



MAYFLOWER CHRISTIAN ACADEMY®

Student Manual

Procedures and school rules

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**TRAIN UP A CHILD
IN THE WAY HE SHOULD GO;
AND WHEN HE IS OLD,
HE WILL NOT TURN FROM IT,
*PROVERBS 22:6***



1 Introduction

The Student Manual's purpose is to clarify and familiarize the **Mayflower Christian Academy** students and their parents with the MCA® house rules and procedures to be implemented in during the entire school year.

Please read the Student Manual carefully and have it ready for future reference. In order to guarantee a harmonious school life and a learning environment in which each student can reach his/her maximum potential, it is vital that both parents and students agree with these rules and to adhere to them at all times.

Therefore, we request that both parents and students sign the Student Manual as a sign of agreement.

Additionally, the teachers of the respective classes will, together with their students, work out a "class constitution" to help them understand the rules of conduct at school.

It goes without saying that the Student Manual cannot address all details or specific situations that may arise. Specific situations will be dealt with individually by the teacher or the school administration, depending on the individual circumstances.

AMOS COMENIUS (1650)

*"The first and foremost objective of education must be to discover and work out a method of teaching **which enables teachers to teach less while, at the same time, enabling students to learn more**, so that there would be less weariness and futile striving at our schools, but more **freedom, pleasure and true progress**."*



2 Finances

Generally all conditions apply as described in the school contract.

Damages caused by students have to be compensated for by the parents.

All staff and operating expenses that are necessary for handling the school and afternoon supervision, are met by your tuition fees.

These include the costs of establishing, maintaining and managing the school building, as well as cleaning, repairs, necessary new acquisition of school furniture and teaching aids, adaptation work, management, kitchen, school doctors, taxes, duties, and much more. Your regular contributions ensure the undisturbed regular operating of the school.

2.1 Scholarships

The ambition of **MCA[®]** is to provide a reduction of the tuition fees for financially disadvantaged families. The decision about these scholarships will be made by the financial board in October and is subject to these following factors:

- The monthly cash-flow of the **MCA[®]**
- The income of the family household (monthly pay and government aids)
- compliance with the procedures specified in the entire student handbook.

3 Public status

September 2002 to June 2008

The **MCA[®]** was conducted as a home-schooling project and the necessary external exams were passed successfully by the pupils.

School-year 2008/2009

The **MCA[®]** was granted the status of a private school, and this was sustained up until now.

Every school must prove its worth of public status. In the first few years this happens annually. In those years the public status is only granted with retrospective effect.

The school maintaining body and the school administration of the **MCA[®]** cultivate a regular and good contact to the Ministry of Education and Art and its partners in the Vienna School Board and the school inspector, who inspects our school on an annual and semi-annual basis.

August 2010

The **MCA[®]** has submitted its request for a permanent public status. The conformation is expected during the upcoming school year.



Middle-school (5-8 grade)

In September 2008 we started a „middle-school“ home-schooling project, which is the continuation of the elementary school.

These pupils still have to take the external exams – up until now with very good success! Because we are lacking the spatial requirements, the application for the public status could not be submitted yet. Currently we are teaching 10 pupils in the middle-school.

4 School with own bylaws

After many consultations and coordinating meetings between of the MCA[®] school administration, the Viennese School Board and the Ministry of Education, the MCA[®] is going to be conducted, from the school-year 2010/2011 on, as a school with its own bylaws.

The previous operation as a standard-school, restricted us in terms of key aspects of the MCA[®] (the intensified English program and the integration of Christian and biblical values throughout the all classes).

In cooperation with the Ministry of Education we developed our own bylaws and submitted them. They were granted on the June 30th 2010.

The document is available to be inspected in the schools office.

Does this affect the granting of the public status?

- No, on the contrary, it is easier to implement our own developed concept of school attendance, than to fulfil all the requirements of the standard school system.

Does this effect the school report?

The school report of a school with its own bylaws with public status is suitable to proof the completion of the compulsory education requirements.

The pupils of grades 1 to 3 receive a verbal midterm report. The annual school report includes grades according to the Austrian grading system and a verbal assessment.

