



He has shown you, O man, what is good.
And what does the Lord require of you?
To act justly and to love mercy and to
walk humbly with your God.

Micah 6:8



ANNUAL REPORT 2019

The following report is prepared according to the School's Annual Reporting Policy and the NSW Government's Education Act. It provides general information to the community about the School's ethos and character and its performance in Academic and Financial terms. More specific information can be obtained by contacting the school directly.

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OUR SCHOOL COMMUNITY

Pacific Hope School is a Year 3 to Year 12 School, located on the Tweed coast of Northern NSW and Queensland. Pacific Hope School is a co-educational Christian Special School enrolling students diagnosed with mild/moderate intellectual disability and autism spectrum disorder for whom a mainstream environment is not suitable. The purpose of Pacific Hope School is to provide a Christian educational community as a centre of teaching, learning and serving excellence founded on Biblically based beliefs, values and behaviour.

VISION STATEMENT

The purpose of Pacific Hope School (PHS) is to be a Christian Educational Community which provides quality individualised and meaningful education in a caring and supportive learning environment for students with special needs, founded on Biblically based beliefs.

OUR MISSION

We pursue our vision from a Biblical base by aiming to be authentically Christian, to provide quality education and to practise Christian community that is rigorous, authentic and collaborative.

FROM THE EXECUTIVE PRINCIPAL

Pacific Hope School, under the strong leadership of Mr Klaus Knobloch and the Assistant Director Mr Kyle La Marre, has continued in 2019 to grow in numbers and in quality of service. The staff of Pacific Hope School is very strong and unified and that has been noticed by the wider community near the School, and the continuing rapid increase of enrolments is reflective of this interest and appreciation.

Pacific Hope School continues to work closely with Pacific Coast Christian School as well as with the other schools of the Pacific Group of Schools.

The professional development continues to be a strong aspect of the functioning of Pacific Hope School with both teaching and non-teaching staff. Parent involvement of the School is strong and extremely supportive of the ministry of the School. Pacific Hope School continues to grow in its enrolments, strength and its attractiveness in the wider community, receiving many visitors to see the operations of the School in action.

It is important to acknowledge the role of the School Board under the leadership of Mr Max Maddock and the involvement of the Board members in the activities of the School as visitors.

Dr E J Boyce
Executive Principal



FROM THE BOARD CHAIR

Chairman's Report

On behalf of the board of Pacific Hope School it gives me much pleasure to thank fellow Board Members for their time and dedication given to the school over the last twelve months. I would also like to thank our Director Klaus Knobloch for the great job he has done as the leader of the school. Many thanks also to the teachers, staff, parents and of course the students who together unite to make the school what it is today.



The school continues to be a blessing to many families and we thank God for the dedication of a great team.

Many thanks also to the staff of Pacific Hills Christian School for the way they support the school.

Our prayer is that Pacific Hope School will continue to be a school of excellence and a continuing influence in the development of the district.

On behalf of the board,
Max Maddock



FROM THE DIRECTOR

Pacific Hope School is now the largest state of the art Autism School in the region, nearing capacity. 2019 has again seen substantial growth in student numbers. As more and more parents value Christian Education for ASD students as well as parent support, PHS buses pick up and drop of students as far as Mudgeeraba in QLD and Pottsville in NSW. This reflects the high need of a special needs school of this type in this region.

I have been part of the Pacific Group of Schools for eight years now and I have been teaching for twenty-seven years. As a father of four children, and as a grandfather, I have learned over the years to enjoy the process of seeing children grow gently into the special person that God had planned for each one to be.

Pacific Hope School is now in its fifth year of operation and it has grown tremendously. Praise God for the 27 staff, 55 students and very supportive families who are part of this thriving community. I am blessed with the staff God has called to serve here. The diversity and range of gifted staff make Pacific Hope School a unique and dynamic Christian community. I would like to thank the staff for their outstanding contribution to Pacific Hope School.

Living together in unity is good, it is pleasant and it is appropriate for us as brothers and sisters in Christ. As believers, we are united with Christ and we are filled with the Holy Spirit. Christian unity, working side by side to serve within our community, is God's gift to us. It is actually by God's grace that we are able to do this. God pours out His blessing on His people as we worship and serve Him together, in unity.

In His service,
Klaus Knobloch



OUR COMMUNITY SATISFACTION

Staff

It is wonderful to see a number of Youth Support Workers, Occupational Therapists, School Counsellor and a Chaplain being added to the staff in 2019. As Christian professionals, Pacific Hope staff share a deep sense of purpose in playing a part in shaping the lives and characters of the students. This means that they work hard to know the students and to teach them more than just the content of the courses. They diligently apply themselves to develop and present engaging and challenging learning experiences in the courses they deliver and frequently involve themselves in a range of extra-curricular activities to extend the learning and life opportunities of their students.

Staff enjoy rich and productive professional relationships which are overlaid and undergirded by personal friendship and Christian fellowship. The growing of community is something that each and every staff member contributes to, prioritises and pursues. It is what draws them to a school like Pacific Hope. Within the pressure of a demanding role, staff satisfaction is very high. Pacific Hope staff believe in the worth of their work and the quality of the effect they have on the students and each other. This is evident through the fact that there has been no staff turnover in 2019. Staff give generously of their time beyond what is required of their professional duties to support and promote the school.

Students

One of the many challenges ASD students face is learning to feel comfortable and confident in a variety of social settings as well as to act in socially appropriate ways. These skills are best learned and practised when students leave the familiarity of the classroom and venture out locally and nationally and, for some students, even internationally.

2019 saw a majority of students attend the Cairns and Sydney trips, Christian Youth Camps as well as regular class excursions. Student satisfaction can be inferred from the attitude of friendliness that is characteristic of Pacific Hope students. Students are settled and enjoy coming to school every day. They enjoy good relationships amongst peers, between students of different ages and with the staff as well with members of our school community. Classrooms and playgrounds are places of positive interaction and happy engagement with each other and with staff.

Parents

PHS conducted again a parent and staff survey in 2019 using McCrindle Research to gauge our stakeholders' sentiments and views. The results were extremely encouraging and revealed very high parent and staff satisfaction. Pacific Hope School places a high priority on the relationship between the School and its parent body. Parents are listened to and supported. An emphasis is placed on the partnership that parents and the School play in the education process. Working in partnership with parents, Pacific Hope seeks to assist families to take every opportunity of building strong relationships founded on Biblical principles of mutual care, integrity and responsibility. When parents work together with the School, their children experience a very effective influence for their good. Parents have benefited from regular afternoon and evening information sessions, informing them on a variety of relevant topics ranging from 'how to access NDIS' to 'community support mechanisms for ASD students'.

Regular involvement and participation in community events and in the processes of supporting and reporting student learning is typical of parents of Pacific Hope. The voluntary contributions to the school give clear indication of the number of parents that think well and appreciatively of the School. Parent involvement is strong, ranging from participation in class activities to support through volunteer programs. Cultural events are well supported and parents show a genuine interest in the life and culture of the school.

OUR STAFF

General Comments

The staff of Pacific Hope School exhibits typical diversity of age, gender and ethnicity. National backgrounds include Anglo, Canadian, Middle-Eastern, Pacific Islander, African and European.

Teaching Standards – Staff Qualifications and Professional Learning

All of the teaching staff have completed tertiary qualifications in Education and Specialists have had additional specific education in appropriate areas. All teaching staff are registered and accredited with the NSW Education Standards Authority (NESA).

During 2019, a range of Professional Learning was undertaken by teaching staff and non-teaching staff. This included individual and small group professional learning selected according to need and interest through registered and accredited service providers as well as the professional learning opportunities offered by the Pacific Group of Schools. Staff attendance to these events has been very high. Priority and focus in professional learning were centred on:

- Hope Through Struggle conference
- Wellbeing training
- First Aid training
- ASD (Autism Spectrum Disorder) training
- Integrating students with special needs
- Parent support agencies
- Individual Educational programs (IEPs)
- Technology Training
- Behaviour Management for ASD students
- Sue Larkey and Tony Attwood workshops
- Positive Behaviour Intervention Strategy
- Engaging students and staff in meaningful learning using evidence-based practices
- Developing a consistent culture of respect
- A.L.E.R.T program
- Differentiated learning and adjusted teaching programs
- Intentionally partnering with The Excellence Centre to establish and maintain a culture of Excellence
- Building a S.E.R.V.E culture (Safety.Effort.Respect.Volunteering.Excellence)
- Providing Pastoral Care to support the wellbeing of all

Teacher Accreditation

All teachers at Pacific Hope School have accreditation with the NSW Educational Standards Authority. In 2019 we employed teaching staff in a range of different teaching and non-teaching roles:

- 4 teachers are accredited at the level of Proficient Teacher
- 4 teachers are accredited at the level of Provisional Teacher

Staff retention for 2019 was 100% with no staff-turnover.

OUR STUDENTS

Enrolments Profiles

Pacific Hope School had a total of 55 students enrolled at the 2019 mid-year Government census, comprising of 16 female students and 39 male students.

Ongoing enrolment at PHS is conditional, at the Director's discretion, on satisfactory attendance and course completion, adherence with School policies relating to Behaviour and Discipline, and maintenance of currency in regard to payment of tuition fees.

