

**Highlands
Christian Grammar
School**



TEACHER'S HANDBOOK

15 Mar 2017

Excellence in Education for Leadership

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Highlands Christian Grammar School

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WELCOME

Welcome to Highlands Christian Grammar School. Our staff is made up of competent and dedicated personnel whom we believe that you will find inspiring and enjoyable as colleagues. While your immediate responsibility at Highlands Christian Grammar School is teaching, do not consider yourself just a teacher. You are part of the wider work of training young people as future leaders of Papua New Guinea; this is Kingdom work!

You are not here to work on your own. You join a team of dedicated Christian men and women, from around the world, working together for common goals. So join the team, be willing to contribute to it, and be ministered to by it.

Consider your work at HCGS a ministry that may call you well beyond the limits of normal teaching. Your ministry is worldwide as you are responsible for students who come to us from different countries and places. Your influence on them will be carried with them wherever they go. The students not only represent a variety of ethnic backgrounds but also a variety of religious backgrounds and stages in their Christian development.

In your teaching at HCGS, guide your students in a Christian way of thinking. We teach from the perspective that the Bible is infallible, also as it relates to a six-24-hour-day, young earth creation as taught in Genesis. We accept that this is not a salvation issue, but we do believe it is important to give the students the framework necessary to thrive in a post-Christian era. Furthermore, not all children are believers, or from believing families. At appropriate times you will have opportunities to present the gospel and to urge them to come to Christ. It is your responsibility to be an example of a Christ-like life. To train, guide and develop the hearts and minds of young people in a multi-cultural context is truly a great calling.

We are blessed to be involved in this work. May that be your experience at our school!

Richard Sommer

Principal

July 2017

THE ROLE OF THE CHRISTIAN TEACHER

Teaching is a gift and teaching in a Christian school is a calling and ministry (Eph.4:11). The importance of Christian teachers is unparalleled in any other part of society because we are required to impact both the mind and soul of each student. James 3:1 states, "Not many of you should presume to be teachers my brothers because you know that we who teach will be judged more strictly." God clearly tells us that this task is so important that a special set of criteria will be used to evaluate the performance of Christian teachers.

The effective use of the gift and calling of Christian teachers must be accompanied by an attitude of service and commitment that places a high value on each student as one of God's special creations. As a Christian servant, our academic preparation, personal life, and spiritual life must be the best that is possible with the gifts and abilities God has given us.

You are a professional called by God to teach children. Prayer, hard work, continual reference to the Word of God, and daily preparation will go far to insure the best possible academic and spiritual education in your classroom. "Do your best to present yourself to God as one approved, a workman who does not need to be ashamed and who correctly handles the Word of Truth." II Timothy 2:15.

VISION STATEMENT

HCGS exists to equip for leadership through a Christ-centred international education.

MISSION STATEMENT

Highlands Christian Grammar School's mission is to provide, in partnership with parents, a well-rounded educational program which is Bible-based, Christ-centred, academically excellent, culturally sensitive, and supportive of individual personalities, needs and gifts.

PHILOSOPHY OF EDUCATION FOR HIGHLANDS CHRISTIAN GRAMMAR SCHOOL

We seek to provide an *education which is Christ-centred* because we believe that God's truth is the foundation of all truth. We believe that God created, loves, and desires fellowship with each student. Only through a personal relationship with Jesus Christ can a student fulfil God's plan for his or her life and achieve his or her maximum potential.

We seek to provide *education which is academically excellent* because we believe each student should acquire basic skills, knowledge, and understandings in each discipline. The curriculum should provide depth and width of exposure and experience while maintaining a Christian perspective. The school should be responsive to the dynamic, rapid changes in our world through constant, constructive re-evaluation of our program and teaching methods.

We seek to provide an *education which is culturally sensitive* because our students come from a wide variety of home cultures, each of which has its own important traditions and values. We desire to foster appreciation of these cultures, especially those of Papua New Guinea.

We seek to provide an *education which supports individual personalities, needs and gifts* because we believe each student has dignity and worth, and is divinely equipped with a unique set of abilities and potentialities to be developed. We endeavour to use the staff and the variety of other resources God has given us to meet as many student needs as possible, trusting God to lead and guide us.

We believe that God has given parents the responsibility of training their children for Him, and that the Cupertino of school, family, community and other educational agencies will enhance the development of wholesome attitudes and worthwhile goals in the student's life.

We believe that as an extension of the parents' God-given authority, the teacher should seek to be an example, friend, and leader, as well as instructor, and strive to be aware of the personalities, needs, capabilities and concerns of his or her students, individually and collectively. The teacher is entitled to the respect and Co-operation of the students, administration and parents as he or she seeks to fulfil these responsibilities.

We believe that as we apply these principles God will cause our students to grow intellectually, socially, emotionally, physically, and spiritually so that they may become productive, responsible citizens with a Biblical world view, desiring to see the lost won for Christ.



PROGRAM GOALS

The Administration, Faculty and Staff of Highlands Christian Grammar School will seek to:

"Education which is Bible-based and Christ-centred"

1. Provide a program and environment which glorifies God by regarding the Bible as His infallible Word to us.
2. Encourage all students to forsake sin and to put their trust in Jesus Christ.
3. Allow students to put their Christian faith into practice in witness, worship and service.

"Education which is academically excellent"

4. Provide a wide range of subjects and experiences within the context of an international instructional program.
5. Provide adequate up-to-date books, materials, and facilities.
6. Offer each student a course of study, which he/she is able to pursue successfully, and which will provide him/her with the basic skills necessary for a satisfying and rewarding life.
7. Afford every possible opportunity for a student to pursue a discipline to the depth he/she is capable of accomplishing.
8. Provide instruction in how to study and how to develop good independent study habits.

"Education which is culturally sensitive"

9. Teach each student to respect the heritages, customs and cultures of PNG and other nations.
10. Help each student develop a personal identity as a citizen of his/her home/destination country within the context of an international education.

"Education which supports individual personalities, needs and gifts"

11. Promote the dignity and worth of each student.
12. Include experiences and activities which lead to the enrichment and fullest development of the total person.
13. Provide opportunities for each student to develop creative outlets of expression.

14. Provide career guidance and educational information as needed.
15. Provide for evaluation of the school program in relation to the students' needs and the educational requirements of home or destination countries in order to facilitate re-entry.

"Educational community"

16. Foster a close working relationship among the school, parents, community partners and agents of education in the development of worthwhile goals and wholesome attitudes in the student.
17. Give employees of mission organisations, and commercial students within the Mt. Hagen area the option of an international education as resources permit.

"Educational leadership"

19. Provide opportunities for staff-student interactions outside the classroom.
20. Encourage and provide opportunities for teachers' professional growth and creativity.
21. Encourage teachers to conduct themselves in a manner that merits respect.

"Educational integration"

22. Provide students with citizenship and leadership training and character development for effective Christian participation in, and contribution to, society.
23. Encourage a responsible attitude to all creation.
24. Provide opportunities which allow students to learn to make decisions which are socially desirable, individually satisfying and in accordance with God's will for their lives.
25. Encourage students with opportunities which develop compassion for those of different faiths and build skills for reaching them for Christ.

EXPECTED SCHOOL-WIDE LEARNING RESULTS (ESLRs)

We want to be:

1. developing our Christian faith
 - Showing progress in Christian maturity and servant-hood
 - Developing and articulating a Christian worldview
 - Recognising the core beliefs of Christianity
 - Understanding that the Christian life is an ongoing journey that begins with being born again
2. insightful learners
 - Using critical thinking skills (including questioning, inferring, acquiring, applying, analysing, synthesising and evaluating information)
 - Demonstrating creative problem solving
 - Using technology and other resources effectively
 - Consistently producing quality work to the best of our ability
 - Developing a life long love of learning
 - Forming independent opinions based on evidence
3. responsible cross cultural community members
 - Serving the community in social, civic and cultural activities
 - Showing respect and valuing the diversity of others
 - Appreciating and taking care of the environment
 - Demonstrating personal integrity
4. effective communicators
 - Speaking appropriately and effectively in formal and informal situations
 - Writing articulately in different modes
 - Reading and responding to a range of text
 - Actively listening and using appropriate responses
 - Effectively communicating through a variety of forms e.g. oral, written, technical, aesthetic
5. collaborative learners
 - Listening and building on others' ideas
 - Being interactive, interdependent and co-operative
 - Using conflict resolution skill
 - Appropriately expressing ideas in groups of various sizes
6. valuing and developing individual giftings of ourselves and others
 - Developing areas of gifting in verbal/linguistic, logical/mathematical, spatial/artistic, bodily/kinaesthetic, musical/rhythmic, interpersonal and intrapersonal areas
 - Recognising and developing the God given talents, gifts and skills of ourselves and others
 - Developing an understanding of our learning styles
 - Appreciating other's gifts and encouraging their growth
 - Having a wide range of experiences both inside and outside the classroom

INTRODUCTION TO HIGHLANDS CHRISTIAN GRAMMAR

HISTORICAL PERSPECTIVE

Highlands Christian Grammar School - (HCGS) was established in 2009, by Ray and Trish Bartel and other like-minded parents, as a school primarily for expatriate children of mission organisations in the area, and those of Christian and commercial families who desired to have an international-level, high quality of Christian education.

HCGS serves a student body of approximately 80 in Pre-school through Grade 10. About 10% of the students are "missionary kids" of HCGS members or area mission groups. The remainder of the children are PNG children of HCGS employees, from expatriate and national families employed with businesses in Mt. Hagen.

Highlands Christian Grammar School is registered as a permitted school in Papua New Guinea.

The teachers are salaried employees. No support funds are required for expatriate teachers.

The school seeks to glorify God through the school program and relationships between all members of our community. There is an international perspective with a desire to meet the educational needs of the nationalities represented.

Past Principals

2009 - 2011	Joy Pryor, New Zealand
2012 - 2014	Elisa Cramb, Australia
2015 - 2017	Richard Sommer, Canada
2018 -	

HCGS FACILITIES

The school site occupies approximately one hectare of land in the centre of Mt. Hagen, close to the main market. The property is elevated and is one of the most picturesque in the city. The premises make use of a spacious residence that has been converted to five classrooms. This includes one “portable” permanent structure that is a double classroom. All classes, grades Pre-School to Year 10 are on this campus. Facilities include four general classrooms, an auditorium, a computer lab, a library, administrative and staff offices and a teacher’s resource room. Sports facilities include playing fields, a basketball court, and a variety of playground equipment. A security fence surrounds the campus.

The Pre-school facility is part of this campus. It consists of a classroom building and a large play area with a variety of playground equipment.

Efforts are currently underway to build and occupy new facilities by January 2019 at which time the current facilities will no longer be available. The hope and vision is that the new facilities will include staff/teacher housing and possibly a boarding home.

THE HIGHLANDS CHRISTIAN GRAMMAR SCHOOL BOARD (HCGSB)

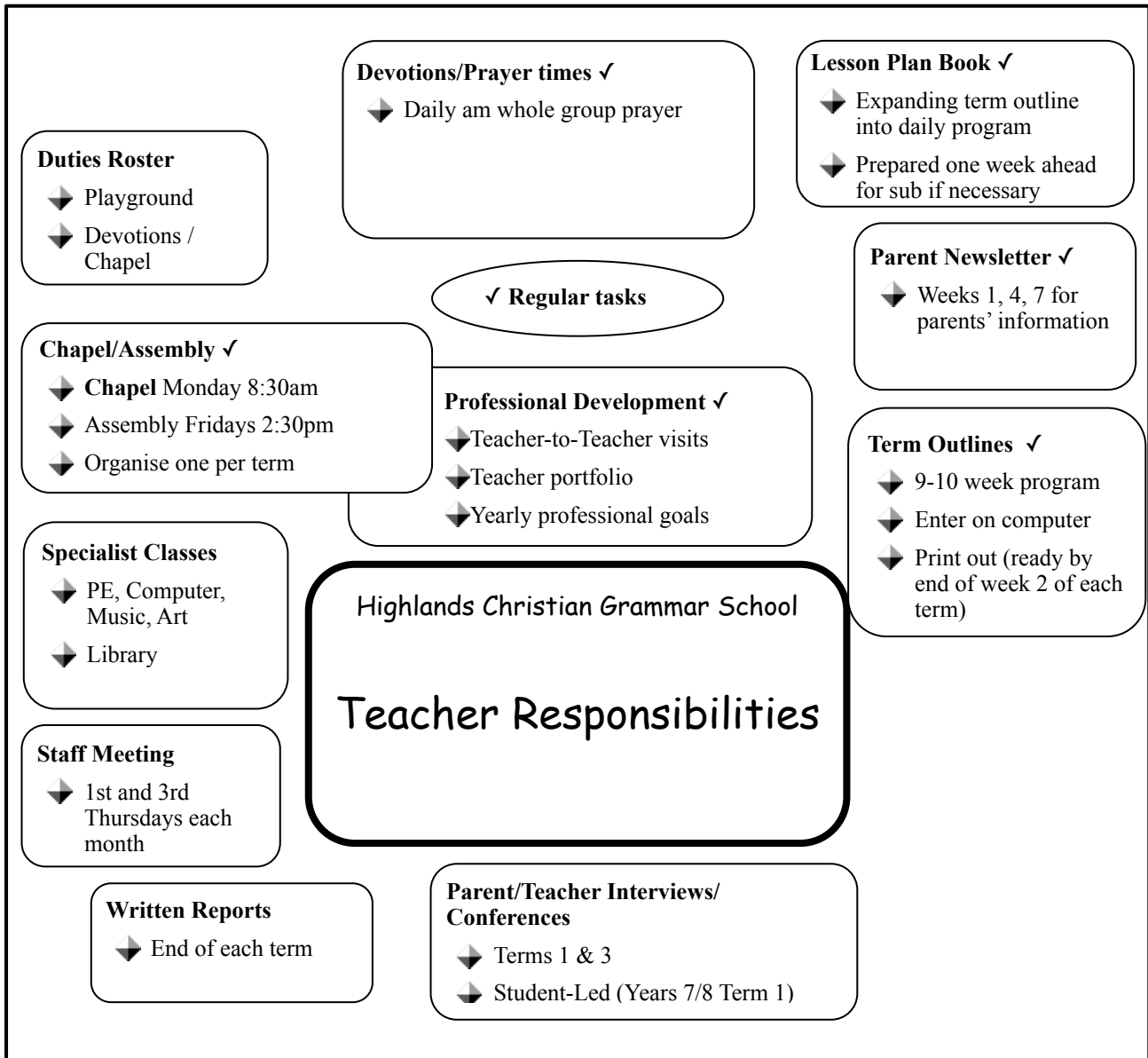
The HCGSB meets at least quarterly (but usually once per term) to oversee Highlands Christian Grammar School by reviewing and approving annual budgets, policies and program, in order to advance the quality of the education provided. The HCGSB consists of parent representatives, an MAF representative, one teacher representative and the principal. The Board has all authority in school-related matters. Board members, including the teacher representative serve staggered three-year, once-renewable terms. The teacher representative serves an important role bring the teachers’ perspective on Board discussions and decisions, and to assist the Principal in representing the Board and its decisions to the faculty and staff. Teacher representatives may be appointed or nominated.