The 4th grade pupils receive grades for their midterm report also.

For the admission to a higher academic secondary school, the pupils COULD be required to take an entrance examination in German and Mathematics.



5 Rules of conduct

The following enumeration provides a rough outline of what would be considered as "inappropriate behavior" of a student.

The rules of conduct apply in all rooms of the school building during class hours as well as during breaks, on field trips and in all activities organized by the school.

1. Being late for school
2. Failure to wear the school uniform (except on designated days)
3. Unauthorized cell-phone use during class hours
4. Repeated failure to hand in homework on the due date
5. Cheating on homework, exams and tests
6. Aggressive behavior or deliberate disruptive behavior in class
7. Use of inappropriate or bad language
8. Prejudices and racism
9. Willful and overt disobedience, despising and disrespectful behavior towards a teacher or authority
10. Physical display of affection toward the other sex
11. Chewing gum (in the entire facility)
12. Eating and drinking outside the times designated for the intake of food or drink
13. Bringing along objects that are inappropriate and unsuitable for school such as weapons, knives, walkmans, radios, laser pointers etc.

If objects disrupt the teaching or safety is compromised (e.g. laserpointer), then these objects are taken in custody for the time of school and handed over to the parents when the child is picked up.

The teachers are not allowed to take the children's private property e.g. keep toys or pocket money etc.

Corporal punishment is not allowed in any cases. A conversation with the student and creative educational leading, are to be preferred in all cases. If these measures do not lead to success, an appointment with the parents (in consultation with the school administration) will be arranged to define and agree on the further course of action.



The following acts can result in a student being permanently excluded from school:

1. Fighting, violent and aggressive behaviour towards teachers or classmates
2. Theft
3. Truancy or missing school without a sick note
4. Smoking, intake of drugs or alcohol
5. Deliberate destruction of school property
6. Forging signatures in the parent-teacher communication book, or on tests and exams
7. If, after several talks with the parents and the child, the child still continues to deliberately break the rules laid down in the Student Manual

6 Guidelines for disciplining

The teacher is responsible for implementing the class rules agreed upon with the students at the beginning of the school year. In special cases, this responsibility lies with the principal.

As the age groups between 6 and 14 differ in their capacities and behavior, disciplinary measures (= loss of privileges) have been worked out by the faculty with great care (see Teacher Manual) and will be implemented only after discussing them with the students in detail.

Objects brought to class that are disruptive or dangerous (e.g. laser pointers) will be taken into safekeeping by the teacher and then handed to the parents on picking up their child.

The **teachers are not allowed to take away the children's personal belongings** (e.g. throwing away their toys or pocket money).

Corporal punishment is not acceptable at all. In each case, talking with the student and creative pedagogical guiding is to be preferred. When these measures fail to be successful, we will, together with the principal, make an appointment with the parents to decide upon further procedures.



6.1 Concept of discipline of the MCA®

For more details read [Appendix 1](#).

7 Dress code

MCA®'s purpose is not only to teach academic subjects, but also to form the student's character and making him/her aware of how he/she is perceived by the community.

MCA® students wear school uniforms.

If a student repeatedly fails to wear his/her uniform, the parents will be asked to see the teacher. If a pupil is not wearing his school uniform, he or she will be noted in the class-register. After 3 entries the parents will be informed in writing. If the child is still not wearing the uniform, the parents are going to be invited to see the principal.

We kindly ask to note the following:

1. The school-uniform consists of these parts:

Girls:

Skirt (about knee-length) or trousers (in summer also dress shorts or Jeans) in **darkblue!** Darkblue vest **with logo on it**, white blouse, Poloshirt (short-sleeved, or long-sleeved, of any colour, but without any pattern!) with logo, darkblue sweater with the MCA-inscription, optionally a warm darkblue vest with logo, in winter a plain coloured turtle-neck

Boys:

Trousers (in summer also dress shorts or Jeans) in **darkblue!** Darkblue sleeveless sweater **with logo**, white shirt, Poloshirt (short-sleeved, or long-sleeved, of any colour, but without any pattern!) with logo. Darkblue sweater with the MCA-inscription, optionally a warm darkblue vest with logo, in winter a plain coloured turtle-neck.

