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

2013
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.

Green Point Christian College is alive and vital; it is a place where the love of God is reflected in all we do and say as we act as one of the agencies of Christian nurture for our students and their families. God’s Word remains the benchmark against which we critique our lives, where we return our students to the message “that Jesus Christ is the same yesterday, today and forever.” The College encourages the fullest possible development of the spiritual, social, intellectual and physical potential of each student.

Vision for the College -
Green Point Christian College has built a strong tradition of providing quality education in a Christian learning environment, aiming to see our young men and women challenged to strive for excellence and Godliness in every sphere of life.

Our College’s Vision Statement is Excellence in Christ Centred Education and as such Green Point Christian College is committed to providing quality education at an affordable price. The College Board has developed infrastructure to enable the teaching programs of the College to keep pace with rapid educational change. Our technology resources are impressive and they are available to all students.

Our vision of Excellence in Christ Centred Education maintains our focus, not only on teaching from a Christian perspective, but ensuring that our students recognise the importance of serving and service in response to what God has done for us in Christ.

God’s Word indicates that there is a plan and a purpose for all people and the unique gifting of each student is treasured by staff as they nurture and develop the talents which lie within each one of them. Our College seeks, through education, to equip young people to make Godly choices at a time in history when secular and material values are challenging the basis of our society.

“Praise be to the God and Father of our Lord Jesus Christ, who has blessed us in the heavenly realms with every spiritual blessing in Christ.” Ephesians 1:3
Messages from Key School Bodies

Board Chairman

For more than 30 years, God has been good to the College and 2013 was no exception. The College continues to be blessed in many ways as it operates as a ministry of Green Point Baptist Church and thereby seeks to make Christ fully known to everyone and to make everyone fully grown in Christ.

The financial result for 2013 was a record surplus and, while it would be nice to have lower fee increases and a more modest surplus in order to improve affordability for parents, the surplus for 2013 does reduce the need to borrow in order to undertake building projects. There was a reduced impact of fee increases in 2013 since the sibling discount rates were increased.

There are three remaining building projects. First, an extension of E block which, along with renovations of A, B and C blocks, will result in all the Science classrooms being located in the one building. Secondly, a new TAS (Technical and Applied Sciences) building. Those two projects, namely the extension of E block and the TAS building, will enable the removal of all remaining demountable buildings and the creation of precincts for various subjects. Unfortunately, at the end of 2013 those two projects were still in the design phase and the expected completion date for those projects has, as a result, been delayed from late 2014 to the second half of 2015.

The third building project is improvement to the car parking and traffic flow arrangements. Significant progress was made on that project during 2013 since the Development Application for that project has been approved. That project will have important consequences, most notably that the morning drop-off and afternoon pick-up traffic will move from land owned by the Green Point Baptist Church to land owned by the College, with traffic exiting into the roundabout at the intersection of Avoca Drive with Davistown Road. On current time and cost estimates, this building project should be able to be constructed in 2016.

Green Point Christian College has been blessed in that the number of parents wishing to enrol their children at the College resulted in a student population of around 1,075 by the end of 2013.

Three scholarships, covering fees for Years 7 to 12, were awarded to Year 6 students in 2013: a full scholarship for the student who best exemplified the College’s vision of Excellence in Christ-centred Education was awarded to Mieke Riggs. Two half-scholarships for academic excellence were awarded to Claire Hill and Ben Osborne.

Recommendations contained in the reports of the History Project Committee and the Alumni Association Committee were approved by the Board in 2013 and it is hoped that those recommendations will be implemented by management in 2014.

It is important to not just maintain but seek to improve the standard of what the College does. Hence the need to keep pursuing our goal or Vision of Excellence in Christ-centred education. The Board has taken a number of steps over the last decade in the pursuit of that Vision:

- transition from management to governance
- the development of numerous policies by the Board
• Board meetings, which used to start at 7.00pm and sometimes not finish until midnight, now take between 2 and 3 hours
• improved relations between the College and the Church
• reviewing and revising the Vision and Mission statements
• the development of a Strategic Plan and Annual Action Plan
• the preparation of a manual for Board members
• an audit of the College’s WHS arrangements
• the development of risk management considerations so the Board’s time is spent more on being proactive rather than reactive
• clarifying the College’s remaining building needs into an achievable form
• obtaining approval for a revised car-parking and traffic flow project
• reduction from an overcrowded 1,200 student population
• improved transparency in The Messenger and via surveys
• reduction of the College’s indebtedness to less than $1.5 million with current cash reserves in excess of $2.7 million to enable building projects to be undertaken without a high level of debt.

While we can and should be grateful to God for what has been achieved, prayer support for what remains to be achieved is needed.

Graham Ellis SC
Board Chairman

Principal

We are blessed to be a ministry of Green Point Baptist Church – to know that we are being prayed for and supported in a number of ways is uplifting and inspiring.

Every aspect of life at the College continues to be dedicated to the service of our living God. When an entire staff acknowledges Jesus Christ as Lord and Saviour, our purpose is clear and our task set before us for “we look at the fields which are ripe for harvest” (John 4:35). It is most encouraging to see the servant heart of the College – whether it is in terms of mission or fundraising or caring for others.

Green Point Christian College is governed wisely by its Board of Directors and continues to actively support me in my role as Principal. They execute their calling with grace, goodwill and desire to see the Gospel message flourish through the ministry of the College.

As is always the case, the Executive continues to work towards developing Excellence in Christ Centred Education – Mr Peter McLellan, Head of Secondary School; Mrs Jane McLarty, Head of Student Services K-12; Matthew Drennan, Head of Junior School (who will be on sabbatical leave in 2014); plus Mrs Margaret Johnston, Business Manager. A personal thanks also to Mrs Sue Parkinson whose professional and supportive assistance is very much appreciated.

The College’s results in both the HSC examinations and NAPLAN testing again demonstrate the strong teaching and learning practices of the College with a number of outstanding performances in the HSC including - our DUX for 2013, Lauren Espedido, who also achieved third in the State for
Ancient History. Music results were exceptional with 9 out 13 students achieving a Band 6 result; Andrew Fisher and his band performed at Encore; Joshua Enstrom’s film was shown at Drama Onstage. Also, Tim Shevchenko’s Industrial Technology major project will be displayed in InTech.

Our Mock Trial team also achieved success at the Empire Mock Trial Competition held in New York, by receiving the “Spirit of New York” Award for the team, with Leon Frank-Rath receiving an “Outstanding Attorney” award.

The College had success in both Debating and Public Speaking – a Year 11 team won the “Peace Prize” in the Model United Nations Assembly (representing Iran); a Year 9 team were winners of the Josie Mitchell Debating Competition, and in the same competition Tom Wood (Year 8) and Anne Spragg (Year 10) won their age category.

We continue to be involved in a variety of activities including swimming, athletics, cross country, mother/daughter and father/son evenings, musicals, choir performances, student mentoring, buddy systems and a myriad of other activities that make up Green Point Christian College.

Apart from the funding received under More Support for Students with Disabilities which extended into 2013, we also received funding under the Embedding Excellence program which will support the new Professional Growth Program for Academic Staff which we are implementing in 2014. Likewise, meetings continued throughout the year regarding the much anticipated building program for our TAS (Technological and Applied Studies Department) and extensions to E block which will see our Science Labs all in one building, generating other opportunities to form subject precincts throughout the site.

The College is a hive of activity with Mission and Service opportunities. Students and staff continue to reflect the College’s desire to spread the good news of Jesus Christ, with Tom Anderson and Will Richards encouraging and focussing the College’s attention on serving Jesus by serving people. The teaching of Scripture classes at East Gosford Primary School by our Year 11 students is an exciting and challenging adventure. We also had students attend mission trips to Charleville, Hopevale, Tonga and Cambodia.

In a continuing tradition the Catafalque Party from 81 Wing from RAAF Base Williamstown again helped students recognise the gift of those who fought and died and those left behind.

Thank you to the MAC team for their continuing support of College activities. The developing collegiality brings significant benefit to the College and supports the opportunities to extend God’s Kingdom amongst students and parents. Partnerships cemented by the love and hope offered to us by our Lord and Saviour Jesus Christ will bear fruit.

With our eyes fixed on Christ and our Vision before us we continue to fight the good fight ... “Therefore, my dear brothers, stand firm. Let nothing move you. Always give yourselves fully to the work of the Lord, because you know that your labor in the Lord is not in vain.” 1 Corinthians 15:58.

Debra Walls
Principal
Student Representative Council – Junior School

The Junior SRC meets once every three to four weeks. Before each meeting, class representatives hold their own class meetings to discuss issues their classes feel they would like to be placed on the SRC agenda. On completion, the class representatives bring these to me two days before the meeting.

I then meet with the Year 6 Councillors 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 Heads of School and the Property Manager etc.

All agendas are discussed in a second class meeting and notes are then made as to the general opinions of the students in that particular class to enable their opinions to be best represented.

All class representatives, Councillors and Junior School Captains 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 and the meeting is closed in prayer.

