



Pacific Hills  
Christian School

# 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.

*Published June, 2020*



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## OUR SCHOOL COMMUNITY

### **Overview and General Information**

Pacific Hills is a transdenominational Christian School that has been in operation since 1979. Its vision is to provide a Christian educational community as a centre of teaching, learning and serving excellence, founded on Biblically-based beliefs, values and behaviour. It is committed to authentic Christianity, to excellence in education and to genuine community.

Seeking to transform the hearts and minds of its students through instruction in the Truth and the experience of gracious Christian care within the bounds of high expectations, the School prioritises stewardship of individual talent for the glory of God and in service of others.

Pacific Hills offers a comprehensive learning experience delivered by strong Christian teachers supported by excellent facilities.

### **From the Principal**

Pacific Hills Christian School continues to grow in numbers with approximately 1,400 students enrolled and a wonderful staff with much experience and much youthful enthusiasm. The leadership team of the School is exemplary and provides a great resource in service to the other Schools of the Group as well.

The Pastoral Care and organisation of the School is excellently led by Mr Andrew Waters whose service covers more than thirty years at the School. Dr Tina Lamont, as the Assistant Principal of Teaching, Learning and Strategic Planning as well as holding the roles of Lead Principal for the Pacific Regional Schools and Director of The Excellence Centre for Professional Development, continues to assist the School with a strong team of others in providing high quality Christian Education in theory and practice.

The Heads of School and the Dean of Curriculum and the Dean of Administration, continue to provide outstanding educational service. The non teaching leadership of the School is mainly committed to the vision of services and resources to allow the School to excel in its functional service.

2019 as the 40<sup>th</sup> Anniversary year since the School's establishment was a special time of celebration with visits by many staff members and students from the past. It was an opportunity for us to be thankful to God and for those who were instrumental in the establishment and development of this special community of teaching, learning and serving.

We remembered the work of John and Robin Odell as two of the founders of the School and the special ministry of Mrs Lynn McCrindle as the first teacher of the School. A particularly touching realisation was that our current Board Chairman is Mr Mark McCrindle, the son of our first teacher of the School, Mrs Lynn McCrindle.

We also welcomed many visitors including senior past and present Members of Federal Parliament, State Parliament and Local Government, as well as numerous friends of the School from throughout Australia and a number of overseas countries.

We celebrate that this community called Pacific Hills Christian School has impacted the lives of many thousands of people and we trust that in the future this community will continue to do that.

The School is served by an outstanding Finance Committee and Resources Planning Committee and a special Board under the leadership of Mr Mark McCrindle. The leadership of the team at Pacific Hills is a great blessing to the other Schools of the Pacific Group of Schools and at the same time is deeply impacted by serving others in the development of Pacific Hills itself. Missions and Service remain integral as per the School Vision, to be an educational community of excellence in teaching, learning and serving. This distinctive characteristic of Pacific Hills is widely acknowledged and celebrated both within Australia and overseas.

We are thankful for Government financial support and the support of The Association of Independent Schools of NSW as well as the Australian Association of Christian Schools.

Dr Edwin J Boyce  
Principal

## **From the Board Chair**

Hope is an important word around Pacific Hills. It is in the very name of New Hope School. It is the name of the annual staff gathering, the Hope Conference. Yet it is much more than a vague sentiment we might express: "I hope I pass my exams". In the Bible we see it as a noun, something with substance. Hope is a confident expectation of what will indeed come. It is an excited anticipation of what is yet to arrive - no positive thinking required.

In his own times of uncertainty, economic instability and anxiety, the Apostle Paul told people to put their hope in God (1 Timothy 6:17). This year we have celebrated 40 years of the faithfulness of God in enabling this School to thrive. As we move into this new decade of the 2020s, we know that there will be many more transitions and disruptions which we will face - as individuals and as a school. Yet amidst the ongoing waves of change, we have hope in the sure promises of God and this hope is an anchor for our soul (Hebrews 6:19).

For some students and their families, their journey with Pacific Hills is just beginning, while for others, they are heading off to their next venture. It is our prayer that wherever you are on this schooling journey, you will find this community to be a place where you belong, where you are always welcome and a place abounding with hope.

Mark McCrindle  
Board Chair

## **From the Parents**

The School works hard to work in partnership with parents and has a number of avenues of parent communication with the School. Each graduating class is surveyed to ascertain the high points of a student's and their parents' experiences and to identify the areas that could be further improved.

There are many avenues for parents and friends of Pacific Hills to get involved in their children's education and the school community. One objective of Pacific Hills is to build relationships between parents and teachers; to build relationships between parents and parents; to create an environment where parents feel comfortable and part of the school community; and to bring parents to Christ.

During 2019 the parent body were very actively involved in the organisation and support of the School's 40<sup>th</sup> Anniversary Celebrations. Many activities were held throughout the year to celebrate God's goodness to the School. Parents were actively involved in each of these activities. Also, parents were involved in the fund-raising committee which conducted a number of activities that both raised funds for the School and created a strong sense of community within the School and good connections beyond the School.

Parents and friends of Pacific Hills are also invited to become involved in the school community through events such as Parent Teacher Interviews, Parent Discussion/Information nights, the School Musical and social evenings. Each year the School also holds a number of events such as Parent Breakfasts, Father/Child and Mother/Child nights and the annual School Presentation night that are well supported by the parents of Pacific Hills.

## **Prayer Groups**

Groups of passionate parents regularly meet together to seek God's heart for Pacific Hills and to pray into the life of the School and the school community. Since the groups have formed, many prayers have been answered and God has moved in powerful ways in the lives of students, teachers and parents.

Groups pray for the students and what God is doing in their lives, for school ministries and camps, for teachers and staff, and for members of our community who are ill. Contact with the various Prayer Groups can be made through reception.



## OUR COMMUNITY SATISFACTION

### Staff

The staff of Pacific Hills are dynamic and diverse. 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. They enjoy rich and productive professional relationships which are overlaid and undergirded by personal friendship and Christian fellowship. Within the pressures of a demanding role staff satisfaction is high. Pacific Hills staff believe in the worth of their work and the quality of the effect they have on the students and each other. This is evidenced from the number of long term staff, the relatively low turnover rate and the reasons for staff leaving as being chiefly into promotions positions or for family reasons.

### Students

Student satisfaction can be inferred from the attitude of friendliness that is characteristic of Pacific Hills' students. Classrooms and playgrounds are places of positive interaction and happy engagement with each other and with staff. Each graduating class is surveyed regarding their perception of the value of their experience at Pacific Hills. These surveys indicate a deep appreciation for the relationships that have been forged and for the opportunities that have been provided through being a student of Pacific Hills.

Indicative of the attitude of the leaving Year 12 students towards the School is the comment below:  
*"I am so grateful to have attended Pacific Hills. I have made life-long friends, and will be always appreciative to the teachers and staff for their care and support."*

*"We are so are very thankful to the teachers for supporting us, not just with us our studies but in our everyday life and especially in our spiritual journey."*

### Parents

Pacific Hills Christian School places a high priority on the relationship between the School and its parent body. An emphasis is placed on the partnership that parents and the School play in the education process. Regular involvement and participation in the community events and in the processes of supporting and reporting student learning is typical of parents of Pacific Hills. Also, the voluntary contributions to the school gives a clear indication of the number of parents that think well and appreciatively of the School.

