



**Pacific Hills**  
Christian School

# **Annual Report 2021**

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, 2022*



## Inclusions

### OUR SCHOOL COMMUNITY

- Overview and General Information
- From the Principal: Dr E J Boyce - Principal
- From the Board Chair: Mark McCrindle – Board Chairman
- From the Parents

### OUR COMMUNITY SATISFACTION

- Staff
- Students
- Parents

### OUR STAFF

- General Comments
- Teaching Standards – Staff Qualifications and Professional Learning
- Teaching Standards – Staff Attendance and Retention

### OUR STUDENTS

- Enrolments – Profiles
- Enrolments – Student Attendance
- Student Retention and Completion Rates

### OUR ACHIEVEMENTS

- School Performance in Statewide Tests and Examinations
- Achievements in Other Activities

## OUR POLICIES

- Enrolment Policy
- Student Welfare Policies
- Safe Schools Policy Statement
- Behaviour and Discipline Policy Statement
- Complaints and Grievance Resolution Policies

## PROGRAMS PROMOTING RESPECT AND RESPONSIBILITY

- Mentoring and Cross-Year Groups
- Mission and Service
- Junior School Compassion Club
- Middle School Thank You Week
- Senior School Community Service Days

## OUR GOALS

- Review of 2021 Improvement Targets
- 2022 Improvement Targets

## OUR FINANCES

- Summary of Financial Information

# 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

### Hope with Contentment

The Bible verses that we have been concentrating on in 2021 have been taken from Philippians 4:12-13. *"I know what it is to be in need, and I know what it is to have plenty. I have learned the secret of being content in any and every situation, whether well fed or hungry, whether living in plenty or in want. I can do all this through Him Who gives me strength"*. The theme that we celebrated in 2020 was 'Hope with Perseverance', which seemed to be in hindsight a very good way of preparing us with the trauma of the year with the COVID pandemic. As we have continued in that pandemic situation in 2021, to celebrate 'Hope with Contentment' is a reminder to us that in all circumstances, God is with us and therefore we can be content.

I have observed many of our people in the School community, including students, who have displayed a significant level of contentment, even though we have all been experiencing points of frustration, challenge and concern. This is a reminder to us that we should look to God in any and every circumstance including in our studies, our friendships and in all the daily circumstances of our lives. In other words, we are to live a certain type of life of trust in the sovereignty of God, in acknowledgement of His providence and thankfulness for His promises.

As we celebrate God's place in our lives, in the minutiae of life, so when we come to critical points in our lives we are prepared to trust God as we pass through those times through trial or even of celebration. As the Bible teaches, we are to live a life worthy of the calling we have received as Christians. We are to live a life worthy of the Lord, that is bringing glory to Him. We are to live a life of love, just as Christ loved us and gave Himself as a sacrifice and offering to God. We are to live life in community that reflects the character of God so that we will be witnesses to His place in our lives and our acceptance, acknowledgment and celebration of seeking to live life according to His Way and purposes.

It is my encouragement to us all as we have been together through the pandemic, that we continue to live out the lessons of having strong relationships with others and caring for them as fellow human beings and particularly as those with whom God has called us to live. During 2021, Pacific Hills has been a place where our Staff Devotions have allowed us to embrace this concept of contentment as we have listened to the expeditions and life experiences of both people in our community and those who have visited us. Staff Devotions continue to be a foundational part of the culture and community of this place.

Students have been involved in a range of co-curricular activities and demonstrated high levels of achievement. Students achieved international success in the F1 in Schools STEM Project, competing in the World Finals. Our Robotics Team attended the Asia Pacific Open Championship First Lego League Event and were honoured to be nominated for the Rising All-Star Award.

School Sport has been a casualty of the COVID-19 pandemic restrictions. After a promising start to the year, it wasn't long before regular sporting competitions soon came to a halt. Fortunately, each of the School's Swimming Carnivals had been completed in February prior to the lockdown. School Carnivals play a vital role in building and nurturing School community as they encourage House Spirit, unity and celebrate student achievement.

I am grateful to the PDHPE staff who worked diligently during lockdown to provide alternative activities for the students that clearly adhered to the health guidelines. It was important that the students maintained some form of physical activity during isolation so as to ensure their continued health and wellbeing.

It was pleasing to see so many students involved in a range of lunchtime sporting events organised by the House Captains across our different Schools and the Athletics Fun Days engaged whole year groups who moved between events in Home Room classes and Pastoral Care groups to maintain social distancing regulations.