Student Attendance

The School adopts an attitude of close liaison with families in managing student attendance. Absences are noted and followed up both by phone and by written correspondence. Long term unexplained absences are processed under the Schools Attendance and Course Completion policy (available in full from the School), which requires, at the Director's discretion, chronic non-attendance to result in the de-enrolment of the student and referral to the DET Home-School Liaison Officer for the area.



2019 Attendance

Breakdown of current student ages calculated as of 2.8.2019.

Form Run	Age in Whole Years	Attendance Overall	Attendance Male	Attendance Female
Year 3	5	91.10%	92.80%	76.90%
Year 4	4	93.80%		93.80%
Year 5	7	83.50%	76.50%	89.10%
Year 6	6	88.50%	88.50%	
Year 7	9	77.80%	76.40%	83.30%
Year 8	10	85.90%	86.60%	78.40%
Year 9	7	87.30%	85.80%	90.30%
Year 10	2	67.30%	63.70%	70.90%
Year 11	5	87.60%	84.50%	100.00%
Total	55			



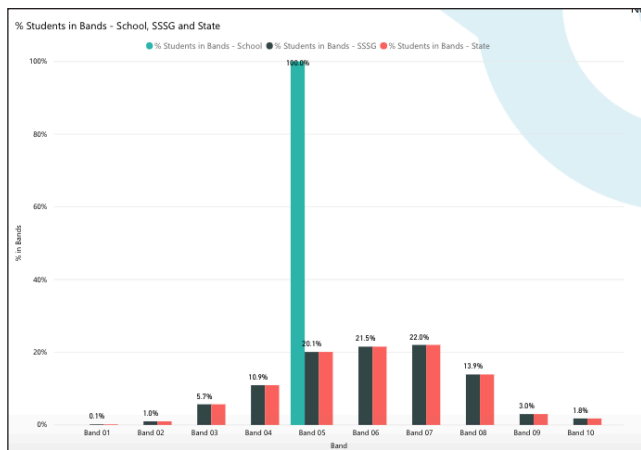
OUR ACHIEVEMENTS

PHS NAPLAN Testing 2019

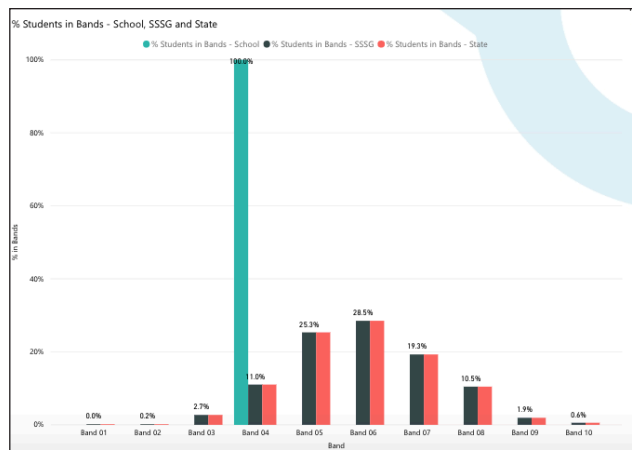
Many parents of PHS students have chosen to withdraw from NAPLAN testing, so the sample is small.

Cohort Participation

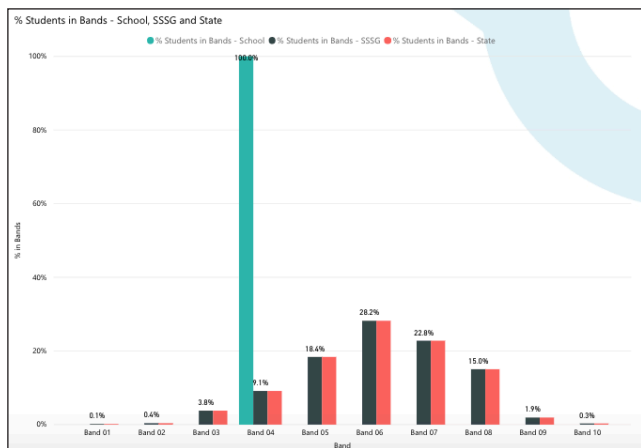
Naplan Year 5 2019 (1 student)



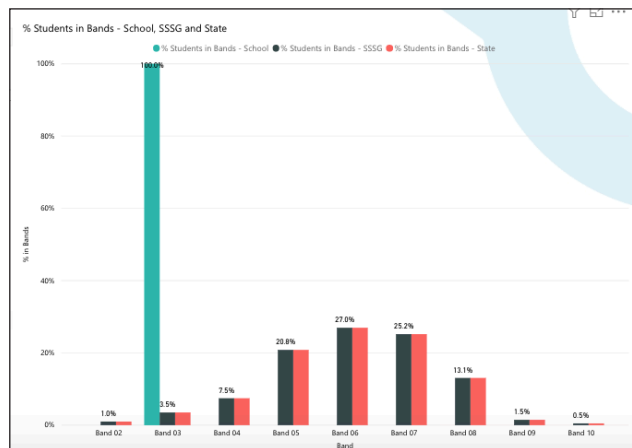
Year 5 G&P



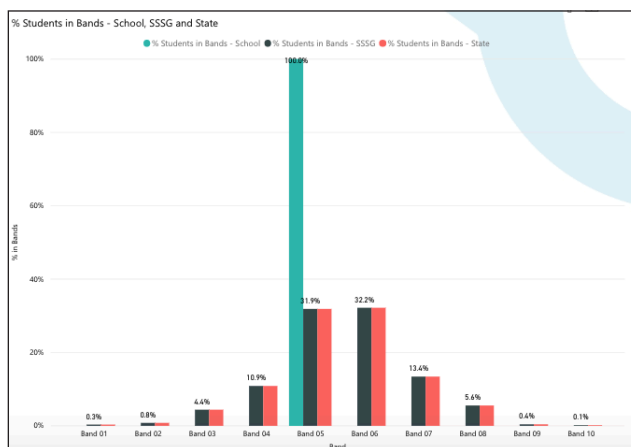
Year 5 Numeracy



Year 5 Reading



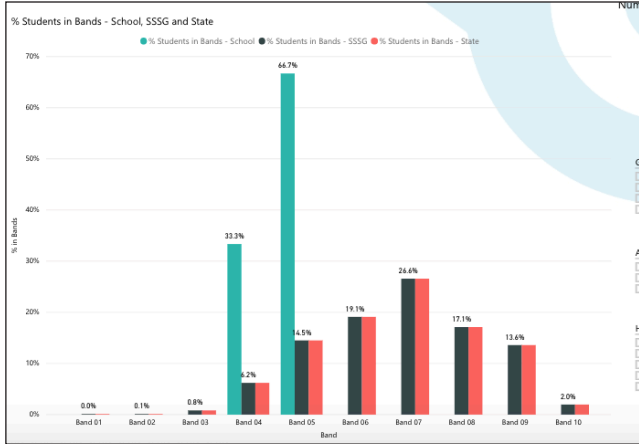
Year 5 Spelling



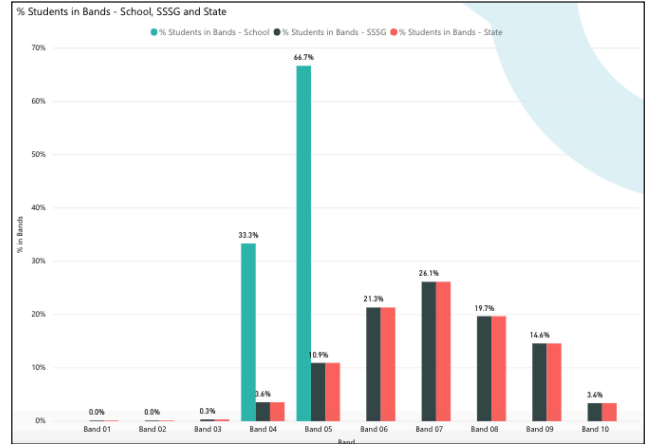
Year 5, Writing

Cohort Participation continued

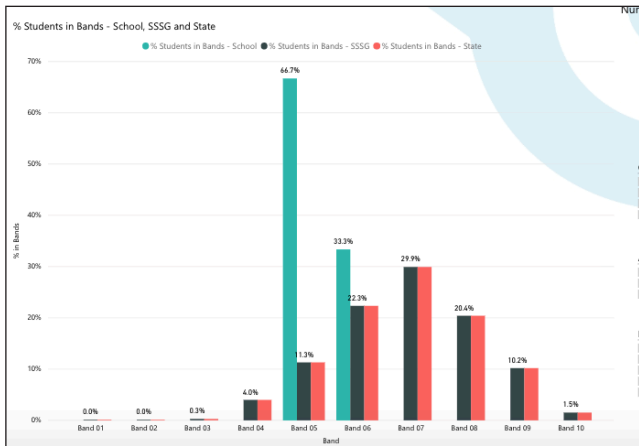
Naplan Year 7 2019 (3 students)