When invited to offer comment parents have written:

*"The best thing we do for our children is send them to Pacific Hills Christian School. They always thank us or that."*

*"I'm thankful that Pacific Hills Christian School not only provides a wonderful education for my children, but most importantly provides an incredible Christian community, where they are lovingly nurtured, guided and encouraged to always look to Jesus."*

*"I am so grateful for the teaching and the care that has been shown to my child over the last six years at Pacific Hills. He has grown so much, not just in his academic learning but in his knowledge of God. I am very grateful to all the staff of this wonderful school."*

## OUR STAFF

### General Comments

The staff at Pacific Hills, no matter their role, are committed to the work of Christian Education in teaching, learning, serving, and growing Christian character in community founded on Biblical beliefs, values and behaviours. Our culture is one of strong connection and love for one another in Christ, a culture that informs all that we do in His service. Unified by purpose, we are a diverse staff with reference to experience, age, gender and cultural backgrounds.

In 2019 there were 115.7 FTE teaching staff and 62.9 FTE non-teaching staff. We have an appropriate spread of age and experience giving a balance of energy and innovation with maturity and discernment. National backgrounds include Anglo, Asian, European and South African.

### Teaching Standards – Staff Qualifications and Professional Learning

All teaching staff have graduate qualifications from a recognised tertiary education institute in Australia or overseas (as recognised within the National Office of Overseas Skills Recognition guidelines). A number of staff have also completed, or are in the process of completing, post-graduate qualifications. Specialist education and other staff are also suitably qualified for their roles.

The School places significant emphasis upon the professional learning of its staff, facilitating many opportunities for engagement for staff through the work of The Excellence Centre, a ministry of PHCS. The 2019 professional learning calendar included January Hope Conference, Mid-Year Conference, Senior Leadership Team and other Retreats, Pacific Seminars, Teach-Meet style afternoon sessions, regular faculty and year group hubs, and online course options, all developed for our own context as a Christian learning community.

Teaching staff are able to access NESA accredited professional learning for the career stage of 'Proficient'. In 2019, over 140 hours of accredited learning was available over the year, much of this aligned with the theme of 'Hope Through Wellbeing'. Additionally, education staff attend a variety of professional learning from providers including The Association of Independent Schools of NSW, various subject networks and associations, and Teacher Training Australia.

Non-teaching staff are also encouraged to pursue their own professional learning, and access courses and reading as relevant to their roles.

All staff engage with a collegial appraisal process designed to support and improve practice in a way that brings glory to God. Staff work with a peer coach and engage with an appraisal journal to guide their reflections and goals for the year. Goals are set with individual and school-wide priorities in mind.

An overview of the professional learning categories for 2019 are found below, aligned with the various annual Action Plans documented within the Strategic Education Plan.

Professional Learning Category for NESA Accredited Professional Learning	Number of Staff Participants
Faculty Training	82
Leadership	67
Gifted Education	2
Students with Disabilities	16
Health and Fitness	4

Christian Education	4
Technology or Digital	45
Library	3
NESA	12
Counselling	12
Business Management/Enrolments	16
Student Wellbeing	34
HOPE Conference	195
Mid-Year PD Week	247
Senior Leadership Retreat	44
PD Seminars	179

**Note:** Professional Learning at Hope Conference, Mid-Year Conference, PD Seminars and Senior Leadership Retreat are inclusive of many of the categories listed here also.

### Teacher Accreditation

All teaching staff are accredited with the NSW Education Standards Authority (NESA) and are required to engage with the Australian Professional Standards for Teachers at their appropriate career stage as required by the Teacher Accreditation Act 2004 No 65 (NSW).

We currently employ teaching staff in a range of different teaching and non-teaching roles:

- 120 teachers are accredited at the level of Proficient Teacher
- 1 teacher is accredited at the level of Highly Accomplished
- 3 teachers are accredited at the level of Provisional Teacher
- 6 teachers are accredited at the level of Conditional Teacher

## OUR STUDENTS

### Enrolments Profiles

At the 2019 August Federal Census 1330 students were enrolled in K-12. This number comprised 643 female students and 687 male students.

The 2019 student enrolment included 11 Indigenous Students and 20 Overseas Students.

An extended text version of the Enrolment Policy features in the section of this report sub-titled "Our Policies".

Ongoing enrolment is conditional, at the Principal'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.

### Management of Student Non-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 Principal'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

Year Group	Students at August Census	Total %
Kinder	71	94.20%
Year 1	80	94.60%
Year 2	77	94.50%
Year 3	93	93.70%
Year 4	79	94.70%
Year 5	92	93.60%
Year 6	98	92.70%
Year 7	130	93.20%
Year 8	123	92.20%
Year 9	136	92.40%
Year 10	124	89.70%
Year 11	117	93.00%
Year 12	110	93.00%
Overall	1330	93.19%

### Student Retention and Year 12 Completion Rates

Families within the Pacific Hills school community, and within the Hornsby and Hills Shires more generally, place a high value on education. As a consequence, there are high levels of student retention even allowing for the increasing mobility of the School demographic.

In 2017 there were 121 students attending Year 10 at Pacific Hills of these 18 left the School before completing Year 12, 2019. Thus an individual student retention rate of 85%.

## OUR ACHIEVEMENTS

### Student Performance in Standardised Literacy and Numeracy Testing

#### NAPLAN Results 2019

Pacific Hills Christian School students received strong results in the 2019 NAPLAN (National Assessment Program - Literacy and Numeracy) achieving results above State average in all areas. NAPLAN provides a snapshot of student achievement in the key areas of literacy and numeracy and is used by the School along with other standardised testing, formative and summative assessment and teacher feedback to assist each student develop key skills that they are able to use to honour and glorify God.

The achievement scale is the same for Year 3, 5, 7 and 9, however, each year has an expected achievement range.

#### Achievement Range:

Year	Band Achievement range	Minimum Achievement Standard
3	Band 1 - 6	Band 1
5	Band 3 – 8	Below Band 3
7	Band 4 – 9	Below Band 4
9	Band 5 - 10	Below Band 5

#### Year 3

##### Percentage of students in top 2 bands

Test Domain	% PHCS	% State
Reading	72.0	55.7
Spelling	78.5	54.3
Writing	66.3	58.0
Grammar & Punctuation	82.8	60.3
Numeracy	72.0	43.2

#### Year 5

##### Percentage of students in top 2 bands

Test Domain	% PHCS	% State
Reading	57.3	40.1
Spelling	55.6	40.2
Writing	31.8	19.5
Grammar & Punctuation	55.6	40.7
Numeracy	57.3	32.3

#### Year 7

##### Percentage of students in top 2 bands

Test Domain	% PHCS	% State
Reading	40.5	32.1
Spelling	42.1	35.2
Writing	28.6	19.1
Grammar & Punctuation	44.4	32.6
Numeracy	59.7	37.7

## Year 9

### Percentage of students in top 2 bands

Test Domain	% PHCS	% State
Reading	40.2	25.4
Spelling	24.0	25.7
Writing	17.1	13.8
Grammar & Punctuation	29.5	22.1
Numeracy	50.0	28.7

A detailed summary of the NAPLAN data is available through the My School's Website <http://www.myschool.edu.au/>

### The Granting of Records of School Achievement

Schools in NSW provide individual assessments for each student enrolled at the conclusion of Year 10. This information is retained by the NSW Educational Standards Authority (NESA) and is issued to students when they leave the secondary schooling system. At this point students will be eligible to apply for a Record of School Achievement (ROSA).