ROUTINES

TEACHER RESPONSIBILITIES DIAGRAM AND TIMELINE

The diagram below outlines the responsibilities of a teacher at HCGS.



SCHOOL YEAR

The school is currently working towards the goal of 180 school days per school year. The school year is divided into 4 terms of approximately 9-10 weeks. The school year starts in January with a 3-4 week break June/July. Other breaks are in March/April and September, generally for one to two weeks each. The school year ends in December when there is another 5-6 week break before the start of the next school year.

TEACHER LENGTH OF DAY & DAILY TIMETABLE

There is no specified number of hours a teacher must spend on the school campus. However, it is assumed that each teacher will be on campus and in their classroom for sufficient time to adequately prepare for their students. Teachers are expected to be on campus 45 minutes before school begins (8:30 am), arriving in time for staff devotions/prayer times at 7:45 am. Departure is after the end of the school day (3:45 pm). Part time teachers must arrive at least 15 minutes prior to the start of their first class.

WEEKLY PLAN BOOK

Complete your weekly lesson plan in advance. These lesson plans are important for communication should you be unable to teach for any reason. Keep the format simple and clear so that a substitute teacher would be able to teach the lessons effectively from it. A lesson plan format is available from the Forms dropbox.

TEACHER ABSENCES

If you are unable to be at work due to illness, please contact the Principal as soon as possible so that a substitute can be found. If you will have to be absent from school for any other reason, complete the “Request for Leave” form and speak to the Principal as far in advance as possible.

When to use substitute teachers – If you or a member of your family is sick or needing medical assistance, or is being medically evacuated, please don’t come to school. Filling in for other teachers on occasion is not something for which additional pay will be given, except in the case of part time teachers.

If you need to leave the school campus during the school day for personal business, etc, advise the Principal.

How to make arrangements:

- **for school reasons** – If you are sick or called to perform other duties (e.g., School Board or representing the school at a different function) a substitute is arranged by the school administration.
- **for personal reasons** – If you wish to be absent for personal reasons approval should be sought from the Principal. Any approval will be conditional on you arranging for a substitute teacher.

SUBSTITUTE TEACHER FOLDER

Be considerate of your substitutes! In many instances when a teacher is sick, it is difficult to give last minute instructions, or you may be at a place in the material that is impossible to have someone else teach. Therefore, ensure that you have a place on your desk that contains the necessary information for the visiting teacher to conduct a successful class. This place should easily be found and the following items should be included:

- Weekly Lesson Plan Book (up to date)
- Spare activities for extra lessons
- Details regarding routines, specialist class times, students’ special needs, behavioural provisions
- Seating arrangements

SCHOOL SCHEDULE

Common (Special Schedule)			Prep–Year 6			Years 7+		
	Start	End		Start	End		Start	End
CRE	8:30	9:10	CRE	8:30	9:10	CRE	8:30	9:10
Block 1 (55m)	9:10	10:05	Block 1	9:10	10:05	Period 1	9:10	10:00
						Period 2	10:00	10:50
Snack Break	10:05	10:20	Snack Break	10:05	10:20	Snack Break	10:50	11:05
Block 2 (1h)	10:20	11:20	Block 2	10:20	11:20	Period 3	11:05	11:55
Common Lunch	11:20	11:50	Lunch	11:20	11:50	Period 4	11:55	12:45
Block 3 (1h 30m)	11:50	13:20	Block 3	11:50	13:20	Lunch	12:45	13:20
Period 4 (Years 7+)								
Recess	13:20	13:30	Recess	13:20	13:30	Period 5	13:20	14:10
Block 4	13:30	15:00	Block 4	13:30	15:00	Period 6	14:10	15:00

CHAPELS AND ASSEMBLIES

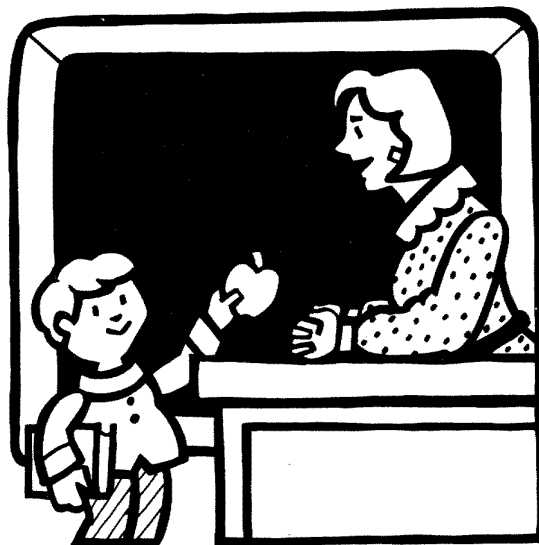
Every Monday morning at 8:30 am all K-6 classes and teachers assemble in the auditorium for a weekly chapel service. Years 7+ join in on the first Monday of each month. The chapel time normally lasts until 9:15 am. The assembly usually includes announcements, the singing of the PNG National Anthem and reciting the PNG Pledge. Friday afternoons, from 2:30-3:00, K-6 meets for a week closing assembly. Years 7+ meet on the first Friday of each month. Class teachers are assigned to present a 15-minute item with their class, including Bible reading, features from the past week, a song, a dramatic presentation, etc. Awards for achievement and performance may given. Teachers are expected to attend Chapels and Assemblies, even if not on duty, and to ensure that the students normally under their care are behaving appropriately.

STAFF MEETINGS

There are regularly scheduled after school staff meetings that all faculty members are expected to attend. These meetings are usually on alternate Thursday afternoons during each school term. If an emergency should arise that would prevent you from attending the meeting, it is your responsibility to talk with the Principal in advance and request to be excused. You should also arrange to get all the information that is presented at the meeting. You are responsible to be acquainted with all information discussed, even if you are absent; minutes are helpful for this.

PROFESSIONAL DEVELOPMENT AND IN-SERVICE TRAINING

There is usually a professional development session held in during the first term in March. PCEC (PNG Christian Educators Conference) is hosted by the school and is a great way for us to contribute to the broader community of Christian educators in PNG. Teachers are expected to be involved in this and should plan to be present. The school also tries to have professional workshops throughout the year on a variety of subjects. We are involved in an ongoing process of curriculum development. There is also one pupil free day each term for the purpose of working on term outlines for the next term and for professional development. All teachers are expected to be at the school working on those days and taking part in the professional development program.



GUIDELINES FOR HCGS TEACHERS

CHILD ABUSE POLICY

Every person serving at HCGS has the responsibility of being a role model for the children with whom he/she comes in contact. Teachers' conduct towards these children must be above reproach according to Biblical standards of ethics and morality. Moreover, each individual must do his/her part to ensure that the children who attend our school have a safe environment in which to live, learn and enjoy childhood. To that end, see the full Child Abuse and/or neglect administrative policy is set out in Appendix C.

CLASSROOM CHECK OUT PROCEDURES

As you finish your teaching assignment, you will need to leave the classroom ready for the next teacher. Check with the Principal to determine what steps are to be taken in packing up the room and completing your service in the school.

CONFLICT MANAGEMENT

Human beings working together closely are guaranteed to have friction points along the way. We all have different characteristics, strong points and weak points, preferences and backgrounds. All of these are potential sources for conflict. In addition, the enemy loves to distract and to obstruct God's work through conflict; we have to be vigilant against his strategies by having a strategy of our own. The following principles will help us. We are not alone in this; remember Jesus' words in Matt. 28:20!

1. Never attribute motive. Eg. "You are doing this because ..." Just deal with the facts.
2. Do not insult another person or his work. Respect others.
3. Pray about situations and avoid spontaneous outbursts.
4. Be careful in the words you chose to use; sometimes your words carry an insult or a tone that is not Godly or helpful. Be slow to speak and quick (ready) to listen.
5. Value the contributions others make. Realise that they are someone's loved ones.
6. Try to empathise. This does not mean make excuses for poor performance, but try to see things from the other person's perspective.
7. Realise that you aren't perfect yourself. Examine your own motives, and see that you
8. Be confident in your work; many conflicts arise because people feel insecure. Ask yourself: Am I feeling threatened by this person? Sometimes that is the real reason.
9. Try to see the big picture. Your frustration may be caused by something that is not in the person's control, or the issue may not be big enough to fuss over. 2 Tim. 2:3-4
10. Confront gently and directly if you need to. If you choose not to confront, do not discuss the matter with others. Deal with all the issues involved, not just the most obvious ones. (Matthew 18 is a good guide.)

CONFLICT RESOLUTION

Sometimes, despite our best efforts, or because of our or others' failures, conflict does arise. Here are some steps to follow to resolve conflicts Biblically. peacemakersinternational.org

- A. Adopt a Godly attitude
 1. Love (John 3:18, John 13:34-35, Phil. 2:3; "They'll know we are Christians by our love.")
 2. Humility (1Peter 5:5, Eph. 4:1-3, and God's view of those: Prov.20:23, 16:18, 3:34, Is. 66:2, Ps. 138:6)
- B. Begin with yourself
- C. Confront gently
- D. Deal with all the issues
- E. Expect restoration
- F. Forgive from the heart

DRESS CODE

Teachers are expected to wear clothing that is neat, clean and appropriate to the person and the occasion. It should be recognised that what is acceptable in one social situation or culture may not be so in another. Within this Christian community, the individual teacher should consider not only his/her cultural standards, but also those of other persons with whom he/she will be in contact. An awareness and sensitivity concerning dress standards in Papua New Guinea is most important. Teachers should be an example for the students in professional decorum, modesty and good taste.

Men's dress: an open-necked collared shirt with slacks or short trousers is acceptable. Ties are not required.

Women's dress: a blouse and skirt or dress slacks, or a casual dress is customary for professionals. In earlier years, slacks were not generally worn by ladies in PNG, but this has been changing since the 90's. Displaying cleavage to any degree is offensive and an unnecessary temptation.

For both men and women, footwear is also casual (and necessary). NO flip flops (rubber thongs) or bare feet.

FIELD TRIPS

HCGS seeks to provide educational activities for students both within and outside of the school. In order to meet the educational needs of students, teachers must plan activities that help students learn in situations that simply can't be replicated within the school. Those teachers who propose off-campus educational experiences must show how these experiences help to fulfil the educational goals of HCGS.

If you wish to take a field trip of some kind, please arrange it with the Principal well in advance, using the Permission Slip Request Form (found in the Dropbox). You will need to contact the place to which you are going and arrange for transportation. Please invite some parents to go with you; it would be good to have at least two, if not three adults to go with your class. This will help you and it will help get families involved. Classes have gone to a variety of places in the local area such as bakeries, a power plant, coffee plantations and

factories, fisheries, and others. Field trips are a great way to add a touch of reality to your teaching. Take advantage of what is available. Complete the Permission Slip Request Form at least a week before the event and hand it in to the Principal. The following list is what trips are available locally:

Grade Level	Excursion
PS	Ela Motors dealership and/or the Fire Station (both in Mt. Hagen)
1/2	Rondon Lodge Zoo and Hike (20-minute drive, Mt. Hagen)
3/4	Gilsen & Melpa Tuffa Tank manufacturing (in Mt. Hagen)
5/6	BNM (Ron Reed): electric motors, generators, machine shop (in Mt. Hagen); 5+ Band Trip
7/8	Lae Trip (even years): Yonki Dam, Lae Biscuit, Tablebirds, Crocodile Farm (3-day trip)
9+	Nebilyer Coffee Processing Plant (Jim Leahy) (30-minute drive); Kosem Limited coffee

FINANCES & SUPPLIES

Each classroom teacher is allotted a certain amount of funds per school year for supplies for the class. This could include food for parties, catalogue orders, etc. Use the Cash Request / Reimbursement form if needed.

