



HANDBOOK 2016

TYNDALE CHRISTIAN SCHOOL-MURRAY BRIDGE

Head of Schools: Mr Mike Potter

Principal: Mr Bruce Hicks

Foundation 2000

Reception – Year 10

School Colours
Blue and Gold

Members of;
Association of Independent Schools of South Australia
Christian Schools Australia

136A Adelaide Rd,
PO Box 1460
MURRAY BRIDGE 5253.
Telephone: (08) 85313411

SNAPSHOT

Tyndale Christian School is an Independent co-educational:

- Early Learning Centre to Year 10 school at Murray Bridge;
- Reception to Year 12 school at Salisbury East; and
- Early Learning Centre to Year 12 at Strathalbyn.

Planning for Murraylands Christian College at Murray Bridge began in 1994. The doors opened for service in February 2000, as the School governance – Emmanuel Christian Fellowship Inc. sought to provide a Christian school for those wanting their children in an environment that would support their family values and faith.

As of January 2015, Tyndale Christian School has taken over the governance and operations of the schools located at Murray Bridge and Strathalbyn.

Applications are now being taken for Year 10 in 2016, adding a year level each Year thereafter until we reach year 12.

Being located between the foothills and plains on a 3.4 ha property generously adorned by turfed play areas & verdant oval flanked with native scrub in which an outdoor classroom is located allows us to provide exceptional facilities and programmes to our 180 students across the school as they experience their personal journey as a Tyndalian.

Murray Bridge is equipped with modern brick air conditioned classrooms equal in design and setting to any school in Australia. We look forward to adding to this suit a state of the art Technical Excellence Centre designed to cater for the full range of Senior Secondary SACE subjects.

Our Early Learning Centre is designed and equipped to cater for the needs of modern investigative learning at Pre-School level. Attached to the Junior Primary section facilities ease of transition to and interaction with the Reception class.

It was William Tyndale's determination that everyone would have the Bible in their own language; similarly it is our determination to provide an affordable, holistic, high quality Christian education which everyone is accessible to everyone.

The vision of our School is to be a Christian community that fosters innovation and excellence in its programmes for the academic, vocational and physical development of students.

Our students, your children, will gain an understanding of their spiritual and social responsibilities to the local, national and international communities to which they belong, as we nurture and prepare them to move into life beyond the School, confident and competent in their chosen pathway.

Our core purpose is to be intentional about providing an excellent, inclusive, Christian education that equips our students to serve God and His world.

STRUCTURE AND SERVICES

Early Learning Centre

Tyndale Christian School –Murray Bridge offers an Early Learning Centre (ELC) programme for four year olds. The ELC provides a warm Christian environment in which children are prepared for school academically, physically, socially and spiritually under the nurture and care of qualified and dedicated staff.

Children participate in a range of activities including: devotions, music, reading readiness, art, craft, physical education, number readiness, health, science and other special activities and trips.

Our ELC is approved under Universal Funding policy. Students are entitled to 2½ days per week or 5 days per fortnight.

We also provide a Pre Entry program for 3 year olds 1 day per fortnight; Plus Playgroup each Monday from 9-11am.

Junior School-Reception to Year 5

The Tyndale Christian School-Murray Bridge attempts to achieve a balance between traditional classroom learning and allowing each student to work on a level at which they can achieve. The curriculum includes set topics for each year level, is sequential and ensure that concepts are reinforced over successive years. The focus is on establishing a foundation and culture of learning which will take them beyond their years of formal education.

Middle School-Years 6 to 9

At Tyndale Christian School-Murray Bridge we recognise that adolescence-is a time of immense change and growth. Our students in Middle School are becoming the young adults that will soon be choosing future pathways and dealing with a world that is increasingly complex. The Middle School structure was established to bring a fresh response to the education of emerging adolescence. Our approach aims to meet the holistic needs of young people coping with many changes in their transition from childhood to adulthood. We allow them a space to continue to develop as individuals, within the wider community; to reach their God-given potential.