In Year 10, the ROSA grades are allocated by the School using school-based assessments and aligning student performance with the Course Performance Descriptors. The School based assessment schedules are issued to students in a Year 10 Assessment Handbook.

On the completion of the Year 11 Course, students are given a Preliminary Course Grade. The grades allocated will be in line with the Preliminary Common Grade Scale and based on student performance in their School Assessment Program. The School based assessment schedules are made available to students in the Year 11 Assessment Handbook. Students who leave at the end of the Year 11 Course are entitled to apply for a Preliminary ROSA.

From 2020, students will have to complete online Minimum Literacy and Numeracy tests in order to qualify for a Higher School Certificate. Students are provided support in meeting these requirements within school curriculum and in targeted preparation classes for those students who need to re sit particular tests. They are given opportunities to meet these standards in Years 10, 11 and 12.

### Higher School Certificate Results

The HSC cohort of 2019 achieved some outstanding results across a wide range of subject areas. There were 127 students who completed HSC courses in 2019 including 16 Year 11 Augustine students who completed a selection of courses as part of the Acceleration program. 35 HSC courses were offered at Pacific Hills in 2018.

- The top ATAR at PHCS was 99.75
- 23% of students received an ATAR above 90
- Two students were mentioned on the Premier's All-Round Achievers List
- PHCS students achieved 102 Band 6 (or E4) results and were mentioned on the Distinguished Achievers List. These top band results were achieved by 50 students of whom 14 were Augustine Acceleration students (Year 11)
- 36% of students received Band 6 results in at least one of their subjects
- 14 Augustine students studied Mathematics, Mathematics Extension 1 and Physics and received 25 mentions on the Distinguished Achievers List (Band 6 or E4 results).

- 4 students were mentioned on the Top Achievers List
  - 7<sup>th</sup> in the State in Ancient History
  - 10<sup>th</sup> in the State English Extension 2
  - 20<sup>th</sup> in the State English Advanced
  - 1<sup>st</sup> in the State Korean and Literature
- PHCS was ranked 93<sup>rd</sup> school in NSW

#### Outstanding Marks

- 50/50 English Ext 2
- 98% Ancient History
- 98% English Advanced
- 98% Mathematics (Year 11 Augustine)
- 49/50 English Ext 1
- 97% Mathematics 2U (Year 11 Augustine)
- 97% Mathematics Advanced (Year 11 Augustine)
- 48/50 English Ext 2
- 48/50 English Ext 1
- 48/50 Mathematics Ext 1 (Year 11 Augustine)
- 96% Chinese Continuers
- 96% Mathematics Advanced (Year 11 Augustine)

#### Outstanding Band 6 Results – a snapshot

- Above State average in Band E4 English Ext 2 (School 83.33%, State 26.12%) 5 students
- Above State average in Band E4 English Ext 1 (School 80%, State 34.12%) 8 students
- Above State average in Band 6 Music 1 (School 74%, State 22.08%) 3 students
- Above State average in Band E4 History Ext (School 64.28%, State 27.61%) 9 students
- Above State average in Band E4 Mathematics Ext 1 (School 50%, State 39.03%) 11 students
- Above State average in Band 6 Drama (School 40%, State 15.1%) 2 students
- Above State average in Band 6 Mathematics 2 Unit (School 39.58%, State 23.51%) 19
- Above State average in Band 6 Modern History (School 31.25%, State 9.74%) 10 students
- Above State average in Band 6 Ancient History (School 21.05%, State 9.21%) 4 students
- Above State average in Band 6 Biology (School 16.66%, State 7.31%) 4 students
- Above State average in Band 6 EALD (School 14.28%, State 3.88%) 4 students

#### Higher School Certificate – Trends over Time

Course	Students	School Mean	State Mean	Band 3 / E1	Band 4/ E2	Band 5/ E3	Band 6/ E4
Ancient History 2019	19	80.03	72.62	15.78	42.1	21.05	21.05
Ancient History 2018	11	76.89	72.76	45.45	26.5	36.36	9.09
Ancient History 2017	18	76.43	71.67	22.22	22.22	38.88	11.11
Ancient History 2016	21	74.7	71.16	9.52	33.33	38.09	4.76
Biology 2019	24	72.75	71.93	33.33	20.83	20.83	16.6
Biology 2018	41	72.17	74.09	24.39	29.26	39.02	

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Biology 2017	35	76.44	74.3	20	31.42	31.42	11.93
Biology 2016	35	71.73	73.71	31.42	51.42	11.42	
Business Studies 2019	36	71.96	72.18	22.22	27.77	25	5.55
Business Studies 2018	35	74.35	73.62	40	25.71	51.42	2.85
Business Studies 2017	37	73.12	73.17	16.21	27.02	40.54	2.7
Business Studies 2016	38	72.42	73.21	34.21	39.47	13.15	5.26
Chemistry 2019	14	76.5	75.38	21.42	21.42	50	
Chemistry 2018	25	78.38	74.82	8	40	48	
Chemistry 2017	26	79.09	75.28	15.38	19.23	50	11.53
Chemistry 2016	32	74.46	75.59	31.25	43.75	21.87	3.12
CAFS 2019	16	73.59	74.03	18.75	43.75	31.25	
CAFS 2018	22	75.85	72.01	18.18	22.72	36.36	9.09
CAFS 2017	11	72.98	72.71	18.18	36.36	36.36	
CAFS 2016	8	76.68	72.2	12.5	50	37.5	
Design &Tech 2019	7	79.71	77.82		57.14	42.85	
Design &Tech 2018	11	78.58	77.91		63.63	27.27	9.09
Design &Tech 2017	5	78.88	76.75		40	60	
Design &Tech 2016	13	70.88	76.41	23.07	46.15	7.69	7.69
Drama 2019	5	84.68	78.31		40	20	40
Drama 2017	5	79.84	77.68		60	20	20
Drama 2013	7	73.51	78.05		100		
Drama 2012	9	76.62	77.77	11.11	44.44	44.44	
Economics 2019	22	71.7	77.34	27.27	22.72	31.81	4.54
Economics 2018	16	76.59	76.25	25	31.25	37.5	6.25
Economics 2017	12	68.8	76.6	50	8.33	33.33	
Economics 2016	9	69.91	76.55	33.33	22.22	22.22	
Engineering 2019	11	77.69	74.25	27.27	27.27	36.36	9.09
Engineering 2018	9	77.4	74.55	11.11	44.44	22.22	22.22
Engineering 2017	8	80.35	74.21		25	37.5	25
Engineering 2016	11	75.76	75.27	36.36	18.18	45.45	
English Standard 2019	36	66.32	69.16	58.33	38.88		
English Standard 2018	41	64.35	68.66	53.65	26.82	2.43	
English Standard 2017	28	69.19	64.66	39.28	35.71	3.57	
English Standard 2016	50	71.14	68.7	14	54	12	
English Advanced 2019	64	80.5	80.73	4.68	39.06	46.87	9.37
English Advanced 2018	74	76.58	80.6	13.51	45.94	40.54	
English Advanced 2017	67	79.27	80.96	8.95	41.79	37.31	11.94
English Advanced 2016	57	79.58	80.72		52.63	40.35	7.01
English EAL/D 2019	7	81.77	70.73	14.28	14.28	57.14	13.28
English ESL 2018	6	76.73	70.56	33.33		66.66	
English ESL 2017	5	73.28	69.72	40			40
English ESL 2016	6	80.33	70.31	16.66	16.66	50	16.66
English Extension 1 2019	10	45.55	41.68			20	80
English Extension 1 2018	7	40.93	42.08			100	
English Extension 1 2017	11	41.86	41.26			72.72	27.27