Please note:

1. Uniforms have to be clean and ironed.
2. Skirts have to be knee length
3. In the building, the students have to wear slippers
4. No baseball caps etc. during class hours
5. No earrings for boys
6. Piercings are not allowed in any part of the body
7. Dying hair or strands is only allowed if done in natural shades (no green, red, blue, purple etc.)
8. No tattoos

We were created in God's image and want to express this through our appearance.



8 Classroom

8.1 Punctuality

The bell rings at 7:50 A.M.

At the second ring of the bell at 8:00 o'clock class starts.

If a student arrives after 8 o'clock, this will be noted down in the register. (KLASSENBUCH) Please bear in mind that the student needs 5 minutes to prepare for class (e.g. for changing, using the bathroom etc.)

If a child has five entries for being late, the parents will be asked to see the principal. **Children receiving a scholarship will be suspended from this program for three months.**

8.2 Class Participation

If a child is absent from class, the parents have to call the office (not the individual teachers on their mobiles) by 8.30 A.M. A sick note must be handed in on the next day without exception.

If a student needs days off school (e.g. for surgery, family events or additional days off up to 5 days per school year) a written request must be made by the parents at least 3 weeks in advance. Both the teacher's and the principal's approval are necessary.

If the child is to miss up to one day (e.g. for a doctor's appointment) the school needs to be informed in writing the day before at the latest.

If the student has missed any schoolwork and homework, he/she needs to make it up without delay.

!!!Students missing class for more than 15 days per school year will, irrespective of the reason, not be registered for the final exam at the end of the school year.

Individual agreements need the approval of both the principal and the board. If a child falls seriously ill for a longer period of time, individual arrangements will be made.

For a child to leave class early, the parents need to inform the school in writing the day before.

Please use the respective form added in the annex.

8.3 Treatment of textbooks, notebooks and exercise books

The organization and careful treatment of the exercise books, textbooks and worksheets are a major criterion for the final grade.

The school does not accept liability for the students' personal belongings (in particular cell-phones, school uniforms etc.)



9 Homework – independent work time

As MCA® is a whole-day school, unlike traditional schools where homework is done at home, the students do the majority of their homework during independent work time. The idea of independent work time is to encourage the children to organize their work themselves. Work that is not done at school has to be handed in on the due date.

As with traditional homework, neatness and contents of the independent work will affect the final grade.

As the number of written exams will be very limited during the first three school years, the evaluation of the independent work is a significant part in the final grade, both in terms of the student's evaluation by MCA® and by the grade school administering the final exam.

We would like to ask the parents to encourage their child to practice (e.g. reading) at home, especially during his/her first years at school.

Part of our job as the school is to impart the lesson's content through different methods and materials. It is vitally important to us, that the pupils have understood the lesson and can implement what they have learned. In order for pupils to be able to automate the lesson content, we have integrated plenty of self-study time. Also there will be enough exercise materials provided.

Nevertheless it will sometimes be necessary to study with your child at home. Please also take advantage of every opportunity to read with your child.

Also, the pupils will have to learn some of the study content by heart. These exercises are important for your child to automate the content learned and have to be repeated at home. Especially the first rules of arithmetic, the spelling standards, verb in different flections, poems etc. . .

10 Special needs training

These extra units are designated for students with special needs. They will take place during regular class hours or in some cases after school and are mandatory for the respective students.

11 Address

All teachers are to be addressed as "Mrs.", "Ms." or "Mr." plus their first names.



12 Evaluation criteria

MCA® students will be evaluated in accordance with the grade system customary in Austria (1, 2, 3, 4, 5). With the half term report, students receive a verbal evaluation (not including the 4th class). The final report is made up of grades plus a verbal evaluation too.

By evaluating the students' achievements by means of numerical grades, we want to foster their work ethics and help them to understand the principle of sowing and reaping.

We want the children to understand that their grades are the reward for the work they did, not something that comes by accident. We emphasize performance/productivity, explaining to the children that a lesser grade indicates that he/or she needs to work on this area but not that he/she is a failure.

The grade is made up of academic achievements and written and oral collaboration.

