

**BURRABADINE CORNERSTONE CHRISTIAN SCHOOL (BCCS)  
2010 SCHOOL REPORT**

**INTRODUCTION TO  
BURRABADINE CORNERSTONE CHRISTIAN SCHOOL**

Burrabadine Cornerstone Christian School continues as an important part of the functioning of the Cornerstone educational ethos. Our stated aim is "whole of life discipleship", by which we mean developing an intelligent and creative Christian worldview that would sustain an individual from earliest childhood to the senior years. In this we are following the model of faith development researched by sociologist and educator James Fowler. A key part of this is the socialisation element that Cornerstone has developed in its Diploma level course in Christian studies where work, community living, formal study, and social service activities are integrated into a holistic educational experience. Since beginning in Bourke 35 years ago, several thousand tertiary level students and several hundred K -10 students have graduated from the Cornerstone entities. Many of them have gone on to very successful and creative professional careers and proved to be productive leaders and pro-active citizens in the communities in which they live. A strong positive for the process is the number of the Year 12 school leavers who have chosen to undertake the Cornerstone tertiary level course.

The school has been in a period of transition at a number of levels and has negotiated some serious challenges well. First the student numbers dropped because the children of resident staff families had graduated to secondary school, and the student intake at our residential college here was in hiatus. The middle of 2010 saw the Principal Elvira MacIntosh, the Deputy Martin Clark and the Infants teacher Teri Roser all bereaved of their fathers in the space of a few weeks. Shortly afterwards the Principal had to step down with serious health issues and the Deputy found himself on a steep learning curve in running the school while teaching full time.

This year has seen Martin Clark addressing the need to build up numbers by marketing the school to the wider community of Dubbo, settling in a new teacher and moving the school's physical plant ahead. By the end of first term there had been 50% increase in numbers and a marked increase in confidence among the staff, students and parents. At the same time the Principal has undertaken training courses with AIS to advance his skills, and implemented a number of staff development initiatives such as Jolly-Phonics and Smart Board skill. He has worked with the Chaplain to involve the children in social service activities and in using the new school multi-purpose building for parent events and conferences.

The whole school precinct lends itself well to community-based events and it is planned to host more of them. A Teachers Conference for other small regional schools is being planned as an adjunct to the number of combined activities they have already been undertaken.

The children's progress has been significant in a number of areas - integration into a new environment, dealing positively with behavioural issues, team building, improvements in singing, music and art, and developing enquiring minds. New parents have expressed pleasure for the way the school has helped their children. A notable success has been a student with severe learning difficulties who has integrated well into the school and is making significant progress with his social skills. The Chaplaincy program has been valuable for both children and parents. The town

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library is a popular fortnightly trip, a clown, travelling dramatists, rock climbing walls and visiting speakers make for a rich educational experience. Gifted specialists of writing, music and art make up a very effective support team, along with an efficient part-time group made up of an administrator, a resource person, three teacher's aides and a maintenance man.

The Board is pleased to endorse the work of the Principal and the Staff and is confident that the school will keep building in professionalism, profile, numbers and most of all in the effective education of the children. We are certain that the school is making a valuable contribution to the Dubbo community.

**Paul Roe**

**Chairman of the BCCS Committee.**

**National Director of Cornerstone Community.**

### **Messages from two members of our school community.**

BCCS is a great place for children. The wonderful, hardworking team embrace their role as educators and use evidence based practice to bring the children to their full potential. Any behaviour issues are dealt with fairly and quickly.

Basically, they input heaps of cohesive effort to include and engage the children as valued members of the community, and they achieve great outcomes. For example – my son was given a poor prognosis at his former school, however, since enrolling him at BCCS he has achieved far beyond expectations in all areas. It has been a true blessing for our family. I am so thankful for and pleased with BCCS.

Annette Jones. (Parent)

It is a pleasure to work in a caring environment; a place where staff, parents and students are happy to come to on a daily basis. The morning starts with a prayer of thanksgiving for the generosity God has bestowed on our small community with ample computers, books, heated classrooms, creative teachers and students play equipment etc.

Our principal prays for us all each day. The office staff are encouraging and supportive. The extra staff who come to fill in for Art, Creative Writing/Public Speaking, Science & Music are willing and creative. Our students get to do activities that bigger schools might not, like go to the zoo on the last day of term or climb a rock climbing wall etc.

We have Chaplains who nurture all of us on a regular basis.

There is a good feeling about the place. God has and is blessing BCCS in so many ways. I look forward to seeing what He has in store for us in the future.