Note that every teacher must have a way to monitor the distribution of class supplies. Students who use (or lose) more than the following materials in a term must purchase according to the “Per Item” column.

Approval ensures keeping a correct account balance. It is always best to obtain approval prior to the purchase; there is a risk that purchases made without approval will not be reimbursed.

Grade	Item	Per Item
PS-4	2 pencils, 1 eraser, 1 glue stick, 1 exercise book per subject; 1 ruler per year	K0.50
5-8	1 pen, 1 pencil, 1 eraser, 1 exercise book per subject; 1 basic calculator (loan) & 1 ruler per year	K0.50
9+	3 pens (black/blue/red), 1 pencil, 1 eraser, 1 exercise book per subject; 1 scientific calculator (loan) & 1 ruler per year	K0.50

GUEST SPEAKERS

Guest speakers can be most valuable resources. We have access to people in our community with a wide variety of vocations and experiences. You are encouraged to seek those people who will provide enrichment to the children in your class. However, it is important to know your guest speaker well and know what is going to be presented and how it will impact on the children. Advise the Principal of any arrangements in advance.

KITCHEN DUTY

Staff members are not rostered for kitchen duty. However, it is expected that all staff members will do their part to help keep our kitchen area neat and tidy. This includes **washing up your own dishes**.

LEARNING ASSISTANCE DEPARTMENT

This *ad hoc* department exists, when there is a need, to provide help for children with particular learning needs. The students may receive help in academic areas or with behavioural programs. These services may be provided by withdrawal from or included within the regular classroom. The Learning Assistance Department assesses all students on enrolment and takes responsibility for annual assessment of the students.

LEAVING FURLOUGH OR END OF CONTRACT

Teachers need to plan to remain for at least one week after school is finished in order to have plenty of time to complete all the necessary tasks for concluding their teaching at the school along with those tasks necessary at their living place. To leave earlier requires special permission from the Principal.

OFFICE REQUESTS

The office staff is not to be asked to do teachers’ photocopying, binding, laminating, phone calling, personal shopping, errands, etc. The clerical work is heavy and we must be careful not to overload our office staff. Specifically, for NASFUND requests, teachers may request a form from the School office (or get it online or from the NASFUND office), complete the required parts, then request the School stamp and signature, and then submit the form to the NASFUND office. Follow-up on loan requests, etc. are the teacher’s responsibility and can be done online or by personal phone calls or visits.

PLAYGROUND DUTY

Each term a duty roster is prepared and included with your teacher timetable. Staff members are required to take their turn on duty. The teacher on duty is responsible for the supervision of the playground area. You should move about among the students and let them see that you are present and interested in them and their activities. If a child gets hurt on the playground you will need to have the injury attended to. If it is serious and needs medical assistance, please notify the Principal and arrangements will be made to transport the child to the hospital or other medical facility.

The basic playground rules should be enforced as well as using your own judgement on unruly situations. Stop activities that you feel may be harmful to the children. If you judge an activity to be unsafe or unwise, the school will support this judgement. We do not allow the speaking of Tok Pisin by students on the playground as most families are enrolled at our school specifically to obtain exposure to an English-speaking environment.

PERMANENT RECORD FOLDERS

Permanent record folders are maintained on each student attending the school. The records are kept in the Bursar's office. Teachers should find the information contained in the permanent record folder helpful. Remember that the information is for your professional use only. Folders are to remain in the office unless you receive permission from the Principal to borrow them. If you borrow them, please make sure they are returned to the office within one day.

STUDENT ATTENDANCE

It is the responsibility of the classroom teacher to take class attendance each day. Two rosters will be distributed for each class group each month—one for the office folder (collected each day) and one to be maintained and kept in the class for emergencies. Each month a different class is responsible to go around to all the classrooms to collect the rosters by 9AM. At the end of each semester the number of absences will be reported on the report card. If a child is absent for more than two days at a time the Principal should be notified of the absence. Parents are to notify the school as to the cause of the absence. The student is responsible for making up any work that is missed. All tardies and absences are registered. Those beyond the control of parents and/or students will be marked as excused. Unsecured absences or tardies disqualify a student from the honour roll and assignments or tests missed must receive a zero.

STUDENT ILLNESS

If a child becomes ill and needs to lie down, send him/her to the office or bring him/her yourself. If he/she need to go home, the school secretary will make arrangements for the parents to collect the child. When a child is ill for a long period of time, it may be appropriate to contact the parents and arrange to send some work for him/her to do at home. Older students, for expected absences, are encouraged to reach out to the teachers for this kind of support.

For injuries that require first aid, bring the child to the office. If the secretary is in the office, she will attend to the student. If the secretary is away from the office, first aid materials are in the cupboard in the Principal's Office.

If a student is absent due to illness for one or more days, teachers are to take the initiative in providing makeup work to the Principal who will arrange for the work to be sent home. The assignments must be geared to enable the student to keep up with the class, and as such may be modified, especially if the child is less able to do all the regular work.

STUDENT TRANSFER CERTIFICATE

Student Transfer forms are used when a child is leaving HCGS for furlough or leaving our school permanently. The classroom teacher is to request a transfer form from the secretary (or Dropbox) before the student leaves. The teacher should review and update the information on the form, returning it to the secretary to update on the computer. She will return it to the teacher for a final check and the teacher's signature. The teacher then gives it to the Principal for review and signing. It will then be photocopied by the secretary and sent with the child as he/she leaves and a copy kept on file.

TEACHER PERFORMANCE APPRAISALS (TPA)

All teachers are required to have an annual Teacher Performance Appraisal. This follows a standard procedure used for professional teachers world-wide. The Principal is responsible for this.

The Teacher Performance Appraisal deals specifically with the fulfilment of teaching responsibilities. Classroom observations are a normal part of the preparation for this.

TERMINOLOGY

Sometimes there is confusion in mixed hemisphere schools about school-related terms: This is what we use:

Year 8 Used in reference to the grade level in Australia and in PNG. Use Year 8 instead of Grade 8.

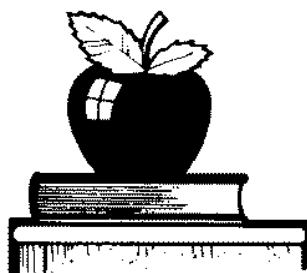
Grades Grades (A, B+, C, etc) are assigned based on a range of achievement throughout the term.

Marks Marks (6/10, 4/5, 23/25, etc) are individual student assessment results that contribute to overall grades.

Class Class groups may consist of multiple grades.

YEAR 7/8 TRIP

Annually, provision will be made for the Year 7 and 8 students to make an educational trip to Lae during Term 2. Typically, they will depart on Thursday morning and return on Saturday afternoon. The trip will feature stops at Yonki Power Station, Lae Biscuit, the Crocodile Farm, Ramu Sugar and the Table Birds plant.



EMERGENCY PROCEDURES

FIRE AND EMERGENCY DRILLS

There will be periodic fire and emergency drills. Expect to have one or two drills in the first few weeks of each term. This will give you a few days at the beginning of the term to discuss and practice these procedures with your class.

The signal for the fire and emergency drill will be: **Bell, ringing on/off/on/off multiple times.**

"Emergency situations" are where the Principal would want the school together to give quick instructions. After the signal alert, please be observant of the Principal directing students to the Pre-School play area. At other times, the Principal will want students to remain in the classroom. Please immediately lock your door and stay inside should you notice a commotion on campus. Instructions will be relayed over the intercom.

When you hear the signal, please calmly help your children exit the room and go immediately (without running) to the class designated spot on the preschool playground.

Teachers:

- Take your attendance book with you.
- Check your room. After everyone is out of the room, pick up a chair.
- Close the door behind you.
- Lay the chair down in front of the door; this signals that the room has been cleared.
- Proceed to the designated gathering area.
- Keep your class quietly sitting/standing in a line. Ensure that everyone is accounted for.
- Report to the Principal when s/he arrives either that all are accounted for or who is missing.

Specialist teachers (Art, PE, Music, Computers, and Library, when class is in session):

Escort the class to their spot and turn them over to the classroom teacher. The classroom teachers are to make sure their regular classroom is cleared and closed before going to meet their class.

- Check the toilets, placing a chair in front of the doorway when vacated.

Learning Assistance (when class is in session):

- Escort the children to the gathering area and deliver to their teacher.

Principal:

- Designate someone in the office (Bursar, etc.) to be the Communications Person, ensuring the Fire Dept. or Directors' office is alerted to the need.
- Arrive at the designated gathering area and be centrally located.
- Co-ordinate the finding of lost students, help with questions, etc.

Communications Person:

- Make contact with the appropriate emergency services (ensure action is being taken).
- Clear office building laying a chair in front of the door when the office is cleared.

EARTHQUAKES (GURIA)

There will also be periodic earthquake drills. Expect to have one or two drills in the first few weeks of each term. This will give you a few days at the beginning of the term to discuss and practice these procedures with your class. The signal for the Earthquake drill will be: **Bell, ringing continuously.**

During class discussion, please emphasise that we do not run outside during earthquakes. If your students are in a classroom (including library and art) everyone should lie down, in a "foetal position," alongside their desks or tables with their hands covering their heads and their eyes closed (to prevent injury to their eyes from flying glass). Please remind your students that it is much safer for them to follow this procedure than to try to exit the room. Should a quake occur during an assembly, the procedure is similar but with each student alongside his/her chair.

Further notes for those new to Mt. Hagen:

- Small tremors are frequent – most pass unnoticed. The larger ones cause little or no damage and last for only a few seconds.

- Local buildings have previously sustained a number of quakes in the shock range of 3-8.5 on Richter Scale with almost no structural damage.
- Our biggest concerns during earthquakes are children panicking and running from the rooms causing injuries and the possibility of falling fluorescent tubes.

EVACUATION PLANS

A contingency evacuation plan should be located in each classroom as well as on file in the office. Teachers should be familiar with the plan for their classroom that gives a detailed list of things to take in the event of an immediate evacuation as well as in an evacuation with one day's notice.

LOCK DOWNS

There will also be periodic Lock Down drills. The signal for the Lock Down drill will be: A Special Lock Down **Signal, ringing continuously.**

Lock Downs are to protect against possible dangers from the street or on campus. As such, students and teachers must follow these procedures when the Lock Down Signal sounds:

- Anyone outside must immediately go inside, but in a way that is sheltered if possible.
- No one should go from one building to another, even for class changes
- Stay away from doors and windows so as to not draw attention to yourself and to protect yourself; if possible even draw the curtains
- Stay in your seats (away from windows) and continue with your class as normally as possible.
- Lock or block the doors.
- If things were to escalate, you would receive instructions to move through the back to the Music Centre or the like.
- Wait for the all-clear signal

SERIOUS INJURY PROCEDURES

Injuries can occur in any classroom or in the playing field. The following procedures are not meant to be exhaustive and will need to be interpreted in the light of what is actually happening. The major concern is for the wellbeing of the student and making sure that intervention does not cause further injury.

When an injury happens that you consider needs clinic attention:

1. Send a student to the office asking the receptionist to contact the clinic and the student's parents. If the child can be moved to the office without further injury, then help the student to the office. If the student cannot be moved, stay with the injured student until help arrives.
2. While waiting for instructions from the clinic, make sure the student is comfortable, stem bleeding, give resuscitation, etc.
3. If the child can be taken to a clinic/hospital, the receptionist will find a driver to transport the student.
4. Let the administration know what has happened.
5. Write an accident report and also have eyewitness (students) write what they saw/did.
6. If in your opinion the student does not require medical attention send them to the office for first aid.

If you have any questions about these procedures please ask for clarification from the school administration.

FACILITIES

AUDIO VISUAL EQUIPMENT

At present there are good overhead projectors that are located in three classrooms. We also have CD/tape players, video equipment, and a digital camera.

CLEANING

Rooms are cleaned daily or weekly, according to a cleaning schedule. Classroom trash is emptied daily.

Students should be expected to keep their work areas and rooms clean by picking up what they can and by clearing any significant mess made in a class activity.

COMPUTER ROOM

Each class is scheduled to use the computer room weekly. A signup sheet is in the Computer Lab to reserve the room for use at other times. Feel free to ask questions and work with the computers at any time the room is free.

E-MAIL/INTERNET

Teachers may use school computers for e-mail if they don't have access at home and if the computer is not being used for school needs. Internet is also available for school purposes. Please be aware of the download limits.

KEYS

Each teacher will be issued a key to allow you easy access to areas of the school that you use. Your key is your responsibility. The key is **not** to be loaned to students, parents or community members. People other than school staff who may need access to school facilities must arrange this, in advance, with the Principal. When you are ready to leave the school either for furlough or at the end of your contract, please return your key to the Principal. The Principal keeps keys for all school facilities.

LAMINATING

The school has a laminating machine. Teachers are to do their own laminating. Do not, as a general rule, laminate for students as costs are high for supplies.

LIBRARY

Library facilities are available to the students and teachers. Teachers are free to borrow any of the library materials for use in the classroom for extended periods of time.

Book Festival is held annually with featured activities for the entire National Book Week.

The library houses the school's collection of DVDs. If you borrow a video, you must check it out with the library.

PERSONAL ELECTRONIC DEVICES

As a professional teacher, good judgement is required in the use of personal electronic devices. No teacher should ever be using phones or computers for personal reasons while students are in their care, either in the classroom or while on outside duty. Acceptable use includes recording grades, showing videos or other uses directly related to teaching the class. Lesson or grades preparations (including comments) are not acceptable. Teachers are expected to circulate through the class and monitor student progress.

