



**NSW Education Standards Authority**

**Annual Report  
2017**

**Reporting on the 2017 Calendar Year**

**Border Christian College**

Owned and Operated by

Seventh-day Adventist Schools  
(SNSW) Ltd

## 1 A message from key school bodies

### ***Statement from the School Council***

The Border Christian College (BCC) College Council is the College's governing body. The manner of the Council's election and its terms of reference, responsibilities and powers are determined by the Seventh-day Adventist Schools (SNSW) Ltd (Schools' Company) in conformity with the South Pacific Division Working Policy of the Seventh-day Adventist Church. In summary the Council is responsible for:

- Goal formation – identifying and articulating the College's basic purposes;
- Strategic planning – establishing how the goals will be achieved and the order in which they will be achieved, thereby creating the structure that determines the College's future;
- Policy development – directing in the development of all policies and procedures required to ensure the College is a safe and functioning community for students and staff;
- Financial Management – formulating, implementing and monitoring the College's operating and capital budgets;
- Health and Safety issues – ensuring the College meets all work, health and safety requirements and that there are budgetary provision to remedy defects as they are identified; and
- Staff employment – advising on the College's teacher requirements and recommending non-teaching staff to the Schools' Company.

### **Strategic plans for the College**

Strategic planning at the College is now done under school improvement initiatives as required by the Australian Federal Government. As part of this process the College is committed to using the Quality Adventist Schools (QAS) school improvement framework developed by Adventist Schools Australia. The framework provides a set of standards that describes schools at various levels within a Domain and Component framework. The College uses gathered data about the College program to assess against the standards in the framework. Using this assessment the school will adopt school improvement initiatives that will be added to their rolling school improvement plan. The School commenced a self-assessment process of components in 2014 using the QAS framework. The plan is that the school will assess itself in four components each year ensuring that all components are completed in a five-year period. Please find below a list of the components in the Quality Adventist Schools framework

1.1 Special Character	3.1 Leading the Learning & Improvement Culture
1.2 Vision, Mission & Values	3.2 Improvement Processes & Planning
1.3 Sharing Faith	3.3 Human Resources
1.4 Pastoral Care	3.4 Finances, Facilities & Resources
2.1 Rationale for Teaching	3.5 Compliance & Accountability
2.2 Student Learning & Engagement	4.1 Students & their Families
2.3 Teaching Practices	4.2 Church

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2.4 Curriculum

4.3 Wider Community

2.5 Assessment & Reporting

4.4 Professional Partnerships

2.6 Student Achievement

2.7 Professional Learning

### **Parent involvement and processes to encourage parent participation in College activities:**

#### *HOME AND SCHOOL ASSOCIATION*

The Home and School Association is a parent body that operates under the auspices of the College Council. The Association seeks to strengthen the relationship between the home and school. All parents are welcome and encouraged to attend. Parents are encouraged to take up positions of responsibilities within the Home and School. The Home and School is actively involved in community oriented activities and fundraising.

#### *SPORTS PROGRAMS*

Parents actively participate in assisting with sports programs including the College's Swimming Carnival, Cross Country, Athletics programs and local district carnivals including BIPSA and BISSA. Interschool and community sporting fixtures present further opportunities for parents to be involved. Parents are also encouraged to assist in the coaching of teams at the College.

### ***Statement from Student Representative Council (SRC)***

The Student Representative Council is a forum designed to enable students to participate in the management of the College in a meaningful way:

#### **MEMBERSHIP - PRIMARY**

The Primary School Council shall consist of:

1. The current Primary Captains.
2. One boy and one girl elected from each class Grades 4-6; and
3. One teacher.

#### **MEMBERSHIP - SECONDARY**

The Secondary School Council shall consist of:

4. The current College Captains.
5. One student selected from each class and gender; and
6. One teacher.

Student and teacher representatives are elected at the commencement of the school year.

#### **SUCSESSES**

Both the Primary and High School Student Representative Councils have been successful in engaging students in College activities such as fundrasing events for a variety of charities and organising peer support opportunities for the school's younger primary students.

Students have also made meaningful suggestions to College administration that have been incorporated where applicable and appropriate. The activities of the Student Representative Councils involved students in decision-making and positions of responsibility.

## **2 Contextual information about the school**

Border Christian College is a small community oriented, co-educational institution offering a Christian education from Pre-Kinder to Year 12. The College has a strong pastoral care program and focuses on the holistic growth of individual students.

The College is known for its small teacher pupil ratio and differentiated education programs that emphasise the strong engagement of students with learning. The small class sizes and composite classes enable the acceleration of students in areas of ability and the remediation of skills in areas where students experience difficulties.