Teri Roser. (Teacher)

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### STUDENT PERFORMANCE 2010

- School sector Non-government
- School type Primary
- Year range K-6
- Total enrolment 21
- Girls 10
- Boys 11
- FTE enrolments 21
- Indigenous students 3

### NAPLAN results for 2010

	Reading	Writing	Spelling	Grammar Punctuation	Numeracy
Year 3	No year three students at school in 2010				
Year 5	508.9	449.6	460.0	436.7	485.9

### STUDENT ATTENDANCE 2010

94 %

### Student Retention *from* 2009

45 %

### Staff:

Full Time:	1
Part Time:	2
Volunteer staff:	6

Teacher retention *from* 2009 : 0

### PROFESSIONAL LEARNING DURING 2010

#### Teachers undertook the following training opportunities:

- CyberSafety
- Autism
- Jolly Phonics
- CSA Administrators Conference
- Christian Schools Australia Principal and Teachers retreats
- Cornerstone Community Women's Conference teaching weekend
- Cornerstone Community mid-year and end of year conferences

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### Details of all teaching staff who are responsible for delivering the curriculum in terms of the numbers who

- have teaching qualifications from a higher education institution within Australia or as recognised within the National Office of Overseas Skills Recognition (AEI-NOOSR) guidelines. **(7)**
- have qualifications as a graduate from a higher education institution within Australia or one recognised within AEI-NOOSR guidelines but lack formal teacher qualifications **(0)**
- do not have qualifications described in (i) and (ii) but have relevant successful teaching experience or appropriate knowledge relevant to the teaching content. Such teachers must have been employed:
  - to teach in NSW before 1 October 2004 (either on a permanent casual or temporary basis), and
  - as a teacher during the last five years in a permanent, casual or temporary capacity. **(0)**
- **General composition of the student population:** Our student population declined 55% from 2009. The nature of the *Cornerstone School of Christian Leadership* is to have student-families for only one year, two at times, three at the most living on campus. This transient nature reflects in the school population. There were no students at the leadership school during 2010.
- 17% of the students were found to be (after enrolment) with special educational and emotional needs. The Chaplain spent considerable time with students and parents trying to establish links with appropriate government, social and religious bodies to assist the families and liaise with the school to help such children.

## A summary of school policies

A review of school policies is currently underway and may result in some changes in the future.

### ENROLMENT POLICY

The Burrabadine Cornerstone Community School was primarily established in order to provide adequate education for the children of Cornerstone families. As the school has grown, demand for places has exceeded the number of spaces available and enrolment priorities have had to be put in place.

Students are accepted into classes in the following sequence:

Children of Cornerstone Community staff are automatically accepted into relevant classes.

Children of Cornerstone Community student members.

Siblings of existing families.

Children from homes where one or both parents are active followers of Christ.

Children from homes where parents are not active followers of Christ.

### KINDERGARTEN ENROLMENTS

It is strongly recommended that children do not commence school until they have turned five years old.

There is only one main intake of Kindergarten students and that occurs at the beginning of Term One.

Beginning students will usually have turned five on or by the 31<sup>st</sup> January of that year.

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Exceptional circumstances will be considered on their merit but it is highly unlikely that any students turning five later than the end of March would be accepted into Kindergarten in that same year. School readiness is not a criterion for early school entry. If a parent/guardian of a student turning 5 years of age after 31<sup>st</sup> March and before 30<sup>th</sup> June of the year they wish to enter school want to request early admission to school, the principal will inform parents/guardians of the general policy of BCCS and DET and advise parents/guardians of the possible disadvantages of children commencing school at a very young age.

A principal cannot enrol an under age student without a copy of the letter of approval for under age entry from the Regional Director to the parents/guardians.

If a parent/guardian, after being so advised, continues to seek under-age admission, then the principal should inform the parent/guardian to make written application to the Regional Director. This should include documentary evidence of the date of birth and a statement of reasons for which early entry is being sought.

A transition program will be organised with each kindergarten during Term 4 of the year previous to their enrolment, which allows each child (and their parents) the opportunity to attend our school. Visits will consist of familiarization tours of the school, activities in classrooms and specialist lessons. Any visiting artists or performances that are occurring during Term 4 may be incorporated into the transition program.

It is anticipated that teaching roles and classes for the following year will be finalized in time for the final kindergarten visit, so that parents can be made aware of, and meet their child's teacher, and so that children can have an experience with their 'new' teacher in the classroom.

An information evening will occur in Term 4 so that parents can be informed about the school's programs and procedures, and an opportunity will be provided for questioning and discussions. The school day of the following year will be covered in detail.