PERSONAL USE OF SCHOOL EQUIPMENT AND FACILITIES

The photocopier in the Teacher's Workroom is available for personal use. Please sign the form near the machine with the number of copies and your name. Copies will be charged at the current rate of approximately K0.50 per copy.

Teachers are able to use the school grounds or rooms, out of school time, but in each instance a prior arrangement **must** be made with the Principal.

SCHOOL VEHICLE

The school vehicle is available for school-related use, including pickup and drop off of teachers and their children. There is a schedule for the driver with the Office. Make sure your preferred times are indicated there. Teachers must observe the following rules for use of the school bus:

1. Be respectful of the driver and other passengers so that they are not required to wait for you or your children. The driver is instructed not to wait if you are not at the appointed place on time.

2. All requests for use of the vehicle, pickups, changes to the schedule, etc must be made with the office, at least one day in advance, and not with the driver directly.
3. Arrangements can be made for the driver to assist teachers with shopping trip on Saturday mornings fortnightly, but they must be made with the office in advance.

SUPPLY ROOM

The Supply Room is located in the Copy Room. Here you will find the supplies you need for use in your classroom, such as exercise books, workbooks and poster paper. There are also supplies of glue, pens, etc. for your use as a teacher; these are not meant to be used to supply each student.

Please take/order only what you need. It is more helpful to have the attitude of “what will really improve and support quality learning at HCG” rather than “what can I order to fill up my budgeted amount.” This is a matter of professionalism and trust.

Supplies are usually ordered once a Semester (by Week 7) in bulk, so let the Bursar know if supplies need replacing. Do NOT expect the Bursar to run around town throughout the term to procure supplies which you forgot to request at the bulk ordering time. If you use the last of an item from the room, please tell the Bursar, so that it can be replaced.

The process for ordering is as follows:

- Step 1 Each semester, teachers are invited to submit order requests for supplies and for learning resources and equipment.
- Step 2 Any supplies which are out of the ordinary and any equipment or learning resources requested in Step 1 must be accompanied by a) a reason for why the item(s) are being requested, and b) a cost quotation. All extraordinary items require the Principal’s approval.
- Step 3 The Bursar will review all requests a) to ensure that they are not “out of the ordinary” (see Step 1), b) to determine if they are within the budgeted amounts, c) ensure that standard items (eg. Whiteboard markers, pens, etc) are supplied according to the school’s standard provision (for example, a teacher may unwittingly request a type of whiteboard markers that is more expensive than what we normally supply), and d) collate them so that, for example, all requests for whiteboard markers are grouped together.

TEACHER RESOURCES

Teacher Resources are located in the Staff Room, in the Library on separate shelves, and in the cupboard just outside the Library. Here you will find limited teaching aids, manipulatives, professional readings and supplementary materials to assist you in your classroom teaching. Please use the borrowing system faithfully, as these resources are valuable to us all. The librarian will check out/in any resources that have a bar code. If there is no bar code, please write in the notebook those resources you remove from the room.

USE OF OFFICE AND STAFF ROOM EQUIPMENT

The school has one photocopy machine in the Staff Room. Students may use the copier with permission from a teacher. Only one or two students are permitted to be operating the copier at any one time. Ensure that students are frequently reminded on the importance of duplex copying when possible, and to avoid waste.



RULES AND DISCIPLINE

APPEALS PROCESS

If a parent wishes to appeal any decision made by the classroom teacher or Principal, the following appeals process may be used: Teacher / Principal / HCGS Board.

CLASSROOM DISCIPLINE

When students do not respond to positive reinforcement, refuse to cooperate and disrupt the classroom, teachers should use external pressures and punishment with a view to developing self-control and inward acceptance of the standards set by the teacher.

When minor problems arise, the teacher will administer an appropriate discipline. For major offences, or continued minor offences, that student will be sent to the Principal's office. It is the desire of both the teachers and the administration to guide the child to an understanding of the problem and to seek his/her co-operation in changing behaviour to acceptable norms. Suspension or expulsion will be used only in extreme cases at the discretion of the Principal.

At the beginning of the school year, each teacher will send out a set of classroom standards and guidelines. Teachers are encouraged to explain to parents their classroom management style at the beginning of the year Open Day.

Minor offences include, but are not limited to the following:

1. Disruptive behaviour in the classroom
2. Unnecessary talking during class time
3. Throwing objects indoors
4. Incomplete homework assignments
5. Failure to abide by the Uniform Policy

Options that a staff member may consider in dealing with minor offences:

1. Effective classroom management procedures
2. After-class interview with the student
3. Loss of privileges
4. A teacher-student conference
5. A teacher-student-parent conference
6. After-school detention
7. Referral to the Principal

Major offences include, but are not limited to the following:

1. Open defiance or disrespect to a staff member
2. Wilful destruction or defacing of school property or that of a student
3. Continued disruptive behaviour that has not been resolved
4. Stealing
5. Profanity
6. Persistent cheating
7. Persistent lying
8. Physical fighting or bullying

Major offences will be referred to the Principal for disciplinary action who may follow any one or combination of the following options:

1. A conference with the student, parent, teacher and Principal
2. Loss of privileges
3. Assigning student a work detail
4. Suspension from school¹
5. Expulsion¹

In every area of discipline, staff members are to be sensitive to the individual student's development and to give consideration to the developmental process. Co-operation is needed between the parent and the school to understand the student's ability to apply spiritual truths to his/her life. Fairness and consistency are very important.

As in other class related areas, parents are encouraged to contact the teacher first with any questions concerning discipline. The Principal is available for intervention and support.

DISCIPLINE POLICY

One of the major goals of Highlands Christian Grammar School is to assist parents in leading their children into a walk with God, submitting willingly to His control, so that their lives become more and more conformed to the image of Christ. It is our desire to assist in the development of character traits that will help them through life and also to help them to be used by God.

We expect that all students have a desire to be accepted among their peers and to participate in their classroom and school community in a positive and constructive manner.

¹ If these forms of discipline are administered, the Principal will also submit a written report to the Board.

A well-disciplined classroom is one in which students are relaxed and can operate freely within a structured framework. This framework is one that they understand clearly and accept co-operatively, without the need for constant reminders or punishments. Teachers must have a clear mental picture of how the classroom ought to be and then pursue that.

Teachers are encouraged to address inappropriate behaviour with students before sending them to the Principal. Speak gently but firmly. Use Scripture but not for punishment. Be loving and understanding but not accepting of the unacceptable behaviour. If the student is receptive, pray with him/her, but not while either of you is still angry or frustrated. Be in prayer and have a loving attitude, also (and especially) for difficult students. Conferring with colleagues is acceptable if it is constructive and in a manner you would like your own child's case discussed.

EXEMPLARY BEHAVIOUR

Children come from a variety of cultural backgrounds. At HCGS, we want to be consistent in the behaviours we encourage. Look for opportunities to reinforce these behaviours. These are the main ones:

- Responding with at least two words, such as “Yes, Sir” or “No, Ma’am” (not “Yep”)
- Referring to adults as Mrs. _____ or Mr. _____ (not Miss or Mista)
- Speaking clearly when spoken to
- Looking at an adult in the eyes when being addressed (esp in non-discipline situations)
- Saying “I’m sorry” and “I forgive you.”
- Responding to a greeting eg. “Good morning, Mrs. _____”
- Not wearing hats indoors
- Males treating girls and ladies with respect as gentlemen

PLAYGROUND RULES

A. Sandbox

1. Use no sticks to dig in the sand.
2. There is not the possibility of saving a particular sand space (or construction) from one recess to the next.
3. When the sand is wet, it is helpful for a staff member to have a bucket of water available at the side of the sand area for the children to wash their hands five minutes before the end of recess.

B. Teeter-totter (seesaw):

- There may be up to two children sitting on either end of the teeter-totter.
- No child should sit in the middle area of the long board.
- The children are to sit rather than stand.

C. **Lower Field (soccer area):** This area is open and should be observed by the playground staff.

D. **Side Basketball Court:** This area is open and should be observed by the playground staff.

E. **Rainy day recesses:** The children are to listen for the staff member's whistle and come into shelter if the whistle is sounded.

F. **The supervising staff member:** Children are to direct their special needs to the supervising staff member during each recess. The staff member will respond in whatever helpful way is possible.

SCHOOL RULES

The following rules should be enforced while on duty.

1. Children are expected to respect the position and authority of teachers and administration.
2. Children are expected to respect the rights and property of others. They are to refrain from deliberately marking or defacing any school property.
3. Children are not to be in the classroom during recess or lunch times unless their classroom teacher is present.
4. Children are not to use profanity while at school.
5. Children must stay within the fenced area during school hours.
6. Children are not permitted to play around the school buildings or inside the bathroom areas.
7. Children are not permitted to climb trees.
8. There is to be no ball playing around the classroom areas.
9. Children are not permitted to have gum at school.

10. We do not allow the speaking of Tok Pisin by students during the school day as most families are enrolled at our school specifically to obtain exposure to an English-speaking environment.

UNIFORM POLICY

The School has a Uniform Policy for all grade levels. The word “uniform” implies that all students will be dressed uniformly. It is therefore expected that all students, with the support of their parents, will abide by the Uniform Policy.

At times the temperature (ie. below 20°C) may require additional layers. These additional layers must be consistent with the intent of the Uniform Policy. That is to say, the colours and style must be in line. Students may purchase sweatshirts and other uniform pieces from the School office. Hoodies, and other paraphernalia are not acceptable. Similarly, footwear must be neat and appropriate for a school environment, namely running shoes but not flip flops or work boots.

Students who are not in proper uniform (eg. Non-uniform pieces, torn or excessively worn or damaged pieces, inappropriate footwear) are to be directed to the Office where they will be given a standby uniform and parents will be contacted. Teachers, it is your professional responsibility to uphold the Uniform Policy.

CURRICULUM

SCHOOL CURRICULUM

Curriculum Definition

A curriculum represents a deliberate effort to reduce random learning by prescribing a set of learning experiences, selected and organised in a systematic fashion, to achieve desired educational goals. At a minimum, curriculum planning requires the identification of appropriate goals/objectives, the selection of content to be included, the sequencing of that content, and the development of assessment measures to determine if the intended goals have been met.

A good curriculum is much more than a syllabus; it addresses multiple objectives simultaneously and envisions student experiences that provoke curiosity, fire the imagination and deepen understanding.

Curriculum Development

It is expected that all classroom teachers will be involved in the review of the subject area that is being reviewed each year. Any major changes in curriculum are encouraged to be made during the year of review to facilitate articulation between the primary and high school. In-service days during the school year will be utilised for the curriculum review. No holidays should be planned during that time.

Following is the process for the Curriculum review. The process will be lead by the Principal or the Curriculum Coordinator with the support of the Principal.

Curriculum Review Cycle

20X5 / 20X0..... Science

20X6 / 20X1..... CRE, English/Language Arts

20X7 / 20X2..... Health, Physical Education, (Special Education, if applicable)

20X8 / 20X3..... Music, Art, Social Studies

20X9 / 20X4..... Maths, (ICT) Integrated Computer Technology

The staff at HCGS is involved in writing the curriculum for the school. A Curriculum Guide is being put together to serve as the curriculum for the school program. Teachers are to be familiar with the curriculum and should refer to it regularly in preparing their classroom program. The school has also purchased resources that complement what has been written. These are located in the classroom or the Staff Room. The Curriculum is the school guide to a coordinated, well-rounded education, appropriate to the needs of the school community and as such must be implemented. Each year the school tries to up-grade an area of the curriculum so this guide will be changed as the overall school curriculum changes. It is important for teachers not to pursue curriculum objectives that are different from the school program. Specifically, the School is committed to following the Australian curriculum objectives in Maths, Science and English for all grade levels. PNG curriculum is also to be consulted and met as a minimum standard for all subject areas. Year 8 students must be prepared to succeed with HIGH DISTINCTION for the PNG National Exams held each year in October.

ACHIEVEMENT TESTING PROGRAM

The school currently uses the PAT (Progressive Achievement Test) standardised testing system. This test is given annually during Term 3 to all children enrolled. The testing coordinator will give instructions well in advance of the test. This program is very helpful to the school administration and can be helpful to classroom teachers if the results are used to assist in grouping of children and in overall lesson planning.

TERM OUTLINES

What are they?	The grade level teachers write term outlines as a tool to plan for the term. A term outline includes the necessary information for each subject area taught at that grade level during that term.
What is in them?	For each subject area: objectives (from the grade level curriculum guide), topics of study, assignments and teaching suggestions.
When are they written?	Teachers usually begin to work on term outlines for the next term mid-way through the previous term.
What is the format?	Term outlines are written in a chart form, divided by weeks and sometime days. The network has the template available.

Who gets a copy of the term outline?	One copy should also be given to the principal. The staff computer should have back versions of 1-2 years from previous teachers.
How close does the teacher need to stick to the term outline?	It is expected that what happens in the classroom will follow the term outline as closely as possible. It is understood that things happen at the school to disrupt the classroom schedule and it is possible to get behind.
How does the teacher know how much to plan for a week of any subject area?	Experience has shown, that if you plan about four lessons in a subject area for a week, you will be able to stay with the outline pretty well. Planning five lessons a week seems to be too strenuous to maintain. With a bit lighter load, it leaves room for reteaching, extra activities or whatever other disruptions that occur.
How does the teacher know what to teach each term?	There are several resources that are available to help in your planning. First, work closely with the other teacher in your grade level, if there is one. Secondly, be sure to look at the term outline written for the same term the previous year. In most cases, only updating of information might be necessary. Sometimes in some subject areas, a switching of topics between terms is necessary. But, again, begin with the material in the previous year's term outline and modify as necessary. Thirdly, be sure to refer to the curriculum guide for any questions on what is to be taught in a certain subject for a certain grade level. It is important to understand that you must teach our curriculum, but you can use whatever methods you want to teach it. Last, if you still have questions, ask another teacher or one of the administrators, they are very willing to help you.