### 3 Student performance in National and State-wide tests and examinations

#### 3.1 Student outcomes in standardised national literacy and numeracy testing

##### Literacy

Language Conventions includes Reading, Writing, Spelling, Grammar and Punctuation.

##### Reading

Year	% below national minimum standard	% at national minimum standard	% above national minimum standard
Year 3	9%	9%	82%
Year 5	0%	0%	100%
Year 7	0%	20%	80%
Year 9	0%	0%	100%

##### Writing

Year	% below national minimum standard	% at national minimum standard	% above national minimum standard
Year 3	0%	17%	83%
Year 5	10%	30%	60%
Year 7	22%	33%	45%
Year 9	11%	22%	67%

##### Spelling

Year	% below national minimum standard	% at national minimum standard	% above national minimum standard
Year 3	0%	17%	83%
Year 5	0%	20%	80%
Year 7	0%	11%	89%
Year 9	11%	11%	78%

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### Grammar and Punctuation

Year	% below national minimum standard	% at national minimum standard	% above national minimum standard
Year 3	17%	8%	75%
Year 5	0%	10%	90%
Year 7	0%	33%	67%
Year 9	11%	11%	78%

### Interpretative Comments

The majority of Year 3, 5, 7 and 9 students scored above the national minimum standard for Reading and Spelling.

All Year 3 students and the majority of Year 5, 7 and 9 students scored at or above the national minimum standard for Writing.

All Year 5 and 7 students and the majority of Year 3 and 9 students scored at or above the national minimum standard for Grammar and Punctuation.

There is a small cohort in each of the reporting year levels.

Student gain could not be commented on as student numbers were below the reporting threshold.

### Numeracy

Numeracy incorporates Number and Data, Patterns and Algebra, Measurement Space and Geometry.

Year	% below national minimum standard	% at national minimum standard	% above national minimum standard
Year 3	0%	17%	83%
Year 5	0%	0%	100%
Year 7	11%	22%	67%
Year 9	0%	11%	89%

### Interpretative Comments

All Year 3, 5 and 9 students and the majority of Year 7 students scored at or above the minimum standard.

There is a small cohort in each of the reporting year levels.

Student gain could not be commented on as student numbers were below the reporting threshold.

*3.2 Record of School Achievement*

Item	Students
Number of Students studying in Year 10	<b>7</b>
Number of ROSAs issued by NESA in 2017	<b>6</b>

### 3.3 Results of the Higher School Certificate Examination 2017

#### Comparison of 2017 results compared to the state

Subject	No of students		Performance band achievement by number and/or %					
			Band 6	Band 5	Band 4	Band 3	Band 2	Band 1
Industrial Technology	1	School	0	0	0	0	0	1
		State	<b>325</b>	<b>962</b>	<b>1429</b>	<b>1575</b>	<b>964</b>	<b>471</b>
Mathematics General 2	2	School	0	0	1	1	0	0
		State	<b>2164</b>	<b>5960</b>	<b>7872</b>	<b>7534</b>	<b>5369</b>	<b>2645</b>
Studies of Religion 1	3	School	0	0	2	0	1	0
		State	<b>1401</b>	<b>3108</b>	<b>2898</b>	<b>1216</b>	<b>346</b>	<b>42</b>
Modern History	4	School	0	0	2	1	1	0
		State	<b>1035</b>	<b>3334</b>	<b>3574</b>	<b>1690</b>	<b>868</b>	<b>639</b>
Senior Science	6	School	0	2	3	1	0	0
		State	<b>438</b>	<b>1300</b>	<b>2513</b>	<b>1886</b>	<b>538</b>	<b>386</b>
PDHPE	9	School	0	4	3	2	0	0
		State	<b>1398</b>	<b>3444</b>	<b>4534</b>	<b>3377</b>	<b>1914</b>	<b>1012</b>

#### Interpretative comments for Higher School Certificate results

Border Christian College delivers most courses using a vertical model whereby students complete the Year 11 and Year 12 content for those courses within 12 months, including the HSC exam for that course. Over the two years, students will have access to a wider variety of subject options than are listed above.

At Border Christian College we are proud of the achievements of our students in the HSC, with all our 2017 Year 12 students being successfully engaged either in tertiary studies (TAFE and university) or in gainful employment.