Learning target:

If and how this goal has been reached.

Collaboration:

Actively taking part during lessons, handing in things on time, work sheets and exercises, partner and teamwork.

Type of work:

Materials handling, administrating your exercise books and work sheets, accuracy, neatness.

Behavior:

The behavior of the students and also together with the other children and towards the teachers will be graded. (Social competence and behavior)

Details regarding the criteria of behavior (as per school law) can be found in [appendix 2](#).



12.1 Feedback & parent's evenings

In order to avoid unnecessary "surprises", the parents will be informed of their children's progress on a regular basis during a personal conversation. It is our objective to maintain close cooperation between the parents and the teachers (e-mail, parents notebook..). We really appreciate your support and co-operation. Thank you.

13 National holidays, vacation and days off

Public holidays and days off are very similar to the ones of a public school. They will be announced at the beginning of the year.

14 Parent – teacher communication

Good communication between the faculty, parents and students is paramount for a positive and beneficial atmosphere at school.

The parents can find all information from the teachers and the principal through the parents note book or per email.

It is absolutely necessary that parents check the parents note book DAILY and their emails!!!

In addition, you can see the teachers **AFTER** class hours, or contact them by e-mail, or make an appointment. If you have questions or suggestions, we would ask you to contact the respective teacher **FIRST**. If need be, you can make an appointment to see the teacher together with the principal.

To keep parents updated, we encourage all the pupils to take their exercise books and folders once a month home on a Friday. This will help parents to have insight on the current lesson contents.

Please only use the time **BEFORE** class to talk to the teacher in exceptional cases. We ask for your understanding that, from 7.50 am on, the teachers are only available for the pupils. After that time parents are asked to leave the school building.

Generally we ask you to only accompany your child to the main entrance and also pick it up from there. The aisle in front of the classrooms is to be used by the pupils and is not suitable for the parents or to be used as a waiting room.

During office-hours you are more than welcome to leave your request at the kindergarten- & school-office. It will be past on reliably to the teacher it may concern. If you have any questions and suggestions, we ask parents to first communicate directly with the teacher that is concerned. If necessary a meeting with the school-administration can be arranged.



14.1 Parent's representative

The task of a parent's representative is to support the school not to be responsible for the management of complaints. Personal concerns of parents or students should be first of all discussed with the teachers and the principal. If these talks are not satisfying for one of the parties you can still ask the parent's representative to join the discussion.

If a concern or request comes from more than one student or parent, teachers and the school leadership can be invited by the parent's representative to a conversation. In the same way the school leadership can ask the parent's representative to arrange a meeting with parents.

The area of responsibility also includes: Fundraising, networking, school retreats, contact to firms or politicians especially in this district, parents evenings, festivities, support for teachers regarding material errands or the implementation of projects, youth theatre, excursions, ... etc.

Of course parents, teachers and school leadership will help where they can 😊

15 Emergency addresses

1. The registration form contains the personal data of the parents and the students. We would ask the parents to inform the MCA[®] office of any changes in their own interests.
2. Any important data, including the parents' phone numbers where they can be reached in an emergency, are contained in a folder that is easily accessible.
3. In an emergency, each minute matters. Thank you for your co-operation.
4. The form, address transmission' is an agreement made by the parents (if wished) that their data (address, number, mail address..) is passed on to other school parents.

16 Entry and leaving

16.1 Entry

The facility opens at 6.30 A.M. Students who arrive between 6.30 and 7.45 before the teacher have to report to the kindergarten group immediately and have to stay there till 7.45. For the time spent in the kindergarten group in the morning, Noah's Ark will charge the parents € 4.- or 5.- Euros respectively at the end of the month. The students will be sent to their classrooms at 7.45 A.M.

From 7.45 A.M. onwards, there is always a teacher present in the classrooms.



When entering or leaving the school, only the entrance at Van der Nüllgasse 29 may be used. For the time being, it is forbidden to enter the school via the entrance at Leebgasse.

16.2 Leaving the school

When classes are over and if the student does not attend Hort, he/she has to leave the building immediately. For security reasons, the children are not allowed to stay by themselves in the hall or in any other rooms. Exception: from 6th grade on!