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 achieved by the SRC for 2013;

- All the red lines around the school, including those in the assembly area and at the bus bay, have been repainted.
- Sushi is now being sold in the canteen due to a request from the SRC.
- The next Mother and Daughter Night will have more physical activities included to cater for those girls and their mums who enjoy being physically active.
- Extra choices have been included in our Term 4 elective program.
- Wire fences around the Junior School have been repaired or extended.
- A fort will be built on the grassed area outside the Computer Room for Primary children only.
- The locks on the toilet doors of the girls’ and boys’ toilets have been repaired or replaced.
- A new hand dryer has been placed in the girls’ toilets.
- We have a pledge from the Principal for the establishment of a petting zoo in either 2014 or 2015.
- Apples are now being “slinkied” in the canteen (free of charge).
- The new bubblers on the oval are remaining unlocked for children to use during after school sporting programs, eg netball.
- Bushes around the Junior School have been trimmed for safety reasons and garden areas have been landscaped and weeded as requested by the SRC eg Year 4 bank and bushes outside 3/4D, 5/6B and the Year 3 classes.
There is no doubt that the SRC is a great initiative and one of the most pleasing aspects is that this initiative is continuing successfully in Middle School 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.

It really is a privilege each year to be involved with such a motivated group of students who wish to make achievable improvements to our school.

Mrs Di Smith  
_SRC Co-ordinator (Junior School)_

**Student Representative Council – Middle School**

The Middle School SRC met once every two weeks on a Thursday at lunchtime. It consists of two members from each home class in Years 7 and 8.

The students’ main concern is to seek out and prepare issues to be raised at the SRC meeting. In addition to this, the SRC is often requested to assist in school fundraising or promotions.

Students bring these items forward to be discussed at the SRC. The discussion progresses until a consensus is met and then it is purused through the appropriate means.

The minutes of the meeting are kept and saved on S:drive and emailed to Jane McLarty, Head of Middle School (2013).

Some of the achievements obtained by the SRC for the year 2013 were:

- Fundraising for the Middle School Sponsor Children through organising a disco and Crazy Sock Day.
- The welcoming and guiding of future parents and students on open days.
- The assembling and distributing of Chemo Care Packs at Gosford Hospital to cancer patients.
- Representing the school at Samaritan’s Purse.
- Assisting with the preparation and service of the Middle School Rewards BBQ.
- Introducing world prayer for students.
- Promoting anti-cyber bullying through distribution of posters around the school.
- Representation of student interests and bringing them to the school staff and executives.

The Middle School SRC has been active in supporting the student body and representing the school. The SRC is a great opportunity for students to develop leadership skills.

It is unfortunate that this was the final year for the Middle School SRC. However it has been a great opportunity to begin a new High School SRC and implant a new direction and new structures to suit the restructure.

Mr Chris Haines  
_Middle School SRC Co-ordinator_
A Description in Plain Language of Parent Teacher and Student Satisfaction

Initiatives started as a result of previous surveys continue to be analysed, evaluated and assessed, to ensure and enhance relationships within the College community. Parent, teacher and staff satisfaction are vital to a stable and safe environment for students. The College has a very strong and reliable response and recording ethos which ensures parent and student concerns are considered in a timely manner, and are responded to appropriately.

Policy documents are evaluated to ensure that communication and referral pathways are established and followed, building a confident foundation which parents and students follow.

Processes of review are available to any student or parent who feels that an issue has been inadequately handled.

School Strategies

Priority Areas for Improvement

Green Point Christian College continues to acknowledge the Government funding provided under More Support for Students with Disabilities partnership which has allowed Green Point Christian College to improve our expertise and to provide additional support for students with disparate needs. The outworking of this program has supported and encouraged all teachers to engage with differentiation.

Priority areas for improvement will always include developing our Christian distinctive and ensuring that Service and Mission remain a focus alongside our Vision of working towards ‘Excellence in Christ Centred Education.’

Specific targets for 2013 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 evaluate and assess the NAPLAN results in terms of the cohort and to continue to develop NAPLAN training opportunities for staff.
3. To implement the More Support for Students with Disabilities program where we build skills in special education, train staff to understand our obligations under the funding, support staff to assist students with disabilities, and support teachers to modify lessons. This will support the process of strengthening our program of differentiation for all students.
4. 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.
5. To implement a “Bring Your own Device” (BYOD) program at Green Point Christian College.
Progress on 2013 targets:

1. We have strengthened our communication with parents through the many avenues that give us opportunity to voice our Christian distinctives. We have re-produced our Enrolment Policy, Child Protection Policy, Privacy Policy, enmeshing our Christian Vision and Mission. The local Newspaper Education Reporting also has *The Principal’s Voice* that provides another opportunity to express ‘who we are in Christ.’

2. NAPLAN results demonstrate a strong understanding of confident teaching and learning processes. However, consideration always needs to be given to the cohort presenting for NAPLAN each year and their particular gifts and abilities.

3. The *More Support for Students with Disabilities Program* built skills and abilities to a new level at the College. Understanding our obligations under the funding meant that staff had time and support to develop their skills and abilities in assisting students and strengthening our program of differentiation for all students.

Specific targets for 2014:

1. The introduction of the new Personal Growth Scheme supported by funding under *Embedding Excellence* reflects the NSW Government’s blueprint for action under *Great Teaching, Inspired Learning* and also the Australian Government’s education agenda. This program also supports the CSA’s *Christian Distinctive National Professional Standards for Teachers*.

2. To introduce a one to one computer initiative called @GPCC and to make application for funding under the *ICT Review and Development Strategy* which have been developed to assist NSW independent schools to meet the objectives of the Australian Government’s Students First agenda and the New South Wales Government’s Great Teaching, Inspired Learning initiative.

3. To consolidate Service and Missions programs for the College and to further develop outreach opportunities.

Actions Undertaken to Promote Respect and Responsibility

Respect and responsibility are essential components of the processes of Green Point Christian College. These are reflected within the school community, both intrinsically and extrinsically. Our policies and procedures are written to account for the express need to respect our Lord and Saviour and His revelation to us through the Word of God, our families, our leaders, others and ourselves, and the giftedness that God has given us both individually and corporately. We also foster respect and responsibility for the facilities and environment that have been entrusted into our care.

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 relationship with God and others in a safe, uplifting environment.
The desire to ensure our programs reflect Christian distinctives and that we incorporate Professional Teaching Standards developed by Christian Schools Australia reflects our commitment and responsibility to ensure we fulfil our Vision of *Excellence in Christ Centred Education*.

The College flies the Australian and College flags and celebrates ANZAC day. We are also proactive in monitoring all the activities where students are engaged in activities outside the school community, maintaining respect and dignity becoming of a student at Green Point Christian College. In dealing with the general public, they are made aware of the impact and responsibility of all their actions. We include in our program of study a number of activities that unite us as a community recognising different cultures and citizens.

### Staff Information

**Summary of the Workforce Composition including Indigenous**

<table>
<thead>
<tr>
<th></th>
<th>TEACHING STAFF</th>
<th>NON TEACHING STAFF</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full time</td>
<td>58</td>
<td>Full time</td>
</tr>
<tr>
<td>Part time</td>
<td>21</td>
<td>Part time</td>
</tr>
<tr>
<td>TOTAL</td>
<td>79</td>
<td>TOTAL</td>
</tr>
</tbody>
</table>

Total staff in 2013 = 125

### Summary of Professional Learning Undertaken by Teachers

Professional Development remains an integral and strategic part of planning for Green Point Christian College in developing and maintaining our Vision of “*Excellence in Christ Centred Education*.” Our Policies and Procedures support a holistic approach whilst also looking at the individual needs of specific teachers.

During 2013 the staff attended the CSA Mid Year Conference in Newcastle which featured specifically Dr Rod Wilson, President of Regent College in Vancouver, Canada, whose focus reminded us again of our role in being Jesus to people – encouraging and equipping us to return to our school empowered to continue the task of spreading the good news of the Gospel.

Using the funding available through *More Support for Students with Disabilities*, we have been able to develop a significant program to upskill staff in meeting the demand for curriculum differentiation. In terms of our Christian distinctives, this is a significant part of adopting a holistic view of the child.

Whole School Professional Development included Chemical Safety Training, Fire Fighting Training, and the updating of our Child Protection Policy and Processes. Rev Bob Frisken from New Hope International also spoke at our January Conference. There was also inservicing on adopting a whole school approach to Dyslexia and how to recognise and support these students.

New Scheme Teachers continue to be guided and supported by the Co-ordinator responsible for growth and development of these teachers and the compliance needs associated with their continued professional association with the NSW Institute of Teachers. This is a vital part of all school communities and maintaining the Christian distinctives of this program is a focus.

All Professional Development is designed with a holistic vision of the College at the forefront and is valued for the benefit it gives to the whole school community. We maintain compliance with professional regulatory organisations, and look at professional development as an opportunity to deepen and strengthen the commitment we have to maintaining the distinctives of Christian education in our community.

**Number 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>79</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>
</tr>
</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.

Enrolment Policy

1 The vision of Green Point Christian College (the College) is *Excellence in Christ Centred Education*. As a ministry of Green Point Baptist Church, the College aims to support Christian parents in the education of their children. However, places are available for children from families that are supportive of the policies of the College but are not practising Christians provided 80% of the students in each year come from practising Christian families.

2 A practising Christian family is considered to be a family 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.

3 The administration of this Enrolment Policy is the responsibility of the Principal of the College. All prospective enrolments are subject to an enrolment interview to ensure that all families with children enrolled in the College are supportive of the ethos and policies of the College.

► APPLICATIONS FOR ENROLMENT

4 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. To cover processing costs, a **non-refundable** Application Fee of $250 for each child must be included with each application for enrolment.

- Completed Application for Enrolment form
- 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 or contact details to enable a reference to be obtained by telephone
If, after an interview has been arranged and completed, an offer for placement is made then it is necessary for the College to receive written acceptance of the offer and a non-refundable Enrolment Fee of $200 before enrolment can proceed.