Despite the frustration that accompanied the restrictions, I would like to acknowledge the students at Pacific Hills Christian School who have demonstrated patience and resilience during this difficult season. I am sure there are many within our community who are relieved sport has resumed and are thankful to God that they can once again use the gifts and talents they have received to compete and bring honour and glory to Him.

The restrictions surrounding visits to Aged Care facilities, Special Schools and charitable organisations have limited the opportunities for Service based programs and activities throughout the year, however, Junior and Middle School students nurtured ongoing relationships online with residents in local Aged Care facilities. This special connection helps build a deeper respect for our elderly neighbours and provides a wonderful opportunity for our students to adopt a grandparent for an hour or two.

Our families supported the Operation Christmas Child initiative with Samaritan's Purse which is a wonderful act of kindness and our Year 11 students travelled to Camp Toukley to serve on the R.I.S.E program in June only to be sent home straight away in response to the Delta strain outbreak. Pacific Hills Christian School is committed to encouraging and training students in Service and Mission and we look forward to providing opportunities for all do so.

Duke of Edinburgh program at Pacific Hills is a wonderful opportunity for students to spend time learning, developing and growing. It helps develop healthy bodies and minds, strong character and fulfils the students' sense of adventure. The participants in this international award for young people complete activities in the areas of physical endeavour, skills development, community service and adventurous journeys. The three levels of the award, Bronze, Silver and Gold, each require higher levels of commitment. In 2021, 30 students were working towards Bronze, 30 students were completing the Silver Level, while a further 15 students were completing the Gold Level of achievement. 2021 was a challenging year with Covid disrupting many Adventurous Journeys. We were blessed to be able to hold the Bronze, Silver Practice and both Gold Journeys.

Dr Edwin J Boyce  
Principal

## **From the Board Chair**

We are thankful that after the disruptions and uncertainty of the last two years, the financial statements contained in this report show Pacific Hills Christian School to be in a good financial position. Yet even more pleasing is not just that enrolments are strong and the academic outcomes have been excellent, but that the culture in our school and the community that we experience continues to flourish. Simple observation of the interactions between students, staff and parents gives a sense of the health of a school community in ways that this Annual Report cannot. I enjoy the opportunity, as I drop off or pick up my own children, or as I interact with others on the site, to see this diverse community live out its call to Christian relating through these interactions.

This community is all the richer not only because of the interactions between Pacific Hills Christian School and New Hope School, but between the eight schools in our group that share common values, Christian culture, and purpose of gaining wisdom and knowledge in Christ (Colossians 2:2-3).

On behalf of the Board I would like to thank the dedicated staff of the school who use their gifts and skills so effectively in serving this community. Finally, our thanks go to the leadership team of our school who manage the complexities of finance, facilities, compliance, operations and employment, all while prioritising the leading and growing of our staff team.

A verse I've heard Dr Boyce recite many times is one that I see this school community strive to exemplify, and for that we give thanks to God:

Each of you should use whatever gift you have received to serve others, as faithful stewards of God's grace in its various forms. 1 Peter 4:10 (NIV)

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.

Parents and friends of Pacific Hills are 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

The School is very much concerned with its partnership with parents. Junior School has parent representatives that give feedback to the Executive.

Each year McCrindle Research conduct an annual survey of parents and staff. Students are also surveyed at end of their Year 12 schooling.

In 2021, 383 parents and 128 staff completed the stakeholder survey. The key recommendations were:

- Continue to focus on improving academic standards.
- Invest in stronger communication between classroom and home.
- Continue to champion the hard work of staff members.
- Develop leaders of the future.

### **Anecdotally, Parents noted:**

- I feel the school genuinely cares about families and their needs.
- The school leadership is very efficient, caring, and supportive of their leadership roles.
- Please continue your focus upon Christ.
- Doing an amazing job during these difficult times we are currently going through together.
- Staff are terrific and very student focussed.

### **Staff noted:**

- My professional growth is supported by school leadership – 80%
- I find my work satisfying and fulfilling – 75%
- I enjoy coming to work each day – 75%
- The school is generous with providing me with leave for family events and occasions when needed – 82%
- I recommend working here to other places.