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English Extension 1 2016	9	42.69	41.91			66.66	33.33
English Extension 2 2019	6	46.6	39.14			16.66	83.33
English Extension 2 2018	3	42.9	37.46			66.66	33.33
English Extension 2 2017	3	44.33	38.68			33.33	66.66
English Extension 2 2016	7	44.79	38.47			28.57	71.42
Geography 2019	23	68.76	74.66	34.78	26.08	17.39	8.69
Geography 2018	41	70.82	74.71	21.95	46.34	14.63	
Geography 2017	12	61.77	74.87	25	33.33	8.33	
Maths Standard 2019	47	73.25	70.68	34.04	46.8	14.89	4.25
General Maths 2018	58	72.29	69.92	34.48	25.86	29.31	3.44
General Maths 2017	38	71.82	68.51	21.05	28.94	28.94	5.26
General Maths 2016	51	71.71	68.51	35.29	37.25	17.64	3.92
History Extension 1 2019	14	42.54	38.92		7.14	28.57	64.28
History Extension 1 2018	6	37.85	38.85			100	
History Extension 1 2017	7	43.86	38.74			71.42	28.57
History Extension 1 2016	9	41.48	38.93			66.66	33.33
Hospitality Exam 2019	8	67.65	72.55	12.5	50	12.5	
Hospitality Exam 2018	6	64.47	72	33.33	33.33		
Hospitality Exam 2017	5	68.84	72.09		20	40	
Hospitality Exam 2016	8	61.1	71.74	37.5	25		
Legal Studies 2019	19	63.93	73.66	26.31	10.52	21.05	
Legal Studies 2018	16	77.76	75.05	6.25	43.75	50	
Legal Studies 2017	22	75.22	75.86	13.63	27.27	40.9	9.09
Legal Studies 2016	13	77.78	75.01		38.46	38.46	15.38
Mathematics 2019	48	81.32	78.01	10.41	31.25	12.5	39.58
Mathematics 2018	49	83.18	78.2	8.16	14.28	38.77	34.69
Mathematics 2017	44	82.26	77.96	9.09	22.72	34.09	29.54
Mathematics 2016	44	81.61	77.84	11.36	22.72	34.09	27.27
Mathematics Ext 1 2019	22	83.87	79.98		18.18	31.81	50
Mathematics Ext 1 2018	34	82.55	79.29		2.94	73.52	23.52
Mathematics Ext 1 2017	24	79.83	81.09		16.66	54.16	29.16
Mathematics Ext 1 2016	26	80.77	79.68		11.53	53.84	34.61
Mathematics Ext 2 2019	8	80	81.59		12.5	75	12.5
Mathematics Ext 2 2018	12	74.97	81.36		33.33	58.33	8.33
Mathematics Ext 2 2017	11	79.78	81.17		18.18	54.54	27.27
Mathematics Ext 2 2016	12	79.93	81.03			75	25
Modern History 2019	32	79.71	73.44	25	9.37	31.25	31.25
Modern History 2018	38	74.27	73.88	21.05	34.21	42.1	
Modern History 2017	37	75.21	73.73	5.4	48.64	32.43	5.4
Modern History 2016	41	80.37	74.45	7.31	34.14	43.9	12.19
Music 1 2019	4	89.75	81.85			25	75
Music 1 2018	5	79.56	81.5		60	20	20
Music 1 2017	3	89.53	81.45			66.66	33.33
Music 1 2016	5	80.64	80.91		40	60	
Music 2 2019	4	80.95	87.67		50	25	25

Music 2 2018	7	84.23	87.55			85.71	14.28
Music 2 2017	5	82.24	86.72		40	40	20
Music 2 2016	5	85.36	86.97			80	20
Music Ext 1 2019	2	40.1	44.98			50	50
Music Ext 1 2018	4	46.85	44.78			25	75
Music Ext 1 2017	4	37.28	44.19		50	50	
Music Ext 1 2016	2	43.9	43.17			50	50
PDHPE 2019	22	72.24	72.57	22.72	36.36	27.27	
PDHPE 2018	35	71.06	72.29	28.57	40	14.28	5.71
PDHPE 2017	29	70.8	71.03	34.48	24.13	31.03	
PDHPE 2016	36	75.03	72.13	11.11	44.44	25	13.88
Physics 2019	19	76.29	73.2	21.05	52.63	15.78	10.52
Physics 2018	28	74.21	73.18	14.28	35.71	25	10.71
Physics 2017	19	75.76	73.45	5.26	10.52	63.15	5.26
Physics 2016	33	76.14	72.65	21.21	33.33	33.33	9.09
Science Ext 1 2019	1	40.8	36.28			100	
Software Design 2019	9	77.58	75.22			77.77	
Software Design 2017	5	81.6	73.67	20		60	20
Software Design 2016	4	81.25	74.63		50	25	25
Software Design 2015	7	76.54	73.53	28.57	42.85	14.28	14.28
Studies of Religion 1 2019	21	38.85	38.24	4.76	47.61	38.09	9.52
Studies of Religion 1 2018	20	34.87	37.03	15	5	40	15
Studies of Religion 1 2017	19	39.09	38.77	5.26	21.05	57.89	10.52
Studies of Religion 1 2016	25	40.76	38.34	8	20	48	24
Visual Arts 2019	13	84.78	80.77		15.38	61.53	23.07
Visual Arts 2018	19	80.87	79.8		36.84	57.89	5.26
Visual Arts 2017	4	80.2	79.74		75	25	
Visual Arts 2016	16	82.18	79.55	6.25	18.75	68.75	6.25
Chinese Continuers 2019	1	95.6	85.14				100
Chinese Continuers 2018	4	86.85	87.17		25	25	50

### Senior Secondary Outcomes

- Number of students undertaking vocational or trade training: 14 (11% of students in Year 12)
- Number of students attaining Higher School Certificate: 113 (99% of students completing Year 12)

### Post School Destinations

- 13 early offers were received by students for university placement to courses including Engineering (Hons), Forensic Science and Nursing
- 72 students have been offered post school university placements
- 80% of students applied for university placements and 95% of these were successful
- Courses studied by students from the school are from universities including U Syd, UNSW, Macquarie, ACU, UTS, Newcastle, WSU
- Courses studied include Bachelor's degrees in:
  - Medical Science
  - Education

- Building Design
- Commerce/ Law
- Psychology (Hons)
- Fine arts
- Exercise and Sports Science
- Computer Science
- Archaeology
- International Studies/ Law
- Occupational Therapy

Those students who do not go on to tertiary studies are involved in a range of different areas such as apprenticeships, the workforce, and volunteer and mission work.