► 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 waiting lists are prioritised as follows:

- Priority 1  Children of families attending Green Point Baptist Church
- Priority 2  Church Affiliated (practising Christian) Siblings
- Priority 3  Church Affiliated (practising Christian) Families*
- Priority 4  Non-Church Affiliated Siblings
- Priority 5  Non-Church Affiliated Families

*Children from other Christian Schools may be given priority

► INTERVIEW PROCEDURE

The Registrar will arrange an interview for each new applicant and his/her parents (or guardian(s)). That interview, which will usually be conducted by the relevant Head of School but may be conducted by the Principal, will normally take ½ hour. Parents must come equipped with any information that may assist in assessment of the application, such as reports, special awards, samples of work, external professional assessments (where appropriate) and any other certificates that the applicant 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, in the confidential nature of the interview, to be open and honest and 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 concerns they may have.

Parents will be informed of the decision in relation to their application as soon as possible after the interview. It should be understood that decisions on enrolment applications are a matter for the Principal.

► CONDITIONS OF ENROLMENT

All parents are expected to read the Conditions of Enrolment available from the College website. By signing the Application for Enrolment parents indicate their acceptance of those Conditions. The College reserves the right to add to and amend these conditions of enrolment from time to time as they see fit. However, any proposed change to the conditions of enrolment will be indicated in The Messenger and/or on the College’s website and an opportunity for comments will be provided before any change is made.

► FEES

The College recognises the need to try to keep fees as affordable as possible.
It is a requirement of the College for all families to complete a Fee Agreement form when they accept the enrolment offer.

Fees are billed annually at the beginning of each academic year, and may be paid by instalments by entering into a payment plan. It is a requirement of the College for all families to complete a fee payment form at the beginning of each year to advise method of payment.

If no payment plan is entered into then fees are to be paid quarterly within 7 days of the commencement of each term.

The College realises that some families may experience unexpected short term financial difficulty and 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 and may incur additional charges. Failure to pay fees may result in termination of enrolment.

The College has a percentage sibling discount (family rebate) for the 2nd, 3rd and subsequent children in a family.

► ATTENDANCE

All students are expected to be in attendance each day of the College year. All students are expected to be in attendance at special College functions including sports days. Where a child is absent with parental permission, the College is to be notified by either:

- an email to the College office (office@gpcc.nsw.edu.au)
- a facsimile (to 4363 1082)
- a telephone call to the College’s absentee line (4367 9950)
- a letter sent to the College

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.

If a child is absent and there is no known reason the parents will be sent an SMS by 11am to alert them to the absence and request them to notify the College of the reason.

► 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 email where an appointment can be made or a teacher requested to telephone a parent.

As the College staff attend devotions each day from 8.15am - 8.30am, parents are requested not to telephone the office before 8.30am.

Apart from individual messages, the College will communicate with students and their parents via its weekly newsletter, called The Messenger, and via the College’s website, www.gpcc.nsw.edu.au.
EXIT PROCEDURES

Where a student is to be withdrawn from the College, parents must give 10 school weeks’ written notice. Where such notice is not given, the College will charge ten (10) weeks’ notice fee plus GST in lieu of notice.

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 IS OFFERED A POSITION

Please note that the enrolment process will require a 48 hour time period to ensure all affected people are contacted, that students are placed in the correct classes that co-ordinators can, if necessary, refer to documents held by the Registrar.

Members of the College staff who are involved in new enrolments include the Registrar, relevant Head of School, Curriculum Co-ordinator/Student Advisor, Year Advisors, Faculty Co-ordinators, Class Teachers, IT staff, Library staff and Office staff.

The following table is intended to ensure that new enrolments are handled properly and promptly.

<table>
<thead>
<tr>
<th>Staff member</th>
<th>Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>Step 1 Registrar</td>
<td>(a) Collect relevant information (such as reports and details of any special needs) and pass them on to the relevant Head of School</td>
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<tr>
<td></td>
<td>(b) Notify Head of School, Year Advisor and Faculty Co-ordinators of new enrolment</td>
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<td></td>
<td>(c) Notify Curriculum Co-ordinator/Student Advisor for application for Board of Studies (BOS) number</td>
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<td></td>
<td>(d) Notify Library staff to create Library borrowing account</td>
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<td></td>
<td>(e) Notify IT staff to create computer account</td>
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<tr>
<td>Step 2 Head of School</td>
<td>(a) Views information</td>
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<tr>
<td></td>
<td>(b) Passes that information to Year Advisor</td>
</tr>
<tr>
<td>Step 3 Year Advisor</td>
<td>(a) Contacts Faculty Co-ordinators to place student in appropriate classes</td>
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<tr>
<td></td>
<td>(b) Consults with Curriculum Co-ordinator/Student Advisor to confirm groupings and timetable requirements</td>
</tr>
<tr>
<td></td>
<td>(c) Notifies the Office staff</td>
</tr>
<tr>
<td>Step 4 Office staff</td>
<td>(a) Enter student on class lists</td>
</tr>
<tr>
<td></td>
<td>(b) Emails Registrar, Curriculum Co-ordinator/Student Advisor, Year Advisor, Faculty Co-ordinator and Class teachers of new student’s classes</td>
</tr>
<tr>
<td>Step 5 Year Advisor</td>
<td>(a) Arranges a buddy for the new student</td>
</tr>
<tr>
<td></td>
<td>(b) Meets the student on the first day with a copy of the student’s timetable</td>
</tr>
</tbody>
</table>

RELATED DOCUMENTS

The following documents are related to this Enrolment Policy:
Further information about the College may be found in the Prospectus and on the College’s website.

Student 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 Advisor, 7 - 12. It is the Year Advisor’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 Pastoral Care Counsellor should be informed. It would be appropriate for there to be a meeting set up between the Year Advisor, Head of School and Counsellor to determine the way forward. The Principal and 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 they 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

► INTRODUCTION

The Anti-Bullying Policy of Green Point Christian College is an essential aspect of student welfare and pastoral care with the College and augments the College’s Behaviour Management and Code of Conduct policies. This policy is intended to provide students, staff and parents with appropriate mechanisms to address the issue of bullying. Green Point Christian College does not tolerate bullying in any form.

► 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 counseled 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 College.

► 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 College 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, which 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 the College 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 College 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 when someone or a group of people with more power repeatedly and intentionally causes hurt or harm to another person or group of people who feel helpless to respond. Bullying can continue over time, is often hidden from adults and will probably continue if no action is taken.

The key features of bullying are that it, causes hurt and distress, is repeated and involves the use of power in an unfair way. Bullying isn’t:

- single episodes of social rejection or dislike or
- single episode acts of nastiness or spite
- random acts of aggression or intimidation
- mutual arguments, disagreements or fights

A helpful resource is “The National Centre Against Bullying” http://www.ncab.org.au/

This policy specifically deals with bullying amongst students, but the College recognises that bullying may occur at all levels and in all relationships.

► FORMS OF BULLYING

1 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.

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

3 Social (Covert) Bullying – Includes spreading lies, slander, rumours, playing nasty jokes, mimicking, excluding someone from the group, isolating someone and isolating others by preventing others from befriending them. Damaging a person’s social reputation or social acceptance.

4 Psychological Bullying - Includes threatening, manipulative and stalking behaviours.

5 Cyber Bullying – Cyber bullying is causing hurt via modern technologies such as the Internet and other forms of social media, and through the use of smart phones and other mobile devices.
a) **Examples of Cyber Bullying**
   - Sending hateful or threatening comments or pictures via MSN, mobile phone or the Internet and by social networking sites such as MySpace and Facebook.
   - Using modern technologies to engage in the social exclusion of someone.
   - Posting rude, explicit or embarrassing messages or pictures about someone on the Net.
   - Stealing someone’s identity in order to harm them in some way.
   - Putting pressure on a person to send revealing or compromising pictures of themselves.
   - Covertly filming, recording or taking a picture of someone and posting the images on the Net to cause hurt.
   - “Outing” and disseminating confidential information about someone.
   - “Flaming” and multi-messaging to clog up a person’s electronic system and to cause them distress.
   - Using aliases and pseudonyms in chat rooms and on social networking sites in order to harass and upset.
   - Engaging in cyber-stalking and the invading of privacy.

b) **Sexting**
   - Sexting is taking sexually explicit photos and making them available for others to see via a carriage service such as mobile phone or computer. Sending explicit images of anyone, including yourself, is a crime if you are under the age of 18 years. If the person in the picture is under 16 years, it can be a very serious crime resulting in charges of paedophilia.

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**RIGHTS AND RESPONSIBILITIES**

1 **Members of the College community have a right to:**
   - Be safe at Green Point Christian College, free from fear of bullying, harassment and intimidation,
   - Know that their concerns will be responded to,
   - Be provided with appropriate support.

2 **Members of the College community have a responsibility to:**
   - Refrain from engaging in bullying behaviours,
   - Report bullying of self and/or others,
   - Assist in implementing the College’s Anti-Bullying Policy.

3 **College’s Responsibilities**
   - Provide access to the anti-bullying policy and school code of conduct to all members of the College community via College intranet, website, hard copies (available on request) and summary statement (via newsletter).
   - Involve staff, parents and external support agencies in developing and revising consistent procedures across the College for responding to and documenting bullying.
   - Clarify roles of student support staff including Year Advisors, Co-ordinators, Home Teachers, Head of School, School Counsellors.
   - Program specific activities in classes, across stages and for the whole College community which promote values associated with anti-bullying.
   - Provide support and guidance to the victims of bullying.
   - Provide intervention for individuals who bully others.