### **Students – Year 12**

- We are thankful for all the staff and leadership at Pacific Hills – for the way they have fed us academic knowledge whilst encouraging us emotionally and spiritually walking alongside as we completed our school journey.
- Pacific Hills has helped to mould us into the young people we are today. It is our prayer that the school continues to grow and change to better reflect God and His amazing plan for us.

## 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 2021 there were 100.6 FTE teaching staff and 78.4 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

The School places professional learning as the most influential practice staff can engage in to improve the teaching and learning of students.

The 2021 professional learning calendar included Leadership retreats for Executives, Pacific Seminars for teachers, January Hope Conference, individual professional learning days at the beginning of the year and online learning options 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 Proficiency.

In 2021, over 103 hours of accredited learning was made available with the theme of “Hope with Contentment.” Additional staff can attend professional learning from AIS (Association of Independent School), various associates such as Maths Teachers Association & Teaching Training Australia.

An overview of the professional learning categories for 2021 are found below, aligned with the various Annual Action Plans derived from our Strategic Education Plans.

Professional Learning Category	Number of Staff Participants
Faculty Training	72
Leadership Retreats	57
Students with Disabilities	24
Health & Fitness	9
Christian Education	9
Technology or digital	36
Counselling/student wellbeing	25
Bursars/Enrolment	13
Hope Conferences	193
PD weekly seminars (in-house)	410
Library	2
NESA	3
Hope Conference Session (Understanding Cultural Practice, Social Justice & Aboriginal Trauma)	166
Parent Seminars	
- Wellbeing	54
- Purposeful parenting	131

## Teacher Accreditation

All teachers at Pacific Hills Christian School have accreditation with the NSW Educational Standards Authority.

Level of Accreditation	Number
Conditional	9
Provisional	3
Proficient	119
Highly Accomplished (voluntary level)	1

## Teacher Qualifications

All teachers at Pacific Hills Christian School have tertiary qualifications to teach in NSW.

Type of Qualification	Number
Teachers having teacher education qualifications from a higher education institution within Australia or recognized within the National Office of Skills Recognition (AEI-NOOSR) Category i	110
Teachers having a bachelor's degree from a higher education institution within Australia or recognized within the National Office of Skills Recognition (AEI-NOOSR) but lack formal teacher education qualifications Category ii	0

## OUR STUDENTS

### Enrolments Profiles

In 2021, there were 1356 students of whom 746 are in the secondary school. There are 716 male and 640 female students in 2021. Less than 1% of students are Aboriginal or Torres Strait Islanders. The school enrolls overseas students from Kindergarten to Year 12. There are 13 overseas students in 2021.

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 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.

### 2021 Attendance

Year Group	Total %
Kinder	95.90%
Year 1	96.30%
Year 2	97.00%
Year 3	97.40%
Year 4	96.30%
Year 5	96.80%
Year 6	95.40%
Year 7	95.80%
Year 8	96.20%
Year 9	95.20%
Year 10	95.00%
Year 11	95.60%
Year 12	95.80%
Overall	95.90%

### 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 2019 there were 126 students attending Year 10 at Pacific Hills of these 94 continued to finish Year 12. This represents an individual student retention rate of 74%.

## OUR ACHIEVEMENTS

### Student Performance in Standardised Literacy and Numeracy Testing

Pacific Hills students received excellent results in the 2021 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 following notes have been provided by NESA and ACARA regarding the validity of this year's NAPLAN Data:

- The NAPLAN 2021 summary report presents the combined results (online and paper) to allow year-to-year comparisons. During transition years, online test results are equated with the paper tests. Results for both the tests are reported on the same NAPLAN assessment scale.
- NAPLAN results should always be interpreted with care. This is particularly the case this year for some students who experienced disruptions due to connectivity and COVID related issues.
- There is a large uncertainty around the ability of estimates for extremely high performing students. Students with extremely high results in the base year may be reported as having negative growth. Growth scores for these students are less meaningful and should be interpreted with extreme caution.