## OUR POLICIES

### Enrolment Policy

<b>Vision Statement</b>	The purpose of Pacific Hills Christian 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.
<b>Rationale</b>	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.
<b>Our policy</b>	Pacific Hills Christian 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
<b>Principles</b>	<p>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.</p> <p>The Principal carries final responsibility for decisions regarding enrolment positions.</p>
<b>Definitions</b>	<p>Throughout this policy, unless the context requires otherwise: <b>parents</b> 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.</p> <p><b>disability</b>, in relation to a student includes a wide range of impairments including physical, intellectual, psychiatric, sensory, neurological and learning disabilities.</p>
<b>Source of Obligation</b>	The NSW Registration Manual (3.8) requires the Principal of the School to keep a register, in a form approved by the Minister, of the enrolments of all children at the School.
<b>Student Enrolments</b>	Pacific Hills Christian School keeps a register of enrolments of all children at the School in the School database.
<b>Information for Register of Enrolments</b>	<p>The register of enrolments records the following information for each student:</p> <ul style="list-style-type: none"><li>• name, age and address</li><li>• name and contact telephone number of parents/guardians</li><li>• date of enrolment</li><li>• date of leaving the School and the student's destination, where appropriate</li></ul>

- 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 NSW Department of Education has been notified of:
  - the student's full name
  - the student's date of birth
  - the student's last known address
  - the student's 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.

**Requirements for Entry**

It is a requirement of entering the School that all students undertake an academic assessment and all families be interviewed. As part of the assessment and interview process the school may ask the parents to provide more information about the student.

Where a student has a declared education support need or a disability or other information has come to light indicating a possible need for education support services, the School will make an initial assessment of the student's needs. In addition, the Principal may:

- require the parents to provide medical, psychological or other reports from specialists outside the School;
- obtain an independent assessment of the student.

Any assessments or reports required from non-school personnel will be at the parents' expense.

In considering all prospective enrolments, the School may ask parents to authorise the Principal or 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

**Enquiries**

All enquiries are recorded. The Director of Enrolments will also forward relevant information to local or overseas students as applicable. This includes:

- Prospectus
- Information letter directing them to the school website for further information
- Enrolment Application form
- Overseas Student Enrolment Information booklet (if applicable)

<b>Applications</b>	<p>Upon receipt of applications the Director of Enrolments will:</p> <ul style="list-style-type: none"><li>• Check all relevant documentation is completed</li><li>• Forward non-refundable application fee to Front Office for receipting</li><li>• Check current class vacancies</li><li>• Place student's name on waitlist</li></ul>
<b>Assessment/Interview Organisation</b>	<p>Should a vacancy exist or be pending, the Director of Enrolments will:</p> <ul style="list-style-type: none"><li>• Organise a suitable time for the student and their family to attend interviews with the Director of Enrolments, the Principal, and the</li><li>• Head of School (HOS) with other relevant staff (or delegates)</li><li>• The student to attend an educational assessment with the relevant staff</li></ul> <p>The Principal may exercise full discretion in varying the procedures relating to the interview process.</p>
<b>Interview Process</b>	<p><b>Director of Enrolments</b></p> <p>The Director of Enrolments 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. Under normal circumstances the subsequent interview will be with the Principal.</p> <p><b>Principal</b></p> <p>The Principal (or delegate) will conduct an interview which explores the issues of Faith with the family and explains the distinctives of the school, including:</p> <ul style="list-style-type: none"><li>• Christian education in all Key Learning Areas, policies and procedures.</li><li>• Entirely staffed by Christians.</li><li>• Transdenominational nature.</li><li>• Faith, Critical Awareness and Character Development as primary goals.</li><li>• Service and Mission.</li><li>• Partnership with Parents.</li><li>• Inclusion of students with Special Needs.</li><li>• Vision and proposed Future Development.</li><li>• Other ministries of Pacific Hills Christian School.</li></ul> <p><b>Head of School</b></p> <p>The Head of School (or delegate) and relevant staff will meet with parents and discuss the student/s application/s as per the Enrolment Form. The following is to be completed and/or discussed in the interview:</p> <ul style="list-style-type: none"><li>• Student's academic, social, emotional, physical needs.</li><li>• The outworking of the School's Christian ethos through staffing, daily devotions, Biblical studies, Pastoral Care system, etc.</li><li>• Student Discipline Policy and Procedures.</li><li>• School's academic curriculum, cultural, sporting, competitions, missions, co-curriculum activities, etc.</li></ul>

- Explain the practical implications on the School-Parent partnership.
- Seek to establish that the expectations and commitments of the parents are consistent with the vision, values, goals, policies and resources of the School.
- Clearly state what support the school offers in regard to students with special needs.

Parents with children with learning/physical disabilities, Gifted and Talented may also meet with relevant staff to discuss the available program.

### **Enrolment Offer**

At the satisfactory conclusion of the assessment/interview process, the School may make an offer to the parents to enrol the student. The Principal authorises enrolment of all students into the school after considering recommendations by the Head of School 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 Principal may decline to proceed any further with the enrolment process.
- Where information obtained by the School indicates that the student has a disability, the school is committed to fulfilling our legal obligation including those related to discrimination and disability standards. See **Disability Discrimination Policy**
- The Principal seek to identify the exact nature of the student's needs and the strategies required to address them. Having obtained this information, the Principal 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 Principal determines that the student would require such services or facilities, the Principal will determine whether enrolling the student would impose unjustifiable hardship on the School. In making this assessment, the Principal 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.

Where the Principal determines that the enrolment of the student would cause unjustifiable hardship, the Principal may decline the offer of a position or defer the offer as per Disability Standards for Education 2005.

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, signed by both parents/guardian;
- Enrolment Fee as specified in the letter of offer.

For overseas students, please see **Overseas Students Program**

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.

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

### **Conditions of Ongoing Enrolment**

Removal from class

- The 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 in the **Student Discipline Policy** and the **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.
- Removed 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 Head of School.
- Where the student is provided with homework or other studies for the period of the removal, the student must continue to meet the academic requirements of the course.
- Removals from class will be recorded in the school data base and in the student file by the Head of School
- Periods of 'removal from class' will not be included in attendance calculations

School initiated Suspension of Studies

- The school may initiate a suspension of studies for a student on the grounds of misbehaviour by the student. Decisions will be made in line with the **Student Discipline Policy**



- 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 Head of School or Assistant Principal: Administration and Welfare
- Suspensions will be recorded on the school's database and in the student file.
- Students will not return from suspension until after a satisfactory interview between the Parents and the Head of School or the Assistant Principal: Administration and Welfare.