4 **Teacher Responsibilities**
   - Model anti-bullying attitudes and behaviour.
• Encourage the teaching of tolerance, respect and valuing of difference and diversity through Key Learning Areas.
• Listen to and respond to reports of bullying. Provide support and refer as needed.
• Implement the College’s Code of Conduct and Anti-Bullying Policy.

5 Parent Responsibilities
• Model anti-bullying attitudes and behaviour.
• Support the values of tolerance and respect in the home.
• Encourage children to exercise these values in all contexts including at school.
• Report bullying and encourage their child to do so.
• Provide support and encourage their child to seek help.
• Work with the school to resolve bullying issues.

6 Student Responsibilities
• Model anti-bullying attitudes and behaviour.
• Show respect for all members of the College community.
• Speak out against bullying and report it when they see it. Report if you are bullied.
• Support students who are bullied.
• Support the Student Representative Council to assist with anti-bullying suggestions.

Anti-Bullying - Procedures

► 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.

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:

• Establishment of an email address for students (and parents) to report incidents of bullying, whether to themselves or friends; welfare@gpcc.nsw.edu.au
• 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 practice the skills they need to avoid bullying. For example the “Rock and Water” and “Beautiful” programs.
• Units on anti-bullying delivered to Year 1, 3 and 5 in the Junior School.
• Visiting performances from outside organisations to support these units.
• Peer support and buddy schemes.
• Examples of inappropriate actions in school chapel times.
• Messages in school chapel that emphasise importance of the kind treatment for fellow students.

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:

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.
   • One of the following staff members (Year Advisor, Home teacher, Head of School or Counsellor) interviews the students to establish what happened. They advise the bullying student/s that there is no justification for his/her actions.
   • Dependant on the severity of the incident, if necessary through consultation with the Principal or Head of School, the student may be excluded from the College (or its general routine) until an interview is conducted with the parents/guardians.
   • At the interview with parents/guardians 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”).
   • The student may be placed on a contract (please also refer to Green Point Christian College Behaviour Management Policy): further defaults may mean he/she is asked to leave the College.
   • The victim is followed-up by the appropriate Year Advisor, Home Teacher, Head of School and or the College Counsellor. Records of interviews are kept in written or in digital form (eg. School Pro)

2. **For Verbal or Psychological Bullying**
   • Class Teacher/Home Teacher/Teacher on Duty/Year Advisor – deal with incident as it occurs and reports the incident.
   • The staff member involved notifies the Year Advisor or Co-ordinator. 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/guardians.
   • At the interview with parents/guardians 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”).
   • The student may be placed on a contract: (please also refer to GPCC Behaviour Management Policy) further defaults may mean he/she is asked to leave.
   • Depending on the circumstances the victim and or bully/ies may be 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.

► GUIDELINES FOR STAFF

It is imperative that staff:

RESPOND
REPORT
REFER

• 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.

RESPOND: (May involve one or more of the following actions)

• Make sure the bully and victim are protected and are safe and are moved to a safe environment.
• Attend to any physical needs that the victim or bully may have, eg First Aid.
• Let the victim/s become calm and collected before questioning them over the circumstances.
• Depending on the seriousness of the incident consider having another colleague present when you question the people involved.
• Listen and investigate the issues.
• Meet with and question the bully.
• Meet with and question any witnesses.
• Meet with victim.
• If necessary meet with friends or advocates of the victim.
• Contact and inform the parents/guardians of the bully and victim. If necessary arrange a meeting.

(a) Response to Bully

• Make it clear that the bullying behaviour is unacceptable. 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 the bully to reflect on 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.

(b) Response to Victim

• Make it clear that the bullying behaviour is unacceptable.
• Be empathic to the emotional needs of the victim.
• Make a written (or electronic) record of the incident/s.

REPORT

• Complete appropriate record of events.
• Notify the appropriate Home Teacher, Year Advisor and Head of School
• Please note the provision of privacy laws.

REFER
• To the school’s Year Advisor/ Head of School the bully and or victim.
• The Year Advisor/Head of School will determine if referral to College Counsellor is necessary for parties involved.

➤ 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. This behaviour must stop.
• Make it clear that each person is 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. Inform the Police if the matter is serious and define it to the bullies in legal terms ie 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.
• If the bullies are from outside school, try to make an identification of the people involved. If possible contact any other institution that can be identified. For example another school. If necessary and dependent on the severity of the situation inform the Police of circumstances. Supervise the school gate area and immediate environment.

➤ APPENDICES

WHAT CAN PARENTS DO TO HELP THE CHILD WHO IS BEING BULLIED AT SCHOOL? (ADVICE FOR PARENTS)

What are the signs?
How to identify if your child is being bullied.

Your child’s behaviour can change for a variety of reasons. However, the following signs could indicate your child is being bullied:

• not wanting to go to school or participate in school activities
• does not appear to have friends
• is missing belongings
• has torn clothing
• seems to have become fearful and anxious
• has more mood swings, and seems to be crying more
• seems to have a drop in academic performance
• has poorer physical health and changes in sleep habits
• has increased negative self-perception.
The signs of possible cyber bullying can be the same as signs of other bullying, but include certain behaviour with phones and computers, for example:

- being hesitant about going online
- seeming nervous when an instant message, text message or email appears
- being visibly upset after using the computer or mobile phone, or suddenly avoiding it
- minimising the computer screen, or hiding the mobile phone when you enter the room
- spending unusually long hours online in a more tense, pensive tone
- receiving suspicious phone calls, emails or packages
- withdrawing from friends, falling behind in schoolwork, or avoiding school.

What you can do
If your child is Bullied you need to:

- Work with the College to support your child;
- Contact the College not the other child’s parents;
- Report the incidents even if your child does not want this;
- Tell your child that bullying is wrong;
- they have the right to attend school without fear and
- the problem is unlikely to stop without adult intervention.
- Do not advise your child to fight with the other child.
- Help your child learn to stand up against bullying behaviour;
- Use the net, books and ask the College for resources to support your child.
- Schools must follow privacy laws and may not be able to tell you everything that has taken place, especially about any other children involved. These laws also keep you and your child’s information private too.

If your child bullies another student you need to:

Discuss with your child why they might be behaving this way

- Sometimes a student who bullies other children in one situation may themselves be bullied in another.
- Try to understand why they may be behaving in this way.
- Think about any issues or problems your child might be experiencing.

Discuss the behaviours with the school

- A consistent and co-operative approach by both the home and school is important.
- Decide if there should be consequences at home too. Explain these to your child and that the consequences are linked to their behaviour.
- Ensure your child does not hear criticism from you about the school’s management of the issue.
- Take any issues directly to the school staff you have been working with.

Consider what’s going on at home

- Does your child see good examples of how to deal with issues and resolve differences with others at home?
- Have any major events taken place recently to upset your child (parents separated, death in the family, significant illness in the family, siblings bullying your child)?
- Increase supervision of your child when they are with other children.

**Explain why bullying is unacceptable**

- Help them understand what it is like for the person being bullied.
- Ask them how they would feel if they were being bullied.

**Make clear rules and consequences for their behaviour**

- Acknowledge appropriate behaviour and be consistent when dealing with inappropriate behaviour.
- Consider enrolling your child in a group program that helps children to manage their behaviour, learn appropriate social skills and relate in more positive ways with other people.
- Seek professional help and support if you feel that your child's bullying behaviour is part of a bigger behavioural or health problem.


If your child sees another child bullied another student you need to tell them:

- it is wrong and not to support the bully;
- to support a friend who is bullied,
- to report it to a teacher, use the College’s welfare email welfare@gpcc.nsw.edu.au or
- help them to make an anonymous report by leaving an envelope at the office.
- Pray (with them and for them).

► **HELPING STUDENTS DEAL WITH BULLYING SITUATIONS (ADVICE FOR STUDENTS)**

This information can be found at http://www.bullyingnoway.gov.au/

Bullying can happen almost anywhere:

- at school
- on the way to school
- in the playground
- on trips or camps
- on the phone or the internet
- at the shops
- almost anywhere

Bullying might involve repeatedly:

- physically hurting someone
- leaving someone out
- saying mean or humiliating things
- using technology to send nasty messages or images.

A person can be bullied about:

- how they look
- home or family
- schoolwork
- popularity
- achievements

To prevent bullying students need to:

- work to create a happy school environment for all;
- respect yourself and others;
- learn to tolerate and accept individual differences;
- stand up against bullying behaviour;
- support the College policy on bullying.

If You are Bullied YOU need to:

- Tell the bully to stop;
- Seek help and talk about it to someone you trust; Telling shares the problem. It helps you feel supported. Get some helpful advice from others. It is really important to tell someone if the bullying has been going on for a while or the strategies you've tried haven't worked.
- Talk to your friends - they can help you tell a teacher or your parents or just to feel better.
- Talk to your parents - tell them the who, what, when and where of what's been happening.
- Talk to your teacher or another staff member - tell them the who, what, when and where. If you don’t want to do this in public, make an excuse to see the teacher about something else, for example your homework.
- If you can’t talk to someone face-to-face go online or call a Kids Helpline counsellor

If You Know Someone Who is being Bullied YOU need to:

- Care enough to do something about it, whether it affects you personally or not.
- Step in early and you may help to defuse a situation before it gets out of hand.
- Report it to a teacher or parent (take a friend with you if you want).

If You Have Been Called a BULLY:

- You may feel upset and be confused about why someone has called you a bully. You may have felt pressured into doing this by friends, even when you knew it wasn't right. Maybe you've been in trouble at school because of this kind of behaviour. Take responsibility and understand why you may have done this.
- If you are not sure whether you have bullied, go to Bullying: What is it? http://www.takeastandtoday.gov.au/over14/facts/what-is-bullying.html to find out if you have used bullying behaviours.
- Even if your behaviour doesn't fit the definition of bullying, someone still has a problem with how you are behaving towards them and you have a responsibility to help fix it.