All parents will receive detailed information packages about the school, and all kindergarten students will be mailed a welcome package that will arrive at their home address over the Christmas vacation period. A morning tea will also be provided for parents on the first day of school.

### **ATTENDANCE/NON-ATTENDANCE**

The Education Act 1958 states that children of school age (six-fifteen years) are required to be in full-time attendance at a government or registered non-government school unless they are receiving approved home tuition, correspondence education, or have been granted an exemption by the Regional Director.

Our aim is to maximise student learning opportunities and performance by ensuring that children required to attend school do so regularly, and without unnecessary or frivolous absences.

#### **Implementation:**

Education is a sequential process. Absences often mean students miss important stages in the development of topics, causing them to find 'catching up' difficult.

Absenteeism contributes significantly to student failure at school.

All enrolled students are required to attend school unless reasonable and valid grounds exist for them to be absent.

Illness is reasonable grounds for an absence – shopping excursions or birthday parties are not.

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Parents have a responsibility to ensure that their children attend school regularly, and are only absent if ill or absolutely necessary.

Parents have a further responsibility to provide a written note or phone call to the school explaining why an absence has occurred.

The principal has a responsibility to ensure that attendance records are maintained and monitored at school. The principal has a further responsibility to ensure that unexplained absences are investigated, and that high levels of absenteeism are adequately explained. The office staff will ensure that unexplained absences are followed up in letter form.

Students who habitually commence school after the due time, or who are tardy between classes are deemed late. Habitually late students will initially be referred to the Principal to investigate the reasons for their frequent lateness.

Students with reasonable grounds for lateness will be assisted in their personal circumstances by the class teacher/principal as appropriate. Ongoing unexplained absences (or lack of cooperation) or students who are habitually late but don't have reasonable grounds for being so, will result in a conference being organised between class teacher, principal and parents/guardians. Unresolved attendance issues may be reported by the principal to the Department of Human Services.

All student absences are recorded in the morning by teachers.

Student attendance and absence figures will appear on student half year and end of year reports.

### **SHORT-TERM ATTENDANCE POLICY**

This policy covers Cornerstone parents who wish to send their children or visitor's children to the Burrabadine Christian Community School for a limited time period.

If Cornerstone staff or student families are coming to the centre for lectures or meetings and would like their children to attend the school during this time, then the school will attempt to accommodate them. As far as is possible, taking into account space restraints and the program of the school, these children are welcome to attend BCCS for short periods at need. However, families should advise the school at least two weeks before they come to see if it is possible for their children to attend. The school **MUST** be notified at least one week in advance of proposed visits. When the children come, they need to bring workbooks from their regular school (Maths, Spelling, Handwriting etc) with them, so they can work on these if the class is working on an activity in which it is not possible to include them. There will also be a cost involved for attendance if a student is attending for more than three (3) days.

If students at the school have family or friends visiting, the parents may ask the teacher and it might be possible to include the children. They must be willing to abide by all school rules and participate in the entire school program.

There will obviously be times when it is not suitable for others to attend the school, and BCCS parents or visiting staff should not assume permission will be given. BCCS reserves the right to refuse permission for individual children to attend if they have caused difficulties on past visits.

### **FEE POLICY**

The School community looks to God for the provision of funds to finance its operation. These funds are provided through government grants, school fees, fundraising and donations.

To ensure the proper functioning of the School, realistic school fees must be set. These fees are kept at the lowest possible level.

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It is a condition of enrolment that all fees are payable a term in advance and are due on the first day of each term. Alternative arrangements may be negotiated by contacting the Principal (eg. Paying weekly, fortnightly or monthly).

When a family's financial circumstances change dramatically and consequently influence their ability to pay fees, they should contact the Bursar to re-negotiate fee payment. Changed circumstances include an improvement or deterioration in employment and other financial circumstances.

Students who enrol for part of a term or who are ill or on holidays for part of a term will be levied the full term's fees.

Due to the cost of materials and class preparation we need to have at least one term's notice if you are planning to move your child to another school; or the full term's fees will need to be paid. When planning for a new year, we need to know attendances by the beginning of December, any student not coming in the new year that have advised us after the end of the previous year will need to pay the first terms fees.

Families who are members of Cornerstone Community will be personally liable for a terms fee if they have removed their child from school after the December deadline and/or after a term has commenced

Part of costs of major excursions and some sporting events will be charged on top of school fees.

Cornerstone staff and students will be levied \$30 book fee per child, as the centre pays their fees.

### **DEBT COLLECTION PROCEDURE**

When fees are overdue and no other arrangements have been put in place, the following steps will take place:

The Bursar will write a letter at the end of week two of the term explaining that fees are overdue and stating the amount. The Bursar will also request that the overdue fees be paid within 14 days of the letter. If there is a problem in paying, the parents/guardian should contact the Bursar immediately to make suitable arrangements.