**Comparison of 2017 HSC results as a trend over time**

Subject	No of students		Performance band achievement by number and/or %					
			Band 6	Band 5	Band 4	Band 3	Band 2	Band 1
Industrial Technology	1	2017	0	0	0	0	0	1
	0	2016						
	6	2015	0	1	2	2	1	0
Mathematics General 2	2	2017	0	0	1	1	0	0
	2	2016	0	1	0	1	0	0
	6	2015	0	3	1	2	0	0
Studies of Religion 1	3	2017	0	0	2	0	1	0
	3	2016	0	0	2	0	1	0
	3	2015	0	0	1	2	0	0
Modern History	4	2017	0	0	2	1	1	0
	0	2016						
	0	2015						
Senior Science	6	2017	0	2	3	1	0	0
	0	2016						
	3	2015	1	0	1	1	0	0
PDHPE	6	2017	0	4	3	2	0	0
	0	2016						
	8	2015	0	0	3	4	1	0

**Interpretative comments for Higher School Certificate result trends over time**

Border Christian College delivers most courses using a vertical model whereby students complete the Year 11 and Year 12 content for those courses within 12 months, including the HSC exam for that course. Over the two years, students will have access to a wider variety of subject options than are listed above.

PDHPE has seen an improvement with the majority of students now achieving between Band 4 and 5 rather than Band 3 and 4.

Biology results have improved from 42% of students to 100% students achieving a Band 4.

Studies of Religion 1 has seen an improvement with the majority of students now achieving a minimum of Band 4 rather than Band 3.

Senior Science results have remained relatively consistent with all students achieving a minimum of Band 3 and the majority of students in 2017 achieving between Band 4 and 5.

Mathematics General 2 results have remained relatively consistent with students scoring between Band 3 and 5 in the last three years.

#### **4 Senior secondary outcomes**

Percentage of students in Year 12 undertaking vocational or trade training:  
**100%**

Percentage of students in Year 12 attaining a Year 12 certificate or equivalent  
VET qualification: **100%**

## 5 Professional learning and teacher standards

### 5.1 Professional Learning

Areas of professional learning	Teachers (number or group)
CASE/CAPE (2-day workshop) including Child Protection Training, Integration of ICT and SEQTA training	12
Asthma/Anaphylaxis Training	12
Robotics for the Technology Class	1
Educational Leaders Conference	1
First Aid	4
Beginning Teacher's Workshop	1
Middle Leadership Development	3
Edrolo Training (HSC learning tool)	5
Differentiated Learning	10
Outdoor Education	1
Quality Adventist Schools Cyclic Review Training	1
School Improvement Workshop	2

Total Staff PD experiences: **53**

Average cost per teacher for professional learning: **\$130**

## 5.2 Teacher standards

Categories of Teacher Standards	Qualifications	Numbers of teachers
(i) teachers 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, or	Education qualification Doctorate Masters degree Graduate Diploma Bachelors degree Diploma	12
(ii) teachers who have qualifications as a graduate from a higher education institution within Australia or one recognised within the AEI-NOOSR guidelines but lack formal teacher education qualifications, or	Doctorate Masters degree Graduate Diploma Bachelors degree Diploma	0
(iii) teachers who do not have qualifications as described in (i) and (ii) but have relevant successful teaching experience or appropriate knowledge relevant to the teaching context. Such teachers must have been employed <ul style="list-style-type: none"> <li>- to 'teach' in NSW before 1 October 2004 (either on a permanent, casual or temporary basis) and</li> <li>- as a 'teacher' during the last five (5) years in a permanent, casual or temporary capacity</li> </ul>	These teachers work under the direction of another teacher and are registered as transition scheme teachers with the NSW Institute of Teachers unless he/she is a LOTE teacher	0
	Total number of teachers in school	12

## 6 Workforce composition

Of the 12 teachers, 5 were male, 7 were female. 2 were part-time, 10 were full time. All staff working at BCC in 2017 were non-indigenous.

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## 7 Student attendance rate and non-attendance

### 7.1 Average Year Level Attendance

Year Level	Average Attendance (%)
Kindergarten	91%
Year 1	86%
Year 2	90%
Year 3	91%
Year 4	92%
Year 5	91%
Year 6	94%
Year 7	90%
Year 8	88%
Year 9	90%
Year 10	88%
Year 11	86%
Year 12	89%
Total school attendance average	90%

### 7.2 Management of non-attendance

Roll teachers report students to the Principal whose attendance rate falls below 85% year to date and continue to report while it is below 85%. A conference will be called involving parents, the Principal, the Chaplain and the Pastoral care teacher and if appropriate, the student. This meeting is to discuss the importance of school attendance and develop strategies to rectify the problem. If the problem continues, the College may:

1. Report the parents to community service for "Failing to educate".
2. Organise a Director General Case conference (NSW Department of Education)
3. Seek enforceable orders from the family court.

### 7.3 Retention from Year 10 to Year 12

Percentage retention rate: **43%**

## **8 Post School Destinations (secondary schools only)**

22% entered the workforce

78% pursued further study

## 9 Enrolment Policies and characteristics of the student body

### Enrolment Policy

#### 9.1 Enrolment Policy

Border Christian College is operated primarily for the benefit of the members of the Seventh-day Adventist community but is open to students without regard to their faith, gender, or national origin. While no religious test is applied, all students are expected to live in harmony with the school's standards and regulations, show respect for the Word of God and to attend the regular religious classes and activities of the College.