#### 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

#### Summary of students in Top 2 bands:

(Source: % of students in Band Category Across School)

##### Year 3

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

Test Domain	% PHCS	% State
Reading	89.1	57.7
Writing	90.1	61.7
Spelling	79.2	55.7
Grammar & Punctuation	82.2	59.4
Numeracy	74.0	41.5

##### Year 5

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

Test Domain	% PHCS	% State
Reading	59.8	43.2
Writing	39.6	25.8
Spelling	54.1	45.5
Grammar & Punctuation	60.4	38.6
Numeracy	58.3	34.1

## Year 7

### Percentage of students in top 2 bands

Test Domain	% PHCS	% State
Reading	43.9	31.7
Writing	31.8	25.9
Spelling	53.0	36.1
Grammar & Punctuation	46.2	31.8
Numeracy	51.9	37.4

## Year 9

### Percentage of students in top 2 bands

Test Domain	% PHCS	% State
Reading	32.0	25.0
Writing	22.1	15.3
Spelling	42.1	25.4
Grammar & Punctuation	33.9	23.7
Numeracy	32.5	26.5

Further details of NAPLAN performances can be found on the My School website, [www.myschool.edu.au](http://www.myschool.edu.au).

## Senior Secondary Outcomes (Student Achievement)

### 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.

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.

The ROSA is a cumulative credential for Years 10-12 for students leaving school prior to the HSC. The school issued 11 Records of School Achievement (ROSA) in 2021.

### Higher School Certificate Results

The HSC cohort of 2021 achieved some outstanding results across a wide range of subject areas. There were 119 students who completed HSC courses in 2021 including 15 Year 11 Augustine students who completed a selection of courses as part of the Acceleration program. 31 HSC courses were offered at Pacific Hills in 2021.

- Two students were mentioned on the Premier's All-Round Achievers List (achieving more than 90% in all their courses i.e., the highest band possible in at least 10 units).
- One student was mentioned on the Top Achievers list for 4th in the State in Software Design and Development.

- PHCS students achieved 84 Band 6 results (or Band E4) and were mentioned on the Distinguished Achievers List. These top band results were achieved by 46 students of whom 11 were Augustine Acceleration students (Year 11).
- 37% of Year 12 students received Band 6 results in at least one of their subjects.
- 15 Year 11 studied Mathematics, Mathematics Extension 1 and Chemistry and received 19 mentions on the Distinguished Achievers List (Band 6 or E4 results).
- 16% of our students got an ATAR above 90 (16 students) .
- More than a third (36%) of students received an ATAR between 80 and 100.

#### Outstanding Band 6 results – a snapshot

- Above State average in Band E4 English Ext 2 (School 100%, State 25.01%) 3 students
- Above State average in Band E4 Maths Ext 2 (School 100%, State 42.74%) 3 students
- Above State average in Band 6 Visual Arts (School 39.28%, State 16.92%) 28 students
- Above State average in Band 6 Business Studies (School 20.83%, State 9.37%) 24 students
- Above State average in Band 6 Design & Technology (School 30%, State 17.01%) 10 students
- Above State average in Band 6 CAFS (School 11.11%, State 5.42%) 18 students
- Above State average in Band 6 Software Design (School 22.22%, State 12.38%) 9 students
- Above State average in Band 6 Engineering (School 18.18%, State 10.83%) 11 students
- Above State average in Band 6 Maths Advanced (School 29.41%, State 23.19%) 51 students

#### Subjects receiving outstanding numbers of students in the higher bands

- Modern History 57.57% of candidates received a Band 5 or 6 (State 37.59%)
- PDHPE 46.15% of candidates received a Band 5 or 6 (State 30.64%)
- All students in History Extension received a Band E3 (62.5%) or E4 (37.52%)
- All students in English Extension 1 received a Band E3 (70%) or E4 (30%)

Pacific Hills presented 31 subjects for this year's HSC. 87% of subjects were at or above State average.

- |                            |                           |
|----------------------------|---------------------------|
| • Mathematics Ext 2        | 9.66% above State average |
| • Ancient History          | 9.12% above State average |
| • CAFS                     | 8.38% above State average |
| • Software Design & Devlpt | 7.78% above State average |
| • Modern History           | 7.45% above State average |
| • English EALD             | 7.12% above State average |
| • English Extension 2      | 6.24% above State average |
| • Legal Studies            | 5.87% above State average |
| • Music 1                  | 4.59% above State average |
| • Engineering Studies      | 4.37% above State average |
| • Business Studies         | 4.21% above State average |
| • PDHPE                    | 3.98% above State average |