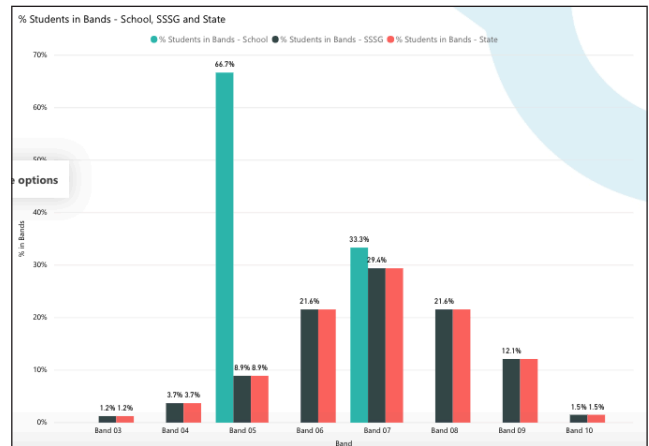
Year 7 G&P



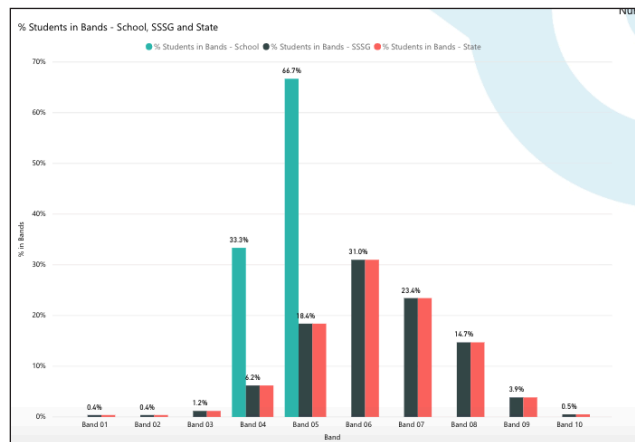
Year 7 Numeracy



Year 7 Reading



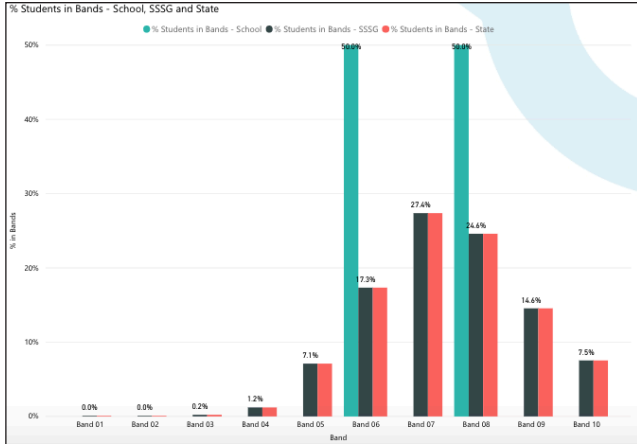
Year 7 Spelling



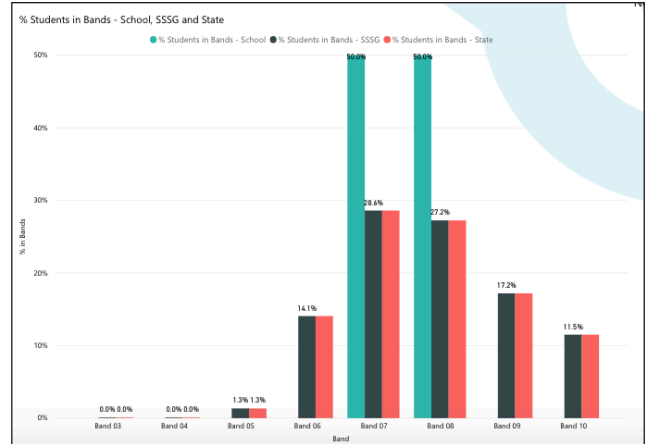
Year 7 Writing

Cohort Participation continued

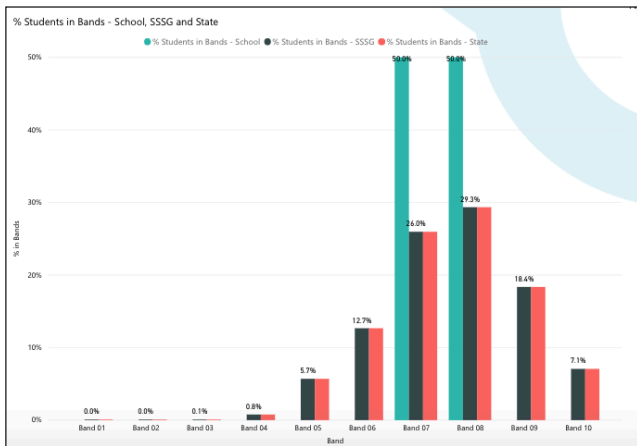
Naplan Year 9 2019 (2 students)



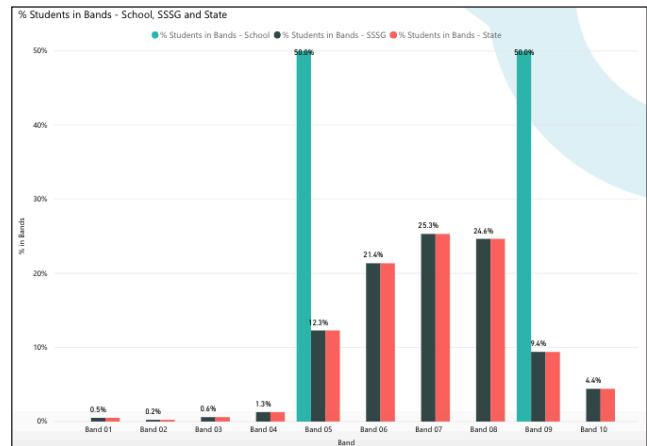
Year 9 G&P



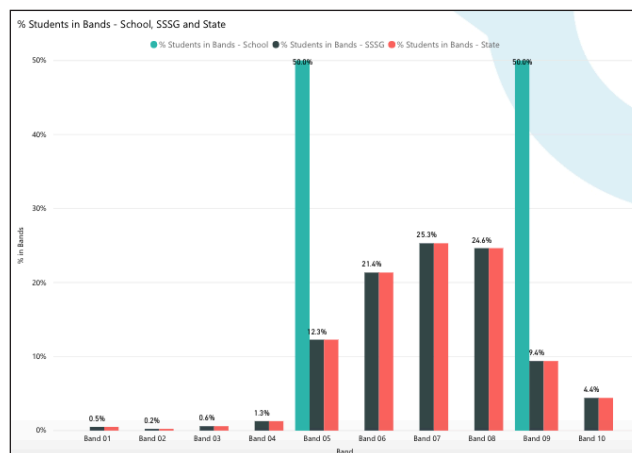
Year 9 Numeracy



Year 9 Reading



Year 9 Spelling



Year 9 Writing

Camps – 2019

Year 8 – Sydney trip

The Year 8 Sydney trip was an amazing opportunity for the students to be exposed to a variety of new and exciting experiences. Some of the highlights were visiting Sydney Tower Eye, Opera House, Harbour Bridge, Circular Quay, Toronga Zoo, China Town, Darling Harbour, Sea Life, Paddington Markets and staying at the YHA Central. Using a variety of public transport and moving around in a busy city can be quite challenging. The students overcame the challenge and should be commended for exemplary behaviour during the trip. We are thankful to God for providing a blanket of safety over the staff and students during the trip, as well as the opportunity for everyone involved to have time of fellowship and lots of laughter.



Years 9/10/11 - Cairns trip

Students from combined classes of Years 9-11 had an incredible adventure up to Cairns this year. Flying out on a Sunday afternoon and returning the next Thursday afternoon saw 3 packed days, 2 travel days and 4 nights of experiences that will stay in our memories for a lifetime.

Our first full day of Monday had us up early and on a ferry ride to the beautiful Green Island on the Great Barrier Reef. Once there we all swam out and snorkelled the reef, seeing fish, coral and even a turtle. The island has a rainforest centre, which provided a beautiful area for a cool lunch around the swimming pool. Yes, of course, we swam there too!

That night Mr Knobloch cooked up an amazing Pasta Carbonara (and garlic bread) that was devoured by all.

Tuesday was our daytrip to Kuranda on the Atherton Tableland. We took the 1-hour Gondola ride up the mountain, stopping along the way to enjoy some short rainforest walks. Floating just above the rainforest canopy was sensational and the ocean views back down the mountain were spectacular. It certainly is one of the most beautiful places in Australia. Once in Kuranda, we shopped in the different market places, had lunch in the park and generally explored the town (with an ice cream break of course!). The return trip was on a 1911 train that takes 2 hours back to Cairns. The commentary along the way was fascinating and again the views stunning. Dinner and a swim in the YHA filled out the last part of the day.

Wednesday morning we slept in a little (7am) and then ventured off in a hire bus (thanks Mr Sutton), heading north towards Mossman Gorge. We stopped along the way at a section of pebble beach where travellers had built hundreds of pebble monuments over many years. Hope School added some monuments of their own and off we drove along the stunning coastline where the rainforest meets the sea. Arriving at Mossman Gorge, we headed straight to some rock pools for a long swim. There surely cannot be anywhere more beautiful in the world for a swim. After our swim and a packed lunch, we undertook a 2.4km rainforest walk. Though challenging in parts, the students really persevered and benefited from the exercise and rainforest experience.



After driving back to the YHA we ordered pizzas and had another swim before packing our bags for the return trip home the next day.

The next morning we were driven to the airport and after a 2 hour flight were reunited with our excited parents.

Overall, Cairns was an incredible experience. There were many laughs, new things to see and do and memories galore. We thank God for keeping us healthy and safe. Thank you also to the PHS staff who organised and supervised the trip and thank you to all the students for being so amazing!