Every effort is made to provide opportunity for both boys and girls to participate in all school activities and, as far as possible, the College attempts to accommodate disadvantaged students. As a Seventh-day Adventist institution, it is intended that the College should function to supplement the work of the Christian home. Thus all students are expected to join all spiritual, academic and recreational activities of the College and to commit in writing that they will cooperate in all the activities of the College and help to maintain its standards as a Christian institution by their behaviour at all times. Border Christian College exists not to be different but to make a difference.

Staff and parents work in partnership to develop each child to their potential spiritually, intellectually, emotionally, socially and physically.

### Selection Criteria

The following selection criteria is used as part of the Enrolment Process

1. Enrolment will be open to all students whose parents subscribe to the philosophy of the School and for whom the College is able to provide an appropriate education.
  2. Enrolment at Border Christian College is determined by age requirements set by the Department of Education and Training. All children must be enrolled in full time schooling by six years of age. All Pre-Kinder applicants must be four years old.
  3. Children will not be accepted into Kindergarten unless they had their 5<sup>th</sup> birthday by June 1 of that year. Children whose birthdays fall after this date could be enrolled for the following year.
  4. Parents of students with special needs; (educational, physical or emotional) are to provide all necessary background information on these needs. The Enrolment Support Team will use this information in determining if the school can cater to the educational needs of the applicant.
  5. The Enrolment Support Team will give due consideration when enrolling students that the ethos of the Seventh-day Adventist (SDA) Church be preserved.
  6. For non-SDA students, discussion will take place concerning formal Religious Education. Non-SDA students will take part in such programs, whilst the school respects their own religious tradition.
  7. Where the number of applicants exceeds the number of places available, selection will be made, by giving consideration to the following circumstances:
    - Children of SDA parents active within the SDA Church;
    - SDA children transferring from other SDA Schools;
    - Children whose brothers or sisters attend Border Christian College
    - SDA children attending non-SDA schools;
    - Children whose families have an historical connection with Border Christian College;
    - Children whose parents have a strong commitment to a Christian Education for their children and;
    - Date of application for enrolment.
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8. Each application for enrolment will be considered individually.

### **Enrolment process**

A typical enrolment procedure may include the following:

- Tour of College
- Application form submitted and enrolment fee collected
- Entrance data collected and Entry Assessment completed (if required)
- Check on fee paying history
- Interview time made with the Principal. The interview includes a discussion on:
  - values, Christian commitment, finances
  - commitment to goals of the College
  - entry assessment data, reports, recommendation from previous school
- Applicants informed

All applications for enrolment are subject to College Council approval. The Council will:

- Approve applications dependent on vacancies available, provided the College can meet the student's educational needs and provided the student meets the College's registration requirements. (See the Principal for further details). The College Council reserves the right to accept or decline applications.
- Expect parents and students to show an interest in and compatibility with, Christian values.
- Authorize the Principal to interview all applicants and make a report to the College Council.
- Require an assessment of children and accept those that meet policy guidelines where vacancies exist (See Principal for further details).
- Expect all new entrants to present their birth certificates and immunisation records on admission.

### **Prerequisites for continuing enrolment**

Continuing enrolment at BCC is subject to the student's adherence to school rules (see enrolment contract, pastoral care policies and student behaviour management policies) and payment of all school fees.

### **Student Re-enrolment**

If a student has previously withdrawn or had enrolment terminated by the College, re-entry may be considered by College Administration providing the following are in place:

- New application to enter
- Positive school report from previous school attended
- Recommendation from previous school's administration

## *9.2 Statement on compliance with Disability Discrimination Act*

### **Students with Disability Policy**

#### *General procedure:*

Any application for enrolment of a student with a disability will be processed in accordance with the College's ordinary enrolment policy. When considering any application for enrolment (regardless of whether the student has a disability) the Administration considers whether the College is able to cater for the student's individual needs. When considering whether the College is able to accept a student for enrolment a thorough investigation will be made to ascertain the College's ability to meet the student's needs. This process involves organising a conference that

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involves learning support professionals, the College's learning support staff and teachers. The process reviews all aspects of the present College program and activities, investigating what adjustments to the facilities and program will be needed to offer the applicant access to educational experiences that are similar to those experienced by the other students in the College. The Administration will then investigate how these adjustments might be arranged and what sources of funding might be available to support these adjustments. A recommendation will then be made to the College Council who will then make the decision based on whether the College has the resources to best support the applicant's enrolment. If resources are not available to support these proposed adjustments the Council may decide not to accept the enrolment on the basis of unjustifiable hardship. It should be noted that some grants available to students in Government Schools are not available to students in independent schools. The College will not expect the parents of applicants to pay any more than the standard fees for students. Parents/family can be assured that the College is seriously considering relevant issues; is willing to be flexible; and is making genuine efforts to find ways to meet the student's needs.