If the parent/guardian fail to contact the Bursar before the end of week four, then the Bursar will send a second letter, with the School's overdue fees policy attached, requesting payment.

If no satisfactory arrangements are made within 14 days, the Bursar is to arrange for a visit, with at least one other member of the teaching staff. The Bursar is to explain that fees are outstanding and remind parents of their commitment to pay fees as signified by their signing the enrolment form.

If satisfactory arrangements are made no further action need be taken.

If there is no commitment as to payment of the overdue fees within two months of them being overdue, then the position(s) of the child/children are to be declared vacant at the end of that term and they would not be re-enrolled until satisfactory payment of overdue fees has been made. (Re-enrolment would only take place with the approval of the School).

If after a further two months there is still no payment of overdue fees and no suitable arrangements to pay them, then legal action will be taken to recover the outstanding fees and associated costs.

Where there is default of the commitment given, then the School will move directly to the next step in the procedures.

In all that we do in these matters, we are to be compassionate but firm.

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### FEE STRUCTURE 2010

<b>Fees:</b>	<b>Year:</b>	<b>Term:</b>
1 Child	1650.00	412.50
2 Children	2750.00	687.50
3 Children	3800.00	950.00
4 Children	4850.00	1212.50
5 Children		

### TERMINATION OF ENROLMENT

The Principal can suspend or expel any student who does not comply with the stated policies of the School or who threatens the welfare, reputation, and respect of other students or the School in general.

### DISCRIMINATION & EQUAL OPPORTUNITY

The School advocates the policy of equal opportunity education for children regardless of gender and race. Racial diversity enriches our school community. Racist comments, behaviours or practices are unwelcome at our school, must be reported to the principal, will be investigated and dealt with accordingly. Under the federal government it is unlawful to discriminate against a person or group on the ground of their race.

While we will endeavour to educate children of all religions, at BCCS we expect that all children will comply with the religious principles and ethos of the School as stated in the enrolment policy. That is to say that the children attending the School will join in the devotional life of the School and observe its moral and spiritual principles.

Because one of the school's main tenets is Christian discipleship (eg passing on through modelling and teaching the teaching of Jesus Christ) of all students, parents will have freedom not to send their children to this school if they feel against this.

All children will be encouraged to undertake tasks according to their ability or preference, regardless of gender. Certain limits, however, might apply, as in the case of inter-school sports.

### DISCIPLINE POLICY

### STUDENT WELFARE & BEHAVIOUR MANAGEMENT

#### RATIONALE

Our God is a God of love and because God loves us He disciplines us. Whom the Lord loves, He disciplines (**Hebrews 12:6**). The loving discipline of God is consistent with His perfect sense of justice and righteousness, and with His desire for us to grow towards maturity in Him. He has showed you, O man, what is good. And what does the Lord require of you? To act justly and to love mercy and to walk humbly with your God (**Micah 6:8**).



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God commands us to exercise discipline towards one another. **(Gal 6:1-2; Deut 8:5; Phil 2:12)** He has given this responsibility to parents in relation to their children. He requires that discipline be applied with a loving sense of responsibility, desiring the best for the one being disciplined. Fathers, do not provoke your children to anger, but bring them up in the discipline and instruction of the Lord **(Ephesians 6:4)**

Parents are able, within the context of our school, to appropriately delegate responsibilities necessary for the effective disciplining of their children. According to the scriptures, children should accept the discipline of their parents, and by inference, that of their teachers. **(Ephesians 6:1; Proverbs 22:6)**.

We teach and discipline the children at school as a privilege endowed to teachers by parents, we are, in fact 'in-loco-parentis' in place of the parents, during the hours the children spend with us at school.

The word for discipline in the Bible is the Greek *sophronismos*, which literally means a calling to soundness of mind. The word in our modern idiom seems to have the narrow meaning of strict adherence to a set of rules with predetermined sanctions, and primarily punitive.

However, the Biblical usage of the word shows a deep concern for establishing an atmosphere of love, care and concern, alongside notions of sanctions and punishment.