Camps – 2019

CYC Camps

Year 3-4

Year 3/4 camp was an excellent opportunity for our students to experience new activities and challenge themselves to try new things, including camp food. A couple of favourite activities for many of the students was stand-up paddle boarding and tubing. They had three awesome days of water activities and it was fantastic to see them engage in the camp experience with great enthusiasm and a willingness to help their classmates out when needed. We are already looking forward to next year's camp!

Year 7-8

While there, all students were given an opportunity to go canoeing, stand-up paddle boarding as well as tubing which was a huge hit. Many students said their highlight was being able to go tubing and being able to spend time together outside of a classroom setting. Each day was packed full of fun and new adventures.

Year 9-11

2019 saw the Senior School students of Pacific Hope (Years 9 to 11) attended Christian Youth Camps at Burleigh Heads for a 2 night 3 day stay. This camp was a time for new experiences in activities previously not participated in. Over the three days the students would go tubing behind a boat on Tallebudgera Creek, stand up paddle boarding in a protected bay and rock climbing at Paramount Adventure Centre in Burleigh. Camps are always a great time for developing stronger friendships and encouraging each other to have a go at something that perhaps we wouldn't normally do. It is in these moments that we get to move out of our comfort zones and extend ourselves. Then the sense of achievement from having a go may overcome the fear that was first felt. For many students tubing was a first. Being pulled along behind a boat across the water, getting to experience the feeling of the water rushing past as the boat created waves that the tube bounced along. There were lots of smiles and laughter as time and time again the boat did laps of the creek. Indoor rock climbing was again another experience that for many was new. After being instructed in all the safety aspects of the activity it was time to climb. There were varying degrees of difficulty that could be attempted. It was all about having a go and just to be a spider boy or girl for a time. Some of our students were natural climbers and really excelled at this activity. It was great for others just to work as a team and be part of this fun activity. The other activity that Pacific Hope took part in was stand-up paddle boarding. This water activity required great balance and skill to stay afloat. The students became more confident and were able to be more at ease on the water as the time went on. The staff of CYC were very accommodating and we were really looked after during our stay. This camp was a great opportunity for our senior school students with memories and experiences that will be remembered for a long time to come.



OUR POLICIES -

Student Enrolment Policy

Vision Statement The purpose of Pacific Hope School is to provide a Christian educational community as a centre of teaching, learning and serving excellence, founded on Biblically-based beliefs, values and behaviour.

Rationale This policy provides guidelines for enrolment. It seeks to acknowledge and continue the vision of those who founded the School as a Christian educational community - a centre of teaching and learning excellence founded on biblically-based beliefs, values and behaviour – able to support the learning needs of students who are enrolled.

While the policy is as comprehensive as possible, there will inevitably be some situations which are not specifically covered. In such instances, it is the Director's responsibility to decide the appropriate course to take in the circumstances.

Our Policy Pacific Hope School seeks to enrol students whose families seek a Christian Education for their children and who support the ethos of the School as encapsulated in the School Vision and Mission Statements.

Principles

- God has created all people in His image and has made it possible for them to be in relationship with Him through the death and resurrection of His Son, Jesus Christ. Therefore, the school will give equal consideration to each applicant.
- Diagnosis of disabilities must be provided in writing at the time of application and must be issued from a registered medical practitioner.
- The Director carries final responsibility for decisions regarding enrolment positions.

Definitions Throughout this policy, unless the context requires otherwise:

parents includes guardians or any other person who has applied to have a student entered on the waiting list or enrolled at the School and, where the student has only one parent, means that parent.

disability, in relation to a student, includes a wide range of impairments including physical, intellectual, psychiatric, sensory, neurological and learning disabilities.

Information for Register of Enrolments The register of enrolments records the following information for each student:

- name, age and address
- name and contact telephone number of parents/guardians
- date of enrolment
- date of leaving the School and the student's destination, where appropriate
- for children older than six years of age, previous school or pre-enrolment situation
- where the destination of a student under seventeen years of age is unknown, evidence that the Department of Education has been notified of:
 - the students' full name
 - the students' date of birth
 - the students' last known address
 - the students' last date of attendance
 - parents'/guardians' names and contact details
 - an indication of possible destination
 - any other information that may assist officers to locate the student
 - any known work health and safety risks associated with contacting the parents/guardians or student.

Records of the Register of Enrolments The register is retained for a period of seven years after the last entry is made, and copies of information in the register are stored off-site at regular intervals.

Enquiries

All enquiries are recorded. The Registrar will also forward relevant information to the students' parents or carers. This includes:

- prospectus
- information letter directing them to the school website for further information
- Enrolment Application form (including enrolment process information)
- information regarding documentation required

Families wishing to seek more information about the school prior to completing an application are invited to have a tour of the school and have a preliminary meeting with the Director.

Applications

Upon receipt of Application Form and supporting documentation the Registrar will:

- check all relevant documentation is completed
- receipt non-refundable application fee
- check current class vacancies
- schedule a collaborative planning meeting with the Director or delegate and the Allied Health Professional (AHP) team
- place student's name on waitlist, pending Enrolment Interview outcome
- schedule Enrolment Interview with Director or Director's delegate.

Requirements for Entry

Pacific Hope School has been established as a special school. In light of this there is specific criteria that potential students must meet in order to be considered for enrolment. Pacific Hope School has identified with NESAs that it will provide education for students who are diagnosed with Autism Spectrum Disorder or Mild to Moderate Intellectual Disability. The definition of each of these criteria and the support documentation required is as follows:

Autism Spectrum Disorder Entry Criteria

Students enrolled at Pacific Hope School under the criteria regarding classification on the Autism Spectrum must provide a current report from a specialist medical practitioner or registered psychologist with appropriate clinical experience. The report must detail the nature of the student's disorder using the DSM-5 diagnostic tool. Documented evidence must indicate a developmental disability affecting verbal and nonverbal communication and social interaction, which affects the child's ability to learn. There must be information of a functional assessment consistent with the student's disorder.

Intellectual disability

Students enrolled at Pacific Hope School under the criteria regarding Intellectual Disability will need to have a diagnosis for a moderate range of impairment. To meet criteria for diagnosis of a moderate intellectual disability, students must have a full-scale IQ score of approximately three to four standard deviations below the mean on an approved individual test of intelligence. There must be information on the assessment of adaptive skills and school performance (where applicable) consistent with, or below this range of scores.

Students who do not meet the above criteria are not eligible for enrolment.

It is a requirement of entering Pacific Hope School that parents provide medical, psychological or other reports from specialists outside the school that outlines the student's disability. The school may also request additional assessments to determine appropriate support and adjustments. Any assessments or reports required from non-school personnel will be at the parents' expense.

The school also requires a BASC assessment.

Interview Process

Registrar

The Registrar will conduct an initial interview to gather relevant family information and details as per the Enrolment Form and to outline the assessment and interview process. Should a vacancy exist or be pending, the Registrar will organise a suitable time for students and the family to attend an interview with the Registrar and the Director of Pacific Hope School (or delegates). The Director may exercise full discretion in varying the procedures relating to the interview process.

In considering all prospective enrolments, the School may ask parents to authorise the Director or his delegate to contact:

- the Principal of the student's previous school to confirm information pertaining to the student;
- any medical or other personnel considered significant for providing information pertaining to the needs of the student.

Director

The Director (or delegate) will conduct an interview which explores the issues of Faith with the family and explains the distinctives of the school, including:

- Christian education in all key learning areas, policies and procedures
- entirely staffed by Christians
- transdenominational nature
- faith, critical awareness and character development as primary goals
- service and mission
- partnership with parents
- vision and proposed future development
- other ministries of Pacific Hope School.

Allied Health Professional Team (AHP)

The Director or delegate and the AHP team will meet with parents in a collaborative planning context and discuss the student/s application/s as per the Enrolment Form. The following is to be completed and/or discussed in the interview:

- student's academic, social, emotional, physical needs
- the outworking of the School's Christian ethos through staffing, daily devotions, Biblical studies, worship service, Pastoral Care system, etc.
- request for the student to be observed in an appropriate learning environment.
- how the school will develop Individual Education Plans for each student that addresses their learning needs and enables learning success and progress to be experienced by each student
- the identified disability and the relevant medical reports, including a BASC assessment. The school may also request additional assessments to determine appropriate support and adjustments.
- the School's academic curriculum and other activities
- the opportunities available for integration in Pacific Coast Christian School courses or Pacific Coast Christian School activities
- the practical implications on the School-Parent partnership
- the expectations and commitments of the parents being consistent with the vision, values, goals, policies and resources of the School.

Enrolment offer

At the satisfactory conclusion of the interview process, the School may make an offer to the parents to enrol the student. The Director authorises enrolment of all students into the school after considering recommendations by the AHP team and consideration of available resources.

Notes regarding Offers of Enrolment

- Where information obtained by the School suggests a profile of wilful misconduct, illegal activities or strong anti-social behaviours that indicate that the student's enrolment at the School is likely to be detrimental to other students, the staff or the School, notwithstanding that the student be the sibling of a current student, the Director may decline to proceed any further with the enrolment process. Consideration will be given to behaviour manifestation that is part of the disability.
- Where information obtained by the School indicates that the student has a disability, the Director will ensure that the school complies with the requirements of the Disability Standards in Education 2005.

