

# Annual Report 2022



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 2023

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## OUR SCHOOL COMMUNITY

Pacific Hope Christian School is a Year 1 to Year 12 School, located on the Tweed coast of Northern NSW and Queensland. Pacific Hope Christian School is a co-educational Christian Special School enrolling students diagnosed with mild/moderate intellectual disability and Autism Spectrum Disorder (ASD) for whom a mainstream environment is not suitable. The purpose of Pacific Hope 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.

## VISION STATEMENT

The purpose of Pacific Hope Christian School (PHoCS) 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



This School continued to grow with its children with Autism and other special needs. Enrolments continued to grow, and the School has gained a strong reputation in the local community as the students are being assisted in their learning and training for service.

During 2022 the Director, Mr Kyle LaMarre, was subject to serious health concerns, so the last six months of year he was unable to perform his duties. During that time the Assistant Director, Miss Brittany Walker, maintained strong management of the School and she was ably assisted by the long-term staff of the School.

The parents of the School continue to be thankful for the work of the staff as they see their children growing in their understanding and their contributions to service in the School community. The relationship between Pacific Coast Christian School and Pacific Hope Christian School continues to be a source of inspiration of the two Schools working together and learning with and from each other.

Dr EJ Boyce Executive Principal

## From the Director



In the year 22, Pacific Hope Christian School experienced a series of notable events and changes, as highlighted in the Annual Report. In February 2022, as COVID restrictions eased, there was a noticeable return of parents and community members to Pacific Hope Christian School. However, in March, the school faced a four-day closure due to flooding, which had a severe impact on the Northern NSW area. The recovery process from this natural disaster is still ongoing in the affected region.

Furthermore, in 2022, the School Café became a part of the PHoCS budget, employing a team of six staff members. During the Term 1 School Holidays, the SLT staff utilized their time for TASS training, enhancing their skills and knowledge. Throughout the year, there were significant changes in the leadership of Pacific Hope Christian School, accompanied by shifts in the support staff team. Throughout these transitions, the Pacific Group of schools provided valuable support to the school. Despite the challenges, the dedicated staff remained committed to providing holistic education and support within the Christian community, ensuring the wellbeing of the students and the entire community.

In addition to overcoming these challenges, Pacific Hope Christian School successfully celebrated various events, including Book Week, Grandparents Day, Naidoc Day, and an end-of-year celebration. It was a joyous occasion to witness the return of the school community to the campus after years of enduring COVID restrictions.

We take great pride in the achievements of 2022 and eagerly anticipate the opportunities and successes that 2023 will bring.

We wait in hope for the Lord; He is our help and our shield. Psalm 33.20

Sandi Aleman  
Director Pacific Hope Christian School

Please note: Written by Sandi Aleman in retrospect of the Year 2022

## OUR ACHIEVEMENTS

### Pacific Hope Christian School NAPLAN 2022

Pacific Hope Christian School students received good results in the 2022 NAPLAN (National Assessment Program- Literacy and Numeracy). The school achieved results at the State average in the Year 5 area of Writing. 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 following information regarding NAPLAN data for Pacific Hope Christian School is provided with the understanding that there have been staff changes within the institution that have impacted data collection and availability. Therefore, the data presented below has been obtained from My School. According to the available data, the NAPLAN test administered in 2022 at Pacific Hope Christian School specifically focused on the Year 5 Writing test, resulting in a reported score of 325. However, it is important to note that Pacific Hope Christian School primarily serves students with Autism Spectrum Disorder (ASD) and intellectual impairments. Consequently, it is customary for our students to be withdrawn and/or exempted from participating in the National Testing.

We recognize the significance of accurate reporting and the importance of NAPLAN results for evaluating and benchmarking academic progress. Pacific Hope Christian School remains dedicated to providing exceptional educational support and guidance to our students, tailored to their individual needs and aspirations.

We are actively addressing the challenges posed by recent staff changes and are committed to ensuring the timely and accurate collection of NAPLAN data for future reporting. We appreciate your understanding and patience during this transitional period.

Please note: As a School we have tried to get access for the School results from NAPLAN, SCOUT results only able to retrieve this one result.