Ultimately, it is self-discipline that we are aiming to develop in the lives of our students. Discipline and pastoral care are therefore largely synonymous, and they appeal to the training of a sound mind and heart into the likeness of Christ. **(2Peter 1:3-10)**

### **AIMS**

The aim of behaviour management at Burrabadine Cornerstone Community School is to:

TEACH	(Deut 6:1-9; 2Tim 1:5, 2:2; Phil 4:9)
TRAIN	(Prov 22:6)
PREVENT	(Prov 22:6; Deut 6:2; 2Tim 2)
CORRECT	(Heb 12:4-13)
MATURE	(Phil 3:12)

Discipline is carried out in various ways, as outlined in Scripture:

By drill, which leads to habit

By persuasion, which leads to conviction

By perseverance, which leads to understanding

By personal example, which leads to incentive

By encouragement, which leads to self-esteem

By punishment, which leads to repentance

By supervision, which leads to accountability

By forgiving the past, which leads to hope

By consistency, which leads to security

By doing it as unto the Lord, which leads to maturity.

In extreme circumstances, by public admonition, which, in a loving and consistently positive environment, ought to lead to admission of guilt, and change.

Inconsistency is also a form of discipline; the children soon work out who lets them 'get away with things' or which teacher is of an unpredictable nature. Threats that were never meant to be carried out ought not to figure in a teacher's vocabulary. Neither should unrealistic threats be carried out.

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The Scriptures say that foolishness, childishness is natural to a child, but discipline will help them grow into maturity. While we do not seek to curb the child-likeness, the enthusiasm and love of life in a child, teachers need to instil in him/her, self-control.

Nor does the school accept the explicit or implicit sanctioning to administer corporal punishment by non-school persons including parents

### **CHARACTERISTICS**

#### **Christian Values and Principles**

Every interaction that occurs should be under-girded by Christian values and principles. Respect for the dignity and worth of each student is of paramount concern. Behaviour management should embrace both positive and negative aspects of behaviour.

#### **Choice**

Students choose their behaviour. Student behaviour choices have both positive and negative consequences.

#### **Confrontation**

If students choose their behaviour, then as a staff we confront them in a firm, caring and honest way about the reality of their behaviour. Students need to be brought to the point of admitting their wrongdoing. For each behaviour problem, the student answers a set of questions and is interviewed by the appropriate staff member with the aim of resolving issues.

#### **Consequences**

Consequences of unacceptable behaviour are clearly known and followed by all staff. Students are aware of the consequences of misbehaviour. Meritorious behaviour is also recognised.

#### **Co-operation**

Teachers work together on student behaviour related matters. This encourages mutual support among staff and passes a powerful message of unity to the student body.

#### **Consistency**

A set of guidelines for dealing with behaviour issues maximises consistency at all levels. Ongoing professional development will assist in ensuring that all staff consistently apply the procedures of the policy.

NB Consistent does not mean identical. There are never two identical behaviour incidents. Student welfare depends on finding the best way to deal with and care for each individual child, within the framework of a consistent policy.

#### **Communication**

Our aim is to communicate with parents at an early stage. Parents are made aware of behaviour, work and uniform issues before an unsatisfactory situation escalates.

#### **Centralised Record Keeping**

All record keeping is centralised in the school's computers and main office. This serves to provide an accurate profile of students' behaviour, facilitating appropriate action with individual students.

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### DISCIPLINE IS FOR THE GOOD OF THE CHILD

It is not designed to ease the feelings of an affronted teacher, or to help the teacher CONTROL the class. Discipline is not retributive, but corrective. The teacher must apply whatever discipline is used without anger, resentment or hatred, and in such a way that the student will recognise that it is being done for his good and so will accept it even though it is disagreeable.

This means that:

Discipline must be fair and the student must understand the reason why it is given.

The punishment must be used to build up the child, not to humiliate him. Punishment that is severe, eg.

Dressing down, should be given privately. Scorn, sarcasm, public ridicule or making a public example of the child to humiliate him must be avoided. This does not mean that the fact he/she has been punished for a misdemeanour should be kept a secret.

Discipline should be positive and contributing to the student's self-control, eg. A talkative child should be made to sit quietly; a child being lazy made to do work at an inconvenient time when he/she would rather be playing; a child who steals should be made to give full recompense and more to the one from whom she/he has stolen, and so on.

### DISCIPLINE SHOULD BE ADMINISTERED IN LOVE

The natural parent disciplines a child for his own self-interest, but God disciplines those He loves. The Bible makes the assertion that man is fallen (a sinner, Psalms 51:5). It thus denies that children are basically good, being only spoiled by poor training or the environment.

The fact that children are sinners, like the rest of us, gives adults hope that something good can come out of the process of educating them, in loving discipline, and does not rely on false sentimentality as a deterrent of bad behaviour. Therefore discipline is not something significant adults do **to** the child, but it is what they do **for** them. The Bible says that 'a child left to himself, brings his mother shame'. Discipline that is internalised as self-discipline is the best self-deterrent for evil. He soon learns, 'I am free to do anything, but not everything is good for me'.