- The AHP team will seek to identify the exact nature of the student's needs and the strategies required to address them. Having obtained this information, the Director will determine whether the student, if enrolled, would require services or facilities that are not required by students who do not have the student's disability. Where the Director determines that the student would require such services or facilities, the Director will determine whether enrolling the student would impose unjustifiable hardship on the School. In making this assessment, the Director will take into account all relevant circumstances of the case, including:
 - the nature of the benefit or detriment likely to accrue or be suffered by any persons concerned (including other students, staff, the School, the student, the family of the student, and the School community); and
 - the effect of the disability of the student; and
 - the school's financial circumstances and the estimated amount of expenditure required to be made by the school.

The school will follow the provisions of the Disability Discrimination Act.

The School reserves the right not to offer any student a place at the School or to defer the offer of a place to any student in its discretion but particularly when the parents, having been aware of their student's specific educational needs, decline to declare those needs or to withhold relevant information pertaining to their student.

Where the parents have not declared or have withheld known information pertaining to their student's needs, the School reserves the right to terminate an enrolment where there are not sufficient resources to deal with a student's needs.

Acceptance of Enrolment

To accept the offer, the parents must within fourteen days of receiving it, deliver to the School the:

- acceptance of Offer of Enrolment form
- Enrolment Fee and Exit Bond as specified in the letter of offer.

Upon receipt of Acceptance of Offer, Enrolment Fee and Exit Bond, the Registrar will conduct a post enrolment interview meeting in order to schedule a Uniform Shop appointment, provide Student Information Pack, discuss Fee payment options and outline procedures for student's first day orientation.

Failure to reply within the required time may result in the position being re-offered where other students are waiting for entry to the School.

Pacific Hope School may grant a deferment for compassionate and compelling circumstances following receipt of a written request by the parent or guardian.

Enrolment in Stage 6

Pacific Hope School offers an alternative to traditional schooling for students with disabilities. In Stage 6 the School is able to offer placements to students who are eligible for a full HSC Life Skills Program.

Life Skills courses in Stage 6 are particularly designed for students with an intellectual disability. Students will be eligible for a Life Skills course if it deemed that adjustments to regular outcomes will not provide the student with sufficient access to some or all of the outcomes in regular courses.

A student studying any Stage 6 Life Skills course will usually have completed one or more courses based on Life Skills outcomes and content in Years 7–10.

In special circumstances, a student who has not undertaken one or more courses based on Life Skills outcomes and content in Years 7–10 may wish to enroll in Life Skills courses for Stage 6. These special circumstances might include situations where:

- a student has attempted regular courses in Years 7–10 but has experienced significant difficulty;
- a student has a deteriorating condition.

Collaborative planning process

The School will assess a student's eligibility for a full Stage 6 Life Skills course through a Collaborative Planning Meeting. Ordinarily, this will be completed in Term 3 of the previous year, so students can explore the range of options available to them.

The Collaborative Planning Meeting will include the Director or delegate and the AHP team, the student's current teacher (if they are already enrolled at Pacific Hope School) and the parent(s)/carer(s).

The meeting will assess:

1. Whether the student is currently achieving any outcomes in their age-appropriate stage
2. What adjustments may be required for the student to achieve those outcomes
3. Whether it is likely that the student would be able to achieve any outcomes in standard Stage 6 courses if adjustments were made for their disability.

Offer of a Place

The Director will make a decision whether to offer a place to a student. The Director will take into account:

1. The eligibility of the student to enrol in a full Life Skills program
2. The capacity of the School to provide the necessary adjustments for the student.

Transition Program to Pacific Coast Christian School

Current students who are not eligible for Stage 6 in Pacific Hope School may be offered a transition program to complete Stage 6 at Pacific Coast Christian School. The Collaborative Planning Process will determine which courses would be most appropriate for the student and what adjustments would need to be made for the student to achieve success in some or all of the outcomes.

The offer of a place at Pacific Coast Christian School will be at the discretion of the Principal (PCCS) who will follow the enrolment policy of PCCS.

Where an offer is made to a student the school will arrange a transition period to help them settle into their new environment. This transition period will normally be in the second half of the fourth term.

Transition Program from Pacific Coast Christian School

Any student transitioning from PCCS to Pacific Hope School must follow the same procedures as any new student to the school.

Conditions of Ongoing

Enrolment

Removal from class

- Pacific Hope School may remove a student from class studies on the grounds of misbehaviour by the student. Removal will occur as the result of any behaviour identified as resulting in removal in the Student Discipline Policy/Student Code of Conduct including but not limited to repeated or aggressive defiance of teacher's instructions; behaviour that puts the safety of other students at risk; ongoing disruption of learning.
- Students must abide by the conditions of their removal from studies which will depend on the welfare and accommodation arrangements in place for each student and which will be determined by the Director Pacific Hope School.
- Where the student is provided with other studies for the period of the removal, the student must continue to meet the academic requirements of the course. This will be determined based on the student's disability and academic program that they follow at school.
- Removals from class will be recorded in the school data base (Edumate) and in the student file.
- Periods of 'removal from class' will not be included in attendance calculations.

School initiated Suspension of Studies

- Pacific Hope School may initiate a suspension of studies for a student on the grounds of misbehaviour by the student. Suspension will occur as the result of any behaviour identified as resulting in suspension in Student Discipline Policy/Student Code of Conduct.
- Suspended students must abide by the conditions of their suspension from studies which will depend on the welfare and accommodation arrangements in place for each student and which will be determined by the Director of Pacific Hope School or their delegate.
- Suspensions will be recorded on the school's Information Management System.
- Students will not return from suspension until after a satisfactory interview between the Parents and the Director of Pacific Hope School.

Procedures for Suspension

- The Director completes School Discipline Form (exit form) with Parent/Guardian and student.
- The Director schedules a Re-entry Meeting using a Behaviour Support plan with Parent/Guardian and student.
- For more information please refer to the Staff Handbook.

Student Initiated Suspension of Studies

- Student may request to suspend their studies subject to the school approving a written request outlining the basis of application. The School may approve the request based on compassionate or compelling circumstances.

Cancellation of Enrolment

- Pacific Hope School may assert its right to cancel the enrolment of a student under the following conditions:

- i) Failure to pay course fees or to settle outstanding financial accounts;
- ii) Repeated failure to respond appropriately to the authority of the School including in respect to course progress, compliance with school requirements relating to uniform and equipment, and demonstrating acceptable behaviour.
- iii) Any behaviour that puts the safety of other students significantly at risk that significantly undermines the reputation and goodstanding of the school or that is identified as being unlawful.
- iv) where a parent continues to act in a manner that is contrary to the School values
Examples may include:

- o inappropriate verbal or physical interactions or intimidation with any member of our School community (including students, staff, parents, volunteers etc)
- o encouraging their child to act contrary to the values of the School
- o endangering the safety and wellbeing of members of the community

Conclusion of Enrolment Follow Up Procedures: Destination Unknown

Where the whereabouts of a child/ young person of mandatory school ages are unknown or the enrolment destination is unknown, the Director must use the form Student Enrolment Destination Unknown Notification to notify the Department of Education. The Department will act on behalf of the minister through a Home School Liaison Officer (HSLO) who will attempt to locate the student and take appropriate action to ensure school attendance.

The following procedures will be followed in relation to following up of students where the destination school is unknown:

- The Registrar on being informed of a student leaving will ring the parent and request information in relation to the new school into which the student is being enrolled. A follow up email will be sent if contact is not initially made.
- The Director will be notified by email from the Registrar of the student/s who are leaving the school and into which school they are to be enrolled.
- Where the student destination is unknown and there are concerns for their safety, welfare or wellbeing the Director will notify the Department of Education and other government departments e.g. DCJ or Police within 24 hours.
- Where there is no indication of immediate risk identified, the Registrar will make two further attempts by phone and email to ascertain the destination school for the student. After 3 weeks if the destination of the student remains unknown the Registrar will contact the Director who will make a notification to the Department of Education and complete the Student Enrolment Destination Unknown Notification located on RANGS.
- The Enrolment Register can be listed as Destination Unknown once the notification has been made.

Summary of Key Policies

Student Welfare and Pastoral Care is infused in all teacher-student interactions and informs development of all policies and procedures. It continues to be a strength of Pacific Hope School and is a feature of the community.

While full text versions of our policies can be obtained from the school and through the website, this extract conveys the essence of our commitment to caring for, and the discipline of, students of Pacific Hope School.

Student Code of Conduct

Vision Statement

The purpose of Pacific Hope School is to provide a Christian educational community as a centre of teaching, learning and serving excellence, founded on Biblically-based beliefs, values and behaviour.

Rationale

All communities require standards of personal and interpersonal behaviour to be clearly stated, understood, and adhered to in order to preserve relationships and allow effective growth and development of the individuals. Personal decisions about behaviour necessarily bring consequences. Good decisions should lead to positive consequences while poor decisions should bring negative consequences.

With the purpose of strengthening the community, the Student Code of Conduct policy will clarify our common vision in Christ for how we should live together. It will consider the needs of each individual in our community.

The result of implementing this policy should be the discipling of young people to behave in ways that are Christ-like to others and themselves, that show maturity in their response to authority and in their respect within relationships, and that show commitment to the welfare of the community.

Introduction

Pacific Hope School recognises that effective learning can only occur in a secure environment where the rights and responsibilities of others are known and respected and where standards and rules are fairly and consistently applied.

This Student Code of Conduct has been developed to clearly set out standards of behaviour that students are expected to meet.

Managing the Code of Conduct is a shared responsibility between the student, parents/guardians and the School. All students and families have ready access to support offered by School teachers and staff.