**Disclaimer: The information regarding NAPLAN from 2022 is sourced from the My School website.**



NAPLAN participation for this school is 95%  
 NAPLAN participation for all Australian students is 95%

## POST SCHOOL DESTINATIONS

Senior Secondary Outcomes					
Destination From Year Level:	Workforce	Further Study	Unknown	HSC Non ATAR	Total Number of Students
Year 10	0	1	0	9	10
Year 11	3	2	0	8	12
Year 12	0	0	0	0	0

## GRANTING OF RECORD OF SCHOOL ACHIEVEMENTS-

Year Level	Record of School Achievement (ROSA)	HSC NON ATAR	Total Number of Students
Year 10	10	0	0
Year 11	8	0	0
Year 12	0	0	0

## OUR STAFF

### Professional Learning

Professional Learning is core to enabling staff to improve their practice. Professional Learning includes 14 Professional Development days and induction programs for staff new to our School. These days are used to improve the capacity of teaching and non-teaching staff in line with our Annual Action Plan and Strategic Goals. This also incorporates our first aid and CPR training and our staff Christmas lunch. The following Professional Learning was accessed:

- School Leadership Retreat
- Hope Conference
- PeaceWise Everyday Peacemaking
- AIS WHS Training
- Teaching from a Christian Perspective
- Hope with Belief – Brian Cox
- Indigenous Training – Benny Eggmolesse
- Leadership Challenge 2022
- Reconciliation Action Plan Progress
- Unfolding God's Story Through the Biblical Studies Curriculum
- Hope with Belief" and discussion groups – Lauren Graham
- 19 July "Indigenous Training" and discussion groups – Sono Leone
- "Partnering with Parents"
- First Aid – CPR
- TASS Staff Kiosk
- TASS Teacher Kiosk
- Curriculum Reform Projects

### Teacher Accreditation

All teachers at Pacific Hope Christian School have accreditation with the NSW Educational Standards Authority. In 2022 we employed teaching staff in a range of different teaching and non-teaching roles:

We currently have:

Teacher Accreditation Level	No of staff participating
Proficient	11
Provisional	2
Conditional	1

### Workforce Composition

School staff 2022	
Teaching staff	15
Full-time equivalent teaching staff	7
Non-teaching staff	36
Full-time equivalent non-teaching staff	28

**2022 Aboriginal and Torres Strait Islander representation 5.45% (3 staff)**

### 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 School's Attendance and Course Completion policy (available 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.

### 2022 ATTENDANCE

Year Level	Students (5.8.22)	Term 1	Term 2	Term 3	Term 4	Total Annual %
Year 1-4	10	67.78	84.70	92.05	81.60	81.53
Year 5	6	72.23	68.83	82.79	80.90	76.19
Year 6	8	68.14	73.41	84.58	78.26	76.10
Year 7	8	64.97	68.73	81.11	66.25	70.27
Year 8	10	56.12	74.86	76.02	60.16	66.79
Year 9	7	72.26	78.05	84.20	71.61	76.53
Year 10	10	51.22	64.49	80.68	61.07	64.37
Year 11&12	10	60.44	72.17	68.39	68.11	67.28

## **OUR POLICIES**

All of our policies can be found on our website: [www.pacifichope.nsw.edu.au](http://www.pacifichope.nsw.edu.au)

### **Student Enrolment Policy**

#### **Vision Statement**

The purpose of Pacific Hope 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.

#### **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 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.

#### **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** include guardians, carers or any other person who has legal custody of the student. Official enrolment paperwork must be signed by those named on the child's birth certificate or the person who has legal custody of the child. Official legal paperwork must be provided if relevant.
- **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 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 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**

### **Enrolment Process**

#### **Step 1**

- Usually, a phone conversation regarding the students' needs and eligibility of enrolment at PHoCS.
- Registrar will direct them to fill in initial inquiry from the website.
- Registrar will send email through Funnel to acknowledge the receipt of the inquiry and confirm that the student is now on our waiting list.
- Student is placed on waitlist in Funnel & on working EXCEL document.

#### **Step 2**

- Registrar will set up a Meet & Greet with parents, student and Director and send an email through Funnel to confirm.
- Registrar to place this in Director's calendar.
- At the Meet and Greet the registrar will give the Director the below forms to hand to parents:
- Enrolment Information
- Clinician Form
- Special Requirements Information
- During the meet and greet the Director will conduct a tour and visit of the potential classroom.
- If the Director feels we can proceed the registrar will send the parents a clinician form and request that they have the child's most familiar clinician fill it in and sign it.
- The Director may wish to view the student in their current education environment. Registrar to set this up.