As teachers, we must use God's methods and discipline with love. Even when students are troublesome, we must correct them with love, being gentle with their spirits. We need to be able to show love to them after punishment.

**No severe punishment should be used in matters of studies, but only for disobedience of moral issues, including rebellion against authority.** If a child cannot be interested in his work, severe punishment will not make him work better. Work that is attractively presented, well prepared, meaningful and within the range of the student will be interesting to most. Too often bad students reflect bad teaching. This does not excuse bad behaviour, but it serves to remind us that the teacher may contribute to either good or bad discipline by good or bad teaching.

If a student continues to fail to comply a notice will be issued to parents and the student will be required to serve the appropriate disciplinary time in the event of non-compliance.

The teachers will promote discipline, normally in the following way:

- Give children a warning, regarding unacceptable attitudes or behaviour.
- Apply any of the above mentioned methods of discipline (with the exception of corporal punishment which the law forbids)
- Ensure child changes attitude or behaviour
- Pray together afterwards

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- Do something special for each other (teacher and child), even a short stroll and a talk is sufficient
- Forgive, try to forget, start again
- In delicate or difficult circumstances, the principal will take charge of the discipline process, and may involve the parents as needed.
- It may be necessary to suspend or even expel a child who is a threat to the rest of the school community physically, psychologically or morally, or one who shows no signs of true repentance for consistently bad behaviour and whom the principal deems is not likely to change his behaviour enough to fit in with the school community.
- In these cases, a note will be sent home informing the parents of the seriousness of the child's behaviour and requesting an interview with the relevant teachers and the principal.
- If possible – if the parents are co-operative – a monitoring system will be set up – generally for one week, with a review including parents, teachers, child and principal at the end of the set time. If no improvement is noted, a suspension of one week will go into force. At the end of this time, the child starts fresh. Everyone involved should be encouraged to truly forgive the child and to do their best to give the child the chance to become a responsible member of the community.
- But the first anti-social (especially violent) behaviour will start another review process. If no change in behaviour or desire to change is noted in the child, the parents will probably be asked to remove the child from the school. If parents refuse to co-operate with the school in the discipline process, they will generally be asked to remove the child from the school.

Continued failure to comply with the disciplinary act set up by the teacher will result in the immediate issue being referred to the Principal and the Principal applying a set of strategies.

Such strategies may include:

- Reprimand
- Withdrawal of privileges such as excursions and school events
- Parental interviews
- Behaviour contract
- In-school suspension
- Counselling
- Suspension from school
- Indefinite suspension
- Expulsion

## **RECOGNISING MERITORIUS BEHAVIOUR**

**Students are to be encouraged and affirmed lavishly and spontaneously for meritorious behaviour.**

For commendable behaviour, including acts of love, service, kindness and charity, awards will be given at Community Meetings nominated by teachers and approved by the Principal

Written, verbal and non-verbal affirmation will be modelled and encouraged between teachers, students and parents as an integral part of community life.

Community meetings also provide opportunity to recognise individuals and groups for praise, encouragement and giving of thanks, awards and gifts.

## **BURRABADINE CORNERSTONE CHRISTIAN SCHOOL (BCCS)**

### **GRIEVANCE POLICY**

#### **Definition**

A grievance is any complaint by one or more individuals regarding the operations of the community, the training courses and/or the workplace. Some examples of such grievances which may occur are discriminatory treatment/practices, unfair assessment of course work, sexual or racial harassment, unequal access to learning resources, work environment problems, unfair work allocation, or unresolved conflicts between students and/or staff affecting the ethos or operations of the centre.

#### **Policy**

As a community that has embraced the teaching of Jesus Christ, Burrabadine Cornerstone Community School is committed to dealing with all people with integrity, fairness and compassion. Hence community leaders are to facilitate the appropriate and timely resolution of all grievances that may arise in the operation of the community's activities, training courses and work. Every reasonable effort is to be made to resolve such grievances without any undue pressure on the grievant, in a confidential manner and in consultation with all parties involved.

#### **General Procedure**

Experience has shown that most potential grievances are best resolved in the normal relationships of a community committed to integrity, fairness and compassion. Weekly teachers' meetings, community meetings and interactions with mentors/tutors naturally facilitate such resolution. Grievances involving more serious matters and requiring further investigation, negotiation and/or disciplinary action are to follow these guidelines. Every attempt will be made to resolve all grievances within 21 days of notification.

While we accept our responsibility to consult, and to communicate both clearly and effectively with the community, community members also have an obligation to read notices and newsletters, to attend briefings, and to seek clarification when required.