Values

Self-monitoring of behaviour is an integral part of a safe learning community. It is therefore essential that students are clearly informed about the behavioural expectations of the school community.

The basic code of conduct at the School for all members of the community is that each will respect the other; that each will act kindly and courteously towards others; that each will not force themselves or anything that they own physically, verbally or emotionally on others. Students are expected to do as they are asked; and that each has the privilege, if done respectfully, to ask questions of another.

Student Code of Conduct

At Pacific Hope School, expected student code of conduct is summarised in the School Diary under the heading "Code of Conduct on and off campus":

Culture of Respect

- Show proper respect to everyone: Love the brotherhood of believers, fear God, honour the king. 1 Peter 2:17

As a Christian Community we believe that God's Word teaches us to respect one another as people created in God's image and also to respect our School buildings and environment, which God has provided for us.

Respect *Others*

- Teachers
- Year Group
- Other Students

Respect *Property*

- Classrooms
- Buildings
- Playground

Respect *Yourself*

- Wear uniform well
- Speak well
- Work well in class

This code of conduct will include:

- respectful language;
- respectful body language;
- respectful facial expressions;
- respectful written language, including drawings;
- respectful behaviour in the playground with teacher and other students;
- respectful, drug-free environment;
- respecting people's bodies and feelings;
- respecting personal space;
- respectful, harassment free environment;
- respecting the safety of self and others;
- respecting self, others, community and individual property;
- respecting the privacy of others;
- respectful behaviour in the classroom towards the teacher and other students;
- reporting all breaches of the conduct code honestly;
- integrity and honesty and care for each other;
- punctual attendance for all activities, school and lessons;
- respectful use of all social media.

School Rules and Policies

Students are expected to abide by the directions of teachers and School rules and policies. These rules and policies include:

Alcohol (Student Use Of)
Bullying Prevention and Intervention
Cyber Safety
Drugs - Illicit (Student Use Of)
Truancy
Student Leadership

Breach of Code of Conduct

A breach of this code of conduct will be dealt with according to our Student Discipline Policy.

Student Discipline Policy

Vision Statement

The purpose of Pacific Hope School is to provide a Christian educational community as a centre of teaching, learning and serving excellence, founded on Biblically-based beliefs, values and behaviour.

Rationale

All communities require standards of personal and interpersonal behaviour to be clearly stated, understood, and adhered to in order to preserve relationships and allow effective growth and development of the individuals. Personal decisions about behaviour necessarily bring consequences. Good decisions should lead to positive consequences while poor decisions should bring negative consequences.

With the purpose of strengthening the community this policy will strengthen under standings about how we should live together, will consider the needs of each individual in our community, and will build or restore relationships to bring new levels of commitment. The result of implementing this policy should be the discipling of young people to behave in ways that are Christ-like to others and themselves, that show maturity in their response to authority and in their respect within relationships, and that show commitment to the welfare of the community.

Source of Obligation

The NSW Registration Manual (3.7.1 and 3.7.2) requires the School to have policies relating to discipline of students attending the School that are based on principles of procedural fairness and that do not permit corporal punishment of students.

Discipline Policy

Every student has the right to a learning environment free from bullying and intimidation and to feel safe and happy at school. They also have the right to be treated fairly and with dignity.

Discipline is necessary to ensure the safety and welfare of all our students, teachers and staff and to provide a conducive learning environment.

This policy sets the framework through which Pacific Hope School manages student discipline.

Strategies to Promote Good Discipline

The School seeks to develop a culture of positive discipline by setting clear expectations of students and encouraging positive behaviour. Strategies for developing this culture include:

- clearly setting behaviour expectations
- establishing specific teaching and learning programs
- communicating expectations with the wider School community
- acknowledging positive behaviours in a range of ways from informal verbal acknowledgement through to structured merit awards
- maintaining records with respect to student behaviour.

Prohibition of Corporal Punishment

It is our policy that:

- we prohibit corporal punishment
- we do not explicitly or implicitly sanction the administering of corporal punishment by non-school persons, including parents, to enforce discipline at the School

The use of any corporal punishment by a staff member is strictly prohibited. Any staff member who breaches this rule will be subject to disciplinary proceedings which may include dismissal.

Procedural Fairness

Students have a right to procedural fairness in dealings that involve their interests. This includes disciplinary decisions.

The principles of procedural fairness include the right of students to:

- know what the rules are and what behaviour is expected of them
- have decisions determined by a reasonable and unbiased person
- be informed of, and have an opportunity to respond to, any allegations against them
- be heard before a decision is made
- have a decision reviewed (but not to delay an immediate punishment).

Pacific Hope School is committed to ensuring procedural fairness when disciplining a student.

School Rules and Expected Standards of Behaviour

Students are expected to abide by the rules of the School, and the directions of teachers and staff.

Examples of written rules that students are expected to follow are dealt with in:

- Student Code of Conduct
- Bullying Prevention and Intervention
- Drugs - Illicit (Student Use Of)

Consequences

There are a range of consequences that students will face if they breach School rules or are disobedient. These include:

- warnings or reprimands (verbal or written)
- time outs
- clean up duties
- cancellation of privileges
- withdrawal from School activities
- lunch time detentions
- suspension
- expulsion.

Details about procedures in relation to discipline are outlined in the Staff Handbook.

The decision to suspend a student may only be made by the Assistant Director or Director. The decision to expel a student may only be made by the Director.

Procedures for Suspension, Expulsion and Exclusion

Pacific Hope School has developed specific procedures that must be followed when considering the suspension or expulsion of a student. Refer to our Enrolment Policy.

Implementation

Details in relation to the Discipline procedures in the School are found in the Staff Handbook.

The following forms may be used in the management of the process

- Behaviour Support Plan
- Behaviour Escalation Plan
- Risk Assessment Form
- Counsellor Referral Form
- Mental Health Plan
- Individual Plan

A decision to suspend or expel a student may only be made by the Director of Hope School.

Bullying Prevention and Intervention

The Hazard – Bullying

As a Christian community, we are committed to saying and doing that which builds others up, rather than tears them down, or intimidates them (e.g. Ephesians 4:25-32). This includes providing an environment where bullying is not accepted, and alternatives are taught and demonstrated.

Bullying is the repeated and intentional behaviour of causing fear, distress or harm towards another person that involves an imbalance of power. It can involve humiliation, domination, intimidation, victimisation and harassment. In any bullying incident there can be up to three parties involved: the bully, the person being bullied, and bystanders.

Bullying can take many forms including:

- Physical bullying which involves physical actions such as hitting, pushing, obstructing or being used to hurt or intimidate someone. Damaging, stealing or hiding personal belongings is also a form of physical bullying.
- Psychological bullying which is when words or actions are used to cause psychological harm. Examples of psychological bullying include name calling, teasing or making fun of someone because of their actions, appearance, physical characteristics or cultural background.
- Indirect bullying which is when deliberate acts of exclusion or spreading of untrue stories are used to hurt or intimidate someone.
- Cyber bullying which is the ongoing abuse of power to threaten or harm another person using technology. Cyber bullying can occur in chat rooms, on social networking sites, through emails or on mobile phones.

What Isn't Bullying?

There are many negative situations which, whilst being potentially distressing for students, are not bullying. These include:

- Mutual Conflict Situations which arise where there is disagreement between students but not an imbalance of power. Mutual conflict situations need to be closely monitored as they may evolve into a bullying situation
- One-Off Acts (of aggression or meanness) including single incidents of loss of temper, shouting or swearing do not normally constitute bullying.

Signs of Bullying

Major behaviour changes in a student may be indicative of bullying. Such behavioural changes may include:

- crying at night and having nightmares
- refusing to talk when asked "What's wrong?"
- having unexplained bruises, cuts or scratches
- an unwillingness or refusal to go to school
- feeling ill in the mornings
- a decline in quality of school work
- becoming withdrawn and lacking confidence
- beginning to bully siblings
- acting unreasonably.

Parents/guardians are encouraged to recognise signs of bullying and notify the School through a trusted staff member immediately (such as a class teacher or School counsellor), if they suspect their child is a victim of bullying.

Pacific Hope School's Policy

Pacific Hope School recognises its duty to students to provide a safe and positive learning environment where individual differences and diversity within the School is respected and accepted.

Bullying is not tolerated at Pacific Hope School.

It is our policy that:

- bullying be managed through a 'whole-of-School community' approach involving students, staff and parents/guardians
- bullying prevention strategies are implemented within the School on a continuous basis with a focus on teaching age-appropriate skills and strategies to empower staff, students and parents/guardians to recognise bullying and respond appropriately
- bullying response strategies are tailored to the circumstances of each incident
- staff establish positive role models emphasising our no-bullying culture
- bullying prevention and intervention strategies are reviewed on an annual basis against best practice.

Bullying Prevention Strategies

Pacific Hope School recognises that the implementation of whole-School prevention strategies is the most effective way of eliminating, or at least minimising incidents of bullying within our community.