### **Step 3**

- Once Clinician Form is returned the Director decides if the child should progress.
- Registrar may call the current educator or clinician for further details at this point.
- Registrar sends application link through Funnel.
- Registration fee of \$100 must be paid online.

### **Step 4**

- Once the online application is complete the registrar will draw up the contract and send it through Funnel along with:
- Code of Conduct
- IT School owned device
- Direct Debit & Fee Schedule
- Uniform shop information

### **Step 5**

- Registrar invites the family back for a meeting with the teacher & final interview with the Director.
- Registrar to place this in Director's, teachers & Reception's calendar.
- Director collects the above-mentioned forms and ensures that they are all legally signed and discusses a start date.
- The Teacher will take the family to their own classroom and fill in the student profile.
- The family then pays the remaining fees at reception - \$150 enrolment & \$250.00 bond.

### **Step 6**

- Registrar to email accounts informing them of the new student.
- Registrar to email staff and introduce the new student and confirming their start date.

### **Step 7**

- Registrar to export their details from Funnel and set them up in TASS.
- Register to email new parents "Parent Lounge" log in details.

### **Requirements for Entry**

Pacific Hope Christian 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 Christian 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 Christian 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 outline 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**

The Registrar will conduct an initial phone 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 a meet and greet with the Director of Pacific Hope Christian 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
- trans denominational 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 Christian School.
- Allied Health professions are welcome as part of each individual student's support needs.
- The Director or delegate and the outside Allied Health Professional 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 discuss 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 offers**

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 all supplied knowledge and 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 Director and students' perspective teacher 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 consider 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 following:

- 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 Director will discuss Fee payment options and outline procedures for student's first day.

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

### **Enrolment in HSC Life Skills Program**

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 is deemed that adjustments to regular outcomes will not provide the student with sufficient access to some or all of the outcomes in regular courses.

At Pacific Hope Christian School students are given the opportunity to sit the National Minimum Standards test in Literacy and Numeracy to assist with the attainment of the HSC.

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 enrol 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.

A student's pattern of study is to be discussed and negotiated as part of the Collaborate planning process.

## **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 decide whether to offer a place to a student. The Director will consider:

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 Hope Christian School**

Current students who are not eligible for Stage 6 in Pacific Coast Christian School may be offered a transition program to complete Stage 6 at Pacific Hope 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 the outcomes.

The offer of a place at Pacific Hope Christian School will be at the discretion of the Director who will follow the enrolment policy of PHoCS.

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

## **Conditions of Ongoing Enrolment**

### Removal from class

- Pacific Hope Christian 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 of Pacific Hope Christian 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 abilities and academic program that they follow at school.
- Removals from class will be recorded in the school data base (TASS) and in the student file.
- Periods of 'removal from class's will not be included in attendance calculations.

### School initiated Suspension of Studies

- Pacific Hope Christian 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 Christian 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 Christian School.

### Procedures for Suspension

- The Director completes Welfare Incident Form with Parent/Guardian and student.
- The Director's PA. 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 Christian School may assert its right to cancel the enrolment of a student under the following conditions:
- Failure to pay course fees or to settle outstanding financial accounts.
- 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.
- 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.

### **Conclusion of Enrolment Follow Up Procedures:**

Where the location 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 the parent/guardian a withdrawal form which requests information in relation to the new school into which the student is being enrolled. This form must be signed and returned prior to the Registrar exiting the student from our school system (TASS).
- 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 list the student as Destination Unknown once the notification has been made.

### Summary of Key Policies

Key Policy	Summary of Policy	Assess to full text
Student Welfare	Student welfare encompasses the mental, physical and emotional wellbeing of students. Provisions for attendance are integral to providing for student welfare. Pacific Hope Christian School has developed a comprehensive policy framework designed to provide for student welfare and attendance.	<a href="#">Click THIS LINK</a>
Anti-bullying	Bullying is an ongoing and deliberate misuse of power in relationships through repeated verbal, physical and/or social behaviour that intends to cause physical, social and/or psychological harm. It can involve an individual or a group misusing their power, or perceived power, over one or more persons who feel unable to stop it from happening.	<a href="#">Click THIS LINK</a>
Student Discipline	Discipline is necessary to ensure the safety and welfare of all our students, teachers, and staff and to provide a conducive learning environment.	<a href="#">Click THIS LINK</a>
Reporting complaints and Resolving Grievances	The Internal Grievance Procedure is intended to be provided to the staff of the school in order to provide a mechanism for resolving disputes and/or grievances about matters at work such as internal complaints about the work environment or issues of misconduct or poor performance.	<a href="#">Click THIS LINK</a>

#### Disclaimer: **Changes to the policies in 2022**

In relation to other policies below the main changes were in relation to the Bullying Policy with updates according to the new Child Safe Standards (OCG). There is now more detail about the definition of bullying. Also, in relation to Complaints Handling, the process has been clarified and there are now more avenues for complaints (required by the Child Safe Standards OCG).

