided in the way that God directs.** | **YOU have the responsibility to respect and obey the authority of the college staff even in situations where you are stressed and agitated.**  
If you are struggling in any area of your school life seeking help through the many avenues within the school is highly encouraged.  
The classroom is an area of learning and the teacher is in control of the learning process. You must grab hold of this opportunity and do everything to encourage the learning for yourself and others. | Students will approach teachers and staff with courtesy and respect in all situations.  
Students will listen and obey teacher’s instructions in all situations unless they violate the principles of the school.  
Students are not to threaten teachers in any manner. |
| **The staff seek to respect, care and love each student as the unique individual God has created. The staff strive to have relationships with students that are based on trust, understanding and forgiveness.** |  |  |
| **They seek to create an environment that is safe and dynamic which caters for all the educational needs of the student which include, spiritual, physical, emotional and social aspects of the individual within Biblical Principles.** |  |  |

**Your Relationship with other Students**

“Show proper respect to everyone: Love the brotherhood, fear God, honour the king.” (1 Peter 2:17)

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| **Our College’s goal is to build every one up in Christian Love.**  
We desire our relationships to be positive and real so that all members of the community are affirmed in their uniqueness before God.  
Success, effort and determination in all aspects of the school is encouraged and applauded by everyone in the College.** | **Your relationship to your fellow students is to be characterised by respect and building each other.**  
Conflict needs to be sorted out with care and forgiveness not sanction or exclusion.  
Your goal is the betterment of your fellow students in all aspects of their school life, full of encouragement for their achievements and efforts. | Threats, bullying, ganging up, violence of any sort, and foul language are not to occur.  
Other students’ property is not to be touched without permission from its owner.  
Any conflict or problem between students must be handled within the procedures provided by the College.  
Relationships between students must be appropriate and adhere to Biblical Principles. |
Your Relationship with Property

“Whoever can be trusted with very little can also be trusted with much, and whoever is dishonest with very little will also be dishonest with much. So if you have not been trustworthy in handling worldly wealth, who will trust you with true riches? And if you have not been trustworthy with someone else’s property, who will give you property of your own?” (Luke 16:10-12)

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<td>The College aims to provide facilities and equipment that is modern and up to date. It aims to provide a modern, clean, dynamic learning environment.</td>
<td>The College facilities and equipment are designed to be used by all students. YOU are to use them with care and respect in the manner in which they were designed to be used. You must remember that all facilities and equipment are there for all members of the College. If you cause damage you need to take ownership of that damage and seek help to return facilities and equipment to proper condition.</td>
<td>The College is to be kept clean and tidy. Rooms and equipment are to be kept clean, orderly and undamaged. Equipment is not to be used without permission.</td>
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MANAGEMENT OF POSITIVE BEHAVIOUR

An important part of our Behaviour Management Policy is recognising, encouraging and rewarding positive behaviours. If Middle School students are encouraged to display positive behaviours towards other students, staff, visitors to the College and the school environment, then they are more likely to adopt these behaviours rather than other less positive behaviours.

Our formal system for recognizing positive behaviour inside and outside the classroom is designed so that all students have the opportunity to participate and be recognised. Staff are encouraged to utilise this system where possible in a fair and consistent manner

COMPLIMENTS

Compliments are issued to students for particular actions deserving of commendation. They recognise behaviour we want to encourage that go beyond satisfactory expected behaviour of the student.

Some examples may include demonstrating:

- Excellent assignment work
- Consistently demonstrating a strong work ethic in class
- Courtesy

Compliments are entered into the student’s diary by the teacher and also entered into the computerised behaviour management system in the school intranet. Compliments are then tallied and the following awards are given.
3 Compliments
- Merit Certificate from Home Teacher

6 Compliments
- Second Merit Certificate presented at Assembly
- A letter home from the Assistant Head of Middle School
- Invitation to “fun” activity at the end of term or other

10 Compliments
- Receive a Head of Middle School Award presented at the next Commendation Assembly (held each term)
- Luncheon at Commendation Assembly
- Invitation to “fun” activity at the end of term
- Receives a $5 voucher for the school canteen

► COMMENDATION ASSEMBLY

Commendation Assemblies are held each term. Parents are invited to share the moment with their child and a light lunch is served by our hospitality staff and students. The following awards are presented at these assemblies.

a. High Distinction and Distinction awards for academic competitions
b. Staff nominated awards for leadership, faithful service, improvement, consistency, excellence
c. Commendation Awards. (for a significant number of compliments)
d. Head of Middle School Awards. (for 10 or more compliments)
MANAGEMENT OF NEGATIVE BEHAVIOUR

Level 4
Red Card – Principal / Head of Middle School
- HoMS refers all documentation to Principal
- Principal interview with parents
- Principal imposes consequence for student
- Student placed on Red card and reports to Principal / HOS each day
- Parent to sign card and student to report to HoMS daily for at least 10 days
- After at least 10 days, Principal decides whether the student
  1. Is removed from red card
  2. Stays on red card
  3. Ongoing enrolment in question.

Level 3
Head of School
- HoMS / AHoMS discuss behaviour plan with student
- HOS records on discipline system (Thursday afternoon detention)
- Parent letter automatically generated

Optional
- Student not permitted to represent the school in extra curricular activities or excursions
- HoMS contacts parent (phone call / interview)
- Orange card remains with student for comments by teachers during the day.
- Parent to sign card and student to report to HOS daily for at least 10 days
- After 10 days, HoMS decides whether the student
  1. Is removed from orange card
  2. Stays on orange card
  3. Is moved to red card
- HOS files orange card
- Parent contacted at the end of 10 days on HOS decision

Level 2
Subject Coordinator / Assistant Head of Middle School
- Coordinator / Teacher discuss behaviour plan with student
- Coordinator records on discipline system
- Coordinator / Teacher may contact parent (phone call)
- Instant Detention can be issued which will be held by the AHoMS
- Parent letter automatically generated from discipline system

Level 1
Classroom Teacher
- Teacher initiates appropriate sanction or support
- Teacher records incident on discipline system
- Teacher may contact parent (phone call)
- Teacher discusses behaviour with student
- Teacher can utilise Coordinator for support

Isolated Classroom Incident
- Teacher deals with Incident
- Optional to make entry into discipline system
**STUDENT CLASSROOM MANAGEMENT PROCEDURES**

*(Examples only as all cases must be looked at individually and with regard to procedural fairness for all involved)*

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| Classroom incident | The following may be an isolated incident  
- Disruptive behaviour  
- Poor attitude  
- Not listening to instructions  
- Not bringing equipment to class  
- Late to class on an occasion  
- Not completing all work |  
- Report made in discipline system and diary  
- Any teacher initiated action appropriate to offence  
- Moved within classroom  
- Short time out / reflection sheet  
- Brought back at lunchtime to discuss behaviour/catch up work | Dealt with by the Classroom teacher |

**INDIVIDUAL INSTANCE OF INAPPROPRIATE BEHAVIOUR**
## STUDENT CLASSROOM MANAGEMENT PROCEDURES

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<tr>
<td><strong>MILDLY UNACCEPTABLE BEHAVIOUR</strong></td>
<td>Repeated disruptive classroom behaviour</td>
<td>Any teacher initiated action appropriate to offence</td>
<td>Dealt with by the Classroom teacher with Faculty Coordinator/AHoMS being informed</td>
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<td></td>
<td>Repeated lack of application/incomplete work/homework</td>
<td>Individual action plan for student in consultation with Coordinator or AHoMS</td>
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<td></td>
<td>Repeated poor attitude to work</td>
<td>Seating plan/in class isolation</td>
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<tr>
<td></td>
<td>Leaving room without permission</td>
<td>Teacher based detention - lunchtime</td>
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<td></td>
<td>Refusal to follow the teacher’s instructions</td>
<td>Faculty based isolation (with Coordinator)</td>
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<td></td>
<td>Repeatedly not bringing equipment</td>
<td>Daily monitoring (attendance or behaviour)</td>
<td></td>
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<td></td>
<td>Repeatedly not complete homework</td>
<td>Short time out / reflection sheet</td>
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<td></td>
<td>Rudeness to peers/staff</td>
<td>Personal restitution plan</td>
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<td></td>
<td>Inappropriate comments or actions to another in class</td>
<td>Parent contact</td>
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<td></td>
<td>Repeated lateness to school or class without reason</td>
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<td></td>
<td>Deliberate breaking of classroom rules (MP3 player etc)</td>
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# Student Classroom Management Procedures