Bus Service

As a School we are committed to providing safe, affordable and convenient transport as se endeavour to support our families with the daily task of getting children to school in a timely manner.

We have a number of private bus services, coordinated and run directly by the School and Link SA servicing a number of areas.

If you have any questions regarding the private bus service please contact Murray Bridge via the postal, phone and email details provided.

STATEMENT OF FAITH

It is important in a Christian School that all parents understand our curriculum is based on a 'Biblical World View' and that it is our hope that all students attending our school may recognise and know the power of God's saving grace.

Our statement of faith is essentially Evangelical and broadly accepted by the wider Body of Christ.

Please take the time to read it and give it your thoughtful consideration. Your full support of the essentials of faith outlined in the document is of critical significance, as our desire is to support the ministry of the family, not to create conflicts within it which may arise from conflicting beliefs.

A brief summary of the principles of faith embraced by the school includes:

- (a) The Holy Scriptures – their inspiration and infallibility.
- (b) The God head – comprised of Father, Son and Holy Spirit.
- (c) The Lord Jesus Christ – His eternal co-existence with the persons of the Godhead, His incarnation, His vicarious death and resurrection for our sanctification and justification, His ascension, His personal return to Earth.
- (d) The work of the Holy Spirit producing:
 - Salvation through faith in Jesus Christ.
 - The fruit of the Holy Spirit which is the manifestation of the character of Christ in the believer.
 - The gifts of the Holy Spirit for the fulfilling of the ministry of Christ in, and flowing out from the church.
- (e) The work of the Lord Jesus Christ producing:
 - The Spirit filled Christian life
 - Divine healing on the basis of His atoning death and resurrection
 - Liberty from bondages originating in Satan.
- (f) The observation of the ordinances of baptism by immersion and The Lord's Supper.
- (g) The essential spiritual unity of the Universal Church comprised of all believers regardless of organisational affiliation.
- (h) The involvement of every believer in the life and outreach of the church under Scriptural leadership.

MISSION STATEMENT

Recognising that *Children are gifts from God*, Tyndale Christian School -Murray Bridge exists to provide a *balanced education* which imparts *Christian values* and develops the *leadership potential* of all students.

The fact that children are recognised as a gift from God predicates everything we undertake as a school. Each student is seen as a unique, irreplaceable and important bearer of the Father's image (Gen 1:27). A walking miracle of immense potential and worth. Our privilege is to co-operate with parents and the Holy Spirit to see that the God-given giftings and calling of each child fulfilled as much as we are able. We believe that as a gift, each child has a unique destiny in life and that teachable skills in interpersonal relationships will facilitate a successful fulfilment of that destiny.

By **"balanced education"**:

A curriculum which cater for the development of the whole person (spirit, soul & body). One which embraces a good range of contemporary skills and subject matter to equip a student for a range of different employment and career pathways after leaving college.

By **"Christian Values"**:

An active, ongoing relationship with Christ and all that this implies. Together with adoption by each student of the moral code & ethical principles espoused in the Bible and by the Christian lifestyle in particular.

By **"Leadership potential"**:

The inculcation of the qualities and interpersonal skills given in appendix A and expanded upon in the writings on contemporary & biblical leadership theory by authors such as R.J. Clinton and F. Damazio respectively.

ADMISSIONS POLICY

First priority will be given to a child where a brother or sister is already attending the school and commenced in the School. Admission will be subject to:

1. A position being available in the relevant grade.
2. Financial membership being up-to-date and no outstanding monies are owing to the school in reference to the child/children already attending.

The admission order of students in this first category will be determined by the date on which the school office received the original application.

Second priority will be given to a child where at least one parent is a committed Christian and the Principal considers that parental support will be forthcoming.

Interview with the Principal

Both parents and the prospective student/s are required to attend. Where applicable, reports from the student's previous school are also required, these may include medical, psychological & educational reports.