**2022 IMPROVEMENT TARGETS**

<b>STRATEGIC OBJECTIVE 1 - TEACHING</b>	
Further develop teaching as a relational activity informed by research data, theory and the Bible	
<b>Strategic Goals (WHAT)</b>	<b>Activities to Support these Goals (HOW)</b>
i. Provide pastoral care to support the wellbeing of students	<ul style="list-style-type: none"> <li>• Mentorship Role for Youth Support Workers- With SS Team</li> <li>• Mentorship Sessions for Teachers with C Stubbs, K LaMarre, B.Walker &amp; experienced teachers</li> <li>• Daily in-class devotions- Structure</li> <li>• Focus for whole school Alert Program training</li> <li>• Structured play- Break times</li> <li>• Special Events- Timetable/ Add to appropriate one</li> <li>• Daily announcements</li> </ul>
ii. Develop a culture of respect	<ul style="list-style-type: none"> <li>• SERVE model (Safety, Effort, Respect, Volunteering, Excellence) – weekly focus</li> <li>• Leadership Program</li> <li>• Assemblies</li> </ul>
iii. Analyse NAPLAN data, standardised tests and other research to modify and adjust teaching strategy	<ul style="list-style-type: none"> <li>• Mathematics - Standardised testing. Find a relevant program</li> <li>• Training staff in Reading Recovery Program</li> <li>• IEP's (Individual Education Plans) and IP (Individual Plan) for every student as well as Transition Plans for students preparing to leave school.</li> </ul>
iv. Engage fully in the Visible Learning Program	<ul style="list-style-type: none"> <li>• Whole School approach</li> <li>• Common language</li> <li>• Linking with external supports</li> <li>• Linking with Home</li> <li>• Alert Matrix to be developed</li> <li>• Introduce Learning Intentions</li> </ul>
v. Develop Christian perspectives in curriculum	<ul style="list-style-type: none"> <li>• Christ centred programs/people/staff</li> <li>• Encourage daily focus on Biblical teachings</li> <li>• Explore Biblical Studies Program</li> <li>• Whole school Chapel at Churches</li> </ul>
vi. Focus on reading as a teaching priority	<ul style="list-style-type: none"> <li>• Reading time daily</li> <li>• Training in InitialLit/MacqLit and Reading Recovery</li> <li>• Benchmarking</li> <li>• Explicit 1:1 reading recovery instructions</li> </ul>

<b>STRATEGIC OBJECTIVE 2 - LEARNING</b>	
Further develop learning as a life-long process informed by research data, personal testimonies, varied communications and the Bible	
<b>Strategic Goals (WHAT)</b>	<b>Activities to Support these Goals (HOW)</b>
Intentionally engage students and staff in meaningful evidence-based practices including the work of John Hattie, Guy Claxton and Carol Dweck	<ul style="list-style-type: none"> <li>Autism-specific goals – external contacts Sue Larkey and Tony Attwood Professional Development courses for staff</li> </ul>
Develop the use of 'best practice' with digital devices	<ul style="list-style-type: none"> <li>Digital devices for all students</li> <li>ICT User Agreement in place</li> <li>Update ICT policy regularly</li> </ul>
Develop the use of 'best practice' in contemporary learning spaces	<ul style="list-style-type: none"> <li>Heavy work area</li> <li>Create appropriate gross motor areas</li> <li>Trial guided play rosters/program</li> <li>Outdoor learning area</li> </ul>
<b>STRATEGIC OBJECTIVE 3 – SERVING</b>	
Further develop serving as an expression of the gifts given by God to bless our community (locally, nationally and globally) through mission	
<b>Strategic Goals (WHAT)</b>	<b>Activities to Support these Goals (HOW)</b>
Communicate effectively in the school community	<ul style="list-style-type: none"> <li>Tuesday focus meetings on strategic goals</li> <li>Community events throughout year</li> <li>Term newsletter to parents, staff, board members &amp; Pacific Group School leaders</li> <li>Classroom communication via Use communication platforms to assist – (TASS)</li> <li>Teaching team-Daily plan</li> </ul>
Maintain a culture of openness to feedback in the community	<ul style="list-style-type: none"> <li>Termly parent information sessions - Alert training for parents/guardians</li> <li>Transition Plan Meetings</li> <li>IEP Meetings</li> </ul>
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	<ul style="list-style-type: none"> <li>Local Mission Trip - pending border status</li> </ul>