17 School doctor

The school doctor (Dr. Schwarz Christiana) checks the overall health of the children once a year. With written permission of the parents, various vaccinations are given. This service is paid for by the school.

18 Procedures in case of fire

In the whole building there are fire extinguishers, all well visible. The emergency exits are marked with appropriate signs.

When you hear the fire alarm, all activities must be stopped immediately. Everybody has to leave the building according to the evacuation plan posted.

The children have to get in line and quickly and quietly proceed to the designated meeting places.

These meeting places are:

- in front of the Van der Nüllgasse 29 entrance and
 - in front of the Leebgasse 34 entrance
1. Before leaving their room, the teachers have to close the windows in their classrooms as well as the doors to the hallways.
 2. The teachers have to stay with their students all the time.
 3. The building must not be re-entered unless the administration permits it.



19 Gym lessons

Physical education will take place partly in the hall, partly in a nearby gym.

The PE clothes (pants, tracksuit, T-shirt, socks, and appropriate gym shoes AND outdoor shoes) have to always be kept in a cloth bag on the children's coat racks. For safety reasons, children without appropriate footwear cannot take part in gym lessons.

The parents have to make sure that their child's PE gear is washed monthly.

Generally jewelry is not allowed in the PE class, as this can lead to injuries. If parents insist on their child wearing jewelry, he/she can only participate in PE after the parents have taken on the liability for injuries (you will receive a form before the first PE lesson).

20 Computer use

1. While working on the computer, food or drinks are not allowed.
2. Students are only allowed to use the computers with the permission of the *MCA*® teachers or Hort teachers.
3. Students are not allowed to download programs, games etc. onto the computers. Any downloads are forbidden unless they are done by the computer operator or IT teacher.
4. Downloading from the internet is only allowed with the EXPLICIT PERMISSION of the teacher.
5. Installing programs completely and correctly can ONLY be done by the network administrator, as a password is required.

21 Office hours

At present, our office hours for the Kindergarten and *MCA*® are listed on the info board next to the office. If you would like to talk to Mr. or Mrs. Assmann or to the educational leadership from the school, please arrange an appointment in the secretary's office.

22 Telephone

1. The teachers' mobiles or the Kindergarten phone may only be used in an Emergency case.
2. The students are NOT allowed to use their cell-phones DURING CLASS.

23 Teachers' conferences

At *MCA[®]*, no conferences or teachers' meetings will take place during class hours except for 2 days per school year.

Each term, the faculty of *MCA[®]* will set aside one day for meetings, planning etc.

There will be no classes on these 2 days.





24 Appendix 1 – The MCA® concept of disciplinary actions

Our concept rests on 3 pillars:

1. Austrian Curriculum and school-laws
2. Individuality of pupils and teachers
3. The Word of God and Biblical principles

Austrian Curriculum and school-laws

The chosen disciplinary actions are covered by the current Austrian school-laws and regulations.

e.g. SchUG §21,47 (1) und (3), § 49

Press statement

from Brigitta Srnčik, director of the information center for Lower Secondary Schools at the Vienna School board

A reward system for school and personal achievement is important. But it is fundamentally problematic, if the passion for learning is only motivated by external impulses, such as rewards and does not come from the pupils itself.

„Studies have shown, that a reward system based solely on material benefits, will in the long run, not work“, says Srnčik. Much more important for a positive work ethic and the motivation of children and youth is, that the parents and any other people the children are closely attached to, will grant them attention and are interested in them and their problems.

Individuality of pupils and teachers

We acknowledge the uniqueness and personality of each pupil and also of the teachers. Therefore the teacher has the freedom and necessity to adapt the general guidelines for disciplinary action and rewarding to each pupil.

They are encouraged, within the general framework of the MCA®, to develop and modify their own classroom constitution.

Word of God and biblical principles

Christian Values und Biblical principles are the basis of our general concept and the implementing of all guidelines of Mayflower Christian Academy.

The Bible as Word of God is the fundament, on which the school administration and teaching staff evaluate discipline and behaviour, rewards and motivation and the building of character in the pupils.