During the course of the interview, the Principal (or Deputy Principal) will inform the prospective parents that, as stated in the prospectus, they are **required** to:

1. Accept the Statement of Faith.
2. Support the aims and objectives of the school.
3. Support the school policies and statements on uniforms, student conduct and discipline and curriculum.
4. Agree to assist with practical help when possible for the improvement of the school facilities.
5. Accept that devotional times are incorporated into the daily routine and are compulsory for all the students.
6. Accept that all children will be encouraged to personally commit or rededicate their lives to the Lord Jesus Christ.

The Principal (or Deputy Principal) will give opportunity to ask any questions.

He will advise that:

1. It is of **paramount importance** that there is harmony between the home and the school in regards to standards, outlook and values, and that the home and the school must work together in bringing up the children "**in the nurture and admonition of the Lord**".
2. If the parents do not hold the six requisite qualifications above, that it would be wise, particularly for their child's sake, to seek another school for their children, and in the case of monies having already been paid to the school, that the monies will be refunded.

BEHAVIOUR MANAGEMENT STRATEGY

Our Heart

The School was born out of a desire to see young people grow up in a Christ-centred environment where they could be nurtured in their faith through a balanced education catering for the whole person (body, soul and spirit); the school staff want to help them achieve their full potential in life as much as possible and believe that knowing God is essential to this process. Children should be educated for life and prepared for eternity from infancy through to young adulthood and equipped with social and other skills that will help them become satisfied, effective and fulfilled in life.

The School aims to complement and support the work of both parents and the local church in developing the Christian character of young people, equipping them with appropriate academic, physical and leadership skills so that they can make an impact for Christ within their community in future years.

The following objectives remain central then to our heart and mission and relate directly to the process of discipline and training.

Objective: 1.

To help each child build an active relationship with their creator & gift giver, God.

Objective: 15.

Students will be encouraged to become Christ's disciples and to respond to the challenge of the 'Great Commission' and live life according to the priorities and values of the Lord Jesus Christ.

For these objectives to be achieved it is important that staff encourage children as they learn to work and play in ways that will bring honour to the Lord. We need also 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 of life".

Behaviour management in our school is a community matter and all staff are required to fully endorse and implement the policy. For a policy to be effective it must be consistently applied across the school community, inconsistency will be quickly identified by students and the effectiveness of any policy will be undermined.

Teaching staff should be fully conversant with the Discipline Policy and its implications for the development of behaviour management strategies within their classrooms and as it is applied to the whole school behaviour management strategy.

Behaviour management is not so much about curbing behaviours we as teachers find irritating in a particular child but rather helping children develop self-control and self discipline. Behaviour management strategies should aim to move the child step by step towards independent self control and responsible behaviour. Detention for example could be used to encourage children to complete work or develop better work habits. Time out for inappropriate interaction with others. Picking up litter may be an appropriate punishment for littering.

Where possible we should be endeavouring through the application of positive measures to encourage and reward responsible behaviour. To this end the following strategies are used to both encourage and discipline students.

A more detailed version of this policy may be obtained from the school on request.

BEHAVIOUR INFRINGEMENTS

Unfortunately not all students will respond to positive incentives and a system of demerits applies where student behaviour remains consistently inappropriate. There are seven levels of demerit applied by the college staff, these are detailed below.

Level One

"Time Out" is to be used as a corrective measure for minor classroom or playground misbehaviour. 10-20 minutes.

Level Two

"Lunch Time or After School Time Detention" is to be used for students who have not completed work, i.e., homework or class work or whose behaviour has been inappropriate beyond that requiring a "time out". Students who receive more than one detention in a week will be placed on report as will those who receive more than five in a term.

Level Three

"Exclusion Students who have failed to respond to other correction will be excluded from other students for a period determined by the classroom teacher in conjunction with the Principal. Exclusion may also be applied for serious breaches of the school rules particularly where disrespect for others and endangerment is involved. Exclusion may include removal from the classroom to work in isolation, being prevented from mixing with other students during breaks, or exemption from any outings or out of school activities and any special events within the school programme.