<b>STRATEGIC OBJECTIVE 4 - CHRISTIAN CHARACTER IN COMMUNITY</b>	
Further develop the <u>Christian character</u> of each member of the <u>community</u> as an act that glorifies God	
<b>Strategic Goals (WHAT)</b>	<b>Activities to Support these Goals (HOW)</b>
Engage the staff in personal Christian formation in community	<ul style="list-style-type: none"> <li>• Service activities</li> <li>• Mission opportunities</li> </ul>
Engage with the Pacific Group of Schools, sister schools, partner schools and other Christian communities to build our culture	<ul style="list-style-type: none"> <li>• Christian Special Schools Gathering, hosted by TEC</li> <li>• Connection with St Philips Christian College DALE</li> <li>• Regularly support &amp; visit Valley Hope School &amp; New Hope School</li> </ul>
<b>Strategic Goals (WHAT)</b>	<b>Activities to Support these Goals (HOW)</b>
Maintain a culture of community service, mission and global service through the CEDP	<ul style="list-style-type: none"> <li>• Linking in with local Churches for students/families that do not attend services</li> <li>• Service excursions (Green team, Beach clean, community gardens etc)</li> <li>• Overseas travel if borders open</li> </ul>
Consistently monitor the stewardship of our resources	<ul style="list-style-type: none"> <li>• Termly budget meetings</li> <li>• Forecasts as appropriate</li> </ul>

## 2023 IMPROVEMENT TARGETS

<b>STRATEGIC OBJECTIVE 1 - TEACHING</b>	
Teaching as a relational activity that engages a school community to know God and His Word.	
<b>Strategic Goals (WHAT)</b>	<b>Activities to Support these Goals (HOW)</b>
1.1. Develop a culture of respect while demonstrating a passion for teaching and pastoral care	<ul style="list-style-type: none"> <li>• Continue mentoring role for Youth Support Workers (YSW)</li> <li>• M Sutton to run Chapel services</li> <li>• and take on more of a pastoral care role in the school</li> <li>• Daily in-class devotions</li> <li>• Daily announcements</li> <li>• Structured play - break times</li> <li>• Focus on ALERT strategies</li> <li>• Focus on SERVE during assemblies</li> </ul>
1.2. Analyse qualitative and quantitative measures to grow students in wisdom and knowledge encompassing student feedback, assessment of performance and approaches for diverse learners	<ul style="list-style-type: none"> <li>• Learning Support Teacher to assess students regularly with numeracy and literacy and provide feedback to teachers and YSWs</li> <li>• CAMS and STAMS testing – Numeracy</li> <li>• Reading Tutor assessments – Literacy</li> <li>• Assessments with Therapy Dog</li> <li>• Support Senior school students with basic literacy and numeracy competencies (The Basic Key Skills Builder)</li> <li>• IEPs made for all students targeting individual needs and adjustments for teaching &amp; learning</li> <li>• Create transition plans for students</li> </ul>

	<ul style="list-style-type: none"> <li>Focus on accurate assessment of students for reporting and teaching &amp; learning – meetings</li> </ul>
1.3. Develop quality teaching programs in response to curriculum reform with Christian perspectives and literacy as priority areas	<ul style="list-style-type: none"> <li>Time allocated for teachers to work on teaching programs</li> <li>PD for staff on programming with Christian perspectives and literacy as priority areas</li> </ul>
1.4. Provide staffing to support curriculum reform	<ul style="list-style-type: none"> <li>Dean of students to assist teachers to develop programs</li> </ul>

### STRATEGIC OBJECTIVE 2 – LEARNING

Further develop learning as a lifelong process informed by research data, personal testimonies, feedback, various modes of communication and the Bible.