HOMEWORK GUIDELINES

Homework is always a topic of discussion among parents, teachers and also students. We feel that it should enhance the education of the child without frustrating the student or the family. Homework is any assignment given by the teacher to reinforce or review previously taught concepts. Therefore the following policy is to be used as a guide for homework assignments. In addition to the following guidelines, we encourage our students to read at home on a daily basis.

GRADE 1 through GRADE 3: Regular homework will be sent home to help prepare the students for the upper primary grades.

GRADE 4 through GRADE 8: The school regards Grades 4-8 as being the more formal years in preparing the students for the homework that they will face in middle and high school. Thus the following guidelines are used for these grade levels for all subjects combined.

GRADE 4: As a general rule, homework will be assigned as structured by the teacher for approximately 15-30 minutes each night, with occasional test preparation.

GRADE 5: As a general rule, homework will be assigned as structured by the teacher for approximately 20-30 minutes, with occasional test preparation.

GRADE 6: As a general rule, homework will be assigned as structured by the teacher for approximately 30-45 minutes per night, with occasional test preparations.

GRADE 7-8: As a general rule, homework will be assigned as structured by the teacher for approximately 45-60 minutes per night, with occasional test preparations.

GRADE 9+: As a general rule, for high school, homework on average should not exceed 2 hours per night for all subjects combined, with occasionally more for test and exam preparations.

Sometimes students get behind in their assignments and teachers would like to have them spend some extra time in the classroom. Students may be held the first five minutes of a recess to complete assignments. If this is insufficient time and you would like to work more with the student you should contact the parents to arrange a time after school to help the student with their past due work.

PLAGIARISM



Plagiarism is the "wrongful appropriation" and "stealing and publication" of another author's "language, thoughts, ideas, or expressions" and the representation of them as one's own original work. Many people think of plagiarism as copying another's work or borrowing someone else's original ideas. But terms like "copying" and "borrowing" can disguise the seriousness of the offence. According to the Merriam-Webster Online Dictionary, to "plagiarise" means

- to steal and pass off (the ideas or words of another) as one's own
- to use (another's production) without crediting the source
- to commit literary theft
- to present as new and original an idea or product derived from an existing source

In other words, plagiarism is an act of fraud. It involves both stealing someone else's work and lying about it afterward.

All of the following are considered plagiarism:

- turning in someone else's work as your own
- copying words or ideas from someone else without giving credit
- failing to put a quotation in quotation marks
- giving incorrect information about the source of a quotation
- changing words but copying the sentence structure of a source without giving credit
- copying so many words or ideas from a source that it makes up the majority of your work, whether you give credit or not

Most cases of plagiarism can be avoided, however, by citing sources. Simply acknowledging that certain material has been borrowed and providing your audience with the information necessary to find that source is usually enough to prevent plagiarism.

The HCG Policy on Plagiarism is as follows:

1. Students who are found to have plagiarised in any subject area, will receive a zero for the work until it is corrected and resubmitted. The best way to determine if work was plagiarised is to google suspected sentences or phrases, or to use a tool like plagscan.com to detect it.
2. Proactively, students are to be taught
 - a. When in doubt, cite sources (a useful site is www.citationmachine.net)
 - b. Make it clear WHO said WHAT. For example, imagine you are talking about Harold Bloom's discussion of James Joyce's opinion of Shakespeare, and you write: "He brilliantly portrayed the situation of a writer in society at that time." Who is the "He" in this sentence? Bloom, Joyce, or Shakespeare? Who is the "writer": Joyce, Shakespeare, or one of their characters? Always make sure to distinguish who said what, and give credit to the right person.
 - c. Know how to paraphrase: A paraphrase is a restatement in your own words of someone else's ideas. Changing a few words of the original sentences does NOT make your writing a legitimate paraphrase. You must change both the words and the sentence structure of the original, without changing the content. Also, you should keep in mind that paraphrased passages still require citation because the ideas came from another source, even though you are putting them in your own words. The purpose of paraphrasing is not to make it seem like you are drawing less directly from other sources or to reduce the number of quotations in your paper. It is a common misconception among students that you need to hide the fact that they rely on other sources. Actually it is advantageous to highlight the fact that other sources support your own ideas. Using quality sources to support your ideas makes them seem stronger and more valid. Good paraphrasing makes the ideas of the original source fit smoothly into your paper, emphasising the most relevant points and leaving out unrelated information.
 - d. Analyse and Evaluate your sources: Not all sources on the web are worth citing—in fact, many of them are just plain wrong. So how do you tell the good ones apart? For starters, make sure you know the author(s) of the page, where they got their information, and when they wrote it (getting this information is also an important step in avoiding plagiarism!). Then you should determine how credible you feel the source is: how well they support their ideas, the quality of the writing, the accuracy of the information provided, etc.

This information was taken from plagiarism.com 😊

READER AND READ-A-LOUD LISTS

At Highlands Christian Grammar School we strive to expose our students to high quality literature, both for reading and for listening. To accomplish this, we have an HCG Read-Alouds List (see Teachers Dropbox). It is the responsibility of the classroom/Language Arts teacher to ensure that these titles are used during the school year. This list is also helpful to show the expected reading levels of our students.

TEACHING CHRISTIANLY

“The heart of Christian education is our educational philosophy solidly based in and firmly built upon the truth of the Word of God” (Chadwick 1990). This means that a Christian school is more than Christian staff or Christian kids or Christian textbooks. A Christian school’s purpose is to communicate life principles along with its academic concepts. “There is an attempt to integrate the student’s cognitive development with the development of his total personality in relation to a thoroughly biblical world and life view for the purpose of producing character change that demonstrates maturity in Jesus Christ” (Chadwick 1990). The key to this is biblical worldview integration.

“Integration is the bringing together of parts into a whole and so with integration in Christian education it is the living union not only of concepts with concepts, of truth with truth, but it is the living union of the subject matter in the life not only of teachers but the administration as well as the students. The eternal, infinite pattern of God’s written truth must be woven together with all of truth and all of life” (Chadwick 1990).

For further reading, check out the book Christian School Curriculum: An Integrated Approach by Ronald P. Chadwick. Check the Resource Room for a copy.

LEVELS OF INSTRUCTION (YEARS 9+)

At Highlands Christian Grammar School we offer these program levels, as determined by academic needs of students. Students will be kept in the same class groups until our school reaches the size where separate classes would be feasible.

- | | |
|----------|---|
| Basic | This is the level of courses offered at HCG for students who have significant deficiencies in achieving the rudimentary objectives of the course. |
| General | This is the level of courses offered at HCG for those who are not academically gifted in a particular subject area. |
| Advanced | This is the standard level of courses offered at HCG, and is suitable for those pursuing a university-level international education. |

ENRICHMENT PROGRAM

The school does not have a formal enrichment program but students who are performing significantly above grade level have needs that must be addressed to their individual levels. The LAD teacher may be able to give specific helps for a particular child. The major responsibility lies with the classroom teacher but we should all work together to give as much assistance to these students as possible.

When possible we will try to set up gifted classes for those students who are functioning significantly above grade level. This will depend on the availability of staff members. There may be enrichment materials available (in the Principal’s office) for teachers to use in their classrooms.

REMEDIATION PROGRAM

Students who are not performing at grade level may be able to receive additional support. Discuss the needs with the Principal to arrive at a plan for alternative instructional approaches, support, reinforcement activities or further evaluation if needed. Teachers should be adapting the curriculum to provide successful learning experiences for a child on his/her instructional level.

SPECIALIST CLASSES

We have facilities for specialist classes in the areas of:

- Physical Education
- Music
- Art
- Library
- Computers

INSTRUMENTAL MUSIC PROGRAM

Grade 4 normally learns to play the recorder. Our music program includes instruction in clarinet, flute, piano and saxophone, but the teaching of instrumental music is fully dependent on the availability of someone qualified to teach.

SPELLING AND HANDWRITING SYSTEMS

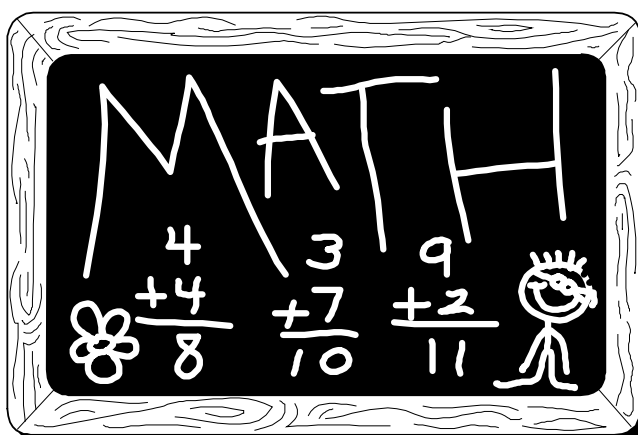
HCGS uses British Commonwealth spellings (e.g. honour) in all official documents. However, students are encouraged to learn and use the spelling system used for English in their home country.

Appendix A of this Handbook gives considerable detail about some of the differences between American and British spelling.

MEASUREMENT SYSTEMS

While different measurement systems are used in different parts of the world, PNG, in common with most British Commonwealth and all European countries uses only the metric system. While this system may be less familiar to teachers it is much easier for students to master.

Throughout Mathematics teaching at all grade levels, the metric system is to be taught. Pages in the Maths text that deal with measurements other than metric may be taught, as that may be helpful to some students, but teachers are to ensure that the metric system is properly taught and understood. It is still important that the concepts of measurement are taught and student skills developed. This may require substitution of equivalent activities or exercises.



COMMUNICATION WITH PARENTS

In our school community parents are very interested in the well-being and education of their children. Time and effort taken to communicate to parents will reap big rewards for the students as well as enhancing your job satisfaction.

WELCOME LETTER

Near the beginning of the school year, each teacher is expected to write a letter of welcome to students in the class. Included in the letter is a list of supplies needed, homework expectations, special events or trips to look forward to, etc. It is helpful, too, to tell of your availability (times and email address and phone number(s)). A copy of this letter is given to the Principal for future enrolments in the class.

CLASS NEWSLETTER

Each classroom teacher is expected to provide a class bulletin for parents **at least every term**. Some teachers choose to write more often. Please supply a copy to the Principal. This is in addition to the school newsletter.

WRITTEN REPORTS TO PARENTS

Report cards are written for each student at the end of each term. Grades are to be submitted as instructed by 9AM on the last Tuesday of the term. Valid excuses to be late are rare. For terms 1 and 3, teachers must be prepared to communicate each student's progress with grade reports, sample work, etc.

PARENT/TEACHER CONFERENCES

At the end of Terms 1 and 3 there are conferences with the parents. This is a time for you as a teacher to get to know the parents and to exchange helpful information about their child. Most parents are very supportive and it

is easy to work with them. Below are some helpful hints that will help guide you through your conference time. After Terms 2 and 4 there will be an optional conference time, if requested by parents or teachers.

A. BEFORE THE CONFERENCE

1. Plan carefully.
2. Familiarise yourself with available information regarding parent and child.
3. Arrange the children's folders in order of interviews, particularly when you have more than one conference to deal with.
4. Make notes of things you especially want to remember.

B. THE CONFERENCE

1. Begin with an outline of what you expect, e.g. Ask for any items, concerns the parents want to share, share your ideas and insights, work samples, etc.
2. Be a good listener. Let them talk. Listen for ideas. If parents have concerns, they may find it hard to be open with you at the beginning.
3. Find out how they feel about the child's progress/contentment before you present your perspective.
4. Convince the parents of your sincere desire for, and need of, their help. This could include for example, help in understanding cultural expectations.
5. Be positive. Never use this as an opportunity to address issues you perceive about school issues, personnel, etc.
6. Give the parent some definite information about the child's progress. Avoid technical, professional language.
7. Show an honest appreciation of the child. Remember, this is this parent's precious child.
8. Discuss the child's social, emotional, spiritual and physical growth. How well are goals and standards being met?
9. Let the parents voice any criticism they may have of the school. Do not become defensive. This is a legitimate arena for criticism.
10. Close the conference on a positive note! Decide on additional conferences that may be necessary and develop a plan for co-operative action. You may wish to offer to pray for the child and the family.

C. AFTER THE CONFERENCE

1. Review the points the parents had mentioned. Make notes that will be useful in the future.
2. Evaluate the conference realistically and impartially.
3. Put into operation any steps agreed upon during the conference. Get help or special services if they are needed.

D. CONFERENCE SCHEDULE

TERM I – Parent/Teacher Conferences; Years 7/8 conduct Student-Led Conferences

TERM II – Report Cards plus Optional Conferences

TERM III – Parent/Teacher Conferences

TERM IV – Report Cards plus Optional Conferences

All teachers are encouraged to communicate regularly with parents, especially if there are concerns. Reporting exceptional work or effort is also constructive.

HOLIDAYS

TEACHER HOLIDAY TIME

Holidays for teachers are taken during the regular school breaks. The school breaks are generally one to two weeks, with a longer break over Christmas (5-8 weeks) and between school years in June/July (2-3 weeks). Plan these well in advance and inform the Principal of your movements.