Level Four

"On Report" Students who's behaviour is considered to breach the enrolment conditions of the college will be placed on report. Such report notifies the principal of the nature of the breach. The principal will then become involved in the college response. The principal may elect to suspend the enrolment of any student placed on report in order to conduct an enrolment review. Any student receiving three or more reports within a ten week period will have their enrolment suspended.

Level Five

"Suspension" is applied where a student has breached the enrolment conditions and is applied for the period required to review the student's enrolment. This will include an interview with the student's parents, the principal, the teacher(s) making the report and a board member.

Level Six

"Provisional enrolment" a student may be relearned to the school community following a suspension. However such continuation of enrolment is likely to be provisional i.e. there will be conditions which will need to be met by the student, their parents, or both in order for the enrolment to remain current.

Level Seven

Student who fails to demonstrate a willingness to work within the scope of the school's expectations will face "Expulsion". This is a final measure to be applied when the school reaches an impasse with the student.

GENERAL INFORMATION

Early learning Centre:

Tyndale Christian School – Murray Bridge offers an Early Learning program for 3 - four year olds. The Early Learning Centre (ELC) provides a warm Christian environment in which children are prepared for school academically, physically, socially and spiritually under the nurture and care of qualified and dedicated staff.

Children participate in a range of activities including: devotions, music, reading readiness, art and craft, physical education, social studies, number readiness, health, science and other special activities and trips.

Our ELC is approved under Universal Funding policy. Students are entitled to 2½ days per week or 5 days per fortnight.

Please ask for an ELC handbook for further information.

Curriculum:

Tyndale Christian School– Murray Bridge provides education for primary school children from reception to year 10. Please ask for a curriculum outline.

School Fees:

Full details of current fees are available from the School Finance Officers. It is our policy that no child is refused admittance to the school due to financial hardship of the parents alone. An interview with the School bursar is required to establish an appropriate fee level.

Fees are charged per term, but are payable in instalments as a convenience for parents.

A term's notice is required in lieu of a term's fees when a child leaves the college.

School Bus Service

The school provides a bus service to students who are unable to get to school otherwise. Please discuss this with the Administration team in the front office.

Christian Counselling

Christian Chaplaincy and Counselling are important aspects of the ministry within a Christian School. This is shared by all staff at various levels and at various times. There are, of course, limitations to the time and capacity of teaching and other staff to deal with such issues and as such, the college provides, as it is able, for specialist chaplaincy and or counselling services to assist students in the development of their spiritual and social/emotional faculties. Such programs are deemed to be part of the college.

GENERAL INFORMATION

School Hours

School commences at 8.45am and ends at 3.15pm. Office hours are 8am-4pm Monday to Friday.

Reporting

- TERM 1** Parent-teacher interviews are held towards the end of this term if required.
- TERM 2** School reports are posted out.
- TERM 3** Parent-teacher interviews are held towards the end of this term if required.
- TERM 4** End of year reports are posted out.

Screening and Testing

Tyndale Christian School- Murray Bridge will do all that it can to assist children and parents to see their child reach their full potential. All screening and testing is undertaken with the best of intentions to further assessment and provide a basis for planning and programming. No guarantees can be given that these tests will diagnose any given disorder. We can not give any guarantees that children will achieve any set standard or will be diagnosed with any special needs while attending our programs of learning.

Medication

Parents are expected to:-

- 1. Keep children at home if regular adherence to medication is crucial.**
- 2. Inform the class teacher by phone or letter of required treatment at school.**
- 3. Clearly mark medication with the child's name and correct dosage.**

NB. Any medication brought to school for administration should be kept securely in the office and administered by the first aid officer. Medicines are kept in the first aid room cupboard clearly named, to avoid confusion. Please send children and their medication to the office to ensure it is correctly labelled.