Take responsibility

- Accept that others don't like the way you behave
- Follow the rules about respect and behaviour
- Work with your school and/or parents to work things out
- Accept any consequences you have been given by the school and/or your parents
- Accept that the person and their friends may not want to have anything to do with you for a while
● Learn how to appropriately deal with conflict.

Tell and Stop

● It may be okay to apologise to the person and reassure them that you will not do it anymore. Don’t be surprised if they don’t trust you or aren’t comfortable to talk with you about it.
● If they don’t want to talk with you, you could try writing them a letter apologising for your behaviour and assuring them that you’ve learnt and won’t behave like that again.
● Tell a parent or teacher that you have been using bullying behaviours and feel bad about it. Ask them to help you repair the damage you have caused to others.
● If you were inappropriate online, remove any offensive images or texts.
● A guidance officer or counsellor may be able to help you to understand why you were using the behaviours and give you some strategies to help you make and keep friends, appropriately deal with conflict and learn about other people’s feelings.
● You could speak to a counsellor at Kids Helpline or talk to others on an online forum. Go to Kids Helpline or call them on 1800 55 1800, 24 hours a day, 7 days a week, or use the web or email counselling.

Think about you - Think about how you were interacting with the person.

It is important to understand why you were behaving this way. There is no excuse for the behaviour, but there could be a lot of reasons why you have done this. Did you do it:

● because you were angry with someone
● to have control over someone
● to make your friends laugh
● to get even with someone
● because you don’t think there is anything wrong with it
● to stop others bullying you?

If you don’t know why, talk to someone about it to help you work it out.

Think about the other person - How might your behaviour be affecting the other person? They may feel:

● upset or scared
● that something is wrong with them
● like they have no friends and that no-one likes them
● like it is their fault
● ashamed that this is happening
● that there’s nothing anyone can do to help them
● that if they report the bullying things could get worse.

Learn about the difference

Sometimes we are uncomfortable with difference but it is our responsibility to accept that everyone is different and be respectful of those differences. If you don’t understand why people are the way they are, learn more about differences.
FURTHER INFORMATION

Kids’ Helpline
1800 551 800
www.kidshelp.com.au
Cybersafety Help
Australian Federal Police
www.afp.gov.au
Reach Out
www.reachout.com.au
Beyond Blue
www.beyondblue.org.au
Bullying. No way!
www.bullyingnoway.com.au
The Australian Psychological Society
www.psychology.org.au

Behaviour Management – Junior School

INTRODUCTION

In both the Junior and Secondary 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. This includes staff members whose children attend Green Point Christian College.

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>
</table>
| CLASS: __________________
| DATE: _________________ |
| □ Lining up quietly for class | □ Working well in class |
| □ Walking quietly to or from a lesson | □ Lining up quietly for assembly |
| □ Presenting an excellent item | □ Other |

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:

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

► DETentions

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 Years 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 computerised 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 Year 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 – Secondary School**

► **PREAMBLE**

In both the Junior and Secondary 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. This includes staff members whose children attend Green Point Christian College.

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

   Formal
   iv. 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.” (Col 3:23)

**Yourself**
- “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.” (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 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.” (Philippians 4:8)

<table>
<thead>
<tr>
<th>Principle</th>
<th>Your Responsibilities</th>
<th>College Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<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.</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.</td>
</tr>
</tbody>
</table>
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.

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.

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)

<table>
<thead>
<tr>
<th>Principle</th>
<th>Your Responsibilities</th>
<th>College Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>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. 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.</td>
<td>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.</td>
<td>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.</td>
</tr>
</tbody>
</table>
Your Relationship with other Students

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

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

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<tr>
<th>Principle</th>
<th>Your Responsibilities</th>
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</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. YOU are to use them with care and respect in the manner in which they were designed to be used.</td>
<td>The College is to be kept clean and tidy.</td>
</tr>
<tr>
<td>You must remember that all facilities and equipment are there for all members of the College.</td>
<td>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>Rooms and equipment are to be kept clean, orderly and undamaged.</td>
</tr>
<tr>
<td>Equipment is not to be used without permission.</td>
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</tbody>
</table>
Management of Positive Behaviour

An important part of our Behaviour Management Policy is recognising, encouraging and rewarding positive behaviours. If Secondary 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.

► 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
- 6 Compliments: Second Merit Certificate at Year Assembly, A letter home from the Year Advisors, Invitation to “fun” activity at the end of term or other
- 12 Compliments: Reward Certificate

► 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 6 – Principal

**Possible Actions**
- Long suspension
- Position Terminated
- Contract with student and parents

### Level 5 – Head of Secondary School

**Possible Actions – HOSS records on discipline system**
- Afternoon Detention – letter sent home
- Suspension
- Parental/Student Meetings (Teacher, Year Advisor may be involved)
- Daily Progress Monitoring and Parental Updates
- Counselling Required – Weekly Feedback
- Mediation Meeting

### Level 4 – Head of Student Services

**Possible Actions – AHOSS records actions on discipline system**
- Parent contacted
- Lunch Detention with AHOSS – letter sent home
- Daily Discipline Behaviour Card designed to meet specific behavioural change
- Counsellor, Year Advisor, Student Meetings
- Reconciliation meetings, Restitution for damage
- Mediation Meetings

### Level 3 – Year Advisor

**Possible Actions – Year Advisor Records on the discipline system**
- Letter Automatically sent home
- Lunch Detention / Use of behaviour cards
- Discussion of behaviour to determine issues
- Behaviour monitoring of student
- Restitution
- Referred to counsellors

### Level 2 – Co-ordinator

**Possible Actions – Co-ordinator Records on DS**
- Action plan reportable to Co-ordinator
- Faculty Detention or restitution plan
- Parent/teacher/co-ordinator Meeting or contact
- Temporary Isolation of Student

### Level 1 – Teacher

**Possible Actions – Teacher Records on DS**
- Seating Plan
- Discuss issues after lesson and create plan
- Short Term Removal of child from Room
- Moving Child / Detention
- Reflection sheets/restitution plans
Uniform

Head of Secondary School
- Friday Afternoon Detention
- Parents contacted

Head of Student Services K-12
- 4 Uniform Detentions
- Parents contacted

Year Advisor
- 3 Uniform Detentions
- Parents contacted
- Student interviewed

Uniform Detention
- Lunch Detention
- Rubbish Pick up

Students assigned to Lunch Duty Staff
Must be signed on and off Detention

Student Skips Detention
- Move to Friday Afternoon Detention
- Parents contacted
# 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>
<tbody>
<tr>
<td><strong>Classroom incident</strong></td>
<td>The following may be an isolated incident • Disruptive behaviour • Poor attitude • Not listening to instructions • Not bringing equipment to class • Inappropriate use of technology or equipment • Late to class on an occasion • Not completing all work</td>
<td>• 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</td>
<td>Dealt with by the Classroom teacher</td>
</tr>
<tr>
<td><strong>INDIVIDUAL INSTANCE OF INAPPROPRIATE BEHAVIOUR</strong></td>
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<tr>
<td><strong>Level 1</strong></td>
<td>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 • Inappropriate use of technology or 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)</td>
<td>Any teacher initiated action appropriate to offence • Individual action plan for student in consultation with Co-ordinator • Seating plan/in class isolation • Teacher based detention - lunchtime • Faculty based isolation (with Co-ordinator) • Daily monitoring (attendance or behaviour) • Short time out / reflection sheet • Personal restitution plan • Parent contact</td>
<td>Dealt with by the Classroom teacher with Faculty Co-ordinator being informed, action recorded on a demerit sheet and recorded on Discipline system</td>
</tr>
</tbody>
</table>
# STUDENT CLASSROOM MANAGEMENT PROCEDURES

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<th>Management Procedure</th>
</tr>
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<tbody>
<tr>
<td><strong>Level 2</strong></td>
<td><strong>Moderately Unacceptable Behaviour or Continued Inappropriate Behaviour</strong></td>
<td>Student not responding to classroom controls – work/behaviour/attitude/guidelines/continued disobedience/defiance</td>
<td>Lunchtime detention with Co-ordinator</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Bullying/harassment of any kind ie cyber, psychological, verbal, physical</td>
<td>Personal restitution plan</td>
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<tr>
<td></td>
<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></td>
<td>Student involved in moderately serious incident that breaks school rules (classroom)</td>
<td>Behaviour Contracts</td>
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<td></td>
<td>Refusing to follow teachers' instructions</td>
<td>Parents contacted or Meeting</td>
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<td>Temporary removal from class and supervised by Co-ordinator.</td>
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<td></td>
<td>Faculty Detention</td>
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<td></td>
<td>Confiscation of Equipment</td>
</tr>
</tbody>
</table>

Dealt with by Faculty Co-ordinator in consultation with the Classroom Teacher, action recorded on a demerit sheet and recorded on Discipline system Year Advisor Informed
## STUDENT CLASSROOM MANAGEMENT PROCEDURES