Strategic Goals (WHAT)	Activities to Support these Goals (HOW)
2.1. Further develop the use of blended learning underpinned by Biblical beliefs and values	<ul style="list-style-type: none"> <li>Digital devices for all students</li> <li>ICT User Agreement in place</li> <li>PD for staff on using devices in classrooms</li> </ul>
2.2. Provide opportunity for Aboriginal education and cultural awareness	<ul style="list-style-type: none"> <li>Have Aboriginal visitors to the school</li> <li>Embed Aboriginal perspectives in programs</li> <li>Continue Aboriginal celebrations e.g. NAIDOC</li> </ul>
2.3. Continue to implement strategies for academic improvement	<ul style="list-style-type: none"> <li>Learning Support Teacher</li> <li>Continual improvement of teaching programs</li> </ul>
2.4. Introduce and implement online learning across the Pacific Group of Christian Schools	<ul style="list-style-type: none"> <li>Explore options for Online Learning for SS students</li> </ul>

### STRATEGIC OBJECTIVE 3 – SERVING

Further develop serving as an expression of the gifts given by our community (locally, nationally and globally).

Strategic Goals (WHAT)	Activities to Support these Goals (HOW)
3.1. Provide opportunities for people to use their gifts to serve through Christian Education Development Program (CEDP), musicals, fairs, mission, community service, and/or open days	<ul style="list-style-type: none"> <li>Start a Basketball team with Hope/Coast students to play other Pacific Schools</li> <li>Community Service – visit local organisations and volunteer (excursions)</li> <li>Year 12 students to engage in volunteer activities in Term 4</li> </ul>
3.2. Develop and implement a schoolwide parent communication strategy that uses The School Management System (TASS) and associated software applications	<ul style="list-style-type: none"> <li>Communicate well with parents through TASS</li> </ul>
3.3. Expand the provision of Christian Educational Communities through the Pacific Group	<ul style="list-style-type: none"> <li>Not applicable</li> </ul>

**STRATEGIC OBJECTIVE 4 – CHRISTIAN CHARACTER IN COMMUNITY**

Further develop the Christian character of each member of the community as an act that glorifies God.

<b>Strategic Goals (WHAT)</b>	<b>Activities to Support these Goals (HOW)</b>
4.1. Engage the staff in personal Christian formation in community	<ul style="list-style-type: none"> <li>• Promote Service and Mission opportunities</li> </ul>
4.2. Develop the spiritual formation of each community	<ul style="list-style-type: none"> <li>• Staff Devotions</li> </ul>
4.3. Engage with the Pacific Group of Christian Schools, Sister Schools and other Christian communities to build our culture of community service	<ul style="list-style-type: none"> <li>• Meeting with other Hope schools (staff and students)</li> <li>• Basketball games with other Pacific Schools</li> </ul>
4.4. Consistently monitor the stewardship of our resources utilising environmentally sustainable practices, innovative strategies and respect for our community	<ul style="list-style-type: none"> <li>• Termly budget meetings</li> <li>• Forecasts as appropriate</li> </ul>

## INITIATIVES PROMOTING RESPECT AND RESPONSIBILITY

### S.E.R.V.E.



At Pacific Hope Christian School, we implement a Positive Behaviour Intervention System- called S.E.R.V.E.

The S.E.R.V.E. program is a highly structured program that enables educators to explicitly teach expected/desired behaviours of our school in multiple areas. The S.E.R.V.E. matrix has been designed to set a standard of what desired behaviours Look, Sound and Feel like, in particular areas of focus.

Example:

Safety - Looks, Sounds and Feels like in:

- The classroom
- Playground
- Office
- Chapel
- Bus lines/Travel
- Toilet area
- Playground Area
- Uniform
- Eating Area
- Using Technology

## McCrinkle – Executive Summary

# Executive summary

### **Sense of community and nurturing environment are the key strengths**

The top perceived strengths of Pacific Hope School are equally its sense of community (89%) and nurturing environment (89%), highlighting the safe and fostering environment that is created and experienced by its stakeholders.

Parents choose to send their children to Pacific Hope School because of the tailored care the School provides (75%), affordability (75%) and Year 3-12 education (50%) offered at Pacific Hope.

### **Pacific Hope is characterised by hard-working and committed staff**

Positively, all stakeholders (100%) strongly or somewhat agree that Pacific Hope School is characterised by hard-working and committed staff, highlighting the influence staff have on the School environment. The same proportion (100%) believe the School is well regarded in the community and 89% believe there is a culture of respect at the School.