STUDENT DRESS AND APPEARANCE

Uniform

Students are expected to wear the correct uniform whenever they are under the care of the school and to maintain a neat and tidy appearance at such times. Students incorrectly attired will be issued an infringement notice, to which you are required to respond.

We believe the uniform encourages students to take pride in their appearance. It eliminates competition in what students wear, and it is the most economical way to dress students for their school life. Information concerning the purchase of uniform items can be obtained from the school. We trust that you will assist us in working to maintain our uniform dress code.

Lost Property

All property brought to the school should be clearly marked with the owner's name. Lost property is placed in the office and can be claimed from the school's reception desk.

Parents are encouraged to make regular checks on student clothing, to see that they have not brought home someone else's by mistake, particularly jumpers and hats.

Jewellery and Make-Up

- Make-up is not to be worn at school
- In regard to Jewellery:

Boys:

- Boys are not permitted to wear earrings
- No other jewellery, except a watch, is to be worn by boys.

Girls:

- Girls may wear a watch
- Maximum of one plain stud or one gold or silver sleeper in each ear.
Sleepers must be plain, thin and no more than 10mm in diameter and must be able to be opened easily.

PLEASE NOTE: Medic alert bracelets do not qualify as jewellery.

Hair Styles

The general rule in regard to hair styles for both boys and girls is that they should not be extreme or designed to draw attention. Boys' hair should be no longer than collar length. Girls with long hair should have their hair neatly tied back. Hair colour is not to be changed so that it is noticeably different to the natural colouring and any ribbon, etc worn in a girl's hair are to be the school colours or fabric.

Hats

The school has a 'no hat, no play' policy which is enforced during terms one thru four. Please ensure that your child has a school hat; non uniform hats and caps are not permitted. Hats should be clearly labelled and may be left in the classroom at the end of the day.

GENERAL INFORMATION

Special Education

Time is taken to encourage and broaden understandings, whether this be to foster organisational skills or help with a specific difficulty. This service ensures that no child slips through the system having had needs unmet.

Hot Weather Policy

If the 7 am news service on any radio predicts a maximum of 38 degrees or more, then parents may call at the school to collect their children at lunchtime or any other time during the afternoon.

Under no circumstances will children be allowed to leave the school before their normal dismissal time, regardless of the temperature, unless the above action is carried out by their parents. The hot weather policy does not cater for students who are in air conditioned rooms.

Infectious Diseases

Schools (by their nature) are hotspots for infectious diseases and in order to minimise risk of the spread of any ailments, students with infections are kept home until they are no longer a risk to others. For information on the following, check with the school's first aid officer: Chicken Pox, Measles, Mumps, Rubella, Conjunctivitis, Head Lice, Impetigo (School Sores), Influenza, Ring worm and other diseases. There is a booklet outlining incubation periods, treatment and isolation procedures in the office. Please note that students returning to school after an infection must report to the front office before returning to the classroom to confirm that the infection is clear. The college reserves the right to refuse a student's return to school if it is not satisfied that the infection has cleared fully.

Stationery Requirements

Stationery supplies are available through the school. The school offers an ordering facility which is made available at the end of each year.

Lost or damaged school property

While the college accepts that some equipment and property may be damaged from time to time through accidental occurrences or general wear and tear, anything damaged through negligence, misuse or vandalism will have the replacement or repair cost billed to the ones responsible for the damage or loss.

Tyndale Christian School – Murray Bridge Privacy Policy

Tyndale Christian School - Murray Bridge collects personal information, including sensitive information about pupils and parents or guardians before and during the course of a pupil's enrolment at the School. The primary purpose of collecting this information is to enable the School to provide schooling for your son/daughter.

Some of the information we collect is to satisfy the School's legal obligations, particularly to enable the School to discharge its duty of care.

Certain laws governing or relating to the operation of schools require that certain information is collected. These include Public Health [and Child Protection] laws.

Health information about pupils is sensitive information within the terms of the National Privacy Principles under the Privacy Act. We ask you to provide medical reports about pupils from time to time.