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</thead>
<tbody>
<tr>
<td>Level 3Continued Unacceptable Behaviour with No Improvement</td>
<td>Student not responding to classroom controls – work/behaviour/attitude/guidelines/continued disobedience/defiance</td>
<td>Parents contacted and meeting or phone conversation to create plans for change</td>
<td>Dealt with by Year Advisor in consultation with the Classroom Teachers, action recorded on Discipline system</td>
</tr>
<tr>
<td></td>
<td>Bullying/harassment of any kind ie cyber, psychological, verbal, physical</td>
<td>Behaviour contracts or cards</td>
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<tr>
<td></td>
<td>Fractional truancy</td>
<td>Year Advisor detention</td>
<td></td>
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<tr>
<td></td>
<td>Swearing between peers/aggressive behaviour</td>
<td>Restitution Meeting with affected staff</td>
<td></td>
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<tr>
<td></td>
<td>Student involved in moderately serious incident that breaks school rules (classroom)</td>
<td>Meeting with Head of School or counsellors</td>
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<tr>
<td></td>
<td>Refusing to follow teachers’ instructions</td>
<td>Confiscation of Equipment</td>
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# STUDENT CLASSROOM MANAGEMENT PROCEDURES

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</thead>
<tbody>
<tr>
<td>Level 4 &amp; 5</td>
<td>SERIOUS UNACCEPTABLE BEHAVIOUR OR CONTINUAL MISBEHAVIOUR</td>
<td>Dealt with by the HoSS in consultation with staff involved</td>
<td></td>
</tr>
<tr>
<td>HEAD OF STUDENT SERVICES AND HEAD OF SECONDARY SCHOOL LEVEL</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Student not responding to co-ordinator or HOSS / persistent disobedience or defiance</td>
<td>Thursday Afternoon Detention</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Teacher directed abuse / aggressiveness / rudeness</td>
<td>Partial attendance to classes</td>
<td></td>
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<tr>
<td></td>
<td>Serious incidents of various natures</td>
<td>In school suspension</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Destruction of property within school grounds</td>
<td>Out of school Suspension (Permission from Principal)</td>
<td></td>
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<tr>
<td></td>
<td>Jeopardising the safety of others</td>
<td>Warning of suspension</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Fighting / physical assault</td>
<td>Isolation from playground</td>
<td></td>
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<tr>
<td></td>
<td>Swearing aggressively, directly at staff</td>
<td>Withdrawal of privileges and exclusion from non-classroom activities including excursions, sports representation etc</td>
<td></td>
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<tr>
<td></td>
<td>Serious or ongoing bullying/harassment of any kind</td>
<td>Contact and possible interview with parents</td>
<td></td>
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<tr>
<td></td>
<td>Sexual harassment towards peers/staff</td>
<td>Consultation with counsellor</td>
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<tr>
<td></td>
<td>Smoking</td>
<td>Inclusion in welfare focus meeting</td>
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<tr>
<td></td>
<td>Truancy in more than one subject</td>
<td>Referral to outside agency support</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Vilification of students (intentionally insulting a person’s identity, beliefs and values, race, gender etc)</td>
<td>Head of School to visit student in class at random</td>
<td></td>
</tr>
</tbody>
</table>

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</thead>
<tbody>
<tr>
<td>Level 6</td>
<td><strong>EXTREME UNACCEPTABLE BEHAVIOUR</strong></td>
<td></td>
<td>Dealt with by the Principal or Head of School</td>
</tr>
<tr>
<td><strong>Level 6</strong></td>
<td>Illegal actions ie drugs</td>
<td>Student asked to leave the College</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Weapons/dangerous implements</td>
<td>No inclusion in leadership roles</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Violent behaviour</td>
<td>Possible referral to Police or other relevant agencies</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Stealing</td>
<td>Suspension</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Serious offensive behaviour</td>
<td>Inclusion in welfare focus</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Vilification of staff (Intentionally insulting a person’s identity, beliefs and values, race, gender etc)</td>
<td>Referral to counsellor</td>
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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. If we claim to be caring, 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.

► VISION STATEMENT

Excellence in Christ Centred Education.

► BIBLICAL CONTEXT

This policy is based upon the Biblical principles. Some key references include: Matthew 18:15–35; Romans 12:9-21; 1Corinthians 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 characterize 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 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 FACS 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 time-line 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 in Section 2 titled Staff Employment Policy).

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.

► WHISTLEBLOWERS’ POLICY

Purpose/Aims

1 This policy provides a framework for the reporting of non-compliance or potential non-compliance with any statutory or regulatory requirements that apply to the College, including but not limited to the Corporations Act and any applicable Workplace Health and Safety obligations.

Rationale

2 Non-compliance with any statutory or regulatory requirement could have significant consequences for the College. Accordingly, it is important that any such non-compliance or potential non-compliance is reported and remedied.

3 This policy is intended to create an environment where all staff feel free to report relevant matters without adverse consequences for either the person making the report or any person who may be responsible for the subject matter of the report since the aim of this policy is to ensure that the College meets its statutory and regulatory obligations. In other words, this policy is intended to have positive consequences for the institution, not negative consequences for individuals.
Who may report

4 Any member of staff is entitled to report any issue he/she believes in good faith to involve non-compliance or potential non-compliance. Every such report should disclose the name of the person making the report. While issues may be reported orally, it is preferable for any report to be made in writing and the person making the report should keep a copy of the report.

To whom should any report be directed

5 The report should normally be directed, in the first instance, to:
   (a) The Safety Officer, in the case of workplace health and safety issues;
   (b) The Principal, in the case of all other issues.

6 That report may be directed to the Board and the Board shall consider any such report after consulting the Principal.

What may be reported

7 Any breach or anticipated breach of any obligation the College has:
   (a) under a statute or regulation; or
   (b) to an external body, such as a CSA or a government department.

Handling of reports

8 The person to whom a report is made should:
   (a) retain that report;
   (b) take such steps as he/she considers appropriate; and
   (c) provide a written response to the report and keep a copy of that response.

► 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 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.


**GPCC acknowledges the assistance of other policies namely:**

*Grievance Policy – Taree Christian Community College*

*Home School Communication 2003 – Maitland Christian School*

*Responding to Suggestions, Complaints and Allegations April 2001 – NSW Department of Education*

*Staff Relations Policy – Diocese of Wollongong Catholic Education Office*

*Handling of Complaints against Staff – Victorian Independent Education Union VIEU*
**Staff Grievance Procedure**

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 request meeting with PSG and Co-ordinator or senior staff member. Document the issue. Agree on outcomes and monitoring.

**PRAY**

**Issue Resolved Satisfactorily**

**GIVE THANKS**

**Issue unresolved?**

**PRAY**

Co-ordinator or senior staff member briefs relevant Head of School

**PRAY**

**Issue Resolved Satisfactorily**

**GIVE THANKS**

**Issue unresolved?**

**PRAY**

PWG request meeting with the PSG and the Head of School. Document the issue. Agree on outcomes and monitoring.

**PRAY**

**Issue unresolved?**

**PRAY**

PWG request a meeting with the PSG and the Principal. The considers final action and reports back to all parties.

**PRAY**

**Issue Resolved Satisfactorily**

**GIVE THANKS**

*As the Board has moved to a Governance model, this Staff Grievance Procedure applies to all staff. However, Senior Executive and Counsellors 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 and 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.  PRAY

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

Issue Resolved satisfactorily
GIVE THANKS

Issue unresolved?
PRAY  Student/Parent and staff member meet with Executive Principal.  The Executive Principal considers final action and reports back to all parties.  PRAY

Issue Resolved satisfactorily
GIVE THANKS

Issue unresolved?
PRAY  Student/Parent and staff member talk with applicable person (Co-ordinator/Year Advisor/Counsellor). Applicable person to brief Head of School. Document the issue.  PRAY

Issue unresolved?
PRAY  Student/Parent and staff member meet with Executive Principal.  The Executive Principal considers final action and reports back to all parties.  PRAY

Issue Resolved satisfactorily
GIVE THANKS

Issue unresolved?
PRAY  Student/Parent and staff member talk with applicable person (Co-ordinator/Year Advisor/Counsellor). Applicable person to brief Head of School. Document the issue.  PRAY

Issue Resolved satisfactorily
GIVE THANKS

Issue unresolved?
PRAY  Student talk with Year Advisor.  Year Advisor to brief Head of School and parents (if required).  Document the issue.  PRAY

Issue Resolved satisfactorily
GIVE THANKS

Issue unresolved?
PRAY  Student talk with Year Advisor.  Year Advisor to brief Head of School and parents (if required).  Document the issue.  PRAY

Issue Resolved satisfactorily
GIVE THANKS

Issue unresolved?
PRAY  Student meet with Executive Principal.  The Executive Principal considers final action and reports back to all parties.  PRAY

Issue Resolved satisfactorily
GIVE THANKS
Availability of Policies

These Policies are consistently monitored. There were changes made to the Secondary Behaviour Management Policy in 2013. 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 NAPLAN Results 2013

In May 2013, Green Point Christian College had 71 students sit for the Year 3 NAPLAN Tests. The results were extremely positive with the school achieving a higher percentage of students than the State in the top Band. Of particular note is the return of 53% of students in the top Band in Reading, and 58% of students in the top Band in Grammar and Punctuation. In the domain of Writing 80% of students performed within the top two Bands, which is a significant achievement.

Green Point Christian College results indicate 0% of students performing in the bottom Band, and a significantly smaller percentage of students performing in the lowest two bands (National Minimum Benchmark and below) than the State across all domains.
Year 3 Reading 2013

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### Year 3 Spelling 2013

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In May 2013, Green Point Christian College had 63 students sit for the Year 5 NAPLAN Tests. The results were very positive with the school achieving a higher percentage of students than the State in the top two Bands (Bands 7 and 8) across all domains bar Grammar and Punctuation. Of particular note is 56% of students in the top bands in Grammar and Punctuation. In the area of Overall Numeracy 52% of students performed within the top two Bands and 75% of students performed in the top two Bands in reading.