(Examples only as all cases must be looked at individually and with regard to procedural fairness for all involved)

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<tr>
<td><strong>Level 2</strong></td>
<td>MODERATELY UNACCEPTABLE BEHAVIOUR</td>
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<tr>
<td></td>
<td>Student not responding to classroom controls – work/behaviour/attitude/guidelines/continued disobedience/defiance</td>
<td>Lunchtime detention with Coordinator/AHoMS.</td>
<td>Dealt with by Faculty Coordinator/AHoMS in consultation with the Classroom Teacher</td>
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<tr>
<td></td>
<td>Bullying/harassment of any kind i.e. cyber, psychological, verbal, physical</td>
<td>Personal restitution plan</td>
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<td></td>
<td>Fractional truancy</td>
<td>Faculty based isolation</td>
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<td></td>
<td>Swearing between peers/aggressive behaviour</td>
<td>Inclusion in welfare focus groups</td>
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<td></td>
<td>Student involved in moderately serious incident that breaks school rules (classroom)</td>
<td>3 or more Yellow cards within a term referred to Head of School and put on Orange card</td>
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<td></td>
<td>Refusing to follow teachers’ instructions</td>
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<tr>
<td><strong>Level 3</strong></td>
<td>SERIOUS UNACCEPTABLE BEHAVIOUR</td>
<td>Thursday Afternoon Detention</td>
<td>Dealt with by the HoMS in consultation with staff involved</td>
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<tr>
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<td>Student not responding to coordinator or AHoMS /persistent disobedience or defiance</td>
<td>Partial attendance to classes</td>
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<td>Teacher directed abuse / aggressiveness / rudeness</td>
<td>In school suspension</td>
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<td></td>
<td>Serious incidents of various natures</td>
<td>Out of school Suspension (Permission from Principal)</td>
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<td></td>
<td>Destruction of property within school grounds</td>
<td>Warning of suspension</td>
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<td>Jeopardising the safety of others</td>
<td>Isolation from Playground</td>
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<td>Fighting / physical assault</td>
<td>Withdrawal of privileges and exclusion from non classroom activities including excursions, sports representation etc</td>
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<td>Swearing aggressively, directly at staff</td>
<td>Contact and possible interview with parents</td>
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<td>Serious or ongoing bullying/harassment of any kind</td>
<td>Referral to counsellor</td>
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<td>Sexual harassment towards peers/staff</td>
<td>Inclusion in welfare focus meeting</td>
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<tr>
<td></td>
<td>Smoking</td>
<td>Referral to outside agency support</td>
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<td>Truancy in more than one subject</td>
<td>Head of School to visit student in class at random</td>
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<td>Vilification of students (Intentionally insulting a person’s identity, beliefs and values, race, gender etc)</td>
<td>Level 3 weekly detention / check in with HOS</td>
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| **Level 4**      | **EXTREME UNACCEPTABLE BEHAVIOUR** | • Illegal actions i.e. drugs  
• Weapons/dangerous implements  
• Violent behaviour  
• Stealing  
• Serious offensive behaviour  
• Vilification of staff (Intentionally insulting a person’s identity, beliefs and values, race, gender etc) | • Student asked to leave the College  
• Exclusion from non classroom activities  
• Loss of privilege to represent school  
• No inclusion in leadership roles  
• Possible referral to Police or other relevant agencies  
• Suspension  
• Inclusion in welfare focus  
• Referral to counsellor  
• Principal/HEAD OF SCHOOL to monitor student progress via the use of Red Behaviour Card | Dealt with by the Principal or Head of School |

Red Card
MIDDLE SCHOOL DETENTION SYSTEM

(for ongoing non critical incidents)

Level 4 – Suspension/Principal Intervention
(Head of MS and Principal)

Further incidents

Level 3 Detention
(Head of MS)
On Thursday Period 4
Letter sent home by HoMS

Further 3 demerits (= 6 demerits)
Student’s name in daily notices

Level 2 Detention
(Asst Head of MS)
On Thursday lunch
Letter sent home by AHoMS

3 demerits or instant detention
Student’s name in daily notices
Behaviour Management – Senior School

► PREAMBLE

At Green Point Christian College, in light of God being our Almighty Creator and in response to all He has done for us, we as a school community desire to honour God in our daily lives and relationships. Therefore we seek to Love the Lord our God with all our heart, soul, and mind. We also seek to love our neighbour as ourselves. Matthew 22: 37-39.

The responsibilities and expectations of each individual within our community have been centred on the desire to have relationships that are pleasing and honouring to God. These responsibilities and expectations are Biblically based to ensure our school community operates so that all individuals grow in their relationships with God and others in a safe, uplifting environment.

Parents are an integral part of any discipline within the school because of their Biblical responsibility to raise their children and we seek to encourage their participation and support within this area. In addition, we seek to assist and support parents in the Godly development of their children.

Understanding that we all fail and fall short of God’s expectations, the cornerstones of this Behaviour Management Policy will be Love, Grace, Mercy and Justice.

► INTRODUCTION

Our vision at Green Point Christian College is “Excellence in Christ Centred Education.”

Our priority is to instruct students in the ways of the Bible, which is God’s Word, and hence grow in their relationship with God.

Proverbs 1:7 “The fear of the Lord is the beginning of knowledge, but fools despise wisdom and discipline.”

Discipline is a Biblical principle and parents are required to “bring them up in the training and instruction of the Lord.” Ephesians 6:4

When a parent delegates to a teacher the responsibility of assisting in bringing up their child he also delegates the right to honour and respect and the responsibility to discipline the child. Proverbs 22:6 commands parents, and by extension teachers, to “Train up a child in the way he should go, And even when he is old he will not depart from it.” This is what parents have been commanded to do.

The letter in Ephesians (Ephesians 6: 1-3) instructs children in their responsibility. “Children obey your parents in the Lord, for this right. Honour your father and mother – which is the first commandment with a promise – that it may go well with you and that you may enjoy long life on the earth.”

Our aim is to encourage students to follow this principle and redirect them when they struggle. Our goal in training students according to the Biblical principles above is so that “We proclaim Him, admonishing and teaching everyone with all wisdom so that we may present everyone perfect in Christ.” Colossians 1:28
ASPECTS OF OUR DISCIPLINE PROCESS

1. Home-School Partnership
   Partnership between home and school is vital, with open two way communication between home and school being an important part of this.

   Further, there is no substitute for consistently applied standards, with all adult members of the school community modelling correct attitudes and behaviour to students.

2. Teaching
   Students are taught what God requires of them and what the school procedures and expectations are.

3. Planning and Organisation
   Effective planning and efficient time management of student activities promotes good discipline. Lack of classroom organisation is a major catalyst for misbehaviour.

4. Encouragement
   Teachers should seek opportunities to encourage students in good behaviour.

   At GPCC, the following methods for encouraging appropriate student behaviour will be employed:

   **Informal**
   e. Non verbal encouragement methods - eg teacher glance, smile, nod.
   f. Verbal encouragement - eg a “Well done”.
   g. Granting of an in class privilege - eg Use of particular equipment; opportunity to do additional challenging work.

   **Formal**
   h. A system of compliments, merit certificates and assemblies recognise and encourage positive behaviour and character traits that we value in our school.
      *(Please see Management of Positive behaviour)*

5. Protection
   An aspect to be considered at all times is the protection of students from the misbehaviour of others.

6. Prayer
   Staff are encouraged to pray for students in all stages of the discipline process.

7. Sanctions
   Students must learn that actions do have consequences. In order to allow students to connect behaviour with consequences, staff at GPCC will ensure that there are consequences which suit the offence.