We want to draw a clear line between punishment and being disciplined. Since punishment does not provide any solutions, but only scares of, the **MCA** does not exercise punishment.



The goal of disciplining is to change one's attitude of heart, to train and prepare and does not accept the wrong (not within the guidelines and rules) behaviour, but always accepts the person.

Praise, Encouragement and Appreciation

As a basic requirement of the **MCA**, all teachers hold up the same vision and values, according to the same, agreed upon, guidelines.

Our teachers are mentors, which also serve as role models, as the children grow up. The children experience, that learning can be fun, has a purpose and that achieving something successfully will provide inner satisfaction.

The surrounding we want to provide, gives the opportunity to meet people with integrity and trust. A good indicator, if our goal has been reached, is to see if the children feel safe, can grow, laugh together, trust each other, live authentically and can celebrate each other, as they walk on a path of little victories. All this together creates successful and motivated pupils.

Principle

Verbal encouragement, praise and appreciation always come first and serve to help develop a goal-oriented thinking in the pupils and an intrinsic motivation. Also rewards encourage, particularly young pupils, to reach their goals and celebrate them.

Rewarding is not bribing. Pupils receive through the reward an approval of their effort, if they have shown extraordinary accomplishments. We deliberately discern between school performance and extraordinary effort.

Because we were created in the image of God, every human has an intrinsic motivation. Children are inquisitive, curious and eager to learn new things. Especially younger pupils need encouragement through little rewards to persevere and accurately finish some of their assignments.

Generally speaking we do not reward with the following:

- Sweets (with exceptions)
- Rewards for things that are generally expected
- Homework vouchers



Disciplinary actions and training

Proverbs 22:6 Train up a child in the way he should go, and when he grows old he will not depart from it.

Principle:

Prior to any kind of discipline, it has to be assured that the pupil knows the agreed upon guidelines, understands the principles behind it and knows about the consequences if he violates them.

The children know that guidelines are for the protection and blessing of each and every one in the community. Violation always has consequences.

Rules are not wilful restrictions, but serve as the framework, within which we can freely and securely roam to experience growth and blessing.

Generally we do not believe in:

- Sitting penalty
- collective penalty (with younger pupils)

To treat every pupil the same way is not always fair! We try to, according to the individual pupils age, accompany him and find a healthy balance between praise, motivation and disciplinary actions.



25 Appendix 2 Assessment criteria excerpt of the education regulations

Beurteilungstufen (Noten) LBVO

§ 14. (1) For performance assessment the following evaluation grades are being used:

excellent (1),
good (2),
satisfactory (3),
sufficient (4),
insufficient (5).

(2) Performances are to be judged with „excellent“ if the student fulfils the requirements of the curriculum in a by far exceeding manner and, where this is possible, displays self-reliance and respectively the distinct ability of applying his knowledge and skill independently in areas that are new to him.

(3) Performances are to be judged with „good“ if the student fulfils the requirements of the curriculum in an exceeding manner and, where this is possible, displays noticeable beginnings of self-reliance and respectively, with instruction, the ability of applying his knowledge and skill independently in areas that are new to him.

(4) Performances are to be judged with „satisfactory“ if the student fulfils the requirements of the curriculum in its essential parts completely whereby shortcomings during the accomplishment are compensated through approaches to self-reliance.

(5) Performances are to be judged with „sufficient“ if the student fulfils the requirements of the curriculum in its essential parts predominantly.

(6) Performances are to be judged with „insufficient“ if the student does not even fulfil all requirements for an evaluation as “sufficient” (paragraph 5).

Responsibilities of students

§ 43. (1) The students are obliged to contribute to the compliance of the Austrian school's function (§ 2 School organizational law) through their participation and integration in class and aid the work of the class (§ 17). They are to attend classes regularly and punctually (including the supervised times in all-day schools which they are part of), take their materials and to adhere to the school-rules.

Arrangement of school-life and quality control

§ 44. (2) The contract of admission to a private school (§ 5 pas. 6) may include precepts about the code of conduct in the school, at school related events and measures for the safety of students in the school and during school-events in addition to other regulations concerning school organisation that deviate from or supplement the relevant by-law issued by the ministry of education.