Green Point Christian College results indicate 0% to 1.6% of students performing in the bottom Band, and a significantly smaller percentage of students performing in the lowest two Bands (National Minimum Benchmark and below) than the State across all domains.
Year 5 Numeracy 2013

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Overall Numeracy

Performance Bands

Reading

Performance Bands
### Year 5 Reading 2013

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### Writing

![Writing Chart](chart.png)

### Year 5 Writing 2013

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Year 5 Spelling 2013

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Year 5 Grammar and Punctuation 2013

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Year 7 NAPLAN Results 2013

In May 2012, Green Point Christian College had 100 students sit for the Year 7 NAPLAN Tests. The results were positive with the school achieving a higher percentage of students than the State in the top three Bands (Bands 7, 8 and 9) in Numeracy, Spelling, and Grammar and Punctuation.

Green Point Christian College results indicate a smaller percentage of students than the State performing in the lowest Band (National Minimum Benchmark and below) across all domains.
Year 7 2013 Overall Numeracy

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Year 7 2013 Reading

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Year 7 2013 Writing

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Spelling
Year 7 2013 Spelling

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Year 7 2013 Grammar and Punctuation

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<td>7</td>
<td>23</td>
<td>22.3</td>
</tr>
<tr>
<td>8</td>
<td>20</td>
<td>19.4</td>
</tr>
<tr>
<td>9</td>
<td>19</td>
<td>15.1</td>
</tr>
</tbody>
</table>
Year 9 NAPLAN Results 2013

In May 2013, Green Point Christian College had 93 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 in the top two Bands (Bands 9 and 10) across all domains bar Spelling. Of particular note is the return of 24% of students in the top Band in Overall Numeracy with 76% of students in the top three bands in Overall Numeracy.

Green Point Christian College results indicate a significantly smaller percentage of students than the State performing in the lowest two bands (National Minimum Benchmark and below) across all domains.

<table>
<thead>
<tr>
<th>Band</th>
<th>GPCC %</th>
<th>State %</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>0</td>
<td>4</td>
</tr>
<tr>
<td>6</td>
<td>2</td>
<td>20</td>
</tr>
<tr>
<td>7</td>
<td>22</td>
<td>26</td>
</tr>
<tr>
<td>8</td>
<td>26</td>
<td>22</td>
</tr>
<tr>
<td>9</td>
<td>26</td>
<td>15</td>
</tr>
<tr>
<td>10</td>
<td>24</td>
<td>13</td>
</tr>
</tbody>
</table>
### Year 9 2013 Reading

<table>
<thead>
<tr>
<th>Band</th>
<th>GPCC %</th>
<th>State %</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>0</td>
<td>4.8</td>
</tr>
<tr>
<td>6</td>
<td>8</td>
<td>16.9</td>
</tr>
<tr>
<td>7</td>
<td>18</td>
<td>26.9</td>
</tr>
<tr>
<td>8</td>
<td>39</td>
<td>26.6</td>
</tr>
<tr>
<td>9</td>
<td>21</td>
<td>18.9</td>
</tr>
<tr>
<td>10</td>
<td>8</td>
<td>5.9</td>
</tr>
</tbody>
</table>

### Writing

<table>
<thead>
<tr>
<th>Performance Bands</th>
<th>GPCC %</th>
<th>State %</th>
</tr>
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<tbody>
<tr>
<td>5</td>
<td>18.2</td>
<td>14.7</td>
</tr>
<tr>
<td>6</td>
<td>19.1</td>
<td>12.9</td>
</tr>
<tr>
<td>7</td>
<td>22.1</td>
<td>18.4</td>
</tr>
<tr>
<td>8</td>
<td>22.8</td>
<td>16.1</td>
</tr>
<tr>
<td>9</td>
<td>33.3</td>
<td>14.2</td>
</tr>
<tr>
<td>10</td>
<td>16.1</td>
<td>7.9</td>
</tr>
</tbody>
</table>
Year 9 2013 Writing

<table>
<thead>
<tr>
<th>Band</th>
<th>GPCC %</th>
<th>State %</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>4.3</td>
<td>18.2</td>
</tr>
<tr>
<td>6</td>
<td>14</td>
<td>19.1</td>
</tr>
<tr>
<td>7</td>
<td>20.4</td>
<td>21.3</td>
</tr>
<tr>
<td>8</td>
<td>33.3</td>
<td>22.8</td>
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<td>9</td>
<td>12.9</td>
<td>10.7</td>
</tr>
<tr>
<td>10</td>
<td>15.1</td>
<td>7.9</td>
</tr>
</tbody>
</table>

Year 9 2013 Spelling

<table>
<thead>
<tr>
<th>Band</th>
<th>GPCC %</th>
<th>State %</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>3.2</td>
<td>6.1</td>
</tr>
<tr>
<td>6</td>
<td>5.4</td>
<td>11</td>
</tr>
<tr>
<td>7</td>
<td>19.4</td>
<td>26.8</td>
</tr>
<tr>
<td>8</td>
<td>41.9</td>
<td>31.5</td>
</tr>
<tr>
<td>9</td>
<td>9.7</td>
<td>14.8</td>
</tr>
<tr>
<td>10</td>
<td>20.4</td>
<td>9.8</td>
</tr>
</tbody>
</table>
### Year 9 2013 Grammar and Punctuation

<table>
<thead>
<tr>
<th>Band</th>
<th>GPCC %</th>
<th>State %</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>4.3</td>
<td>11.4</td>
</tr>
<tr>
<td>6</td>
<td>7.5</td>
<td>14.5</td>
</tr>
<tr>
<td>7</td>
<td>26.9</td>
<td>28.8</td>
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<tr>
<td>8</td>
<td>30.1</td>
<td>22.7</td>
</tr>
<tr>
<td>9</td>
<td>14</td>
<td>12.3</td>
</tr>
<tr>
<td>10</td>
<td>17.2</td>
<td>10.3</td>
</tr>
</tbody>
</table>
Higher School Certificate and Year 10 Comparisons for 2013

Year 10

14 students were eligible for RoSA certificates.
The submitted grading results for 2013 Year 10 are shown in the following table:

<table>
<thead>
<tr>
<th>Course Name</th>
<th>Students in School</th>
<th>Students in State</th>
<th>School Pattern (%)</th>
<th>State Pattern (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>English 200 hours</td>
<td>95</td>
<td>84899</td>
<td>A 17 B 44 C 35 D 4 E 1</td>
<td>A 12 B 26 C 37 D 17 E 6</td>
</tr>
<tr>
<td>Mathematics 200 hours</td>
<td>96</td>
<td>85181</td>
<td>A 23 B 39 C 23 D 14 E 1</td>
<td>A 15 B 23 C 31 D 23 E 7</td>
</tr>
<tr>
<td>Science 200 hours</td>
<td>96</td>
<td>84871</td>
<td>A 16 B 33 C 42 D 2 E 9</td>
<td>A 13 B 24 C 35 D 19 E 8</td>
</tr>
<tr>
<td>Australian Geography 100 hours</td>
<td>95</td>
<td>84871</td>
<td>A 4 B 38 C 41 D 16 E 1</td>
<td>A 13 B 25 C 35 D 19 E 8</td>
</tr>
<tr>
<td>Australian History 100 hours</td>
<td>95</td>
<td>84870</td>
<td>A 17 B 41 C 25 D 16 E 1</td>
<td>A 13 B 24 C 34 D 19 E 8</td>
</tr>
<tr>
<td>Commerce 100 hours</td>
<td>3</td>
<td>3825</td>
<td>A 67 B 33</td>
<td>A 19 B 31 C 32 D 12 E 5</td>
</tr>
<tr>
<td>Commerce 200 hours</td>
<td>16</td>
<td>16916</td>
<td>A 31 B 31 C 31 D 6 E 27</td>
<td>A 27 B 33 C 28 D 10 E 3</td>
</tr>
<tr>
<td>History 100 hours</td>
<td>1</td>
<td>2966</td>
<td>A 100</td>
<td>A 28 B 32 C 27 D 9 E 4</td>
</tr>
<tr>
<td>History 200 hours</td>
<td>7</td>
<td>4852</td>
<td>A 100</td>
<td>A 34 B 32 C 23 D 7 E 3</td>
</tr>
<tr>
<td>Japanese 100 hours</td>
<td>3</td>
<td>415</td>
<td>A 33 B 33 C 33 D 33</td>
<td>A 20 B 20 C 31 D 22 E 7</td>
</tr>
<tr>
<td>Japanese 200 hours</td>
<td>4</td>
<td>2489</td>
<td>A 50 B 50</td>
<td>A 36 B 24 C 22 D 13 E 5</td>
</tr>
<tr>
<td>Food Technology 100 hours</td>
<td>10</td>
<td>4649</td>
<td>A 20 B 60 C 10 D 10</td>
<td>A 14 B 29 C 33 D 16 E 7</td>
</tr>
<tr>
<td>Food Technology 200 hours</td>
<td>27</td>
<td>17217</td>
<td>A 26 B 56 C 15 D 4</td>
<td>A 17 B 28 C 31 D 15 E 8</td>
</tr>
<tr>
<td>Industrial Technology (Timber) 100 hours</td>
<td>8</td>
<td>2660</td>
<td>A 13 B 25 C 50 D 13</td>
<td>A 10 B 26 C 39 D 17 E 8</td>
</tr>
<tr>
<td>Industrial Technology (Timber) 200 hours</td>
<td>18</td>
<td>11198</td>
<td>A 6 B 17 C 22 D 33 E 22</td>
<td>A 11 B 26 C 36 D 17 E 8</td>
</tr>
<tr>
<td>Drama 100 hours</td>
<td>4</td>
<td>2187</td>
<td>A 25 B 50 C 25</td>
<td>A 17 B 32 C 31 D 13 E 6</td>
</tr>
<tr>
<td>Drama 200 hours</td>
<td>2</td>
<td>8528</td>
<td>A 64 B 32 C 5</td>
<td>A 27 B 33 C 27 D 9 E 4</td>
</tr>
<tr>
<td>Music 100 hours</td>
<td>2</td>
<td>2161</td>
<td>A 100</td>
<td>A 14 B 27 C 32 D 17 E 10</td>
</tr>
<tr>
<td>Music 200 hours</td>
<td>11</td>
<td>10781</td>
<td>A 27 B 38 C 36</td>
<td>A 25 B 32 C 36 D 11 E 5</td>
</tr>
<tr>
<td>Visual Arts 100 hours</td>
<td>4</td>
<td>3480</td>
<td>A 25 B 25 C 50</td>
<td>A 16 B 31 C 33 D 13 E 7</td>
</tr>
<tr>
<td>Visual Arts 200 hours</td>
<td>18</td>
<td>14514</td>
<td>A 39 B 28 C 28 D 5</td>
<td>A 26 B 32 C 27 D 10 E 5</td>
</tr>
<tr>
<td>Personal Development, Health and Physical Education 200 hours</td>
<td>95</td>
<td>41190</td>
<td>A 9 B 55 C 25 D 9 E 1</td>
<td>A 14 B 30 C 35 D 14 E 6</td>
</tr>
</tbody>
</table>