All grievances are to be kept confidential.

All formal discussions and processes involving grievances will be documented.

#### **Notifying a Grievance**

Those wishing to express such a grievance should discuss the matter with the person in an appropriate position of authority (such as the Teacher or Principal).

If this does not resolve the issue adequately (or the grievance relates to that person), the grievant should submit a detailed written explanation of the issue to the Principal (or the Board Chairman if it involves the Principal).

#### **Clarifying a grievance**

A staff member to whom a grievance is expressed (whether in writing or verbally) is to clarify the nature and extent of the issue as objectively as possible before proceeding. All details should be checked carefully, particularly when disciplinary action, criminal investigation or issues of personal safety may be involved.

Where it is believed that objective assessment may be difficult due to close relationships or perceived biases, include one other impartial staff member. Depending on the severity or type of grievance, it may also be necessary to refer the matter to another staff member who has the skills or experience in dealing with matters of this nature.

Ensure discussions and information concerning the grievance are treated confidentially. However, if it is considered that there may be a possibility of disciplinary action, criminal investigation or personal safety being at risk, the matter should then be referred immediately to the main authority on site for immediate and appropriate action.

## **BURRABADINE CORNERSTONE CHRISTIAN SCHOOL (BCCS)**

Be aware of the grievances that may indicate repeated incidents (eg. harrasment) which may constitute a serious type of grievance.

Treat every grievance seriously and with sensitivity and, most importantly, with confidentiality. What may offend one person may be regarded as inoffensive by another. Each person's perception of a situation must be respected.

### **Resolving a grievance**

In all cases, the resolution of a grievance must be consistent with the philosophy, policy and procedures of Cornerstone Community.

Discuss the range of resolution options available to the grievant. These may include external options. The process involved in each of the options and the possible consequences, will also be discussed.

Attempt to resolve the grievance in negotiation with the parties concerned individually and/or conciliating between them.

The issue should be discussed and if possible resolved within the local staff of the school.

Otherwise a copy of the grievance statement should be provided to the Board Chairman who will attempt to clarify and resolve the issue fairly and discreetly. This may involve some investigation to ascertain the facts related to the issue at hand.

Staff may, where necessary, and with the grievants' consent, refer the grievance to the Principal, Board Chairman or National Director.

Occupational Health & Safety matters should be referred to the local Occupational Health and Safety Officer and/or Committee, who may seek advice from appropriate authorities.

Where a grievance involves an industrial matter, for example, interpretation of awards, claims for additional allowances, or disputes, the Supervisor should contact the National business Manager, who will then, if necessary contact the Department of Industrial Relations.

If, after investigation, it is concluded that the grievance is substantiated, both parties should be told of the decision and immediate, appropriate steps will be taken to prevent the grievance from recurring.

If, after investigation, it is considered the grievance is not substantiated, both parties should be told of the decision, and the grievant informed that if they are not satisfied with any decision relating to the grievance procedure they may take the matter to the National Director.

Every attempt will be made by all staff involved to resolve grievances within the framework of these internal procedures. However, if the grievant is still unsatisfied they may request a review by an external arbitration service (through the **LEADR Education Scheme**). If the grievance is found to be substantiated, Cornerstone Community will bear the full cost for this service; otherwise the cost is to be shared equally between Cornerstone Community and the grievant.

### **How to obtain the full text of these policies.**

All school policies are kept in the school-computer files, the principal's computer files and hard-copies in the School Main Office.

## **BURRABADINE CORNERSTONE CHRISTIAN SCHOOL (BCCS)**

### **SCHOOL IMPROVEMENT**

During 2009 the following were planned for 2010:

- Completion of the BER and IOS project: Multi-purpose hall/covered walkway started in 2009.
- Netbooks were to be purchased for each student.
- Installation of 2 Interactive Whiteboards.

During 2010 the following were achieved:

Multi-purpose hall/covered walkway completed

- Netbooks were purchased for each student.
- Installation of 2 Interactive Whiteboards.
- Replacement of Yr3-6 student chairs with quality cushioned chairs.

During 2011 it is hoped to:

complete a survey of the whole Burrabadine complex to enable future planning

expand the library book collection

provide further phonics training for the teachers and Purchase the Jolly Phonics software.

enable the Principal to undertake New Principal training through AIS.

### **RESPECT AND RESPONSIBILITY**

Based on the educational philosophy of Cornerstone Community, which majors in offering Christian discipleship through the process of socialisation (as Jesus modelled) and viewed favourably by *Christian Schools Australia* and the *Association of Independent Schools*, BCCS places high value on academic achievement in a unique learning environment adapted from the Oxford/Cambridge tutorial system.