   Sanctioning actions are not just directed at the student concerned. The actions set a tone and a precedent for all students at the College. Students need to see that justice is carried out, and that it is tempered by mercy. The Lord requires of all of us that we act justly and love mercy. The “student classroom management procedure” document indicates the sanctions that staff at Green Point Christian College are encouraged to use.
STUDENT RESPONSIBILITIES

Governance principle:
“Whatever you do, work at it with all your heart, as working for the Lord, not for men.” (Col 3:23)

Youself
- “Set your minds on things above, not on earthly things” (Colossians 3:2) and “Finally brothers, whatever is true, whatever is noble, whatever is right, whatever is pure, whatever is lovely, whatever is admirable – if anything is excellent or praiseworthy – think about such things.” (Philippians 4:8)
- “As God’s chosen people, holy and dearly loved, clothe yourselves with compassion, kindness, humility, gentleness and patience.” (Colossians 3:12)
- “If it is possible, as far as it depends on you, live at peace with everyone.” (Romans 12:17)
- “Forgive as the Lord forgave you.” (Colossians 3:13)
- “Do you not know that your body is a temple of the Holy Spirit, Who is in you, Whom you have received from God? You are not your own; you were bought at a price. Therefore honour God with your body.” (1 Corinthians 6:19-20)
- “Each one should use whatever gift he has received to serve others, faithfully administering God’s grace in its various forms.” (1 Peter 4:10)
- “I tell you the truth, whatever you did for one of the least of these brothers of mine, you did for me.” Matthew 25:40

Teachers
- “Children, obey your parents in the Lord, for this is right.” (Ephesians 6:1)
- “He who heeds discipline shows the way to life, but whoever ignores correction leads others astray.” (Proverbs 10:17)
- “No discipline seems pleasant at the time, but painful. Later on, however, it produces a harvest of righteousness and peace for those who have been trained by it.” (Hebrews 12:11)
- “Obey your leaders and submit to their authority. They keep watch over you as men who must give an account. Obey them so that their work will be a joy, not a burden, for that would be of no advantage to you.” (Hebrews 13:17)

Other students
- “Brothers, do not slander one another. Anyone who speaks against his brother or judges him speaks against the law and judges it…There is only one Lawgiver and Judge, the one who is able to save and destroy. But you – who are you to judge your neighbour?” (James 4:11-12)
- “Show proper respect to everyone: Love the brotherhood, fear God, honour the king.” (1 Peter 2:17)
- “But I tell you: Love your enemies and pray for those who persecute you, that you may be sons of your Father in heaven.” (Matthew 5:44)
- “So whether you eat or drink or whatever you do, do it all for the glory of God. Do not cause anyone to stumble, whether Jews, Greeks or the Church of God.” (1 Corinthians 10:31-32)
- “Bear with each other and forgive whatever grievances you may have against one another. Forgive as the Lord forgave you.” (Colossians 3:13)

Property
- “The Lord God took the man and put him in the Garden of Eden to work it and take care of it.” (Genesis 2:15)
- “Whoever can be trusted with very little can also be trusted with much, and whoever is dishonest with very little will also be dishonest with much. So if you have not been trustworthy in handling worldly wealth, who will trust you with true riches? And if you have not been trustworthy with
someone else’s property, who will give you property of your own?” (Luke 16:10-12)

- “You shall not steal...You shall not set your desire on...anything that belongs to your neighbour.” (Deut 5:19-21)

**PRACTICAL OUTWORKING OF OUR CHRISTIAN BELIEF**

Our goal as a College is to be real in our outworking of our belief. We desire a place were Biblical Principles are encouraged, developed and fostered to create a learning environment characterised by Love, Compassion, and Justice. We aspire to develop within the students of the College the yearning for the personal application of these principles. The following are a practical guide for YOU in our College:

**You as an Individual**

“Finally brothers, whatever is true, whatever is noble, whatever is right, whatever is pure, whatever is lovely, whatever is admirable – if anything is excellent or praiseworthy – think about such things.” (Phil 4:8)

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<td>In our College YOU have responsibilities. You must respect the Biblical beliefs and values that this College is based upon. You need to treat other members of the College with respect, politeness, and patience even in stressful situations. You should try to be positive to others in an attempt to build them up as individuals. You must attempt to follow the school rules as they are the framework for a safe, exciting Godly College. You need to be attentive to your learning and aim to achieve your very best in all areas of the school.</td>
<td>The beliefs and values of the College are to be respected both inside the classroom and around the school. All students are to attend devotions and assemblies. They must show respect to any speakers or presentation. As a member of the student body and to show respect to the College full school uniform is to be worn. Threats, bullying, ganging up, fighting, violence, and foul language are not to occur. All members of the school community (Staff, Parents, Students, Visitors) are to be approached with courtesy and respect. Movement around the College is not to disrupt other classes or create an unsafe environment. Students will not bring to school chewing gum, cigarettes, matches, illegal drugs, alcohol, lighters, personal medication (other than Ventolin) or weapons of any sort. Students are to attend all compulsory school days unless hampered by illness.</td>
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Your Relationship with Staff

“Obey your leaders and submit to their authority. They keep watch over you as men who must give an account. Obey them so that their work will be a joy, not a burden, for that would be of no advantage to you.” (Hebrews 13:17)

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<td><strong>Our College’s goal is to build every one up in Christian Love.</strong> We desire our relationships to be positive and real so that all members of the community are affirmed in their uniqueness before God. Success, effort and determination in all aspects of the school are encouraged and applauded by everyone in the College.</td>
<td>Your relationship to your fellow students is to be characterised by respect and building each other up. Conflict needs to be sorted out with care and forgiveness not sanction or exclusion. Your goal is the betterment of your fellow students in all aspects of their school life, full of encouragement for their achievements and efforts.</td>
<td>Threats, bullying, ganging up, violence of any sort, and foul language are not to occur. Other students’ property is not to be touched without permission from its owner. Any conflict or problem between students must be dealt with in the procedures provided by the College. Relationships between students must be appropriate and adhere to Biblical Principles.</td>
</tr>
</tbody>
</table>
**Your Relationship with Property**

“Whoever can be trusted with very little can also be trusted with much, and whoever is dishonest with very little will also be dishonest with much. So if you have not been trustworthy in handling worldly wealth, who will trust you with true riches? And if you have not been trustworthy with someone else’s property, who will give you property of your own?” (Luke 16:10-12)

<table>
<thead>
<tr>
<th>Principle</th>
<th>Your Responsibilities</th>
<th>College Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>The College aims to provide facilities and equipment that is modern and up to date. It aims to provide a modern, clean, dynamic learning environment.</td>
<td>The College facilities and equipment are designed to be used by all students. <strong>YOU</strong> are to use them with care and respect in the manner in which they were designed to be used. <strong>You must remember that all facilities and equipment are there for all members of the College. If you cause damage you need to take ownership of that damage and seek help to return facilities and equipment to proper condition.</strong></td>
<td>The College is to be kept clean and tidy. Rooms and equipment are to be kept clean, orderly and undamaged. Equipment is not to be used without permission.</td>
</tr>
</tbody>
</table>

**MANAGEMENT OF POSITIVE BEHAVIOUR**

An important part of our Behaviour Management Policy is recognising, encouraging and rewarding positive behaviours. If Senior School students are encouraged to display positive behaviours towards other students, staff, visitors to the College and the school environment, then they are more likely to adopt these behaviours rather than other less positive behaviours.

Our formal system for recognising positive behaviour inside and outside the classroom is designed so that all students have the opportunity to participate and be recognised. Staff are encouraged to utilise this system where possible in a fair and consistent manner.