The following initiatives form part of our overall bullying prevention strategy and our strategy to create a 'no-bullying' culture within the School:

- a structured curriculum and peer group support system, that provides age-appropriate information and skills relating to bullying (including cyber bullying) and bullying prevention, to students over the course of the academic year
- education, training and professional development of staff in bullying prevention and response strategies
- regular provision of information to parents/guardians, to raise awareness of bullying as a School community issue to equip them to recognise signs of bullying, as well as to provide them with clear paths for raising any concerns they may have relating to bullying directly with the School
- promotion of a supportive environment that encourages the development of positive relationships and communication between staff, students and parents/guardians
- promotion of responsible bystander behaviour amongst students, staff and parents/guardians
- reporting of incidents of alleged bullying by students, bystanders, parents/guardians and staff are encouraged, and made easy through the establishment of multiple reporting channels (as specified below)
- records of reported bullying incidents are maintained and analysed, in order to identify persistent bullies and/or victims and to implement targeted prevention strategies where appropriate
- statements supporting bullying prevention are included in students' School diaries
- education of staff, students and parents/guardians on health conditions to promote understanding and to reduce stigma and fear
- anti-bullying posters are displayed strategically within the School
- promotion of student awareness and a 'no-bullying' environment by participating in events such as the National Day of Action Against Bullying and Violence.

Additionally, all students will be presented with programs of instruction that make the School's definition, intolerance, and stated consequences of bullying clear and explicit. This will include explanations of the definitions of bullying, including the roles of perpetrator and bystander, and the sequence of intervention events to manage instances of bullying.

Reporting Bullying

Students and their parents/guardians are sometimes reluctant to pursue bullying incidents, for fear that it will only make matters worse.

A key part of the School's bullying prevention and intervention strategy is to encourage reporting of bullying incidents as well as providing assurance to students who experience bullying (and parents/guardians) that:

- bullying is not tolerated within the School
- their concerns will be taken seriously
- the School has a clear strategy for dealing with bullying issues.

Bullying incidents can be advised to the School verbally (or in writing) through any of the following avenues:

- informing a trusted teacher
- informing the School Counsellor
- informing a student's Year Co-ordinator
- informing the Assistant Director or the Director

Responding to Bullying

Bullying behaviours vary enormously in their extent and intent and, as a consequence, each incident needs to be dealt with on its facts.

In all circumstances the School:

- takes bullying incidents seriously
- provides assurance to the victim that they are not at fault and their confidentiality will be respected
- takes time to properly investigate the facts including discussing the incident with the victim, the bully and any bystanders
- takes time to understand any concerns of individuals involved
- maintains records of reported bullying incidents
- will escalate its response when dealing with persistent bullies and/or severe incidents

- notification of/consultation with parents/guardians
- offering counselling to persistent bullies/victims
- implementing effective follow up strategies
- disciplinary action, at the Director's discretion, including suspension and expulsion of persistent bullies, or in cases of severe incidents.

Bullying and Other Support Services

The following support services are available to students and staff:

School Liaison Police

School Liaison Police are NSW Police officers who work with schools to reduce crime, violence and anti-social behaviour. School Liaison Police are a point of contact for the School community and the NSW Police Force. Our students are encouraged to contact the School Liaison police if they have any concerns.

Our School Liaison Police Officer is Nathan Verinder, Tweed Heads Police Station, 83 Wharf Street, Tweed heads, NSW, 2485. The School Liaison Police Officer can be contacted on 07 5506 9499.

Other Support Services

Pacific Hope School also provides access to Counselling Services.

Staff Responsibilities

All staff are responsible to:

- model appropriate, respectful and supportive behaviour at all times
- deal with all reported and observed incidents of bullying in accordance with this policy
- ensure that any incident of bullying that they observe or is reported to them, is recorded appropriately
- be vigilant in monitoring students that have been identified as either persistent bullies or victims
- acknowledge the right of parents/guardians to speak with the School if they believe their child is being bullied.

Signage

Anti-bullying posters may be posted in strategic locations in the School to promote appropriate behaviour and encourage students to respect individual differences and diversity.

Implementation

This policy is implemented through a combination of:

- staff training
- student and parent/guardian education and information
- effective incident reporting procedures
- effective management of bullying incidents when reported
- the creation of a 'no-bullying' culture within the School community
- effective record keeping procedures
- initiation of corrective actions where necessary.

Discipline for Breach of Policy

Where a staff member breaches this policy Pacific Hope School will take disciplinary action, including in the case of serious breaches, summary dismissal.

Complaints Handling Policy

Our ability to identify, manage and promptly resolve complaints, received from parents, students, and other key stakeholders, is a key part of our Governance Program.

To manage complaints effectively, we have established a Complaints Handling framework in line with the Australian and International Standard for Complaints Handling (AS ISO10002-2006).

Vision Statement

The purpose of Pacific Hope School is to provide a Christian educational community as a centre of teaching and learning excellence, founded on Biblically-based beliefs, values and behaviour.

Rationale

The purpose of Pacific Hope School Complaints Handling Policy is to provide a student or parent(s)/legal guardian with the opportunity to access procedures to facilitate the resolution of a dispute or complaint. These internal procedures are a conciliatory process.

Policy

Pacific Hope School recognises that it is good and fitting that members of communities have opportunity to express disappointment or disapproval and seeks to engage with such situations with the intent of clearly reaching mutual understanding amongst the parties involved.

Definition of 'Complaint'

A complaint is:

"An expression of dissatisfaction made to an organisation, related to its products or services, or the complaints handling process itself, where a response or resolution is explicitly or implicitly expected."

The term 'complaint' is used to refer collectively to any inquiry, comment, complaint or dispute raised by a person expressing dissatisfaction as to a particular circumstance, or situation, related to our services or operations.

A complaint can sometimes be difficult to distinguish from other communications such as critical feedback and queries. A complaint should be recorded and actioned where it relates to alleged failures in service delivery or operations, or inappropriate or unprofessional behaviour. Complainants may include both parents and students.

Complaints Management Principles

When managing a complaint or an appeal, the School will:

- provide information to the school community about how and where to complain and to make the complaints management process as simple and accessible as possible
- ensure that complainants are informed as to the progress of their complaint and ensure that complaints are resolved as quickly as possible
- aim to understand the complaint from their point of view and ensure that complaints are thoroughly investigated and that the school understands the complaint from the complainants point of view.
- make sure all complaints are addressed, on their merits, in an equitable, impartial, objective and unbiased manner
- keep complaints confidential and ensure that personal identifiable information about complainants and about any person that is the subject of the complaints is only available for the purpose of addressing the complaint. Staff members receiving complaints should not discuss these with other students or staff other than with the Complaints Officer.
- keep records of complaints and the information collected in the complaints handling process.

How The School Handles Complaints

Verbal Complaints

Staff members receiving a verbal complaint should listen and acknowledge the complainants feelings, empathise without agreeing with the complainant and outline to the complainant the complaints handling process, record the information concerning the complaint.

Written Complaints

All written complaints should be acknowledged in writing and responded to as soon as possible. Where it is suitable to organise a face to face meeting to resolve the complaint, this should occur.

Process for making complaints

Students

a) Students should at the first instance approach the staff member and attempt to resolve the concern. Staff members should respond by the end of the next working day.

b) If this is not resolved, students should approach the relevant staff supervisor. In the case of a Pastoral Care issue, students (Years 5-12) will complete an Incident Report form and the class teacher will initially deal with the complaint. This will be referred to the Director if a resolution is not reached. In the case of a curriculum issue students will be referred to the relevant Curriculum Supervisor who will ask the student to put their concerns in writing. This matter will be referred on to the Assistant Director. Students (Yrs 3&4) should approach their class teacher and may do so with parent support.

c) If the matter cannot be resolved through mediation, the matter will be referred to the Director.

- d) At this point, the student should notify the school in writing of the nature and details of the complaint.
- e) Each complainant has the opportunity to present his/her case to the Director. Students may be accompanied by a support person. If this meeting is unable to reach a resolution, a formal complaints process would commence.
- f) The formal complaints process will commence within 10 working days of the lodgement of the complaint with the Director.
- g) Once the Director has come to a decision regarding the complaint, the student will be informed in writing of the outcome and the reasons for the outcome.
- h) If the complaints procedure finds in favour of the student, the School will immediately implement the decision and any corrective and preventative action required.
- i) If the complaints procedure does not find in favour of the student or the student is dissatisfied with the result of the complaints procedure, he/she will be informed of the external complaints and appeals process available to them at minimal or no cost.
- j) The School undertakes to finalise all complaints procedures within twenty (20) working days.
- k) For the duration of the appeals process, the student is required to maintain enrolment and attendance at all classes as normal.

Parent(s) / Legal Guardians

- a) In the case of an initial concern, the parent should contact the staff member concerned by phone or email. Staff should respond to this by the end of the next working day.
- b) If the issue is not resolved, parent(s)/legal guardians should contact the class teacher (Pastoral Care) or the relevant Curriculum Supervisor (Curriculum) in the first instance to attempt mediation/informal resolution of the complaint. This will be referred onto the Assistant Director of PHS. In the case of a curriculum issue the grievance will also be referred onto the Director of PHS.
- c) If the matter cannot be resolved, it will be referred to the Director.
- d) At this point, parent(s)/legal guardians must notify the school in writing of the nature and details of the complaint.
- e) Each complainant has the opportunity to present their case to the Director. Parent(s)/legal guardians may be accompanied by a support person.
- f) The School's formal complaints process will commence within 10 working days of the lodgement of the complaint with the Director.
- g) Once the Director has come to a decision regarding the complaint, the parent(s)/ legal guardian will be informed in writing of the outcome and the reasons for the outcome.
- h) If the complaints procedure finds in favour of the parent(s)/legal guardian, the School will immediately implement the decision and any corrective and preventative action required.
- i) If the complaints procedure does not find in favour of the parent(s)/legal guardian or the parent(s)/legal guardian is dissatisfied with the result of the complaints procedure, the School will advise of the external complaints and appeals process available to them at minimal or no cost.