*Procedure:*

1. Staff will be made aware that:
    - all applications will be processed within the College's ordinary enrolment policy; and
    - the College will not refuse to enrol students simply because they have special needs. Training will be provided for staff on these issues and other related issues such as using correct terminology and not making comments that could be construed as indicating a likelihood that the College will unlawfully discriminate.
  2. The enrolment process for students with special needs who may need adjustments made to the College program or facilities will include an assessment conference with relevant parties to assess what adjustments are needed to provide the applicant with an education similar to that provided for the other students of the College.
  3. This assessment conference should include the student if appropriate, the parents, any present teachers and support staff. From the College it should include the homeroom teacher and/or subject teachers for the year, any College learning support staff and the Principal.
  4. The assessment conference will develop a comprehensive list of adjustments needed to the program or the facilities of the College so as to provide a similar education for the applicant.
  5. The team may request further information to assist in making an informed decision. This may include:
    - a. previous school reports and current school achievements;
    - b. psychologist's report documenting functional skills and IQ test results (although the functional information will be most useful in examining the implications for the student's program, the IQ results are required for Commonwealth funding applications);
    - c. speech pathologist's report documenting receptive and expressive language skills and any recommendations for programs or technology in the classroom;
    - d. occupational and physiotherapy reports documenting self help skills and mobility;
    - e. medical specialist reports; and
    - f. vision and hearing reports.
  6. Advice may be sought from external special education consultants.
  7. A review of all aspects of the College program will be done to ensure the list of adjustments is comprehensive.
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8. The College Administration will review these proposed adjustments and assess the resources needed and possible sources in grants available for the provision of these resources.
9. A recommendation will then be made to the College Council who will then make the decision based on whether the College has the resources to best support the applicant's enrolment. If resources are not available to support these proposed adjustments the Council may decide not to accept the enrolment on the basis of unjustifiable hardship.
10. Where the decision is taken to enrol a student with a disability, any strategies which need to be put into place to accommodate the student's special needs will be developed before communicating the enrolment decision.

### **Composition/characteristics of the student population**

The female to male ratio of students is 37:36. 90% of students were born in Australia and 92% of students have English spoken at home. 38% of students identify their religious background as Seventh-day Adventist.

## **10 School Policies**

### **Student Welfare Policy**

This College values each student as an individual. It recognises the importance of helping students to develop a full understanding of themselves, their relationship to God and their role in society, thus enhancing their self-worth. The pastoral care program of the school is a program of total care for each child. It is designed to provide spiritual, social and vocational guidance and to establish a network of relationships that will support each child during their school life. An appropriate pastoral care program in the College is provided in the following ways:

#### *Administration*

The school administration operates an "open-door" policy. Opportunities to support students are created by:

- Being readily available when sought by students.
- Actively seeking out students to encourage and counsel.

#### *Staff*

Collectively, the staff shares in the Pastoral Care Program by:

- Systematically reviewing students' progress and performance in staff meetings.
- Supporting and sponsoring activities that will enhance the welfare of students.
- Accepting responsibility for a particular group in the school (Year Coordinators and Class Teachers).

#### *Individual Teachers*

As committed Seventh-day Adventist Christians, each teacher demonstrates his or her care for and interest in each child by:

- Taking time to talk and mix with the students.
- Being readily available when sought by students.
- Providing appropriate mentoring when required.
- Actively seeking out students to encourage and support.

### *Specialised Personnel*

The following personnel and the services they provide enhance the pastoral care program in the school

**College Chaplain** - A Seventh-day Adventist minister coordinates the College's spiritual program and is readily available to the students for individual consultation.

**Resource Teacher** - A support teacher with experience in remedial work is able to provide special help and resources for those students not adequately cared for in the normal classroom situation.

**Careers Adviser** - A teacher with an interest in and sound knowledge of career opportunities and requirements who is available for advice and actively promotes programs in the school designed to prepare students for their transition to work.

### *Curriculum*

The school includes activities in its classroom curriculum that form an important part of its process of pastoral care:

- Bible classes
- Annual Spiritual Emphasis Weeks
- Special Bible study classes
- Social excursions for class and school groups

### *College Council and Home & School Association*

These two bodies foster interaction between parents, teachers and students, endeavouring to harmonise the work of the family and the school in the individual growth and development of each student.