**► COMMENDATION ASSEMBLY**

Commendation Assemblies are held each term. Parents are invited to share the moment with their child and a light lunch is served by our hospitality staff and students. The following awards are presented at these assemblies.

a. High Distinction and Distinction awards for academic competitions
b. Staff nominated awards for leadership, faithful service, improvement, consistency, excellence
c. Head of Senior School Awards. (For acts of outstanding care of others or achievements within the School Body)
d. Sporting awards and achievements are recognised through a special Sports Awards Assembly.
MANAGEMENT OF NEGATIVE BEHAVIOUR

Level 1
Classroom Teacher
- Teacher initiates appropriate sanction or support
- **Teacher records incident on discipline system**
- Teacher may contact parent (phone call)
- Teacher discusses behaviour with student
- Teacher can utilise Coordinator for support

Level 2
Subject Coordinator
Coordinator records on discipline system
- Coordinator / Teacher may contact parent (phone call)
- Teacher discuss behaviour plan with student
- Instant Detention can be issued which will be held by the Subject Coordinator
- Parent letter automatically generated from discipline system

Level 3
Head of School
- HoSS discuss behaviour plan with student
- **HOS records on discipline system (Thursday afternoon detention)**
- Parent letter automatically generated
- Optional
  - Student not permitted to represent the school in extra curricular activities or excursions
  - HoSS contacts parent (phone call / interview)
  - Contracts may be entered into with students in consultation with parents
  - Orange card remains with student for comments by teachers during the day
  - Parent to sign card and student to report to HoSS daily for at least 10 days
  - After 10 days, HoSS decides whether the student
    1. is removed from orange card
    2. stays on orange card
    3. is moved to red card
- HoSS files orange card
- Parent contacted at the end of 10 days on HOS decision

Level 4
Red Card – Principal / Head of Senior School
- HoSS refers all documentation to Principal
- Principal interview with parents
- Principal imposes consequence for student
- Student placed on Red card and reports to Principal / HOS each day
- Parent to sign card and student to report to HoSS daily for at least 10 days
- After at least 10 days, Principal decides whether the student
  1. is removed from red card
  2. stays on red card
  3. Ongoing enrolment in question.
- HOS files red card
- Parent contacted at the end of 10 days on HOS decision

Isolated Classroom Incident
- Teacher deals with Incident
- Optional to make entry into discipline system
### STUDENT CLASSROOM MANAGEMENT PROCEDURES

*(Examples only as all cases must be looked at individually and with regard to procedural fairness for all involved)*

<table>
<thead>
<tr>
<th>LEVEL OF OFFENCE</th>
<th>TYPE OF OFFENCE</th>
<th>CONSEQUENCES/ SUPPORT OPTIONS</th>
<th>MANAGEMENT PROCEDURE</th>
</tr>
</thead>
</table>
| Classroom incident | The following may be an isolated incident  
  - Disruptive behaviour  
  - Poor attitude  
  - Not listening to instructions  
  - Not bringing equipment to class  
  - Late to class on an occasion  
  - Not completing all work | Report made in discipline system and diary  
  Any teacher initiated action appropriate to offence  
  Moved within classroom  
  Short time out / reflection sheet  
  Brought back at lunchtime to discuss behaviour/catch up work | Dealt with by the Classroom teacher  
  with Faculty Coordinator being informed |
| **INDIVIDUAL INSTANCE OF INAPPROPRIATE BEHAVIOUR** | | | |
| **Level 1** | Repeated disruptive classroom behaviour  
  Repeated lack of application/incomplete work/homework  
  Repeated poor attitude to work  
  Leaving room without permission  
  Refusal to follow the teacher’s instructions  
  Repeatedly not bringing equipment  
  Repeatedly not completing homework  
  Rudeness to peers/staff  
  Inappropriate comments or actions to another in class  
  Repeated lateness to school or class without reason  
  Deliberate breaking of classroom rules (MP3 player etc) | Any teacher initiated action appropriate to offence  
  Individual action plan for student in consultation with Coordinator  
  Seating plan/in class isolation  
  Teacher based detention - lunchtime  
  Faculty based isolation (with Coordinator)  
  Daily monitoring (attendance or behaviour)  
  Short time out / reflection sheet  
  Personal restitution plan  
  Parent contact | Dealt with by the Classroom teacher  
  with Faculty Coordinator being informed |
## STUDENT CLASSROOM MANAGEMENT PROCEDURES

(Examples only as all cases must be looked at individually and with regard to procedural fairness for all involved)

<table>
<thead>
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</tr>
</thead>
</table>
| **Level 2**      | MODERATELY UNACCEPTABLE BEHAVIOUR | • Student not responding to classroom controls – work/behaviour/attitude/guidelines/continued disobedience/defiance  
• Bullying/harassment of any kind i.e. cyber, psychological, verbal, physical  
• Fractional truancy  
• Swearing between peers/aggressive behaviour  
• Student involved in moderately serious incident that breaks school rules (classroom)  
• Refusing to follow teachers’ instructions | • Lunchtime detention with Coordinator.  
• Personal restitution plan  
• Faculty based isolation  
• Inclusion in welfare focus groups  
• 3 or more Yellow cards within a term referred to Head of School and put on Orange card | Dealt with by Faculty Coordinator in consultation with the Classroom Teacher |
| **Level 3**      | SERIOUS UNACCEPTABLE BEHAVIOUR | • Student not responding to coordinator or HOSS/persistent disobedience or defiance  
• Teacher directed abuse / aggressiveness / rudeness  
• Serious incidents of various natures  
• Destruction of property within school grounds  
• Jeopardising the safety of others  
• Fighting / physical assault  
• Swearing aggressively, directly at staff  
• Serious or ongoing bullying/harassment of any kind  
• Sexual harassment towards peers/staff  
• Smoking  
• Truancy in more than one subject  
• Vilification of students (Intentionally insulting a person’s identity, beliefs and values, race, gender etc) | • Thursday Afternoon Detention  
• Partial attendance to classes  
• In school suspension  
• Out of school Suspension (Permission from Principal)  
• Warning of suspension  
• Isolation from playground  
• Withdrawal of privileges and exclusion from non classroom activities including excursions, sports representation etc  
• Contact and possible interview with parents  
• Referral to counsellor  
• Inclusion in welfare focus meeting  
• Referral to outside agency support  
• Head of School to visit student in class at random  
• Level 3 weekly detention / check in with HOS | Dealt with by the HoSS in consultation with staff involved |
## STUDENT CLASSROOM MANAGEMENT PROCEDURES

*(Examples only as all cases must be looked at individually and with regard to procedural fairness for all involved)*

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</tr>
</thead>
<tbody>
<tr>
<td><strong>Level 4</strong></td>
<td><strong>EXTREME UNACCEPTABLE BEHAVIOUR</strong></td>
<td></td>
<td>Dealt with by the Principal or Head of School</td>
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<tr>
<td></td>
<td>Red Card</td>
<td>• Illegal actions i.e. drugs</td>
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<td></td>
<td></td>
<td>• Weapons/dangerous implements</td>
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<td>• Violent behaviour</td>
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<td>• Stealing</td>
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<td>• Serious offensive behaviour</td>
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<tr>
<td></td>
<td></td>
<td>• <strong>Vilification of staff</strong> <em>(Intentionally insulting a person’s identity, beliefs and values, race, gender etc)</em></td>
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<td></td>
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<td>• Student asked to leave the College</td>
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<td>• Exclusion from non classroom activities</td>
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<td>• Loss of privilege to represent school</td>
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<td>• No inclusion in leadership roles</td>
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<td>• Possible referral to Police or other relevant agencies</td>
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<td>• Suspension</td>
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<td>• Inclusion in welfare focus</td>
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<td>• Referral to counsellor</td>
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<td>• Principal/HEAD OF SCHOOL to monitor student progress via the use of Red Behaviour Card</td>
<td></td>
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</tbody>
</table>
SENIOR SCHOOL DETENTION SYSTEM

(for ongoing non critical incidents)

Level 4 – Suspension/Principal Intervention
(Head of SS and Principal)

Further incidents

Level 3 Detention
(Head of SS)
On Thursday Period 4
Letter sent home by HoSS

Level 2 Detention
(Subject Coordinator)
On Thursday lunch
Letter sent home by Coordinator

3 demerits or instant detention
Student’s name in daily notices
Complaints and Grievances Resolution Policies

► AIM

To provide a biblical process for effective and cordial relationships between students, staff and parents, as well as provide a protective environment in which children can develop holy relationships with one another.

As we live in a fallen world, problems can and do arise. As a Christ centred community we have wonderful opportunities to see conflicts worked through where truth and honesty are paramount with a desire to see relationships restored and reconciled.

We are a community moulding and shaping young people. Children grow into adults – adults are setting standards and should be guided by Biblical principles. The student-teacher relationship is fundamental and foundational.

We ought to be a place where relationships are crucial to our mandate. Indeed, without healthy relationships it will be difficult to see how we could fulfil our mission.