PUBLIC HOLIDAYS

The school is closed on public holidays. These include Provincial Government holiday and Remembrance Day (July), the Queen's Birthday (June), New Year's Day, Christmas Day, Boxing Day, Good Friday, Easter Monday, National Day of Repentance (August) and PNG Independence Day (September).



APPENDIX A

BRITISH AND AMERICAN ENGLISH

A comparison done by HCGS – Secondary Campus

There are many variations in the way English is used in different English-speaking countries. English used in Europe, Australia, New Zealand and Papua New Guinea generally follows the British pattern. Knowledge of these differences is important for teachers at HCGS.

Grammar

Americans (US) use a simple past tense in some cases where British (GB) people use a present perfect. E.g. US - He just went home / GB - He's just gone home.

Americans use the verb HAVE a little differently from British people in certain cases. E.g. US - Do you have a problem? / GB - (many speakers) Have you got a problem?

The American past participle of GET is GOTTEN; in British English it is GOT. E.g. US - I've never really gotten to know him. / GB - ... got to know him.

Subject-Verb Agreement: Except in the case of numbers (eg. a hundred), any time the article “a” is used, a singular verb form should be used. Eg. There is a tree on the hill. There are trees on the hill.

The subjunctive is much more common in American than in British English. E.g. US It's essential that he be informed. / GB - ...that he should be informed. Also, “If i were to go to Madang...” not “If i was to go to Madang...”

Americans sometimes use HIS where the British say ONE'S. E.g. US - One should try to get to know his (or one's) neighbours. / GB - ...to know one's neighbours.

British speakers often say I HAVE DONE, I CAN DO, I MIGHT DO, etc., in cases where Americans would just say I HAVE, I CAN, I MIGHT, etc.

There are many small differences in the use of prepositions and adverb particles.

Examples

<u>US</u>	<u>GB</u>
check something out	check something
do something over	do something again
fill in/out a form	fill in a form
meet with somebody	meet somebody
protest something	protest against something
stay home	stay at home
visit with somebody	visit somebody
Monday through Friday	Monday to Friday

On the telephone: e.g. US - Hello, is this Harold? / GB - Hello, is that Harold?

In informal speech, many Americans use LIKE in cases where most educated British people would prefer AS or AS IF. E.g. US - It looks like it's going to rain. / GB - ... as if it's going to rain.

In informal speech, Americans sometimes use adverb forms without -LY. e.g. US - He looked at me real strange. / GB - ... really strangely.

Vocabulary

Sometimes different words are used for the same idea. (E.g. US - apartment GB - flat), or the same word has different meanings e.g., mad= angry (US), crazy GB).

US	GB
alumnus	graduate

US	GB
anyplace	anywhere

US	GB
apartment	flat
attorney	barrister, solicitor
automobile	(motor)car
baby-carriage	pram
bar	pub
billboard	hoarding
billfold	wallet
broiler	grill
cab	taxi
call collect	reverse charges
can	tin
candy	sweets
checkers	draughts
closet	cupboard
coin-purse	purse
cookie	biscuit
corn	maize
crazy	mad
crib	cot
cuffs	tum-ups (on trousers)
dessert	sweets
detour	diversion
diaper	nappy
dish-towel	tea-towel
divided highway	dual carriageway
drug store	chemist('s)
elevator	lift
eraser	rubber
expressway	motorway
faculty	staff (of a university)
fall	autumn
faucet	tap (indoors)
fender	mudguard, bumper
pants	trousers
panty-hose	tights
patrolman	constable (policeman)

US	GB
pavement	road surface
peek	peep
pitcher	jug
pocketbook, purse	handbag
potato chips	crisps
private hospital	nursing home
quite good (very good)	quite good (NOT very good)
railroad (car)	railway (carriage)
raincoat	mackintosh, raincoat
raise	rise (in salary)
realtor	estate agent
rest room	public toilet
round-trip	return (ticket)
rubber	condom (male contraceptive)
run (in nylons)	ladder (in tights)
schedule	timetable
school	school, college, university
sedan	saloon (car)
shorts	underpants
shoulder	verge (of a road)
sick	ill
sidewalk	pavement
sneakers	gym-shoes, tennis-shoes
someplace	somewhere
spigot	tap (outdoors)
spool of thread	reel of cotton
sports	sport
stingy	mean (opposite of generous)
first floor	ground floor
flashlight	torch
flat	flat tyre, puncture
freeway	motorway
fries	chips (potato)
garbage can	dustbin, rubbish-bin

US	GB
garbage collector	dustman
gas, gasoline	petrol
gear-shift	gear-lever
generator	dynamo
us	GB
highway	main road
hobo	tramp
hood	bonnet (of a car)
intermission	interval (entertainment)
intersection	crossroads
janitor	caretaker
kerosene	paraffin
liquor store	off-licence
mad	angry
mailbox	post box
mailman, mail carrier	postman
mail	post
math	maths
mean (of a person)	nasty, vicious
motor	engine
movie	film
the movies	the cinema
muffler	silencer
no place	nowhere
oil-pan	sump
one-way	single (ticket)
optometrist	oculist, optician
overpass	flyover
pacifier	dummy (for a baby)
store	shop
stove	cooker
stroller	push-chair (for a baby)
subway	tub, underground (train)
suspenders	braces
sweater	jersey, jumper, pullover, sweater
thread	cotton

US	GB
thumbtack	drawing-pin
tidbit	titbit
traffic circle	roundabout
trailer	caravan
trash	rubbish
trash can	dust-bin, rubbish-bin
truck	van, lorry
trunk	boot (of a car)
turnpike	toll motorway
undershirt	vest
vacation	holiday(s)
vest	waistcoat
wheat	corn, wheat
windshield	windscreen (of a car)
wreck	crash (of a vehicle)
wrench	spanner
zipper	zip

Spelling

1. In American English, final -L is not usually doubled in an unstressed syllable. E.g. US traveler, leveling / GB - traveller, levelling.
2. Some words end in -TER in American English, and -TRE in British. E.g. US - theater, center / GB - theatre, centre.
3. Some words end in -OR in American English and -OUR in British. E.g. US - labor, honor, color, vigor, humor, mould, favorite / GB - labour, honour, colour, vigour, humour, mould, favourite.
4. Some words end in -OG in American English, and -OGUE in British. E.g. US - catalog / GB - catalogue
5. Many verbs end in -IZE in American English, but in -ISE in British. E.g. US realize / GB - realise.
6. Some spelling differences in individual words:

US	GB
aluminum	aluminium
analyze	analyse
check	cheque (from a bank)
enroll	enrol
instal	install
jail	gaol, jail
pajamas	pyjamas
plow	plough
practice (verb)	practise
program	programme (but program for computer program)
specialty	speciality
tire	tyre (on a car)

In addition to the above there are differences in use of diphthongs and specific letters:

US usage	GB usage		US usage	GB usage
E	OE		E	AE
esophagus	oesophagus		hemoglobin	haemoglobin
maneuver	manoeuvre		hematosis	haematosis
S	C		hemorrhage	haemorrhage
defense	defence		anesthetic	anaesthetic
offense	offence		medieval	mediaeval
pretense	pretence		anemic	anaemic
license	licence			

APPENDIX B

JOB DESCRIPTIONS

JOB TITLE: Classroom Teacher

DEPARTMENT: Primary

RESPONSIBLE TO: Principal

BASIC FUNCTION:

To provide an international school education for the children under his/her care. All teachers will report to the Principal.

ADVERTISED DESCRIPTION:

Being a teacher in our school must be the ideal job: small teacher-student ratios of around 1:15, dynamic national and expat colleagues, a palpable sense of God's presence and blessing, great facilities and all the necessary resources! We use the Jolly Phonics/Grammar program for our early years through Grade 4 and this has been a great success. Are you a vibrant follower of Christ, with a passion for mission work? If you are a trained and enthusiastic person who loves to work with children, we invite you to consider this role. We pay a good local salary and may provide housing and airfares. Mt. Hagen is a safe and growing city with a network of missionaries from the MAF base and other agencies. Email principal@highlandsgrammar.com to start a discussion about next steps to serving in Papua New Guinea.

MAIN DUTIES:

1. To conduct classes daily.
2. To teach the curriculum as outlined in the Curriculum Handbook.
3. To prepare international children for educational systems and life in their home countries.
4. To actively support the overall school program and operation
5. To prepare Term Outlines
 - ◆ documented in nine/ten week blocks, in advance
 - ◆ file copy on the staff computer, in the correct folders
 - ◆ hard copy given to the Principal or other designated person
8. Preparation of lesson plans in advance
9. Preparation and presentation of lessons in order for effective learning to take place
10. Maintenance of a pleasant learning environment in the classroom. This includes speaking politely and professionally with the students, and requiring the same of the them.
11. Upholding the Uniform Policy for all students under your supervision
12. Regular assessment, both formal and informal, in order to ascertain the progress of the children
13. Formal written reports to parents, using the school's report form (end of Terms 2 and 4)
14. Formal parent interviews (end of the Terms 1 and 3)
15. Participation in leading staff devotions, as well as school chapels
16. Participation in the six-year review cycle for all subject areas, as indicated in the review plan
17. Submission of requests for purchase of classroom materials and equipment, in order to keep the classrooms well supplied and up to date
18. Preliminary identification of children with special needs and appropriate referrals
19. Yard duty during recesses
20. Monitoring of student attendance
21. Active participation in Sports Day and other special school events
22. Actively pursue professional development opportunities and the application of fresh strategies
23. Compliance with school expectations for punctuality, dress, and school routines
24. Other duties as assigned by the Principal

QUALIFICATIONS AND WORK EXPERIENCE:

1. Appropriate teaching certification/diploma/credential earned, or tertiary qualification recognised as equivalent.
2. Preferably to have a minimum of 1 year teaching experience in his/her home country.



JOB TITLE: Physical Education Teacher

DEPARTMENT: Primary

RESPONSIBLE TO: Principal

BASIC FUNCTION:

Responsible for the P.E. program needs of the students at HCGS. The PE teacher reports to the Principal.

MAIN DUTIES:

1. To conduct Physical Education classes for the students of HCGS on a regular schedule, as set out by the principal.
2. To develop a program that is developmentally and physically appropriate for each grade level taught.
3. To keep the equipment and PE storeroom in good working order by reporting needs and suggestions to the VP.
4. To be responsible for the purchasing of new equipment each year in consultation with the Admin.
5. To oversee the lunchtime sports program as outlined in the HCGS curriculum guide.
6. To assist in planning and participation in outdoor education activities as able.
7. To assist the staff in part time teaching in any subject area, as authorised by the Principal.

QUALIFICATIONS AND WORK EXPERIENCE:

1. Committed to the philosophy and goals of HCGS.
2. Appropriate teaching certification/diploma/credential earned, or tertiary qualification recognised as equivalent.
3. Minimum of 1 year teaching experience in his/her home country.

PERSONAL QUALITIES:

1. Must be able to accept children from a variety of nationalities.
2. Must be FLEXIBLE and willing to teach where needed.



JOB TITLE: Teacher Librarian

DEPARTMENT: Primary

RESPONSIBLE TO: Principal

BASIC FUNCTION:

The basic function of the librarian will be to provide library services to the students and staff of HCGS. The librarian will report to the Principal.

MAIN DUTIES:

1. To conduct library classes for students of HCGS.
2. To catalogue all new books and materials for the school library.
3. To work within the framework of the library budget which is set each October.
4. To be responsible for ordering new books and resource materials commensurate with the school's curriculum.
5. To be responsible for the check out and return of all library materials.
6. To take an inventory of the library stock every two years.
7. To assist the staff and students in location of specific library materials.
8. To oversee the position of Library Assistant.
9. To organise the annual Book Festival in co-ordination with the Principal.

QUALIFICATIONS AND WORK EXPERIENCE:

1. Committed to the goals and philosophy of HCGS.
2. Appropriate teaching certification/diploma/credential earned, or tertiary qualification recognised as equivalent.
3. Preferred a minimum of 1 year library experience in his/her home country. It is preferred that some of that experience be in a primary school library.

PERSONAL QUALITIES:

1. Must be able to accept children from a variety of nationalities.
2. Flexibility



JOB TITLE: Computer Teacher

DEPARTMENT: Primary

RESPONSIBLE TO: Principal

BASIC FUNCTION:

Responsible for the development and implementation of a computer program at HCGS.

MAIN DUTIES:

1. To conduct computer classes for the students of HCGS on a regular schedule, as set out by the principal.
2. To develop a computer program that reinforces the content areas taught in the classroom and generates a scope and sequence for computer literacy.
3. To keep the hardware and software in good working order by reporting needs and suggestions to the VP.
4. To be responsible for the purchasing of new software each term in consultation with the Admin.
5. To oversee the training and duties of the computer monitors.
6. If possible, to assist the administration of the school to improve communication by producing a weekly newspaper, and a HCGS news bulletin for ex-teachers each term.

QUALIFICATIONS AND WORK EXPERIENCE:

1. Committed to the philosophy and goals of HCGS.
2. Appropriate teaching certification/diploma/credential earned, or tertiary qualification recognised as equivalent, with preferably a specialisation in computer science ed.
3. Minimum of 1 year teaching experience in his/her home country. It is preferred that some of that experience be in a primary school computer department.