The School from time to time discloses personal and sensitive information to others for administrative and educational purposes. This includes to other schools, government departments, medical practitioners, and people providing services to the School, including specialist visiting teachers, coaches and volunteers.

If we do not obtain the information referred to above we may not be able to enroll or continue the enrolment of your son/daughter.

Personal information collected from pupils is regularly disclosed to their parents or guardians. On occasion, information such as academic and sporting achievements, pupil activities and other news is published in School newsletters, magazines, newspapers and on our website. Photographs may also be released in promotional material for the school (website, brochures, video, etc.). *If you do not agree to this you must advise us now.*

Parents may seek access to personal information collected about them and their son/daughter by contacting the School. Pupils may also seek access to personal information about them. However, there will be occasions when access is denied. Such occasions would include where access would have an unreasonable impact on the privacy of others, where access may result in a breach of the School's duty of care to the pupil, or where pupils have provided information in confidence.

As you may know the School from time to time engages in fundraising activities. Information received from you may be used to make an appeal to you. [It may also be disclosed to organizations that assist in the School's fundraising activities solely for that purpose.] We will not disclose your personal information to third parties for their own marketing purposes without your consent.

We may include your contact details in a class list and School directory. *If you do not agree to this you must advise us now.*

If you provide the School with the personal information of others, such as doctors or emergency contacts, we encourage you to inform them that you are disclosing that information to the School and why, that they can access that information if they wish and that the School does not usually disclose the information to third parties.

COMPLAINTS / GRIEVANCE PROCEDURE

Tyndale Christian School recognises that there will be occasions where individuals or groups have a complaint that requires resolution. The school also affirms the right of every member to approach the school to discuss issues with the appropriate person and we encourage you to do this preserving any legal rights or obligations at law of the parties of the dispute.

School members are required to support the essentials of faith as outlined in the school handbook. Resolution of conflict then is seen in the light of the fruit of the Holy Spirit, which is the manifestation of the character of Christ in the individual. Resolution should then be conducted in love.

If a situation occurs where you are questioning the professional conduct of a teacher towards your child, we strongly advise you to contact the Principal first so that the matter can be dealt with in the most appropriate and transparent manner. A successful resolution to matters of concern, and the proper care and education of the children enrolled are of paramount importance.

The scriptural basis for our policy is found in Matthew 18:15-17, Ecc 10:12, Luke 6:27-39.

Hence the following steps are to be followed when a grievance arises:

1. Individuals or groups who have a complaint are expected to have prayerfully considered the matter and have handed their concerns to the Lord. This in most cases will be the first and only step required.
2. Where it is considered necessary for the complaint to be taken further the individual or group would be expected to prayerfully approach the individual to discuss their concerns. Where a teacher is involved, a time after school or some mutually agreed time will be needed. Appointments can be arranged through the office.
3. If matters persist or are not resolved satisfactorily, the individual or group would need to make an appointment with the person involved, and their supervisor or other suitable person.
4. If matters still remain unresolved, the situation should be brought to the principal. This may be in writing or personally by making an appointment. All parties involved in the process so far may be invited to this mediation meeting. Disputes with the Principal would involve the Chair of the Board of Governors.
5. If a group or community members feel grieved at a matter they may wish to approach the principal to arrange a meeting to discuss matters. This meeting may include other senior staff members and or Board representatives. If there is a Board policy issue or decision at the heart of the matter, then a member representing the group may approach the Chair of the Board of Governors to arrange a mechanism for resolution.
6. To initiate resolution of a dispute, involving the Board of Governors, an aggrieved party shall give Notice of Dispute in writing to the other party and provide a copy to the Board of Governors, or if the other party is not a member but rather is the School then such notice shall be served to the Board of Governors. The Notice of Dispute shall specify the issues in dispute, the grounds on which those issues are purportedly established and proposals for resolving each issue in the dispute.