Education includes learning to live in community. We will care about resolving conflict for all: student – student, teacher – teacher, parent – parent etc. This should be an environment where there is the culture for growth, forgiveness and love.

► MISSION STATEMENT

Provide quality Christ centred education through a caring and dynamic learning community.

► BIBLICAL CONTEXT

This policy is based upon the Biblical principles. Some key references include – Matthew 18: 15 – 35; Romans 12:9-21; 1 Corinthians 13:1-8; Ephesians 4:1-4 and 5:21 and Philippians 2:1-5. 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).

“If your brother sins against you go and show him his fault, just between the two of you. If he listens to you, you have won your brother over. But if he will not listen, take one or two others along, so that every matter may be established by the testimony of two or three witnesses. If he refuses to listen to them, tell it to the church;” (Matthew 18:15-17 NIV).

“Be completely humble and gentle; be patient, bearing with one another in love. Make every effort to keep the unity of the Spirit through the bond of peace.” (Ephesians 4:2-3 NIV)
DEFINITIONS

Grievance: A wrong, real or imagined, considered as grounds for complaint.

PWG: The person with the grievance.

PSG: The person subject to the grievance.

Victimisation: To single out for punishment or unfair treatment.

Procedural Fairness: The right to be heard;

- The right to know the purpose of the process, that the process will be followed, and that the procedures and its consequences will be undertaken with integrity.
- The right to be fully informed of the allegations and to have an opportunity to respond.
- The right to appeal.

PRINCIPLES

1. Grievances should be treated seriously and sensitively, having due regard to procedural fairness. *In the first instance of a grievance, the person with the grievance (PWG) should always attempt to meet with the person subject to the grievance (PSG) as outlined in Matthew 18 ‘One on One’.

2. The person (s) subject to the grievance (PSG) is entitled to know the details of the grievance against them in a timely manner, including the name of the person with the grievance (PWG), the specific details of the grievance, and be given the opportunity to respond prior to any action being taken in response to the grievance.

3. In cases of alleged reportable conduct where the Police and/or DoCS or other Children’s Services are involved, the Principal shall refer to the Child Protection Policy and follow the advice of the agencies and the legislation in respect to timing etc. of the grievance with the person involved.

4. Where there are meetings of the person(s) subject to the grievance (PSG), that person should be told in advance:
   i. The purpose of the meeting;
   ii. Who will be attending (appropriate staff, parents and students).

5. Other than the ‘one on one’ discussion you may take a support person with you. The person(s) subject to the grievance (PSG) must be given the opportunity to be accompanied by a support person (for example, student friend, staff liaison officer or IEU representative).

6. The person(s) subject to the grievance (PSG) should be involved in discussions about the resolution of the concern or any actions arising from the grievance.

7. Any person present at a meeting is free to take notes. The person(s) subject to the grievance (PSG) is not required to sign a record of interview.

8. Where the meeting concludes with an agreed action plan (including instructions, any strategies to overcome the problem and the period of time in which those strategies are
expected to lead to a resolution of the problem) it will be confirmed in writing to the person(s) subject to the grievance (PSG) and a copy placed in their file at the school.

9. Where a warning, censure or reprimand is issued by the Principal, this will be confirmed in writing, and a copy placed in the file of the person(s) subject to the grievance (PSG).

10. In relation to staff, if the matter is serious enough for the employer to consider disciplinary action that may result in a demotion, or dismissal, the staff member will be told of the possibility of this course of action and given an opportunity to respond.

11. Where the grievance is found to be vexatious or based on misinformation etc., any records pertaining to the grievance will be kept as follows: PSG – all records placed in a sealed envelope in the person’s file to ensure that the reports are not relied on in future, PWG – all records relating to the grievance will be kept on file.

12. If there is any conflict between this policy and the provisions of the Award, the provisions of the Award will prevail.

13. All endeavours will be made by all parties to keep the issue confidential. This means confidential not only within the school where the matter arose, but the wider Christian community. This is primarily to ensure that the dignity of the staff member, staff at the school, participants in an investigation, and of any person making a grievance or raising a concern, is maintained at all times.

14. Plans of action are to be written and given to both parties, stating a clear timeline given for the agreed plan of action, which will include how and by whom regular support will be given and review undertaken. (For staff see document within the Staff Handbook titled Staff Employment Policy, pages 165 -174).

15. Victimisation of a person for making a grievance or allegation (be they a member of staff, a student, a parent or a member of the public) is unacceptable.

16. All staff are expected to live in unity and act professionally so there is a safe environment where grievances can be heard sensitively and compassionately.

GRIEVANCE PROCEDURE

The attached flowcharts provide guidance for the process to be followed according to the status of the person with the grievance (eg staff, student or parent). Those to whom a grievance is brought should:

1. Listen to the person with the grievance (PWG) – what is their grievance, how do they want it resolved?

2. Continually and honestly ask yourself – Am I the appropriate person to handle this grievance?

3. If at any stage of the process you are not the appropriate person, explain why and take the PWG to the appropriate person.
4. Subject to the situation ask the PWG to remain where they are while you obtain the other person’s perceptions of events. Were there any witnesses to the events (record their names, record other relevant information).

5. Decision time:
   - Do I need to talk to witnesses?
   - Is the grievance genuine?
   - Should it be proceeded with?
   - Can it be resolved in accordance with the PWG’s desires?

6. Decide how the grievance may best be resolved and discuss your solution with the PWG.

7. The PWG may come to a personal crossroad at this point; forcing them to go on or they may wish to withdraw their grievance.

8. It is essential you point out the possible outcomes.

9. If you believe the grievance must be resolved you will continue to resolution.

10. Act on your decision, advise all parties involved as to your intentions and course of action and most importantly, why? Advise them also of any other avenues that may be open to them internal/external.

11. Present your decision regarding the resolution to the appropriate party and the time frame you expect action to occur.

12. Implement your decision and monitor the outcome.

13. If the situation is not resolved to the satisfaction of the parties concerned, move to the next stage in the process.

Have a concern? Unresolved issue? Grievance? PRAY

Check you have all the facts. PWG (person with grievance) arrange a meeting with the PSG (person subject to grievance) to discuss the concern/issue/grievance. Aim for resolution. Both parties document the issue. Communicate ongoing progress – if applicable. PRAY

Issue Resolved Satisfactorily
GIVE THANKS

Issue unresolved?
PRAY
PWG requests meeting with PSG and Coordinator or senior staff member. Document the issue. Agree on outcomes and monitoring. PRAY

Issue Resolved Satisfactorily
GIVE THANKS

Issue unresolved?
PRAY
Coordinator or senior staff member briefs relevant Head of School
PRAY

Issue unresolved?
PRAY
PWG requests meeting with the PSG and the Head of School. Document the issue. Agree on outcomes and monitoring. PRAY

Issue Resolved Satisfactorily
GIVE THANKS

Issue unresolved?
PRAY
Head of School makes a decision and provides a written report to the Principal outlining perceptions, procedures followed to date and actions taken. PRAY

Issue Resolved Satisfactorily
GIVE THANKS

Issue unresolved?
PRAY
PWG requests a meeting with the PSG and the Principal. The Principal considers final action and reports back to all parties. PRAY

* As the Board has moved to a Governance model, this Staff Grievance Procedure applies to all staff. However, Senior Executive and College Counsellor have the additional step of raising the issue with the Board after bringing it to the Principal.
**STUDENT GRIEVANCE PROCEDURE**

**Have a concern? Unresolved issue? Grievance?**

**PRAY**

**STUDENT & STAFF MEMBER**

Check you have all the facts. If you have a concern, issue or grievance with a staff member, first talk with the staff member and then if unresolved, talk with parents. If still unresolved, arrange a meeting with student/parent and staff member. All parties document the issue. Communicate ongoing process – if appropriate.

**Issue Resolved Satisfactorily**

**GIVE THANKS**

**PRAY**

**STUDENT & STUDENT**

Check you have all the facts. If you have a concern, issue or grievance with another student, first talk with the student and then if unresolved, talk with a class teacher. The teacher will arrange a meeting with both students. Aim for resolution. All parties document the issue. Communicate ongoing process – if appropriate.