During 2010 the students were offered pastoral care by the School Chaplain. The children participated in a fortnightly worship time held in conjunction with the Cornerstone School of Christian Leadership (RTO). The school helped in support of Bright Lights School in the Phillipines. Locally, the school offers informal visits to the Dubbo Nursing Home. Most children are members of various churches in the district.

### **SATISFACTION SURVEY**

Weekly staff meetings are a platform that the school uses to put forward a balance of encouragement and concerns regarding the everyday life of the school. During 2010, social events throughout the year extended the camaraderie to members of the families of staff and also parents.

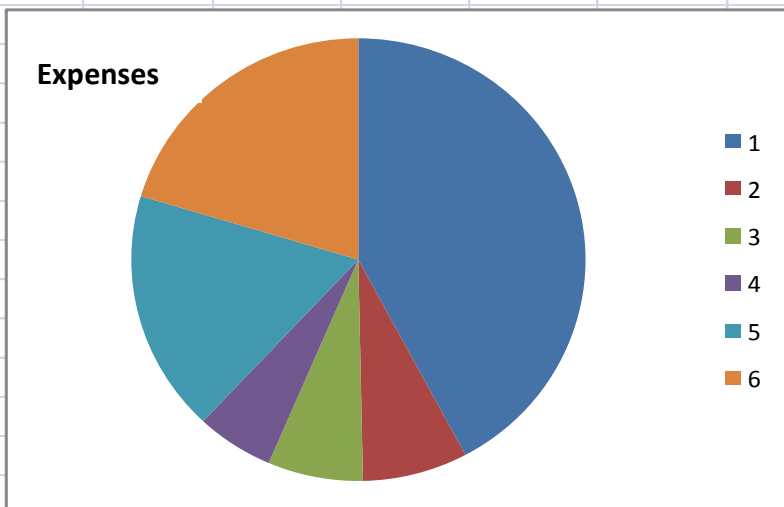
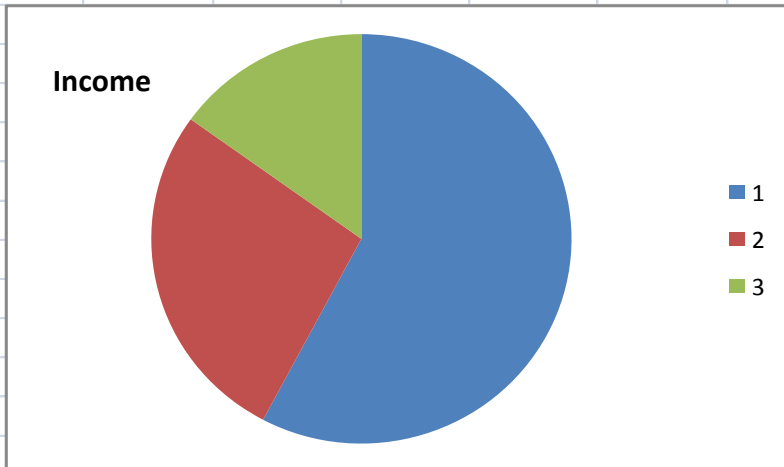
Parent-teacher interviews as well as other meetings gave ample opportunities for community members to express their encouragement and concerns regarding the school. Letters, phone-calls and emails were also the medium of constant communication between us.

Weekly assemblies were also used as times for communication of appreciation and concern regarding student welfare. The students were encouraged to write notes of appreciation to others at school, students as well as teachers. These notes were delivered during assembly.

## BURRABADINE CORNERSTONE CHRISTIAN SCHOOL (BCCS)

### SUMMARY FINANCIAL INFORMATION

<b>Income</b>			
		Interest recieved	
<b>1</b>		Government Grants	<b>158,131</b>
<b>2</b>		Donations	<b>74,150</b>
<b>3</b>		Fees & other	<b>41,361</b>
		Chaplaincy	
		<b>Total Income</b>	<b>273,642</b>
<b>Less Expenses</b>			
<b>1</b>		Personnel Costs	<b>135,990</b>
<b>2</b>		Office & Admin	<b>24,241</b>
<b>3</b>		Teaching & Misson	<b>21,980</b>
<b>4</b>		Transport Costs	<b>17,827</b>
<b>5</b>		Operating	<b>56,768</b>
<b>6</b>		Depreciation Expense	<b>65,732</b>
		<b>Total Expense</b>	<b>322,538</b>
		<b>Net Ordinary Income</b>	<b>-48,896</b>



Submitted by Mr Martin Clark  
Current Principal, BCCS, Dubbo NSW