### **The School caters to students' individual needs and differences**

Almost nine in ten Pacific Hope stakeholders (89%) strongly or somewhat agree the School caters to students' individual needs and differences, that the School is meeting the academic needs of its students (89%) and that teachers motivate students to learn (89%). These results show that the learning environment at Pacific Hope is effectively meeting the needs of its stakeholders.

### **Student reports help parents understand their children's social interactions**

Parents at Pacific Hope feel that student reports are helpful in understanding their child and how they interact in the classroom. Three in four (75%) parents strongly or somewhat agree that student reports tell parents how their child is going socially

(75%), is informative about their child's learning habits (75%), and assists them to understand their child's strengths (75%) and weaknesses (75%). There is room, however to improve on student report outcomes as only half of parents (50%) believe student reports are effective at providing a plan for improvement.

### **Students are equipped in digital literacy**

Stakeholders believe students at Pacific Hope are most equipped in digital literacy (67%). Over half of parents and staff believe Pacific Hope students are equipped in communication skills (56%) and personal presentation (56%). Stakeholders, however, are least likely to believe students are equipped in collaboration (33%) and critical thinking (22%).

Parents and staff also believe students are equipped in numerous character qualities. Two in three stakeholders believe students are extremely or very equipped in a sense of purpose (67%), while three in five believe they are equipped in curiosity (56%) and social/cultural awareness (56%). Stakeholders are least likely to believe students are equipped in initiative (33%) and leadership (33%).

### **Students are engaged in spiritual development**

Positively, all stakeholders believe Pacific Hope is extremely or very effective in helping students to engage in their spiritual development (100%) and supporting students to achieve their best (100%). Stakeholders, however, are least likely to believe that Pacific Hope is effective at engaging students in leadership development (56%) or service to the community (56%).

Stakeholders resonate strongly with the Christian focus at Pacific Hope and see its outworking in the lives of students. All parents and staff (100%)

strongly or somewhat agree that students learn how to love and follow Jesus at the School. There is, however, room to improve opportunities to outwork Christian values with just over two in five (44%) agreeing that opportunities are provided for students to serve and support others.

### **Staff are influential and supportive to Pacific Hope students**

Positively, all Pacific Hope parents strongly agree that their children's teachers are excellent role models (100%), that staff care about their children's welfare (100%), that their children's teachers are easily accessible (100%).

All Pacific Hope parents (100%) believe staff are extremely or very receptive to their concerns, highlighting the staff's approachability and consideration they have for parents' concerns.

### **Stakeholders are supportive of the School's vision for blended learning**

Almost nine in ten stakeholders (89%) strongly or somewhat agree they support the School's vision for blending learning. A similar proportion (78%) agree they feel supported by the School in managing the challenges associated with devices used by students. Stakeholders, however, are less likely to agree that the School has shown leadership in the area of technology (56%)

Perceptions towards technology use are positive with all stakeholders strongly or somewhat agreeing they are supportive of the School's use of innovative technologies (100%), are supportive of software design programs (100%) and are supportive of design programs (100%).

### **Staff are satisfied with their working environment and feel a part of the School community**

Across the board, all of the staff at Pacific Hope School feel extremely or very satisfied with the variety in their role (100%) and the school

community (100%). Staff are highly likely to feel accepted, appreciated and a part of the Pacific Hope School community. All staff definitely or somewhat feel part of the School's staff community (100%), feel the Principal and School Leadership are accessible to them (100%), feel accepted and well-regarded by their peers (100%), feel appreciated in their role (100%) and recommend working at Pacific Hope to others (100%).

### **Stakeholders are satisfied with their experience at Pacific Hope School**

Encouragingly, all stakeholders (100%) at Pacific Hope School are extremely or very satisfied with their experience working at the School.

In fact, The Net Promoter Score for Pacific Hope School is **78** which is a fantastic score. Almost four in five stakeholders (78%) are promoters which suggests that they are recommending the School to local families and fuelling growth. The Net Repeater Score produced a similar score of **75** which is a great score. Three in four parents (75%) are promoters indicating they are satisfied with their decision to send their children to the School. The Net Culture Score produced an even higher score of **100** which is outstanding. All staff (100%) are promoters of the School and suggests that staff have complete satisfaction with the School as a place of work.