**Issue Resolved Satisfactorily**

**GIVE THANKS**

**PRAY**

**Issue unresolved?**

**PRAY**

Student talks with Year Advisor. Year Advisor to brief Head of School and parents (if required). Document the issue.

**Issue Resolved satisfactorily**

**GIVE THANKS**

**PRAY**

**Issue unresolved?**

**PRAY**

Student talks with Head of School. Head of School makes a decision and provides written report to the Principal outlining perceptions, procedures followed to date and actions taken. Head of School also advises/involves parents as required.

**Issue Resolved Satisfactorily**

**GIVE THANKS**

**PRAY**

**Issue unresolved?**

**PRAY**

Student/Parent and staff member talk with applicable person (Coordinator/Year Advisor/Pastoral Care). Applicable person to brief Head of School. Document the issue.

**Issue Resolved satisfactorily**

**GIVE THANKS**

**PRAY**

**Issue unresolved?**

**PRAY**

Student meets with Principal. The Principal considers final action and reports back to all parties.

**Issue Resolved Satisfactorily**

**GIVE THANKS**

**PRAY**

**Issue unresolved?**

**PRAY**

Student/Parent and staff member meet with Principal. The Principal considers final action and reports back to all parties.
PARENT GRIEVANCE PROCEDURE

Have a concern? Unresolved issue? Grievance?
PRAY

Check you have all the facts. PWG (person with grievance) arranges a meeting with PSG (person subject to grievance) to discuss the concern/issue/grievance. Aim for resolution. Both parties document the issue. Communicate ongoing progress – if applicable.

PRAY

Issue Resolved Satisfactorily
GIVE THANKS

Issue unresolved?
PRAY
PWG requests meeting with PSG and Coordinator or Year Advisor. Document the issue. Co-ordinator or Year Advisor brief Head of School.
PRAY

Issue Resolved Satisfactorily
GIVE THANKS

Issue unresolved?
PRAY
PWG requests meeting with PSG and Head of School. Head of School makes a decision and provides a written report to the Principal outlining perceptions, procedures followed to date and actions taken.
PRAY

Issue Resolved Satisfactorily
GIVE THANKS

Issue unresolved?
PRAY
PWG requests meeting with PSG and Principal. The Principal considers final action and reports back to all parties.
PRAY
Availability of Policies

Whilst these Policies are consistently monitored there were no changes made to the Policies in 2011. Full texts of policy documents are available by contacting the College office.

ALL POLICIES OF THE COLLEGE ARE MONITORED AT REGULAR INTERVALS TO SEE WHETHER OR NOT THEY CONTINUE TO MEET THE EMERGING NEEDS OF THE COLLEGE COMMUNITY. ADVICE IN RESPECT TO POLICY CHANGES IS ALSO SOUGHT FROM THE NETWORK OF SCHOOLS WHICH COMPRIZE CSA.

Student Outcomes and Performance

Student Outcomes in Standardised National Literacy and Numeracy Testing

Year 3 and 5 NAPLAN Results 2011

The overall results for students in Years 3 and 5 at Green Point Christian College indicate above average results. Of particular note were no Green Point Christian College student results falling into any of the lowest bands for either Year 3 (Band 1) or Year 5 (Band 3).

Conversely, two particularly strong results were:

- Year 3 Reading where 58.6% of all GPCC students achieved the top band.
- Year 3 Numeracy where exactly 50% of all GPCC students achieved the top band.

Year 3 Reading

<table>
<thead>
<tr>
<th>Band</th>
<th>Band 2</th>
<th>Band 3</th>
<th>Band 4</th>
<th>Band 5</th>
<th>Band 6</th>
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<tbody>
<tr>
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<td>18.2</td>
<td>21.2</td>
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Year 3 Writing

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<th>Band</th>
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<th>Band 3</th>
<th>Band 4</th>
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</thead>
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Year 3 Spelling

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<th>Band 3</th>
<th>Band 4</th>
<th>Band 5</th>
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### Year 3 Grammar and Punctuation

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### Year 3 Mathematics

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<tr>
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<th>Band 3</th>
<th>Band 4</th>
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</tr>
</thead>
<tbody>
<tr>
<td>State</td>
<td>2.8</td>
<td>11.8</td>
<td>19.7</td>
<td>26.5</td>
<td>21.5</td>
<td>17.6</td>
</tr>
<tr>
<td>GPCC</td>
<td>0.0</td>
<td>1.7</td>
<td>13.8</td>
<td>19.0</td>
<td>15.5</td>
<td>50.0</td>
</tr>
</tbody>
</table>

### Year 5 Reading

<table>
<thead>
<tr>
<th></th>
<th>Band 3</th>
<th>Band 4</th>
<th>Band 5</th>
<th>Band 6</th>
<th>Band 7</th>
<th>Band 8</th>
</tr>
</thead>
<tbody>
<tr>
<td>State</td>
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<td>11.0</td>
<td>26.0</td>
<td>21.0</td>
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<td>15.6</td>
</tr>
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<td>2.7</td>
<td>25.7</td>
<td>18.9</td>
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<td>24.3</td>
</tr>
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</table>

### Year 5 Writing

<table>
<thead>
<tr>
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<th>Band 4</th>
<th>Band 5</th>
<th>Band 6</th>
<th>Band 7</th>
<th>Band 8</th>
</tr>
</thead>
<tbody>
<tr>
<td>State</td>
<td>4.5</td>
<td>7.2</td>
<td>30.9</td>
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<td>1.4</td>
<td>25.7</td>
<td>31.1</td>
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</table>

### Year 5 Spelling

<table>
<thead>
<tr>
<th></th>
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<th>Band 4</th>
<th>Band 5</th>
<th>Band 6</th>
<th>Band 7</th>
<th>Band 8</th>
</tr>
</thead>
<tbody>
<tr>
<td>State</td>
<td>4.8</td>
<td>8.9</td>
<td>24.4</td>
<td>26.8</td>
<td>21.6</td>
<td>13.6</td>
</tr>
<tr>
<td>GPCC</td>
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<td>4.1</td>
<td>20.3</td>
<td>27.0</td>
<td>35.1</td>
<td>13.5</td>
</tr>
</tbody>
</table>

### Year 5 Grammar & Punctuation

<table>
<thead>
<tr>
<th></th>
<th>Band 3</th>
<th>Band 4</th>
<th>Band 5</th>
<th>Band 6</th>
<th>Band 7</th>
<th>Band 8</th>
</tr>
</thead>
<tbody>
<tr>
<td>State</td>
<td>6.5</td>
<td>8.7</td>
<td>20.7</td>
<td>23.0</td>
<td>24.8</td>
<td>16.3</td>
</tr>
<tr>
<td>GPCC</td>
<td>0.0</td>
<td>2.7</td>
<td>10.8</td>
<td>29.7</td>
<td>32.4</td>
<td>24.3</td>
</tr>
</tbody>
</table>

### Year 5 Numeracy

<table>
<thead>
<tr>
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<th>Band 4</th>
<th>Band 5</th>
<th>Band 6</th>
<th>Band 7</th>
<th>Band 8</th>
</tr>
</thead>
<tbody>
<tr>
<td>State</td>
<td>4.1</td>
<td>9.8</td>
<td>27.7</td>
<td>29.3</td>
<td>13.7</td>
<td>15.4</td>
</tr>
<tr>
<td>GPCC</td>
<td>0.0</td>
<td>2.7</td>
<td>13.5</td>
<td>31.1</td>
<td>24.3</td>
<td>28.4</td>
</tr>
</tbody>
</table>
Year 7 NAPLAN Results 2011

In May 2011, Green Point Christian College had 104 students sit for the Year 7 NAPLAN Tests. The results were very positive with the school achieving a higher percentage of students than the State average in the top three bands in Overall Numeracy, Reading, Grammar & Punctuation and an equal percentage of students than the State scoring in Bands 8 Writing and Band 7 in Overall Numeracy. In the lowest two bands (National Minimum Benchmark and below), we had a smaller percentage of students than the State average.