Compared to the State wide pattern, GPCC gained a higher percentage of cumulative Grade A and B results in 17 of the 22 (77%) Stage 5 courses. Notably this occurs in large cohort courses such as English, Maths, Science, Australian History, Australian Geography and PDHPE. By comparison, in 2012 we gained a higher cumulative Grade A and B results in 19 of 26 (73%) courses.

Higher School Certificate

The Board of Studies, Teaching and Educational Standards (BOSTES) “Top Achievers” in a course are those in the top places, provided they have also achieved Band 6 or Band E4. Students are ranked by their HSC mark. Lauren Espedido gained a position of third in the State in the Ancient History course and qualified for the BOSTES Top Achievers List for 2013.
Twenty students (compared to 18 students in 2012, 23 students in 2011 and 14 students in 2010) gained entry onto the BOSTES Distinguished Achievers List having gained 25 (compared to 25 in 2012, 41 in 2011 and 25 in 2010) occurrences of Band 6 results across a variety of subjects including Drama, Senior Science, Ancient History, Visual Arts, Spanish Beginners, Maths Extension 1, Tourism, Retail, Legal Studies, Biology, Community and Family Studies, Music 1 and French Beginners. Four students gained Band 6 results in more than one course.

Music gained exceptional results with nine of the thirteen students achieving Band 6 results and the remaining four students obtaining Band 5 results. One student, Andrew Fisher, was nominated and awarded one of the 20 places in ENCORE, the prestigious HSC Music nominations for skilful performances. In Drama, both Joshua Engstrom and Alex Stylianou were nominated for OnSTAGE with Joshua successfully achieving a place. Jessica Hordern, who studied Tourism and the related Tourism extension course (Certificate II in Tourism and Events and the Specialisation Study in Tourism and Events) was nominated by her TAFE OTEN teacher for the Australian Student Vocational Prize.

In the 2013 Higher School Certificate, no students placed on the All Rounders List as was the case in 2012 (to do so involves gaining Band 6 results in at least 10 units of study). In recent previous years, two students placed in 2011 and one student placed in 2010 on the All Rounders List.

Consistently high results have been gained in terms of the top ATAR results for each cohort over recent years. The top ATAR result in 2013 was 96.8. In 2012 the top result was 98.6. 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 2012, 2011 and 2010, over half of the HSC examinable courses delivered by the College had exam averages above that of the State average. In 2013, 17 out of 30 courses (57%) had GPCC exam averages higher than the State exam averages. 2012 had 56% and 2011 had 83% by comparison. In 2013, 10 of the 17 courses had averages in excess of 3% above State average. In six of the courses, GPCC students gained results higher than the State average by more than 5%. Industrial Technology, Music 1 and Retail had exam averages of more than 10% higher than the State exam average.

In the HSC, Band 5 and 6 results (and E3 and E4 in Extension courses) indicate high level achievement in a course. The following table and graph indicates progressive success in terms of Band 5 and 6 HSC results over recent years.

**HSC Results - Total of Bands 5 and 6 for 2008 - 2013**

<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>
<tr>
<td>2012</td>
<td>79</td>
<td>25</td>
<td>150</td>
</tr>
<tr>
<td>2013</td>
<td>71</td>
<td>25</td>
<td>94</td>
</tr>
</tbody>
</table>
As in 2012, last year’s 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.
Student Information

Characteristics of the Student Body

Green Point Christian College is predominantly an Anglo Saxon demographic mix made up of 569 females and 508 male students.

The Junior School comprises 499 students and the Middle and Senior Schools comprised 577 students.

Student Attendance Rates for Each Year Level

In 2013 each student, on average, attended the College as follows (by percentage):

<table>
<thead>
<tr>
<th>Year</th>
<th>Attendance Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kinder</td>
<td>94.03</td>
</tr>
<tr>
<td>Year 1</td>
<td>93.23</td>
</tr>
<tr>
<td>Year 2</td>
<td>93.58</td>
</tr>
<tr>
<td>Year 3</td>
<td>94.50</td>
</tr>
<tr>
<td>Year 4</td>
<td>92.06</td>
</tr>
<tr>
<td>Year 5</td>
<td>92.10</td>
</tr>
<tr>
<td>Year 6</td>
<td>91.46</td>
</tr>
<tr>
<td>Year 7</td>
<td>92.50</td>
</tr>
<tr>
<td>Year 8</td>
<td>91.21</td>
</tr>
<tr>
<td>Year 9</td>
<td>88.27</td>
</tr>
<tr>
<td>Year 10</td>
<td>88.51</td>
</tr>
<tr>
<td>Year 11</td>
<td>88.24</td>
</tr>
<tr>
<td>Year 12</td>
<td>90.55</td>
</tr>
</tbody>
</table>

In 2013, the student attendance rate for the school as a whole was 91.56%.

Actual Retention Rates

<table>
<thead>
<tr>
<th>Year</th>
<th>As at 1 December 2011</th>
<th>As at 1 December 2012</th>
<th>As at 1 December 2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 9</td>
<td>117</td>
<td>92</td>
<td>104</td>
</tr>
<tr>
<td>Year 10</td>
<td>96</td>
<td>111</td>
<td>97</td>
</tr>
<tr>
<td>Year 11</td>
<td>88</td>
<td>77</td>
<td>99</td>
</tr>
<tr>
<td>Year 12</td>
<td>62</td>
<td>82</td>
<td>72</td>
</tr>
</tbody>
</table>
Secondary School Outcomes

The number of students in Year 12 undertaking vocational courses in 2013 was 19 of 71 (24%) students (2012 was 15%). This included six in school and 14 out-of-school courses (TVET and Private Provider courses) with one student in both categories.

The percentage of students in Year 12 attaining a Year 12 Certificate (HSC) or equivalent VET certificate was 100%.

Post School Destinations

Based on University offers extended to our Year 12 students, 48 (68%) of the Year 12 candidature had University study offered to them as a possible post-school destination. An additional three students were offered the University of Newcastle Newstep program which may subsequently lead to a University undergraduate course.

2014 University Offers

<table>
<thead>
<tr>
<th>University</th>
<th>Number of students offered a place</th>
<th>Percentage of cohort offered a place at this Institution</th>
</tr>
</thead>
<tbody>
<tr>
<td>Australian Catholic University</td>
<td>1</td>
<td>1%</td>
</tr>
<tr>
<td>Australian Maritime College</td>
<td>1</td>
<td>1%</td>
</tr>
<tr>
<td>Charles Stuart University</td>
<td>2</td>
<td>3%</td>
</tr>
<tr>
<td>Macquarie University</td>
<td>11</td>
<td>15%</td>
</tr>
<tr>
<td>Newcastle University</td>
<td>25</td>
<td>35%</td>
</tr>
<tr>
<td>Think Group</td>
<td>1</td>
<td>1%</td>
</tr>
<tr>
<td>University of New South Wales</td>
<td>1</td>
<td>1%</td>
</tr>
<tr>
<td>University of Sydney</td>
<td>2</td>
<td>3%</td>
</tr>
<tr>
<td>University of Technology</td>
<td>2</td>
<td>3%</td>
</tr>
<tr>
<td>University of Western Sydney</td>
<td>2</td>
<td>3%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>48</strong></td>
<td><strong>68%</strong></td>
</tr>
</tbody>
</table>
Financial Information Summary

2013 TOTAL INCOME
- Commonwealth Recurrent Grants, 6254357, 41%
- State Recurrent Grants, 2318883, 15%
- Govt Interest Subsidy, 70351, 0%
- Fees & Private Income, 6357720, 41%
- Commonwealth Capital Grants, 438770, 3%

2013 EXPENSE DETAILS
- Salaries & Related Exp, 10424874, 70%
- Non Salary Related Exp, 3093462, 21%
- Depreciation, 674391, 4%
- Capital Exp, 795881, 5%
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 regenerates 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.