PERSONAL QUALITIES:

1. Must be able to accept children from variety of nationalities.
2. Must be FLEXIBLE and willing to teach where needed.



JOB TITLE: Reading Specialist

DEPARTMENT: Primary

RESPONSIBLE TO: Principal

BASIC FUNCTION:

Responsible to give extra support in the classroom and reading remediation for qualifying students at HCGS.

MAIN DUTIES:

1. To develop and administer an individualised reading program for students who have been tested and it has been determined to be in need of specialised services.
2. To be a consultant for the school and community as to reading disabilities.
3. To develop instructional resource materials necessary for the effective remediation of reading disabilities.
4. To participate and contribute in staff in-servicing in developing a staff awareness of individual learning needs.
5. To contribute to staff awareness of how to effectively meet the needs of 'at risk' students in the classroom.

QUALIFICATIONS AND WORK EXPERIENCE:

1. Committed to the goals and philosophy of HCGS.
2. Appropriate teaching certification/diploma/credential earned, or tertiary qualification recognised as equivalent.
3. Preferred if the applicant has several years teaching experience in the field and has had recent coursework.

PERSONAL QUALITIES:

1. Must be accepting of the variety of nationalities represented at the school.
2. Must be flexible, and willing to help where needed.



JOB TITLE: Art Teacher

DEPARTMENT: Primary

RESPONSIBLE TO: Principal

BASIC FUNCTION:

The basic function of the art teacher is to provide a well rounded art program for the students of HCGS.

MAIN DUTIES:

1. To conduct art classes for the students of HCGS on a regular schedule, as set out by the principal.
2. To teach the curriculum as outlined by the Curriculum Guide.
3. To keep the art curriculum current with educational trends in art throughout the world.
4. To display the children's art work throughout each school term.
5. To oversee the materials which are stored in the Art Room.
6. To place an order with the Principal for art materials needed for the following year. These should be placed no later than November of each school year.
7. When possible, to assist the classroom teachers with special classroom needs. These should be cleared with the principal.
8. To be available to advise the teachers concerning art needs within the classroom times.

QUALIFICATIONS AND WORK EXPERIENCE:

1. Committed to the philosophy and goals of HCGS.
2. Appropriate teaching certification/diploma/credential earned, or tertiary qualification recognised as equivalent.
3. Minimum of 1 year art teaching experience in their home country. It is preferred that some of that experience be in a primary school art department.

PERSONAL QUALITIES:

1. Must be able to accept children from a variety of nationalities.
2. Must be flexible and willing to be open to change.

JOB TITLE: Music Teacher

DEPARTMENT: Primary

RESPONSIBLE TO: Principal

BASIC FUNCTION:

Responsible to the Principal of HCGS to provide a well rounded music program for the students of HCGS.

MAIN DUTIES:

1. To conduct music classes for the students of HCGS on a regular schedule, as set out by the principal.
2. To write a music curriculum for the Curriculum Guide.
3. To keep the music curriculum current with the educational trends in music throughout the world.
4. To discuss with the HCGS Principal the possibility of having an annual musical program.
5. To assist in planning the Christmas chapel program.
6. To oversee the music inventory stored in the music building.
7. When possible, to assist the classroom teachers with special classroom needs. These should be cleared with the principal.
8. To be available to practice with classes for their assembly times, as well as practice with various musical instrument groups.
9. To organise a primary school choir with at least two performances per year.
10. To help organise worship time on Fridays for grades 4+.
11. To assist with music for the weekly chapel.

QUALIFICATIONS AND WORK EXPERIENCE:

1. Committed to the philosophy and goals of HCGS.
2. Appropriate teaching certification/diploma/credential earned, or tertiary qualification recognised as equivalent.
3. Minimum of 1 year music teaching experience in his/her home country. It is preferred that some of that experience be in a primary school music department.

PERSONAL QUALITIES:

1. Must be able to accept children from a variety of nationalities.
2. Must be flexible and willing to be open to change.



JOB TITLE: Kindy/Foundation Teacher

DEPARTMENT: Primary

RESPONSIBLE TO: Principal

BASIC FUNCTION:

Responsible to the Principal for the operation of one pre-school class.

ADVERTISED DESCRIPTION:

Being a Kindy/Foundation (named Pre-School in North America) teacher in our school is said to be the ideal job: small class size, dynamic national and expat colleagues, a palpable sense of God's presence and blessing, great facilities and with a teacher's assistant! We use the Jolly Phonics program for our early years and this has been a great success. Are you a vibrant follower of Christ, with a passion for mission work? If you are a trained and enthusiastic person who loves to work with children at the early learning stage, we invite you to consider this role. We pay a good local salary and may provide housing and airfares. Mt. Hagen is a safe and growing city with a network of missionaries from the MAF base and other agencies. Email principal@highlandsgrammar.com to start a discussion about next steps to serving in Papua New Guinea.

MAIN DUTIES:

1. To conduct classes for Pre-school children daily.
2. To plan a curriculum that prepares children for an international school education in Papua New Guinea or for an education system in the home countries.
3. To ensure that children are safe while at the Pre-school.
4. To supervise the work of the PNG teacher's aid in the classroom.

QUALIFICATIONS AND WORK EXPERIENCE:

1. Committed to the philosophy and goals of HCGS.
2. Appropriate teaching certification/diploma/credential earned, or tertiary qualification recognised as equivalent.
3. Preferred that applicant have at least one year experience in teaching in a pre-school.

PERSONAL QUALITIES:

1. A love and understanding for children.
2. Must be accepting of children of other nationalities.
3. To be responsible for the school's Kindergarten screening program.

JOB TITLE: Principal
DEPARTMENT: Primary
RESPONSIBLE TO: HCG School Board

BASIC FUNCTION:

Responsible to the HCG School Board for all school personnel and operations.

ADVERTISED DESCRIPTION:

Being an administrator at Highlands Christian Grammar School is a privilege. As the present administrator I can attest to the great working relationship with the Board and with teachers, parents and students. Are you a leader who enjoys a high degree of trust and autonomy? Living in a developing country has its challenges, but also its rewards. This role involves the whole range of typical school principal functions from Board meetings, personnel recruiting and selection, budgeting and finance, professional development of teachers, supervision of curriculum and both teaching and ancillary personnel. Depending on your skills, and on the others available on staff, there are opportunities to teach 1-2 classes, and to work on IT matters too. Are you a vibrant follower of Christ, with a passion for mission work? If you are a trained and enthusiastic person who loves to work with adults and with children, we invite you to consider this role. Experience and training for administration are definitely desirable assets. We pay a good local salary and provide housing and airfares. Mt. Hagen is a safe and growing city with a network of missionaries from the MAF base and other agencies. Email principal@highlandsgrammar.com to start a discussion about next steps to serving in Papua New Guinea.

MAIN DUTIES:

1. Budget and financial management.
2. Plan and supervise a curriculum that prepares children for an international school education in Papua New Guinea or for an education system in the home countries.
3. To ensure that the school environment is safe for all.
4. To recruit and supervise all personnel.

QUALIFICATIONS AND WORK EXPERIENCE:

4. Committed to the philosophy and goals of HCGS.
5. Appropriate administration certification/diploma/credentials earned, or tertiary qualification recognised as equivalent.
6. Preferred that applicant have at least one year experience in school administration.

PERSONAL QUALITIES:

1. A love and understanding for children.
2. Must be accepting of children of other nationalities.
3. To be a servant leader.
4. To be firm and understanding in dealing with parents, teachers and students.



APPENDIX C

CHILD ABUSE AND/OR NEGLECT ADMINISTRATIVE POLICY

DEFINITION

Abuse is the non-accidental infliction or threat of infliction of physical injury or emotional or mental damage to a child.ⁱⁱ Abuse can also involve withholding of needed care for the child.

Neglect is intentionally depriving a child of living conditions which (according to local standards) provide the minimally needed physical and emotional requirements for life, growth and development by a person responsible for the child's health and welfare. e.g. inadequate food, inadequate housing and clothing, lack of needed medical attention, abandonment, lack of supervision or guidance, unmet developmental/educational needs, etc.

Sexual abuse is any sexual contact or activity with a child that is undertaken solely for the sexual gratification of the perpetrator (usually an adult or someone at least five years older than the victim.) It includes, but is not limited to, behaviour such as genital fondling, indecent exposure, sexual intercourse, the use of pornographic materials, etc.

The behaviours described above are considered abusive and are not tolerated. Beyond definitions, we have a corporate, ethical and Biblical obligation to do all we can to ensure that children under our care live in an environment in which they can feel safe from behaviour that intentionally violates their trust or compromises the rightful and appropriate innocence of childhood.

PRIVILEGE AND RESPONSIBILITY

Every person serving with HCGS has the privilege and responsibility of being a role model for the children with whom they come in contact. Their conduct towards these children must be above reproach according to biblical standards of ethics and morality. Moreover, each individual must do his/her part to ensure that the children within our organisation or those who attend our schools, have a safe environment in which to live, learn and enjoy childhood. When someone observes or becomes aware that a child's safety is compromised because of suspected child abuse or neglect, it is that individual's legal and moral responsibility to report the incident or suspicion immediately to his/her supervisor by following the procedures outlined in this policy.

REPORTING PROCEDURE

1. Non-supervisory personnel:

Report the observed or suspected child abuse/neglect verbally and immediately to your supervisor, and follow it up with a written report using the attached form. Your supervisor is expected to act on your report immediately according to specified corporate procedures.

2. Supervisors/Administrators

Please note: HCGSB applies stringent standards of conduct and morality when screening and selecting personnel for assignments related to the nurture, education and care of children. Any history of child abuse, homosexual practice or habitual use of pornographic material disqualifies an applicant for such an assignment.

Our sincere prayer is that our children will never have to be protected from us, but that they will always have the security of knowing they are protected by us.

When child abuse/neglect is observed or suspected, the following procedure must be followed:

1. Sexual child abuse is a violation of HCGS Moral Conduct Standard as well as the law and must be dealt with according to corporate policy for handling such violations.
2. In the event that any type of harmful or hurtful behaviour towards a child is suspected or observed, it must be verbally reported immediately Principal or HCGSB Chair. The verbal report should be followed up as soon as possible with a written report (see attached form).
3. The safety of the victim must be an immediate priority. The child/children should be removed from danger and all necessary precautions must be taken to prevent the perpetrator from harming potential other victims.
4. Every supervisor/administrator will ensure that each staff member reporting to him/her is aware of this policy and has received appropriate, current orientation and training regarding its application and implementation.

ⁱⁱ For purposes of this document, "child(ren)" refers to those still dependent on their parents, usually under the age of 18.

Observed or Suspected Child Abuse/Neglect Report

(Please complete as many questions as possible.)

Reporter's name _____ Date of report _____

Supervisor receiving report _____

Name of child/victim _____ Age of child/victim _____

Child's/victim's parents? _____

What led you to suspect/become aware of the abuse/neglect? _____

Date, time and setting in which you became aware of the suspected abuse/neglect _____

Date, time and setting of incident (if known) _____

Description of injury/abuse/neglect (What happened? How did it happen? etc.) _____

Who allegedly abused/injured/neglected the child/victim? _____

Anecdotal records that support suspicion of abuse/neglect? _____

Are you aware if the perpetrator has been accused or convicted of other abuse/neglect in the past? If so, please describe. _____

Are you aware if the child/victim has experienced other abuse/neglect in the past? If so, please describe. _____

Who might be potential other victims? (classmates, siblings, etc.) _____

Additional information (use reverse if necessary) _____

APPENDIX D

HCGS MEDIA POLICY

Film is one of the most popular aspects of modern culture and has actually become a celebrated art form of today. Movies are seen by some people to be "a lens on our world" (In Focus 7). Every film reflects and expresses a particular worldview. One can ask these questions about film: "Are films mirrors or persuaders? Do they simply hold up a mirror to society, showing us what we are like in this century, or are films subtly persuasive, offering us dreams to aspire to and even morals to live by? Do films copy us or do we copy films?" (Macdonald 15) These are very important questions because film is a shaper of society and of individuals.

Highlands Christian Grammar School students watch dozens of films each year. The majority of this viewing takes place outside of school. Students watch an incredible variety of movies that both impact them and communicate to them. The faculty feels it is our responsibility to help students learn to read film, to comprehend what is shaping their thoughts and attitudes. We feel compelled to help them recognise, reflect and act upon the views that are being presented rather than watching film mindlessly. Alan MacDonald in his book Films in Closeup adds "We ignore the influence of films and video at our peril"(5).

Film study is a vital part of our curriculum. We help students understand some of the deliberate strategies producers and directors have chosen in crafting a particular film to be what it is. We want our students to understand the elements of film, what makes a film artistically excellent. We teach them how to do characterisation studies and how to identify themes. Films, like books, deal with the great questions of life. Students learn to recognise these questions, the choices being made and the answers given. How does what is presented on the screen fit with a Biblical worldview? It is our desire to help students learn to think critically about and reflect upon the films they watch.

Each year in grades 8+ we include film study in our curriculum. We choose films of artistic excellence, literary merit and cultural relevance. The faculty is intentional in analysing all aspects of film so that students can grow in their discernment of what these movies are saying about the world in which they live. We believe film has the power to communicate spiritually, not just emotionally. Because of this we help students begin to comprehend what is being said about God and the part He plays or does not play in the world of this film.

The use of film in the classroom provides the students with a different learning strategy- visual rather than always oral or written. It also enables the students to empathise and identify more easily with people, situations and times that are totally outside of their experience. Film is a resource that students can identify with more easily as they are part of this life-style. It helps make their learning more appropriate and further develops the students' understanding.