![Graph showing Year 7 Reading 2011 results]

### Year 7 Reading 2011

<table>
<thead>
<tr>
<th>Band</th>
<th>GPCC %</th>
<th>State %</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>5</td>
<td>6</td>
<td>16</td>
</tr>
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<td>6</td>
<td>24</td>
<td>26</td>
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<tr>
<td>7</td>
<td>35</td>
<td>24</td>
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<tr>
<td>8</td>
<td>22</td>
<td>20</td>
</tr>
<tr>
<td>9</td>
<td>12</td>
<td>11</td>
</tr>
</tbody>
</table>
Year 7 Writing 2011

<table>
<thead>
<tr>
<th>Band</th>
<th>GPCC %</th>
<th>State %</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>2</td>
<td>7</td>
</tr>
<tr>
<td>5</td>
<td>12</td>
<td>19</td>
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<td>16</td>
<td>16</td>
</tr>
<tr>
<td>9</td>
<td>15</td>
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</tr>
</tbody>
</table>

Spelling
Year 7 Spelling 2011

<table>
<thead>
<tr>
<th>Band</th>
<th>GPCC %</th>
<th>State %</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>3</td>
<td>5</td>
</tr>
<tr>
<td>5</td>
<td>5</td>
<td>11</td>
</tr>
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<td>6</td>
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<td>22</td>
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<tr>
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<td>28</td>
</tr>
<tr>
<td>8</td>
<td>26</td>
<td>21</td>
</tr>
<tr>
<td>9</td>
<td>16</td>
<td>12</td>
</tr>
</tbody>
</table>

Year 7 Grammar & Punctuation 2011

<table>
<thead>
<tr>
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<th>State %</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>1</td>
<td>7</td>
</tr>
<tr>
<td>5</td>
<td>10</td>
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<td>8</td>
<td>24</td>
<td>20</td>
</tr>
<tr>
<td>9</td>
<td>11</td>
<td>10</td>
</tr>
</tbody>
</table>
Year 7 Numeracy 2011

<table>
<thead>
<tr>
<th>Band</th>
<th>GPCC %</th>
<th>State %</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>5</td>
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<td>16</td>
</tr>
<tr>
<td>6</td>
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<td>24</td>
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<td>7</td>
<td>25</td>
<td>25</td>
</tr>
<tr>
<td>8</td>
<td>24</td>
<td>16</td>
</tr>
<tr>
<td>9</td>
<td>17</td>
<td>16</td>
</tr>
</tbody>
</table>
Year 9 NAPLAN Results 2011

In May 2011, Green Point Christian College had 111 students sit for the Year 9 NAPLAN Tests. The results were very positive with the school achieving a higher percentage of students than the State average in the top three Bands across all domains with an equal percentage of students than the State scoring in Bands 10 Spelling and a percentage point below in Band 10 in Grammar & Punctuation – note that in this domain 52% of GPCC students scored in Band 8 compared with 32% in the State. In the lowest two Bands (National Minimum Benchmark and below), we had a smaller percentage of students across most domains than the State average.

### Year 9 Reading 2011

<table>
<thead>
<tr>
<th>Band</th>
<th>GPCC %</th>
<th>State %</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>2</td>
<td>6</td>
</tr>
<tr>
<td>6</td>
<td>6</td>
<td>18</td>
</tr>
<tr>
<td>7</td>
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<td>25</td>
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<td>8</td>
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<td>25</td>
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<tr>
<td>9</td>
<td>23</td>
<td>16</td>
</tr>
<tr>
<td>10</td>
<td>15</td>
<td>9</td>
</tr>
</tbody>
</table>
Year 9 Writing 2011

<table>
<thead>
<tr>
<th>Band</th>
<th>GPCC %</th>
<th>State %</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>4</td>
<td>16</td>
</tr>
<tr>
<td>6</td>
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<td>18</td>
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<tr>
<td>7</td>
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<td>21</td>
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<tr>
<td>8</td>
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<td>19</td>
<td>12</td>
</tr>
<tr>
<td>10</td>
<td>14</td>
<td>10</td>
</tr>
</tbody>
</table>

Spelling

<table>
<thead>
<tr>
<th>Performance Bands</th>
<th>% of students</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>6</td>
<td>6</td>
</tr>
<tr>
<td>7</td>
<td>5</td>
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<td>12</td>
<td>30</td>
</tr>
<tr>
<td>13</td>
<td>35</td>
</tr>
</tbody>
</table>

Graph showing the percentage of students in different performance bands for Writing and Spelling, comparing GPCC and State performances.
### Year 9 Spelling 2011

<table>
<thead>
<tr>
<th>Band</th>
<th>GPCC %</th>
<th>State %</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>2</td>
<td>6</td>
</tr>
<tr>
<td>6</td>
<td>5</td>
<td>13</td>
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<tr>
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<td>31</td>
<td>20</td>
</tr>
<tr>
<td>10</td>
<td>8</td>
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</tbody>
</table>

### Grammar & Punctuation

#### Performance Bands

<table>
<thead>
<tr>
<th>Performance Bands</th>
<th>GPCC %</th>
<th>State %</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>3</td>
<td>10</td>
</tr>
<tr>
<td>6</td>
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<td>15</td>
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<td>52</td>
<td>32</td>
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<td>9</td>
<td>12</td>
<td>13</td>
</tr>
<tr>
<td>10</td>
<td>5</td>
<td>6</td>
</tr>
</tbody>
</table>
Higher School Certificate and School Certificate Comparisons for 2011

School Certificate

As was the case in 2010, in every subject for the 2011 School Certificate Tests, the Green Point Christian College average test result was higher than the State test average. In 2011 for Maths and Science, the Green Point Christian College average was higher than the State average by more than 2%; in English and History the Green Point Christian College average was higher than the State average by more than 3%; and in Computing Skills our average was higher than the State by over 5%.

In the 2011 SC Tests, students in Green Point Christian College obtained results in English Literacy whereby over 60% of the students gained Band 5 or 6 results compared to a State figure of approximately 39%.

Science yielded results such that Green Point Christian College gained 42% of students in Bands 5 or 6 while the State had approximately 34%.

In History approximately 37% of Green Point Christian College students gained results across Bands 5 and 6 while the State achieved approximately 27% of students across these Bands.
Geography results showed Green Point Christian College to be leading the State by approximately 20% when the top three performance Bands are considered.

In Mathematics, Green Point Christian College gained 64% in the top three bands while the State figure was 47%.

Results for the Computer Skills Test indicated 52% of the State is considered Highly Competent. Green Point Christian College in contrast had 76% of its cohort in the Highly Competent category. 100% of Green Point Christian College students are considered Competent or Highly Competent in Computing Skills.

School Certificate Results – Total of Bands 6 and 5 for 2008 – 2011

<table>
<thead>
<tr>
<th>Year</th>
<th>Number of Students</th>
<th>Band 6</th>
<th>Band 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>2008</td>
<td>107</td>
<td>15</td>
<td>131</td>
</tr>
<tr>
<td>2009</td>
<td>94</td>
<td>31</td>
<td>156</td>
</tr>
<tr>
<td>2010</td>
<td>106</td>
<td>22</td>
<td>171</td>
</tr>
<tr>
<td>2011</td>
<td>91</td>
<td>13</td>
<td>150</td>
</tr>
</tbody>
</table>

Higher School Certificate

In the Higher School Certificate, of special significance was the placement of two students on the All Rounders List having gained band 6 results in at least 10 units of study. In the previous year, one student was placed on the All Rounders List, 23 students (compared to the previous year of 14 students) gained entry onto the Board of Studies Distinguished Achievers List having gained 41 (compared to 25 in 2010) occurrences of Band 6 results across a variety of subjects including Maths, Gen Maths, Extension 1 Maths, Extension 2 Maths, Software Design and Development, Ancient History, Industrial Technology, Senior Science, Business Studies, Biology, Community and Family Studies, Advanced English, Extension 1 English, Hospitality, Personal Development/ Health/ Physical
Education, Studies of Religion, Hospitality, Physics, and Chemistry. A number of students gained Band 6 results in more than one course.

The top three ATAR results for 2011 were 99.5, 98.8 and 98.6. The top 2010 ATAR was 98.00.