#### 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

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

#### Expulsion

The School may assert its right to expel a student for:

- 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.
- Any behaviour that puts the safety of other students significantly at risk that significantly undermines the reputation and good standing of the school or that is identified as being unlawful.

#### Exclusion

Pacific Hills Christian School does not act to exclude students.

For overseas students, please see **Overseas Students Program**

#### **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 Principal 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 Director of Enrolments 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 Assistant Principal will be notified by email from the Director of Enrolments 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 Assistant Principal will notify the HSLO and other government departments e.g. FACS or Police within 24 hours
- Where there is no indication of immediate risk identified, the Director of Enrolments 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 Director of Enrolments will contact the Assistant Principal who will make a notification to the HSLO and complete the Student Enrolment Destination Unknown Notification
- The Enrolment Register can be listed as Destination Unknown once the notification has been made.

#### **Changes to the policy in 2019**

There have been no changes to this policy in 2019.

## Summary of Key Policies

Student welfare, pastoral care, anti-bullying, discipline and complaints handling is infused in all teacher-student-parent interactions and informs development of all policies and procedures. It continues to be a strength of Pacific Hills 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 Hills.

### Pastoral Care Policy Statement:

#### Rationale

In the context of a Christian worldview, the well-being of students refers to their growth as whole persons created in the image of God. The key to the student's well-being 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 well-being 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.

#### What is Pastoral Care

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 wellbeing.

Pastoral Care recognises the overriding principle of acting in the best interests of the child.

#### Our Approach

Pacific Hills Christian School is committed to providing a safe, supportive and social environment where students feel nurtured as they learn.

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:

- Independence
- Resilience
- Social Awareness
- Healthy living
- Healthy minds

- Empathy and emotional intelligence
- Cultural awareness

**Who is Responsible for Pastoral Care**

All School staff are responsible for pastoral care, and for administering pastoral care in all classes and extra-curricular activities.

Additionally, we have created a Pastoral Care Team that is responsible for ensuring the proper ongoing administration of pastoral care services at the School.

Our current Pastoral Care Team is:

- Assistant Principal: Administration and Welfare
- Head of School
- Year Advisor
- Pastoral Care Teacher/Homeroom Teacher
- School Counsellor

**Changes to the policy in 2019**

There were no changes to this policy in 2019.

**Bullying Prevention and Intervention Policy Statement:**

**Rationale**

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.

**Policy**

Pacific Hills Christian 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 Hills Christian School.

It is our policy that:

- Bullying be managed through a 'whole of school community' approach involving students, staff and parents/carers;
- Bullying prevention strategies be implemented within the School on a continuous basis with a focus on teaching age appropriate skills and strategies to empower staff, students and parents/carers to recognise bullying and respond appropriately;

- Bullying response strategies be tailored to the circumstances of each incident;
- Staff establish positive role models emphasising our no-bullying culture; and
- Bullying prevention and intervention strategies are reviewed on an annual basis against best practice.

**Changes to the policy in 2019** There were no changes to this policy in 2019.

### **Student Discipline Policy Statement:**

#### **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 understandings 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.

#### **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 Student Discipline Policy sets the framework through which Pacific Hills Christian School manages student discipline.

**Changes to the policy in 2019** There were no changes to this policy in 2019.

### **Student Code of Conduct Policy Statement:**

#### **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**

At Pacific Hills Christian School we recognise 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 abide.

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 Hills Christian School, expected student code of conduct is summarised in the School Diary under the heading "Culture of Respect":

### **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.

**Changes to the policy in 2019** There were no changes to this policy in 2019.

**Complaints Handling Policy Statement:**

**Rationale**

The purpose of Pacific Hills Christian 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 Hills Christian 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.

**Changes to the policy in 2019** There were no changes to this policy in 2019.

## PROGRAMS PROMOTING RESPECT AND RESPONSIBILITY

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.

### **Student Leadership**

Pacific Hills has a well-developed student leadership program. The focus of the leadership training and practice is that of servant leadership (Matthew 20:26), in the use of God given gifts, as determined and enabled through God's grace (1 Peter 4:10). Each section of the school is represented by a group of student leaders who are involved in serving the school community in various ways.

### **Cross-Year Group Activities**

There continue to be a number of faith-based groups organised and presented across the Senior/Middle/Junior School divides. Fresh, the Senior School peer facilitated Christian lunchtime ministry, is well established and is the basis for senior students running similar programs for junior and Middle School students.

### **Mission and Service**

The program of Mission is a key feature of the School's commitment to service of others. Mission groups visited Indigenous communities in Central Australia and the Northern Territory. Mission teams were also sent to overseas countries including:

- India
- Cambodia
- Paraguay
- Nepal
- Fiji
- Vanuatu

Each overseas team was led by a staff member with first-hand experience in overseas mission supported by other experienced staff and parents. Over 50 students participated in overseas mission and returned with lives transformed and a new perspective on their futures.

### **Junior School Compassion Club**

Compassion Club invites students from Years 3 and 4 to show care and support for others and spread God's Word. Outings include a recent visit to Warrah Special School where they presented a story from the Bible through drama.

### **Middle School Thank You Week**

Thank You Week is designed to prompt awareness in Middle School students of those around them who serve them. Guests (e.g. police, fire and rescue, politicians) are invited to the school and students are prompted to thank these people as well as others who serve them (e.g. parents, bus drivers, administrators, etc). We reflect on a Bible passage of thankfulness.

### **Senior School Community Service Days**

All Senior School staff and students are involved in Community Service Day. This is an event that occurs each year at the end of Terms 1, 2 and 3. On these days, each Pastoral Care Group and their teacher spends the day serving other organisations in the community. The community organisations that we have served include schools, nursing homes, campsites, the Salvation Army and various other local groups.



## OUR GOALS

### 2019 Improvement Targets

The following were identified as meaningful targets for Pacific Hills Christian School as it pursues its purpose to seek to bring glory to God through the operation of the School. These objectives formed the foundation of the School's Annual Action Plan for 2019. The outworking of each objective was done through a series of targeted strategic goals.

**Strategic Objective 1:** To establish a sustainable and rigorous culture of teaching, learning and serving excellence as informed by research data and personal testimonies of the community.

- **Goal 1:** To continue to train staff in NAPLAN Data Analysis so they can set reliable and achievable targets. Staff are to be trained annually in SMART goals, and SCOUT will be unpacked by Dean of Administration to teachers.

**Status:** Achieved.

Staff were trained in the use of SCOUT software, including navigating and understanding reports, to enable them to access the student learning and progress data available from NAPLAN. This training will be ongoing.

**Goal 1a:** To intentionally focus on Reading in each of the school sections, with each section implementing school-based activities that stimulate reading in staff conference time, in January, April, July & October 2019.