**Higher School Certificate – Trends over Time**

<b>Course</b>	<b>Students</b>	<b>School Mean</b>	<b>State Mean</b>	<b>Band 3 /E1</b>	<b>Band 4/ E2</b>	<b>Band 5/ E3</b>	<b>Band 6/ E4</b>
Ancient History 2021	12	80.18	71.06		41.66	58.33	
Ancient History 2020	12	77.13	72.1	33.33	25	25	16.66
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
Biology 2021	32	76.55	73.38	12.5	56.25	31.25	
Biology 2020	42	74.68	72.39	16.66	26.19	40.47	2.38
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	
Business Studies 2021	24	77.53	73.32	8.33	20.83	37.5	20.83
Business Studies 2020	36	73.41	71.99	16.66	36.11	27.77	2.77
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
Chemistry 2021	22	75.35	74.37	31.81	27.27	36.36	4.54
Chemistry 2020	35	78.46	75.52	2.85	25.71	40	17.4
Chemistry 2019	14	76.5	75.38	21.42	21.42	50	
Chemistry 2018	25	78.38	74.82	8	40	48	
CAFS 2021	18	82.66	74.28		33.33	55.55	11.11
CAFS 2020	24	78.2	74.06	4.16	50	45.83	0
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
Design &Tech 2021	10	80.16	79.11	20	20	30	30
Design &Tech 2020	9	78.29	78.54	11.11	55.55	22.22	11.11
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
Drama 2021	6	77.57	78.7		66.66	16.66	16.66
Drama 2020	8	81.75	79.62	12.5	25	37.5	25
Drama 2019	5	84.68	78.31		40	20	40
Drama 2017	5	79.84	77.68		60	20	20
Economics 2021	15	75.16	77.66	13.33	53.33	20	6.66
Economics 2020	13	72.45	77.02	38.46	23.07	30.76	0
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
Engineering 2021	11	79.16	74.79	9.09	54.54	18.18	18.18
Engineering 2020	19	79.21	74.2	31.57	10.52	31.57	26.31
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
English Standard 2021	29	69.1	70.47	37.93	51.72	3.44	
English Standard 2020	35	71.38	69.93	28.57	48.57	14.28	
English Standard 2019	36	66.32	69.16	58.33	38.88		



Course	Students	School Mean	State Mean	Band 3 / E1	Band 4/ E2	Band 5/ E3	Band 6/ E4
English Standard 2018	41	64.35	68.66	53.65	26.82	2.43	
English Advanced 2021	72	80.54	81.92		38.88	52.77	6.94
English Advanced 2020	79	80.95	81.33	3.79	35.44	51.89	8.86
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 EAL/D 2021	3	77.53	70.41		66.66	33.33	
English EAL/D 2020	3	80	70.27		33.33	33.33	33.33
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 Extension 1 2021	10	42.55	42.07			70	30
English Extension 1 2020	12	43.33	41.66			50	50
English Extension 1 2019	10	45.55	41.68			20	80
English Extension 1 2018	7	40.93	42.08			100	
English Extension 2 2021	3	45.8	39.56				100
English Extension 2 2020	5	43.98	39.43			20	80
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
Food Technology 2021	9	75.47	73.36	22.22	44.44	33.33	
Food Technology 2020	6	76.13	72.15	16.66	16.66	33.33	16.66
Food Technology 2016	10	78.42	71.49	10	50	30	10
Food Technology 2015	12	70.43	70.55	25	50	16.66	
Geography 2021	9	68.64	75.75	22.22	11.11	44.44	
Geography 2020	9	75.07	74.45		55.55	33.33	
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	
Maths Standard 2021	42	71.57	69.15	35.71	35.71	23.8	
Maths Standard 2020	49	69.92	68.4	34.69	30.61	20.4	
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
History Extension 2021	8	41.13	38.69			62.5	37.5
History Extension 2020	8	45.01	38.36			12.5	87.5
History Extension 2019	14	42.54	38.92		7.14	28.57	64.28
History Extension 2018	6	37.85	38.85			100	
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 2021	16	80.59	74.72	6.25	37.5	31.25	18.75
Legal Studies 2020	13	75.55	74.97	15.38	53.84	7.69	15.38
Legal Studies 2019	19	63.93	73.66	26.31	10.52	21.05	