In terms of HSC exam results, just like in 2010, over half of the HSC examinable courses delivered by the College had exam averages above that of the State average. In fact, 24 out of 29 courses had Green Point Christian College exam average higher than the State exam average. In 15 of these, the Green Point Christian College exam average was higher than the State average by in excess of 3%. In nine of the courses, GPCC students gained results higher than the State average by more than 5%. Senior Science and Studies of Religion had exam averages of approximately 10% higher than the State exam average and Ancient History had an exam average of over 11% higher than the State average.

Green Point Christian College students presented for the highest Extension courses in English, Mathematics and History. A specialisation course in Hospitality was also studied – there is, however, no HSC exam in this subject.

HSC Results – Total of Bands 6 and 5 for 2008 – 2011:

<table>
<thead>
<tr>
<th>Year</th>
<th>Number of Students</th>
<th>Band 6</th>
<th>Band 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>2008</td>
<td>100</td>
<td>15</td>
<td>131</td>
</tr>
<tr>
<td>2009</td>
<td>86</td>
<td>31</td>
<td>156</td>
</tr>
<tr>
<td>2010</td>
<td>81</td>
<td>22</td>
<td>171</td>
</tr>
<tr>
<td>2011</td>
<td>58</td>
<td>41</td>
<td>120</td>
</tr>
</tbody>
</table>

In 2011, ATAR results included Joshua Ciappara 99.5, Linda Ricardo 98.8 and Sheree Hansen 98.6.
Student Information

Characteristics of the Student Body

Green Point Christian College is predominantly an Anglo Saxon demographic mix made up of 542 females and 486 male students.

The Junior School comprises 466 students and the Middle and Senior Schools comprise 562 students.

Student Attendance Rates for Each Year Level

In 2011 each student, on average, attended the College as follows (by percentage):

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Kinder</td>
<td>94.37</td>
<td></td>
</tr>
<tr>
<td>Year 1</td>
<td>93.89</td>
<td></td>
</tr>
<tr>
<td>Year 2</td>
<td>93.74</td>
<td></td>
</tr>
<tr>
<td>Year 3</td>
<td>92.70</td>
<td></td>
</tr>
<tr>
<td>Year 4</td>
<td>92.96</td>
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</tr>
<tr>
<td>Year 5</td>
<td>92.71</td>
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<td>Year 6</td>
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<td>Year 7</td>
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<td>Year 8</td>
<td>92.28</td>
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<td>Year 9</td>
<td>88.97</td>
<td></td>
</tr>
<tr>
<td>Year 10</td>
<td>89.47</td>
<td></td>
</tr>
<tr>
<td>Year 11</td>
<td>87.16</td>
<td></td>
</tr>
<tr>
<td>Year 12</td>
<td>88.84</td>
<td></td>
</tr>
</tbody>
</table>

In 2011, the student attendance rate for the school as a whole was 91.57%.

Actual Retention Rates

<table>
<thead>
<tr>
<th></th>
<th>As at 1 December 2009</th>
<th>As at 1 December 2010</th>
<th>As at 1 December 2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 9</td>
<td>114</td>
<td>101</td>
<td>117</td>
</tr>
<tr>
<td>Year 10</td>
<td>105</td>
<td>107</td>
<td>96</td>
</tr>
<tr>
<td>Year 11</td>
<td>87</td>
<td>78</td>
<td>88</td>
</tr>
<tr>
<td>Year 12</td>
<td>86</td>
<td>79</td>
<td>62</td>
</tr>
</tbody>
</table>
Secondary School Outcomes

- Percentage of Year 12 students undertaking vocational or trade training in 2011 was 33%.
- The percentage of students in Year 12 attaining a Year 12 Certificate (HSC) or equivalent VET qualification was 100%.

Post School Destinations

Based on University offers extended to our Year 12 students, 74% of the Year 12 candidature had university study as their post school destination.

<table>
<thead>
<tr>
<th>University</th>
<th>Number of Students Attending</th>
<th>Percentage of Cohort Attending this University</th>
</tr>
</thead>
<tbody>
<tr>
<td>Australian Catholic University</td>
<td>1</td>
<td>2%</td>
</tr>
<tr>
<td>Charles Stuart University</td>
<td>1</td>
<td>2%</td>
</tr>
<tr>
<td>Griffith University</td>
<td>1</td>
<td>2%</td>
</tr>
<tr>
<td>Macquarie University</td>
<td>11</td>
<td>19%</td>
</tr>
<tr>
<td>Newcastle University</td>
<td>19</td>
<td>33%</td>
</tr>
<tr>
<td>University of NSW</td>
<td>5</td>
<td>9%</td>
</tr>
<tr>
<td>University of Sydney</td>
<td>3</td>
<td>5%</td>
</tr>
<tr>
<td>University of Technology</td>
<td>1</td>
<td>2%</td>
</tr>
<tr>
<td>University of Western Sydney</td>
<td>1</td>
<td>2%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>43</strong></td>
<td><strong>74%</strong></td>
</tr>
</tbody>
</table>
Financial Information Summary

2011 TOTAL INCOME

- Commonwealth Subsidy: 113380, 1%
- Commonwealth Capital Grants: 170734, 1%
- Fees & Private Income: 5811091, 42%
- State Recurrent Grants: 2147104, 16%
- Commonwealth Recurrent Grants: 5541322, 40%

2011 EXPENSE DETAILS

- Non Salary Related Exp: 2382828, 17%
- Capital Exp: 1232795, 9%
- Depreciation: 589526, 4%
- Salaries & Related Exp: 9813165, 70%
Statement of Faith

The Statement of Faith of the Company is as follows:

God
There is one God and He is sovereign and eternal. He is revealed in the Bible as three equal divine Persons – Father, Son and Holy Spirit. God depends on nothing and no one; everything and everyone depends on Him. God is holy, just, wise, loving and good.

God created all things of His own sovereign will, and by His Word they are sustained and controlled.

God is the God and Father of our Lord Jesus Christ. He is also Father of all whom He has adopted as His children. Because of God’s faithfulness and His fatherly concern, nothing can separate His children from His love and care.

The Lord Jesus Christ is the eternally existing, only begotten Son of the Father. He is the Creator and Sustainer of all things. He was conceived by the Holy Spirit and born of a virgin, truly God and truly man. He lived a sinless life and died in our place. He was buried, rose from the dead in bodily form and ascended to heaven. Jesus is King of the universe and Head of the Church, His people whom He has redeemed. He will return to gather His people to Himself, to judge all people and bring in the consummation of God’s Kingdom.

The Holy Spirit proceeds from the Father and the Son. He convicts people of their sin, leads them to repentance, creates faith within them and generates them. He is the source of their new sanctified life bringing forth His fruit in the life of believers. He gifts believers according to His sovereign will, enabling them to serve the Lord.

The Bible
The Bible, which is comprised of the books of the Old and New Testament, is the inspired, inerrant and infallible Word of God, and the only absolute guide for all faith and conduct. It is indispensable and determinative for our knowledge of God, of ourselves and of the rest of creation.

God’s World
Adam and Eve, the parents of all humankind were created in the image of God to worship their Creator by loving and serving Him, and by exercising dominion under God’s rule by inhabiting, possessing, ruling, caring for and enjoying God’s creation. Consequently, the purpose of human existence is to glorify God and enjoy Him forever.

Sin entered the world through Adam’s disobedience, because of which all people are alienated from God and each other and, as a result, they and all creation are under God’s judgement.

All people have sinned and, if outside of Christ, are in a fallen, sinful, lost condition, helpless to save themselves, under God’s condemnation and blind to life’s true meaning and purpose.

God holds each person responsible and accountable for choices made and actions pursued. Human responsibility and accountability do not limit God’s sovereignty. God’s sovereignty does not diminish human responsibility and accountability.

Salvation from the penalty of sin is found only through the substitutionary, atoning death and resurrection of the Lord Jesus Christ. As the sinless One, He took upon Himself the just punishment for our sins.

Through His death and resurrection, the Lord Jesus has destroyed the power of Satan, who is destined to be confined forever to hell along with all those who reject Jesus as Lord.

Out of gratitude for God’s grace and in dependence on the Holy Spirit, God’s people are called to live lives worthy of their calling in love and unity and in obedience to God in all spheres of life. They are responsible to ensure that the gospel is faithfully proclaimed. Christian parents are required to bring their children up in the discipline and instruction of the Lord and to diligently teach them the truth of God’s Word.