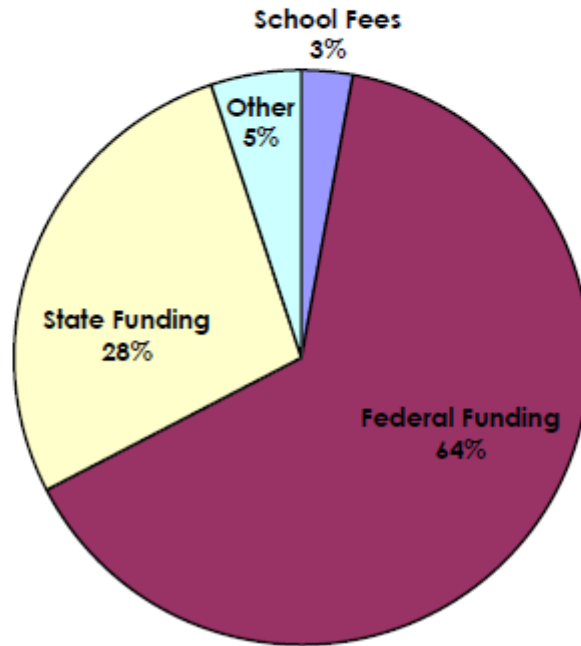
### **Almost four in five stakeholders believe the school can better equip students for the future**

Looking to the future, the key areas where stakeholders believe Pacific Hope can strengthen and grow are equipping students for the future (78%), equipping teachers for changes in the education environment (67%) and student wellbeing programs (67%). These highlight key areas of opportunity for Pacific Hope as the School looks ahead.

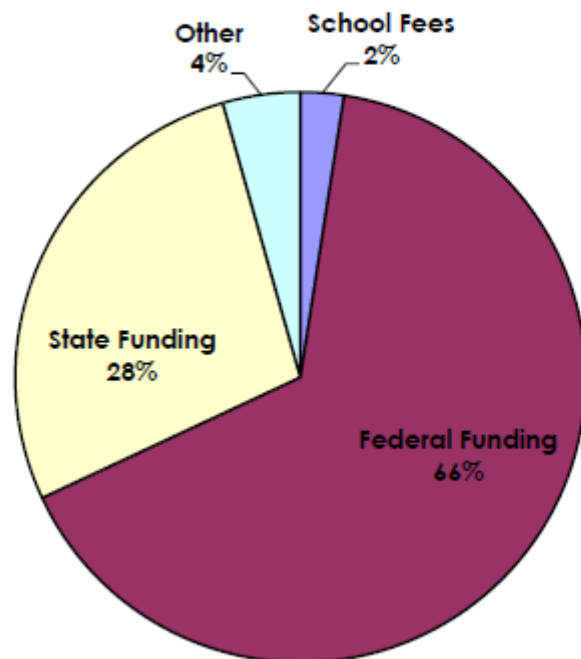
### Pacific Hope School Income Expenditure Graphs

#### INCOME SOURCES

2022

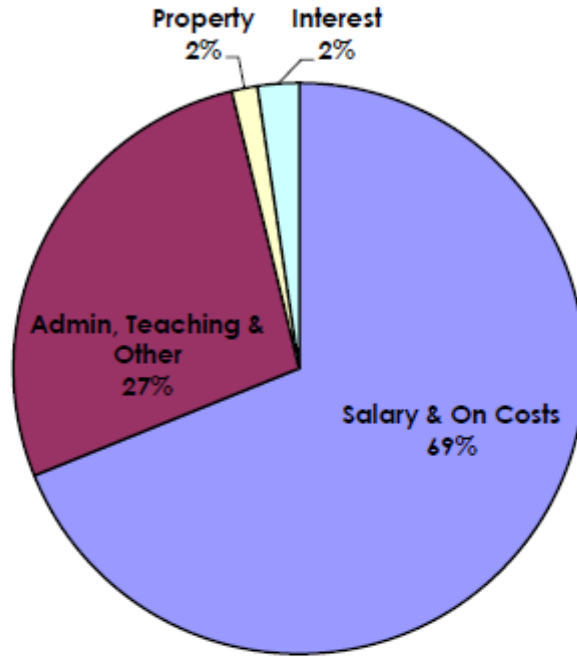


2021



### Pacific Hope School Income Expenditure Graphs

#### EXPENDITURE AREAS 2022



#### 2021