### *Location of the full text of the Student welfare policy (including how to get a copy)*

Copies of this policy can be found in the staff and student handbooks.

Copies of the Student welfare policy can be obtain at the College office.

### *Changes made to the policy during 2017*

There has been no change made to this policy in 2017.

## **Discipline Policy**

### **Behaviour Management Philosophy**

The College's pastoral care program is designed to meet all the needs of every student and encourage them to live, work and behave in an acceptable manner. The College encourages each student to develop and adopt a set of values in harmony with the Christian ethic and the accepted standards of society. It is recognised, however, that students will not always respond appropriately to all the situations they will encounter at school, nor will they always exhibit an appropriate level of self-discipline. In such situations the following discipline policy will apply. The aim of the discipline program is to assist the student to develop self-discipline. Its intent is to encourage the student to recognise the inappropriateness of their behaviour and modify it accordingly. It also aims to recognise and affirm positive student behaviours.

## **Behaviour Management Policy**

Border Christian College wants to help students develop maturity and Christian growth during their time at school. We believe that discipline should be based on the following:

- We are created in the image of God.
- Children should be treated with unconditional love just as God loves us.
- The way children view themselves is influenced by the way others view them.
- Children are responsible for their own behaviour, and consequences are a natural response.
- It is the aim of the staff that discipline should reflect the love and concern of the teacher, and should focus on future, acceptable behaviour and with the key focus being on self-discipline.

With this in mind it should be noted that Border Christian College does not use, nor sanction the use of, corporal punishment by staff or non-school persons. Staff at Border Christian College seek to ensure procedural fairness in their discipline processes, with the student's voice being heard and students given the right to an unbiased professional decision, reviewable by College Administration and ultimately the College Council.

*“In everything, do to others what you would have them do to you.” Matthew 7:12*

*Location of the full text of the Discipline policy (including how to get a copy)*

Copies of this policy can be found in the staff and student handbooks and are able to be obtained at the College office.

*Changes made to the policy during 2017*

There has been no change made to this policy in 2017.

## **Anti-Bullying Policy**

*Summary of policies for reporting complaints and resolving grievances*

Border Christian College will provide a positive culture where bullying is not accepted, and in so doing, all will have the right of respect from others, the right to learn or to teach, and a right to feel safe and secure in their school environment. The aims of the procedure is as follows:

- To reinforce within the school community what bullying is, and the fact that it is unacceptable.
- To encourage everyone within the school community to be alert to signs and evidence of bullying and to have a responsibility to report it to staff whether as observer or victim.
- To ensure that all reported incidents of bullying are followed up appropriately and that support is given to both victims and perpetrators.
- To seek parental and peer-group support and co-operation at all times.

*Location of the full text of the Anti-Bullying policy (including how to get a copy)*

Copies of this policy can be found in the “Safe and Supportive Environment Policy” and are able to be obtained at the College office.

### *Changes made to the policy during 2017*

There has been no change made to this policy in 2017.

## **Complaints and Grievances Policy**

### *Summary of policies for reporting complaints and resolving grievances*

## **Complaints and Grievances Policy**

Border Christian College encourages clear, consultative and open communication. Positive, clear and effective processes for resolving grievances between the school and community members assists in the building of strong relationships, dispels anxiety, and ultimately provides students with an enhanced learning environment. The aim of the policy is to provide clear, positive and fair processes that allows grievances to be aired and resolved in a timely and effectively manner.

The purpose of the procedure is as follows:

- To promote a Christian ethos and high standards of behaviour at Border Christian College.
- To provide and maintain a safe working & learning environment where all individuals are treated with dignity, courtesy and respect.
- To prevent practices at Border Christian College such as unlawful discrimination, harassment, victimization, vilification, bullying and occupational violence.
- To promote best practice in employment relations.
- To treat all complaints confidentially, sensitively and with procedural fairness.

### *Location of the full text of the Complaints and Grievances welfare policy (including how to get a copy)*

Copies of this policy can be found in the "Safe and Supportive Environment Policy" and are able to be obtained at the College office.

### *Changes made to the policy during 2017*

There has been no change made to this policy in 2017.

## **11 School determined improvement targets**

**Priority Areas for Improvement for 2018** (Schools in National Partnerships should include items from their school plan)

### **Student Achievement**

- Further development and formalisation of processes for an individualised learning approach.

### **School Growth, Marketing & Viability**

- Marketing committee to update 5-year strategic marketing plan.
- Ongoing review of budgetary issues relating to government recurrent funding and 5-year strategic finance plan.

### **Communication**

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- Consider a web portal option for the school.

**Physical Plant, facilities and resources**

- Remodel the school signage on the perimeter of the school.
- Purchase and install a container on the western end of the MPC for storage.
- Expansion of student pick up turning circle and installation of safety fence and undercover area for students.