7. The other party shall thereupon have fourteen (14) days after the service of the Notice of Dispute to reply in writing. The Notice of reply shall respond to each issue and to each grounds and to each of the proposals of the aggrieved party for resolving the dispute. The Notice of Reply shall either concede or oppose the original Notice of Dispute in part or whole. A copy of the Notice of Reply shall be supplied to the Board of Governors of the School if the other party is not the School. In such case the Board of Governors may if it desires have fourteen (14) days to respond to both the Notice of Dispute and the Notice of Reply.
8. If the aggrieved party does not believe that his/her/its/their dispute has been resolved after completion of the above, then the aggrieved party, the other party and the Board of Governors shall agree upon a suitably qualified and experienced person to act as mediator to be appointed to mediate the dispute, which mediation shall take place as soon as convenient thereafter. If the dispute is resolved by mediation, then the parties shall record their agreement in writing and sign the agreement, which agreement shall thereupon become binding upon the parties. If the dispute is not resolved by mediation, then the aggrieved party, the other party, and the Board of Governors shall agree upon a suitably and experienced person to act as arbitrator to be appointed and to conduct an arbitration pursuant to the Commercial Arbitration Act 1984 (as amended) and the decision of the arbitrator shall be binding. If the parties cannot agree on a mediator or arbitrator, then the Board of Governors shall have the right to finally determine the mediator or arbitrator provided only that such person is wholly independent and impartial.
9. A Member and the Board of Governors may appoint any person to act on behalf of that Member and the School respectively in a grievance procedure.
10. The Board of Governors may, if it so wishes, participate in any mediation or arbitration by any means or any manner it desires, notwithstanding that it may not be party to the dispute or has not served any notice as aforesaid. During the process set out in this procedure, if the Board of Governors is neither the aggrieved party or the other party, the Board of Governors may use such informal means as it believes appropriate to seek to resolve the dispute between the parties.
11. This grievance procedure shall allow for natural justice to be applied.
12. This grievance procedure is not intended to deny any party the right at any time to make application to the Magistrates Court (pursuant to section 14A of the Act or SA equivalent)

Enrolment Conditions

Enrolment at the school is subject to the following terms and conditions:

- 1) That the children will be allowed to share fully in the life and programme of the school. Students should attend school on each designated school day, except for absences authorised by the principal, or in cases of illness. Students are required to be courteous, respectful, friendly and dignified in their behaviour at all times. Students are also required to demonstrate a high level of commitment, diligence and participation in the learning process.
- 2) Those students wear appropriate school uniform as determined by the school.
- 3) That parents will give at least one term's notice of termination of enrolment and failure to do so will render them liable for payment of an additional term's fees unless there are mitigating circumstances that are acceptable to the school.
- 4) That the school may suspend any enrolment at its discretion.
- 5) That parents fully subscribe to the Tyndale Christian School concepts as set forth in this enrolment pack and agree to insist that their child/children submit to such academic and disciplinary regulations as may be instituted by the Board of Governors and carried out by the principal and teaching staff.
- 6) A non-refundable registration fee of \$50 per child is to accompany an application.
- 7) Lodgement of this application and payment of the registration fee does not assure final enrolment, but does provide the information on which that decision will be made.
- 8) Applications are accepted on the understanding that all eligible school age children within a family are committed to the school.
- 9) Parents understand that payment of my/our account is my/our responsibility. Should my/our account be placed in the hands of debt recovery consultants, then I/we hereby agree to pay all expenses relating to the recovery of my/our account, and any default debt may be reported to a credit reporting agency.

STAFFING 2016

Our School is blessed with a dedicated staff. A friendly Christian team who keep our school running efficiently and happily. They welcome your interest and support and provide a service to your family.