**Status:** Ongoing

**Goal 1b:** To implement a new student well-being program in consultation with AIS (Association of Independent Schools), as supporters of this as a School Improvement Tool.

**Status:** Achieved and Ongoing

**Strategic Objective 2:** To provide an innovative infrastructure that creates a community of learners.

- **Goal 2:** To continue to invest in the Professional Learning of staff with the School's Learning Management System, Canvas, and to invest in writing Blueprints for Faculties. This will involve staff workshops while off class. This will also be seen as a School Improvement Tool.

**Status:** Achieved.

This goal was pursued in a number of professional learning sessions to ensure that staff were well-equipped to engage with the School LMS and Canvas. This training will be ongoing.

**Goal 2a:** To review and appraise the Talk to Transform Staff Appraisal system based on collegial discussions, mentoring and coaching. In addition, in 2019, we will develop a Leadership Appraisal System from a Christian Perspective.

**Status:** Achieved.

This goal was pursued in a number of professional learning sessions to ensure that staff engaged with the appraisal process and their peer mentor. The Leadership Appraisal Journal was completed and is ready for implementation in 2020.

**Goal 2b:** To investigate new technologies for students with disabilities as staff network with other Special Schools.

**Status:** Ongoing

**Strategic Objective 3:** To establish and maintain effective communication inside and beyond the School Community.

- **Goal 3:** To survey the staff around their understanding of Standard Operating Procedures as a baseline for implementing Visible Learning.

**Status:** Deferred

**Strategic Objective 4:** To establish a culture of local, national and global service through exercising the gifts of these in community.

**Status:** Achieved

This goal was pursued by the continual emphasis of Christian foundations and service culture amongst staff, students and families of the School. There were a number of mission service trips made by staff and students in 2019, providing opportunities for students to engage with service learning and mission, including those to Cambodia, Paraguay, Vanuatu, Nepal, and the Outback.

- **Goal 4:** To continue to train Christian Leaders in Christian Perspective as staff implement new NESA Syllabi for 2019.

**Status:** Achieved and Ongoing

This goal was pursued in a number of professional learning sessions including the Effective Teaching and Learning Series (1-3), Monday Professional Learning Workshops, Curriculum and Faculty Workshops, and Teaching from a Christian Perspective Course (Morling College)

## **2020 Improvement Targets**

The following have been identified as meaningful targets for Pacific Hills Christian 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 as a relational activity informed by research data, theory and the Bible.

- 1.3 Analyse Naplan Data, Standardised Tests and other Research to modify and adjust teaching strategy.
- 1.5 Develop Christian perspectives in Curriculum.
- 1.6 Focus on reading as a teaching priority.

### **Strategic Objective 2**

Learning as a life-long process informed by research data, personal testimonies, varied communications and the Bible.

- 2.1 Intentionally engage students and staff in meaningful evidence-based practices including the work of John Hattie, Guy Claxton and Carol Dweck.
- 2.2 Further develop the use of Canvas in a blended learning approach to instruction.
- 2.3 Develop the use of 'best practice' with digital devices.

### **Strategic Objective 3**

Serving as an expression of the gifts given by God to bless our community (locally, nationally and globally) through mission.

- 3.1 Communicate effectively in the school community.
- 3.2 Maintain a culture of openness to feedback in the community.
- 3.3 Use the gifts of the School and wider teaching profession to advance the capacity of the Christian Education.

### **Strategic Objective 4**

Christian Character of each member of the community as an act that glorifies God.

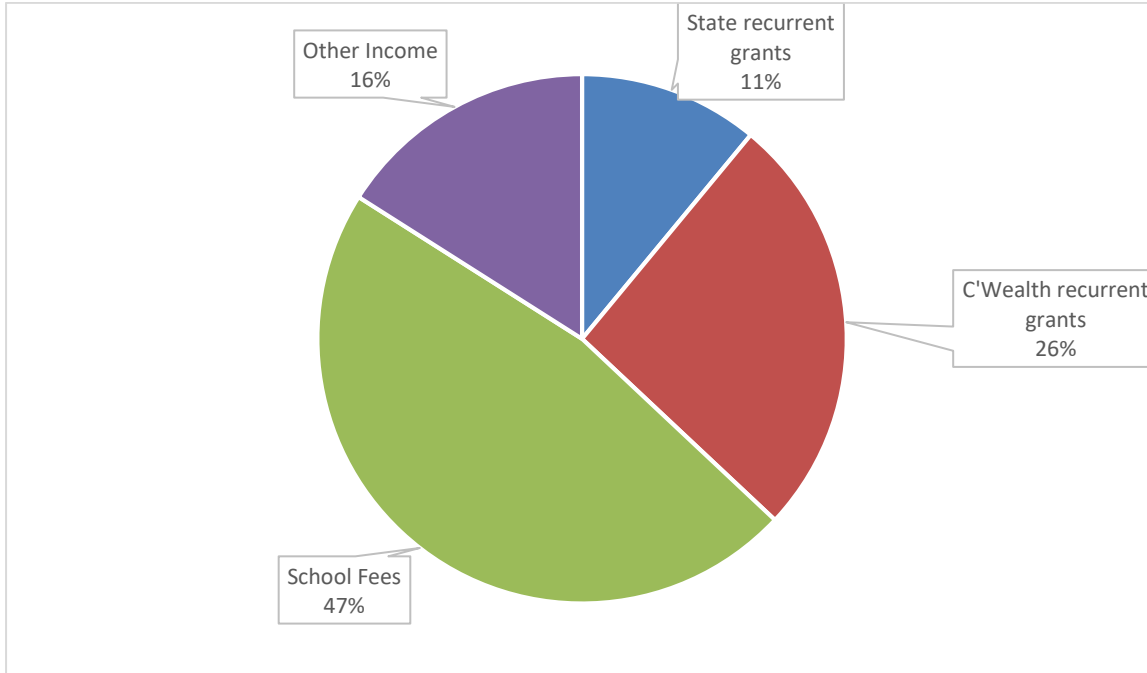
- 4.1 Engage the staff in Personal Christian Formation in Community.
- 4.2 Engage with sister schools, partner schools and other Christian communities to build our culture.
- 4.3 Maintain a culture of community service, mission and global service through the Christian Education Development Program.
- 4.4 Consistently monitor the stewardship of our resources.