**Achievement of Priority Areas listed for improvement in the 2017 report** (Schools in National Partnerships should include achievements of items from their school plan)

Item	Comment on Achievement
<b>School Growth, Marketing &amp; Viability</b>	
Marketing committee to update 5-year strategic marketing plan.	Not complete – Carried over to 2018
Ongoing review of budgetary issues relating to government recurrent funding and 5-year strategic finance plan.	Ongoing review of budgetary issues relating government recurrent funding.
<b>Communication</b>	
Explore the parameters of the student management software package (Seqta) in terms of teacher programming and the sharing of resources with sister system schools.	Completed
Consider a web portal option for the school.	Not complete – Carried over to 2018
<b>Physical Plant, facilities and resources</b>	
Remodel the school signage on the perimeter of the school.	Not complete – Carried over to 2018
Improve internet services and school network reliability.	Completed
Resolve the storage issues around campus which could include the purchase and installation of a container on the western end of the MPC for storage	Some initial work done. Purchase of a container carried over to 2018
Increase access to IT resources for both Primary and Secondary students.	Completed.
Further development of iPad technology usage in the secondary section of the school.	Completed.

## 12 Initiatives promoting respect and responsibility

Student Rewards Days	This rewards students demonstrating exemplary behaviour throughout a term.
Awards (Bronze to Platinum)	Recognition of students who demonstrate school values, encouraging students to respect others by exhibiting key values.
Student leadership development	Students taking active responsibility in various public roles and in leadership training activities.
Experiential Outdoors Education (Years 7&8, 9 & 10)	Focus on caring for the environment and taking responsibility for self and team mates.

## 13 Parent, student and teacher satisfaction

There was no official survey in 2017 to gauge satisfaction in a quantitative method, however there was sufficient feedback given in other forums to determine general levels of satisfaction, which overall remain high.

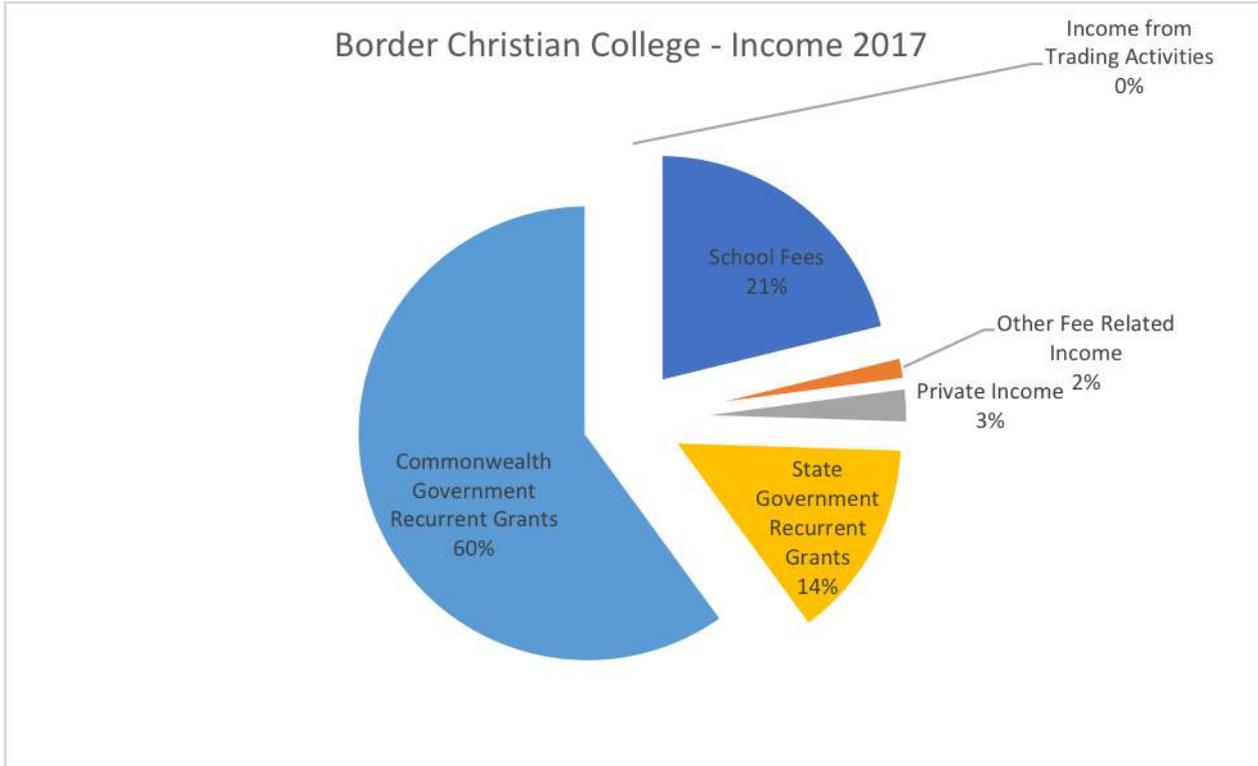
Students in the Student Representative Council have shown that the student body enjoys getting involved in a variety of activities within the school setting.