ADMINISTRATION

Principal	Mr Bruce Hicks
Business Manager	Ms Danielle Kuhlmann
Enrolment Officer & Administration Manager	Mrs Tania Gutteridge
Administration & Media	Mr Daniel Gutteridge

IT

	Mr Craig Hood
Middle School Coordinator	Bronwyn Hammat
Junior School Coordinator	Miss Susan Hodgins

EARLY LEARNING CENTRE

Director and Teacher	Miss Susan Hodgins
Early Childhood Educator	Mrs Shirley McCabe

TEACHING STAFF

Reception	Mrs Lynsey Ielasi
Year 1	Mrs Jenny Jansen Mrs Holly Bettcher
Year 2	Mrs Sharron Videon Mrs Holly Bettcher
Year 3	Mrs Chris DeLaine
Year 4/5	Mr Barry Mitchell
Year 6	Mr Eric Hargrave
Year 7/8	Mr Jack Snell
Year 8/9	Mr Brent Willsmore
Year 10	Mr Tim Howard
Years Rec-8/9 Japanese & English	Mrs Laura Cameron
French	Mr Bruce Hicks

SPECIAL EDUCATION & ESO

Special Education	Mrs Dana Wilison
ESO	Mrs Katherine Paul
ESO	Mrs Rielle Menadue

NON TEACHING STAFF

Chaplain	Mrs Anne Goodwin
Bus Drivers & Groundskeepers	Mr David Barry Mr Shane Denman Mr Daniel Gutteridge Mrs Robyn Vivian
Property Manager	Mr Dave Menadue

VOLUNTEERS

We have a wide range of volunteer placements throughout our School. Application Packs are available from the Front Office.

WHAT TYPE OF SCHOOL ARE WE?

There are many different types of schools in the independent education system. Many of them have different reasons for functioning and most of them operate to assist the local community by offering a choice in the education of their children. Murraylands Christian College – Murray Bridge belongs to the Christian Schools Australia group. This can best be clarified by comparison following briefly are descriptions of some of the variety within the Non-government Schools sector.

Religious system Schools:

These include the Catholic, Lutheran and Anglican Schools' systems. These are supported through a central system of administration. The doctrinal direction of the system dictates the type of 'religious' emphasis offered in the school. They can have a variety of governmental systems, usually with a strong influence from the local church affiliated with the system. The school is ultimately owned and responsible to the system.

Philosophical Schools:

Such schools as Montessori and Waldorf Schools are based on certain teaching philosophies and teaching modalities. Religious education is usually on an opennon-discriminatory basis.

Private Schools:

There are a number of large private colleges in Adelaide. Religious education and Christian emphasis is sometimes not a feature of these colleges. These are usually run and owned by a Board of management that has professional and business people involved.

Christian Schools:

Christian schools fall into three basic categories. Christian Schools Australia, Christian Parent Controlled Schools and Independent Christian Schools. The representation in the Christian School sector is roughly in thirds, with nearly 100,000 children Australia wide in each of these groups.

Christian Parent Controlled Schools (SPCS):

Schools that are founded and effectively owned by a group of committed parents to Christian schooling, often where a local church is unable to make a commitment to schooling. Usually the governing of these schools is by parents that are currently at the school. This has the advantage of strong commitment if the parents stay with the school. They have in the past been linked together as an association. The CPCS schools relate similarly to their association like CSA Schools.

Independent Christian Schools:

Can either be church governed or parent controlled or a mixture of various methods of governance or ownership.

Christian School Australia (CSA):

Schools (like ours) that are founded and governed by a local church congregation that can be from any of the denominational groups. They have the advantage of the church providing the long term vision and direction for the school. These schools have been linked together as an association in the past and the membership has been called Christian Schools Australia Ltd (CSA). This association acts in a supportive role to the member schools.

Most of these Christian Schools have no denominational bias. The Christian beliefs and curriculum seek to focus on the major Biblical issues without focusing on the major Biblical issues without focusing on the denominational beliefs of the sponsoring church or parent community.

All of these forms of Non-Government schools receive funds from the State and Commonwealth Governments. Accountability occurs at two levels – Financial: through the annual lodging of financial reports and audits to show funds have been spent appropriately – and - Educational: through regular registration reviews with the Non-Government Schools Registration Board.