# OUR FINANCES

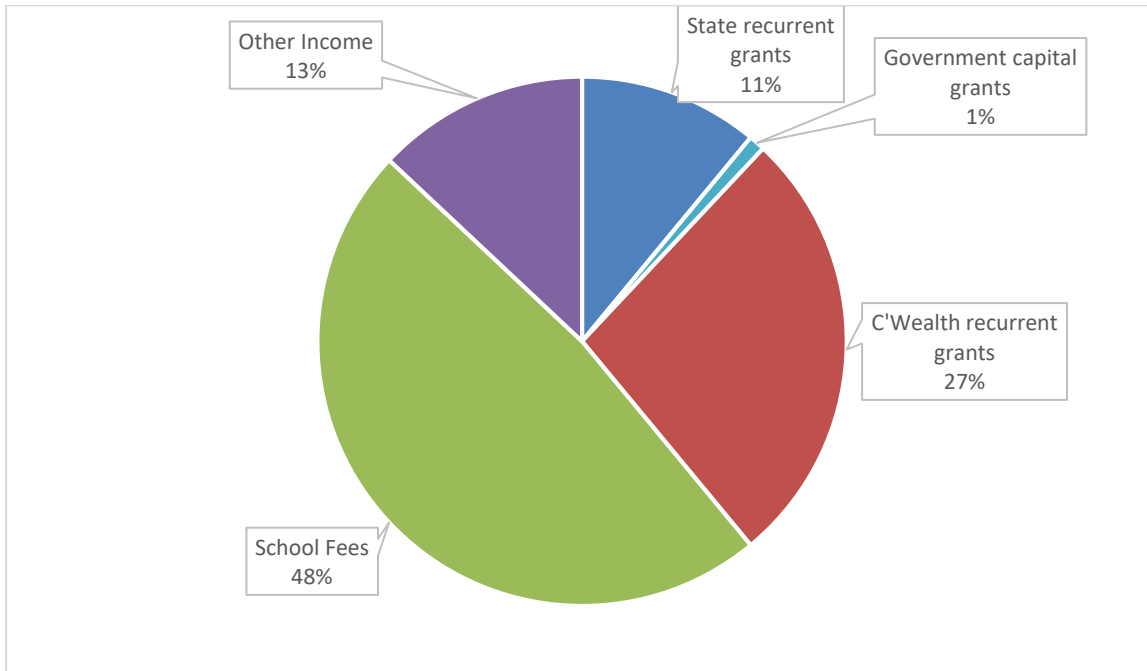
## Summary of Financial Information

### Income Sources:

2019:

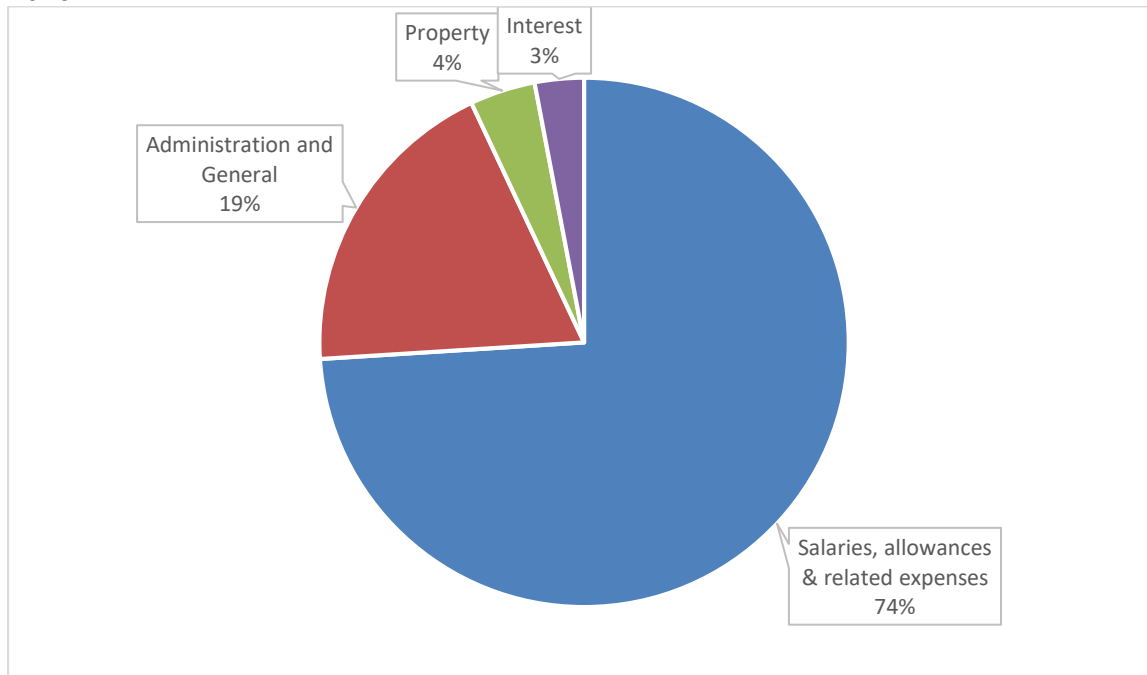


2018:

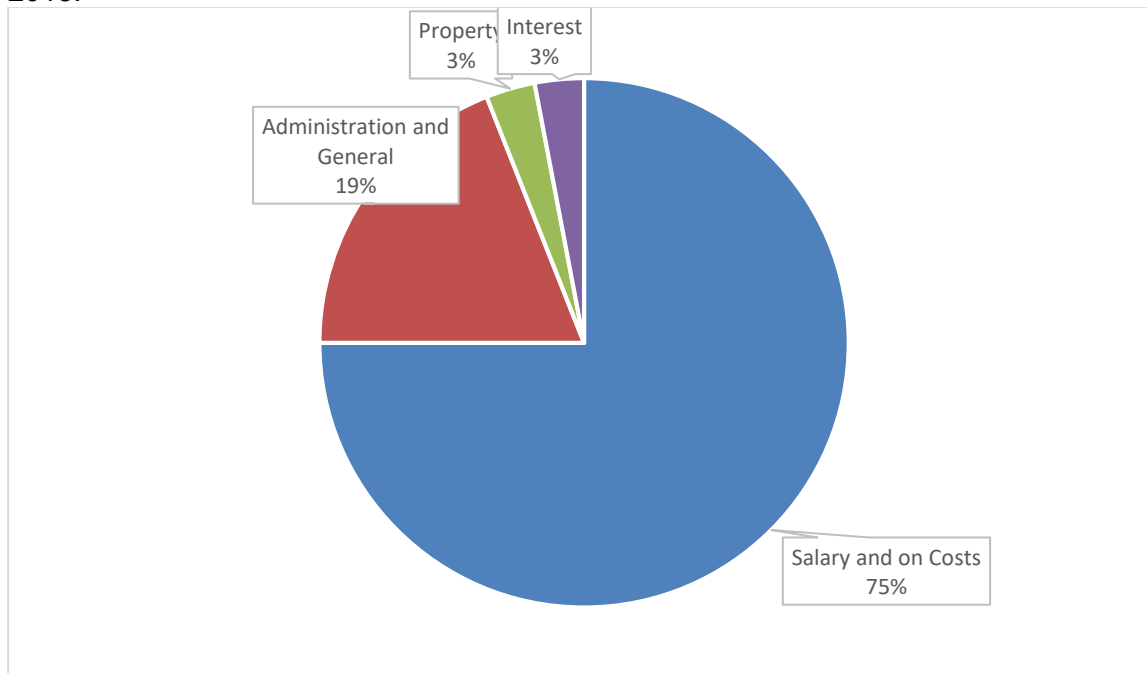


Expenditure Areas

2019:



2018:



Should you have any particular questions regarding this information or would like other additional information regarding the School, please contact the Principal, Dr E J Boyce, through reception on 9651 0700.