Anecdotally, the participation rates in both community and school-based events have been gradually increasing. These activities include: ANZAC Day marches, parent-teacher nights, fundraising events, sporting events and in school-wide carnivals and regional competitions.

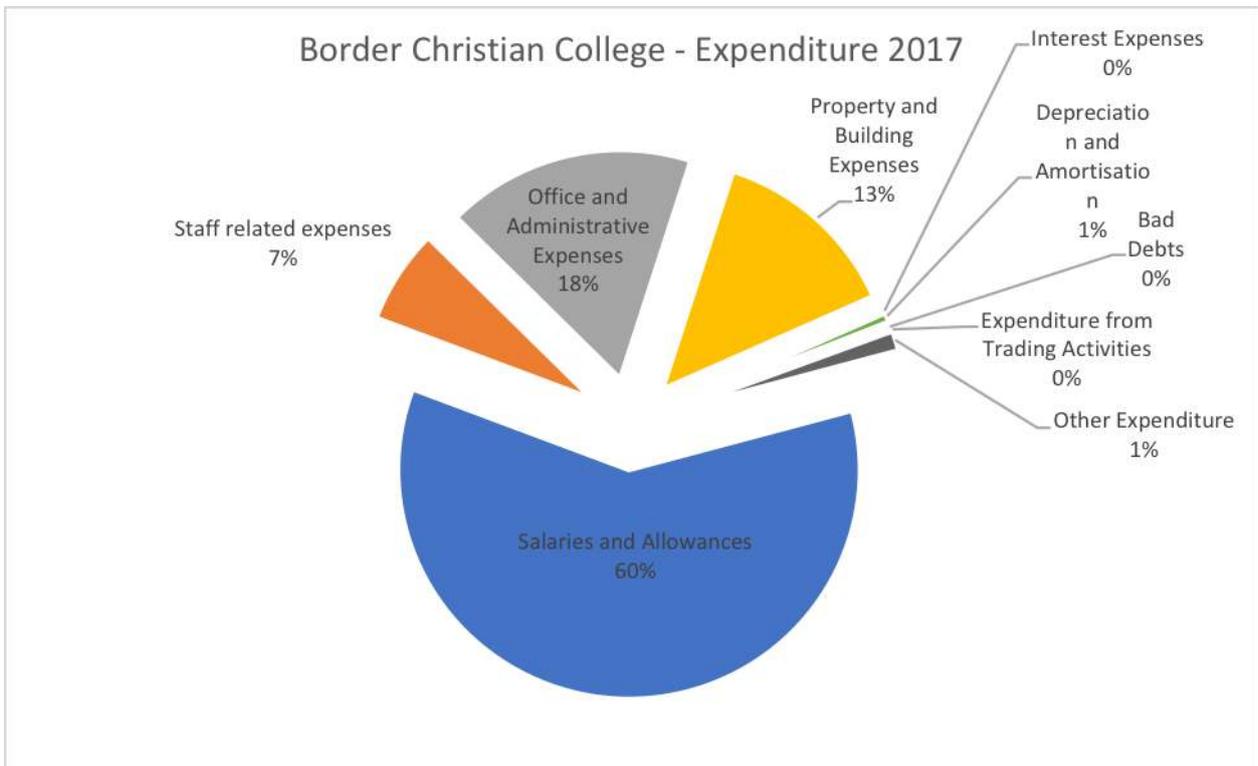
## 14 Summary financial information

The schools company will complete this section for all SDA schools.

**Income**



**Expenditure**



**15 Public disclosure of educational and financial performance**

The 2017 Annual report will be published on the College’s website and available on request from the College office.

## SECTION 2

### CHECKLIST

Commonwealth legislation (Schools Assistance Act 2008) includes the following requirements not listed as part of NESAs requirements for registration and accreditation.

**Please tick that your school complies with the following.** (please delete the least applicable box)



Participates in National Student Assessments – NAPLAN



Provides national reports on the outcomes of schooling



Provides individual school information on performance



Passes on the NAPLAN reporting to parents showing student results against key national information



Annually reports on school performance information and makes the report publicly available



Implements the National Curriculum as it becomes available



Has an annual certificate of financial accountability from a qualified accountant



Annually reports on each program of financial assistance provided under this Act



Participates in program evaluations