J.R.R. Tolkien said, "We have come from God, and inevitably the myths woven by us, though they contain error, will also reflect a splintered fragment of the true light, the eternal truth that is with God" (ch. IV). We believe film makers are today's myth-makers. We want our students to be wise in what films they choose to watch and in recognising what these films are saying. We want them to be prepared to discuss film intelligently and critically both with people inside and outside of Mt. Hagen. It is our deepest desire that they can weave together for themselves what is being communicated to them and how that fits together with their own Christian faith. We want them to be able to identify Biblical principles and whether what they see in these films is consistent with these principles or not.

It is for these important reasons that we include film study as part of our curriculum. Wisdom is required to find the balance between exposure and pollution. What follows are parameters for media exposure in all subject areas. The letter grades to be used with these parameters can be found for most movies at <http://www.pluggedin.com>.

Parents will be notified if a PG13 movie will be shown, giving specific mention of the aspects of the movie that will be/ have been edited out, or of sensitive issues that have been left in for instructional purposes.

We are also conscious of the pattern set before us in Psalm 1. We are careful not to develop an appetite for world things in our students, aware that the process usually begins with casual association (standing) and moves to feeling part of the world (walking with) to actually being a part of the worldly thinking (sitting). We are called to be separate from the world, but to be informed without being polluted is a path like a mountain pass that requires prayer and wisdom.

Works Cited:

- Carter, Humphrey. J.R.R. Tolkien: A Biography. Ballantine Books, 1978.
Eather, Graham. In Focus: Reading and Viewing Film and Video Text. Sydney: Reed International Books, 1998.
Jawitz, William. Understanding Mass Media. Fifth Ed. Chicago: National Textbook Company, 1996.
Johnston, Robert K. Real Spirituality: Theology and Film in Dialogue. Baker Books, 2000
MacDonald, Alan. Films in Closeup. London: Hazell Books, 1991.

	Earlier	Middle School	Grades 9-10	Grades 11-12
L a n g u a g e	A: No language that would be considered obscene, coarse, or crude is included. Only the mildest phrases of name-calling ("You idiot," etc.) would be included. Uses of God's Name or other "Terms of Deity" in vain is not acceptable.			B: Generally allows liberal use of language in our "Mild" category along with a few "Terms of Deity." A "B-" grade may contain one "Moderate" language term if other occasions of "Mild" language are minimal.
N u d i t y/ S e x	A: No sexual activity is seen, implied, or described with the exception of basic physical affection between married male/female couples (a brief kiss, hug, etc.) or appropriate physical affection between parents/children/siblings or friends (hugging, brief kiss, etc.), and appropriate same gender affection between family members or friends. Clothing portrays what is generally acceptable in society, with the possible exception of swimsuits worn in an appropriate setting (beach, pool, etc.). Head and shoulders shots of a person in a shower or bath, with no nudity or details of private body parts through clothing or any other objects, will be included in this grade.	B: Sexual activity is implied or briefly alluded to between married male/female couples. Sexual activity is discussed or alluded to by unmarried adults without detailed descriptions and with no on-screen activity. Teen characters may briefly mention or discuss sexual subjects, but this level will not include any descriptions or portrayals of sexual relations (other than those mentioned in grade "A") between teen male/female characters. Incidental homosexual characters who are not core to the title's plot, with no discussion of homosexual activity or display of homosexual activity may be included in this grade. Clothing may include brief shots of less modest swimwear that is designed to attract audience attention or motivate sexual feelings in other characters. More revealing dress may also be included, but not to the degree where private body parts are easily seen or revealed.	C: Between married couples, sexual activity is seen but without explicit nudity and still within the context of a loving and positive relationship. Sexual innuendo may be present in a greater degree, with both married and unmarried adults commenting and describing sexual situations. Teen characters may make more descriptive comments and be seen in situations alluding to sex, but the overall plot must still contain consequences or positive lessons in relation to their behaviour. Homosexual subjects are openly discussed and mild same gender physical affection within a sexual context may be displayed (a brief kiss, hand holding, hugging, etc.). Clothing may indirectly reveal private body parts, although they are still covered.	
S u b s t a n c e s	A: No substances are present, short of one or two background adult characters smoking or socially drinking, which would cause an "A-" grade to be applied.	B: Smoking tobacco products, social drinking - but not to excess - is present in adult secondary characters.		C: At this level we look for role models and heroes who partake of these substances. We also note occasions when characters turn to alcohol or tobacco to relieve stress, enhance creative thinking, or are portrayed as drunken. Any use, or implied use, of tobacco or alcohol by characters who are portrayed as teenagers or younger is immediately given this grade. The use of illegal substances or recreational drug use may be discussed by adults, but the actual use of the drugs is not portrayed. If a character is portrayed as being under the influence of recreational or illegal drugs, consequences must be included for their actions to remain in this grade.
V i o l e n c e	A: To achieve an "A" grade, a movie must not portray any content that typical parents would define as unusually aggressive, demeaning, or cruel. At a minimum, characters treat each other with courtesy and respect.	B: Moderate amounts of "slapstick" violence, accidental incidents (where no harm was intended), sports injuries, and acts of God are often categorized here. Guns or weapons that are key to plot motivations may be seen, but typically are not used, or are used for preservation of life, hunting food, signalling, or warning. Brief scenes of hand-to-hand or martial arts moves may be included, but not with graphic depictions of blood or injury. General dialogue involving killing (like a murder mystery) may be included, but without descriptive details.		C: Violent depictions are more intense and detailed, yet still not completely gratuitous, terrifying, or explicit. Some justification in preserving life, liberty, or fundamental laws of society or an attempt to solve a situation through reasonable negotiation or conflict resolution must be evident. The audience shouldn't see more violence than is necessary to understand the situation and motivation of the characters. Guns and other weapons may be used, but generally we don't see the victim being shot. Intense hand to hand combat or marshal arts situations may be depicted with blood. Dialogue regarding combat, murder, or torture may be descriptive - but only to the point of what is necessary to reasonably convince the audience of characters' motives. Adapted from http://www.gradingthemovies.com/html/system.shtml

Schedule 1

BAPTIST UNION STATEMENT OF FAITH

We believe in:

- 1) The divine inspiration and trustworthiness of the Holy Scripture as originally given, and its supreme authority in all matters of faith and conduct;
- 2) The unity of the Father, the Son and the Holy Spirit in the Godhead;
- 3) The Sovereignty of God in creation, revelation, redemption and final judgement;
- 4) The universal sinfulness and fall of all men since the fall, rendering them subject to God's wrath and condemnation;
- 5) Redemption from the guilt, penalty, dominion and pollution of sin, solely through the sacrificial death (as our Representation and Substitute) of the Lord Jesus Christ, the incarnate Son of God;
- 6) The efficacy of Jesus Christ's death for the salvation of mankind;
- 7) The resurrection of the Lord Jesus Christ from the dead, His ascension to the right hand of the Father, His unchanging Priesthood and His personal return;
- 8) The presence and power of the Holy Spirit in the work of regeneration;
- 9) The justification of the sinner by the Grace of God through faith in Jesus Christ;
- 10) The indwelling and work of the Holy Spirit in the believer;
- 11) All who are united to the Lord Jesus Christ by faith are members of His Church and this Church finds its expression in the local congregation;
- 12) The baptism of believers only and by immersion; and
- 13) The belief in the personal return of the Lord Jesus Christ to this world.

Schedule 2

STAFF CODE OF CONDUCT

The Code of Conduct guides us on ethical issues and expected standards of behaviour at the School. It provides examples of appropriate behaviour and allows you to test whether a course of action is consistent with the Code.

Each Council member of Staff member is responsible for his/her own behaviour and we need to be accountable for he behaviour choices we make and the impact on our colleagues, staff, students and families.

I urge that we all walk “worthy of the calling with which (we) are called...” (Ephesians 4:1-3) in order that Christ be glorified, and be living examples of Christ to the School and local community.

- i) Council members and staff should do nothing out of selfish ambition or vain conceit, but in humility consider others better than yourselves. Each of you should look not only to your own interest, but also to the interest of others.
- ii) Your attitude should be the same as that of Christ Jesus: “do nothing out of selfish ambition or vain conceit, but in humility consider others better than yourselves” as Christ Himself did when “being in the very nature of God, did not consider equality with God something to be grasped, but made Himself nothing, taking the very nature of a servant.”
- iii) We therefore uphold each other, avoid malice, gossip and slander. We are accountable to one another to encourage and to strengthen each other even to the inconvenience of ourselves.
- iv) We negotiate our positions and do not lord ourselves over others, even those in authority who serve us in all things.
- v) When disagreements arise, we seek mediation and reconciliation through a humble and forgiving heart. If we cannot be reasonably reconciled, we uphold the command to love one another through capitulating rather than attempting to dominate or undermine.
- 6) Do everything without complaining or arguing, so that you may become blameless and pure, children of God without fault in a crooked and depraved generation, in which you shine like stars in the universe as you hold out the word of life.
- 7) Act as one in Christ Jesus who loves us all equally and without favour. Strive to be “likeminded having the same love, being one in spirit and purpose.”
- 8) We have a common purpose to uphold and fulfil all aspects of the Constitution of the School which guides us as to our common faith and standing before God and the legal operations of the School.
- 9) We serve the families who seek our assistance in educating their children, the students who are entrusted to assist in “bringing them up in the ways of the Lord,” and one another as we participate in this common task, and the wider community of which we are a part. We serve so that all may know and come to believe personally “that at the Name of Jesus every knee should bow, in heaven and on earth and under the earth, and every tongue shall confess that Jesus Christ is Lord, to the glory of God the Father.” In this service we “continue to work out (our) own salvation with fear and trembling” and disciple others to do likewise.
- 10) The reputation of the School is dependent upon each one of us acting with honesty and integrity. We do not tolerate dishonest behaviour in Council members, employees or those among whom we work. Every stakeholder, whether a staff member, student, or member of the School, governments, family or the wider community has the right to be confident that we are totally honest and that our dealings are beyond reproach.
- 11) We do not offer, solicit or accept gifts, bribes, money favours or concessions which might affect our judgement in relation to our work, or which might be seen to compromise our judgement.
- 12) We will not use our convert to our own benefit, funds, information or property of the School, or assist others in such behaviour.
- 13) We abide by laws and regulations.
- 14) As a place of education, we accept a high level of Duty of Care for the staff and children under our authority. As part of this, compliance with the spirit and letter of all Child Protection laws and regulations is accepted as especially important.

- 15) We respect confidentiality and the proper handling of information. In school education, personal information regarding students and their families is an important asset. We treat the School's affairs and those of our students and their families with absolute confidentiality.
- 16) We do not use information regarding the affairs of the School for personal gain, or for the benefit of others such as friends, relatives or associates.
- 17) We maintain the highest standards of professional behaviour.
- 18) We do not engage in smoking or carry out our duties under the influence of alcohol, drugs, beetle nut or medication which impair our judgement.
- 19) We do not initiate rumours or circulate false facts and we ensure that rumours are not passed on in a way which could be construed as fact.
- 20) We avoid conflict of interest.
- 21) We do not engage in staff harassment, either verbal, written or physical.

Schedule 3

OTHER REMUNERATION, ALLOWANCES AND BENEFITS

1. Method of Payment - Base Salary

The School Council will pay your salary fortnightly by cheque or direct payment into your nominated bank, building society or credit union if this facility is available.

2. Superannuation Payment

The School Council may contribute an amount to superannuation through Nasfund which may be required by law from time to time. You will be required to contribute superannuation into Nasfund in accordance with the relevant statutes of Papua New Guinea.

3. Leave

4. Annual Leave

- a) You are entitled to ten (10) weeks annual leave within the School holiday period plus public holidays for each twelve (12) months of employment by the School Council. Two (2) weeks of the gazetted holidays may require your presence for professional development activities at the School.
- b) Your annual leave is to be taken within the gazetted School holidays at a time approved by the Principal.
- c) Annual leave entitlements must be used within the year that they fall due. No holidays will be transferred to future years.

5. Bereavement Leave

- a) You are entitled to three (3) days paid bereavement leave, upon the death of an immediate family member.
- b) You may use available Sick Leave days for bereavement leave for those who are not immediate family members, up to one (1) day per occasion.
- c) You are to seek approval of the Principal for any bereavement leave.

6. Sick Leave

- a) You are entitled to ten (10) days paid sick leave per annum, for the purposes of recovering from personal ill health or injury.
- b) Sick leave is not cumulative from year to year.
- c) The entitlement to sick leave is subject to production of an appropriate medical certificate, if requested by the Principal.
- d) Accumulated sick leave on termination is not payable to you.
- e) You must, as soon as possible, notify the Principal of your inability to attend work because of sickness or accident.
- f) You are entitled to use up to five (5) days in total for your sick leave for carer's leave.

7. Under this agreement:

- a) "carer's leave" shall mean leave for the purposes of caring for a member of your immediate family or household, or for the purposes of caring for a newborn child of your spouse, or a child newly adopted by you;
- b) "immediate family" shall mean a wife, husband, father, father-in-law, mother, mother-in-law, brother, sister, child or step-child; and
- c) "household" shall mean all of the above persons and another person who is normally resident within the employee's home who is not a visitor, a lodger or a paying guest.

8. Long Service Leave

You will be entitled to long service leave in accordance with relevant service acts of Papua New Guinea.

If you terminate your employment prior to minimum service dates, you will not be entitled to any payment.