The School undertakes to finalise all complaints procedures within twenty (20) working days.

Complaints Handling Procedures for Misconduct or Reportable Conduct

When a student or parent/caregiver makes a formal complaint regarding misconduct or reportable conduct, the School will follow the procedures outlined in the Child Protection - Reportable Conduct of Staff, Volunteers and Others Policy, including:

- Provide information to the stakeholder to make a written notification to the Director. This can be done using a School email account, posted letter, or hand delivered letter. Verbal accounts must be confirmed in writing.

- The School will provide in writing an acknowledgement of the received complaint and the process to be undertaken to investigate the complaint. This will include interviews with the stakeholder and their support person, interviews with any alleged witnesses, and interviews with the staff member about whom the complaint has been made (and their support person).
- The School will periodically update the complainant on the investigation process (as appropriate).
- Once the investigation has been finalised, the complainant parent/caregivers will receive formal written notification that the process has been finalised. There may be limitations under the Ombudsman's Act and privacy legislation regarding disclosure of information about an investigation and the outcome of an investigation.
- Due to the nature of certain allegations, there may be an external investigator handling the complaint. The School will work with this external investigator to ensure the correct procedure is undertaken. This may increase the length of the investigation.

Key Steps in the School Complaints Handling Process

Complaints must be addressed promptly in accordance with their nature and level of urgency. In all cases the school must aim to acknowledge receipt of a complaint, or dispute, immediately and seek to resolve all complaints internally

Dealing With Informal Complaints

There are likely to be many occasions where someone makes a statement, or sends an email, that is an expression of dissatisfaction as to some aspect of School's service or operations (and hence falls within the definition of a "complaint") where a resolution can be quickly and easily achieved, usually through verbal communications. Whilst an individual complaint may on the surface appear to be minor, if the School was to receive 10 such complaints from parents, it would indicate a systemic issue which would require formal rectification action.

Receiving And Logging Complaints

All complaints received (whether verbally or in writing), must be recorded.

In the event that a complaint, whether it be written or verbal, is received and is not an informal complaint that can be resolved immediately, the staff member to whom the complaint was addressed must send a written acknowledgement of the complaint to the complainant.

In less serious instances this acknowledgement may be a relatively informal email communication, phone call, or face to face discussion. As the seriousness of complaint increases the formality of the communication should also increase.

In all circumstances the acknowledgement should be provided as soon as possible.

Immediate Acknowledgement of Complaint

The School should immediately acknowledge the receipt of complaints and address them promptly in accordance with their degree of urgency.

Target Resolution Timeframe

The school aims to resolve all complaints within twenty (20) working days.

Pastoral Care Policy

Vision Statement

The purpose of Pacific Hope School is to provide a Christian educational community as a centre of teaching, learning and serving excellence, founded on Biblically-based beliefs, values and behaviour.

Rationale

In the context of a Christian worldview, the wellbeing of students refers to their growth as whole persons created in the image of God. The key to the student's wellbeing is relationship to God and others and so an effective education promotes a safe and supportive community where students are nurtured through the relationships in the community.

Pastoral Care is an important part of the School's commitment to nurture a safe and supportive environment where the relationships and practices support the wellbeing and the holistic development of the students. It relates to the total care of students and involves tending to their spiritual, intellectual, emotional, social and physical wellbeing in the context of community.

The School is committed to build an environment where the students belong and are cared for, respected and supported. Relationships based on trust and respect are the foundation of this school community.

Source of Obligation	The NSW Registration Manual (3.6.2) requires the School to have in place and implement policies and procedures in relation to pastoral care.
What is Pastoral Care?	<p>Pastoral care is the support given to students for their development as a person. It relates to the total care of students and involves tending to both the academic and non-academic needs of students, including their spiritual, emotional and social well-being.</p> <p>Pastoral care recognises the overriding principle of acting in the best interests of the child.</p>
Our Approach	<p>Pacific Hope School is committed to providing a safe, supportive and social environment where students feel nurtured as they learn.</p> <p>To this end, we have developed, and continue to develop, a comprehensive range of pastoral care policies and procedures that are designed to promote the social and emotional wellbeing of our students in areas such as:</p> <ul style="list-style-type: none"> ● interdependence ● self discipline ● resilience ● social awareness ● personal responsibility ● healthy living ● healthy minds ● empathy and emotional intelligence ● cultural awareness
Who is Responsible for Pastoral Care?	<p>All School staff are responsible for pastoral care, and for administering pastoral care in all classes and extra-curricular activities.</p> <p>Additionally, we have created a Pastoral Care Team that is responsible for ensuring the proper ongoing administration of pastoral care services at the School.</p> <p>Our current Pastoral Care Team is:</p> <p>The School Counsellor, Occupational Therapist, School Chaplain and SLT Team.</p>

Key Pastoral Care Policies and Procedures

Teaching and Learning	The School employs quality teaching and learning strategies that address the individual learning needs of students. By engaging students in this way, they are encouraged to become reflective, self-directed learners who accept personal responsibility for their participation in school whilst exercising self-discipline.
Counselling	<p>Counselling is an important part of a student's development and allows caregivers to address the needs of students on a one-on-one basis.</p> <p>Students are encouraged to talk to the counsellor.</p>
Students with Disabilities and Special Needs	<p>The School has implemented detailed policies and procedures for managing students with disabilities and special needs.</p> <p>Refer to our Disability Discrimination Policy and Students with Special Needs Policy.</p>
Implementation	<p>Pastoral care within the School is implemented through a combination of:</p> <ul style="list-style-type: none"> ● effective policies and procedures ● staff training in student welfare, mental health and spiritual wellbeing ● effective incident notification procedures ● allocation of the overall responsibility for the effective implementation of pastoral care to a senior staff member.

PROGRAMS PROMOTING RESPECT AND RESPONSIBILITY

Mission and Community Service

As a Christian community, we strive to demonstrate practical care and compassion to others, both those who form part of the community and those beyond. This care extends to students, parents, staff, the local community and to other communities on a local and national level.

Mission and Community Service

Local Mission

There were a number of projects our students were involved in this year:

Planting for Dune Care - Years 9-12

Visiting local Aged Care facilities – Years 9-12

Clean up in local, public areas by the 'Green Team' – Years 3-6

Animal Welfare projects at Currumbin Wildlife Sanctuary – Year 9

Community Service Activities

ANZAC Day Service

Compassion Child Fundraiser

'You Have A Friend' can collection for the homeless

Bandana Day cancer fundraiser

Extra-Curricular

Chapel Band Choir

Rotary Camp Bornhoffen



ANZAC Day 2019

One-On-One Support

Our Senior Students have been completing their community service lessons in the Junior School. They have been assisting JS teachers in a variety of classes by listening to students read and helping out during writing, art and sport activities.

'You Have a Friend' Can Drive

All of Pacific Hope School participated again this year in a Can Drive for the homeless people of Tweed. The school's relationship with 'You Have a Friend' has continued to grow over years. Mr John Lees accepted over 1500 cans when he came to the Senior School Chapel to receive our donations.



'You Have a Friend' Can Drive 2019

OUR GOALS

2019 Improvement Targets

Following our 2018 Annual Report the following were identified as goals for 2019. Provided below is a response to the School's achievement in response to each of these goals.

- **Strategic Objective 1:** To further develop teaching as a relational activity informed by research data, theory and the Bible
- **Strategic Objective 2:** To further develop learning as a life-long process informed by research data, personal testimonies
- **Strategic Objective 3:** To further develop serving as an expression of the gifts given by God to bless our community, locally, nationally and globally, through mission activities
- **Strategic Objective 4:** To further develop the Christian Character of each member of the community as an act that glorifies God

2020 Improvement Targets

The following have been identified as meaningful targets for Pacific Hope School as we continue to seek to bring glory to God through the operation of the School. These objectives form the foundation of the School's Annual Action Plan for 2020. The outworking of each objective is done through a series of targeted strategic goals.

STRATEGIC OBJECTIVE 1 - TEACHING

Provide pastoral care to support the wellbeing of students/school community.

Develop a culture of respect.

Analyse NAPLAN data, standardised tests and other research to modify and adjust teaching strategy.

STRATEGIC OBJECTIVE 2 - LEARNING

Intentionally engage students and staff in meaningful evidence-based practices.

Develop the use of 'best practice' in contemporary learning spaces.

STRATEGIC OBJECTIVE 3 - SERVING

Communicate effectively in the school community.

Maintain a culture of openness to feedback in the community.

Use the gifts of the school and wider teaching profession to advance the capacity of the Christian Education Development Program (CEDP) on a local, national and global level.

STRATEGIC OBJECTIVE 4 - CHRISTIAN CHARACTER IN COMMUNITY

Engage the staff in personal Christian formation in community.

Engage with the Pacific Group of Schools, sister schools, partner schools and other Christian communities to build our culture.

Maintain a culture of community service, mission and global service through the CEDP.

Consistently monitor the stewardship of our resources.

A full text version of the School's Annual Action Plan for 2019 is available at the School.

Pacific Hope School Income Expenditure Graphs

INCOME SOURCES

EXPENDITURE AREAS