Course	Students	School Mean	State Mean	Band 3 / E1	Band 4/ E2	Band 5/ E3	Band 6/ E4
Legal Studies 2018	16	77.76	75.05	6.25	43.75	50	
Mathematics Adv 2021	51	79.63	78.41	13.72	37.25	17.64	29.41
Mathematics Adv 2020	53	79.29	79.2	16.98	33.96	32.07	16.98
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 Ext 1 2021	29	75.42	78.21	6.89	31.03	27.58	34.48
Mathematics Ext 1 2020	29	72.49	78.49	10.34	31.03	34.48	24.13
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 2 2021	3	92.73	83.07				100
Mathematics Ext 2 2020	8	87.5	81.46			50	50
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
Modern History 2021	33	80.3	72.85		36.36	51.51	6.06
Modern History 2020	21	84.22	72.53		19.04	42.85	33.33
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	
Music 1 2021	3	85.93	81.34			66.66	33.33
Music 1 2020	4	83.45	81.56		25	75	
Music 1 2019	4	89.75	81.85			25	75
Music 1 2018	5	79.56	81.5		60	20	20
Music 2 2021	3	84.07	87.57			66.66	33.33
Music 2 2020	2	86.6	87.03			100	
Music 2 2019	4	80.95	87.67		50	25	25
Music 2 2018	7	84.23	87.55			85.71	14.28
Music Ext 1 2021	2	41.2	44.47			50	50
Music Ext 1 2020	2	46.8	45.1				100
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	
PDHPE 2021	26	76.17	72.19	15.38	30.76	38.46	7.69
PDHPE 2020	37	72.05	72.46	21.62	40.54	27.02	
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
Physics 2021	18	74.57	75.34	33.33	38.88	16.66	11.11
Physics 2020	18	74.19	73.99	11.11	55.55	27.77	
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
Science Ext 1 2019	1	40.8	36.28			100	
Software Design 2021	9	81.93	74.15		55.55	22.22	22.22

Course	Students	School Mean	State Mean	Band 3 / E1	Band 4/ E2	Band 5/ E3	Band 6/ E4
Software Design 2020	8	76.45	73.82	12.5	62.5	25	
Software Design 2019	9	77.58	75.22			77.77	
Software Design 2017	5	81.6	73.67	20		60	20
SOR 1 2021	20	34.99	37.38	30	25	20	10
SOR 1 2020	17	40.46	37.69		29.41	70.58	
SOR 1 2019	21	38.85	38.24	4.76	47.61	38.09	9.52
SOR 1 2018	20	34.87	37.03	15	5	40	15
Visual Arts 2021	28	85.2	80.99	7.14	10.71	42.85	39.28
Visual Arts 2020	21	84.07	84.28		42.85	52.38	4.76
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
Chinese Continuers 2020	3	84.07	84.28			66.66	33.33
Chinese Continuers 2019	1	95.6	85.14				100
Chinese Continuers 2018	4	86.85	87.17		25	25	50

### Senior Secondary Outcomes- Vocational Education

- 5 Year 12 students completed vocational education courses.
- 2 Year 11 students were accelerated and completed Retail Services a year ahead.

### Post School Destinations

- 85 of the cohort's 121 students applied through UAC for tertiary studies.
- 83 students received offers for study, with many students receiving multiple offers.
- Macquarie University and The University of Sydney were the most popular institutions for our students, followed by the University of Technology, Sydney, the University of New South Wales and the Australian Catholic University.
- Students from 2021 are now enrolled in a broad range of fields such as:
  - Medical Science
  - Commerce/ Law
  - Psychology (Hons)
  - Fine arts
  - Exercise and Sports Science
  - Computer Science
  - Actuarial Studies
  - International Studies/ Law
  - Occupational Therapy
- Student enrolment in courses in order of popularity are:
  - Health (including Nutrition, Nursing, Speech Pathology and Diagnostic Radiography)
  - Society and Culture (Social Work, Media and Communication, Psychology, Law)
  - Engineering and Technology (Computer Science and Design Computing)
  - Education
  - Creative Arts

- Those students who did not go on to tertiary studies are now involved in a range of different areas including:
  - Traineeships and apprenticeships
  - Bible college and church-based gap year programs
  - Volunteer and paid 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>	<p>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.</p> <p>The NSW Registration Manual (3.6) requires the School to provide a safe and supportive environment by maintaining a student enrolment register.</p>
<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></ul>

- 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 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

- Information regarding documentation required.
- Overseas Student Enrolment Information booklet (if applicable).

Families wishing to seek more information about the School prior to the application are invited to have a tour of the School.

### **Applications**

Upon receipt of applications the Director of Enrolments will:

- Check all relevant documentation is completed and the non-refundable application fee is received.
- Check current class vacancies
- Place student's name on waitlist

### **Assessment/Interview Organisation**

Should a vacancy exist or be pending, the Director of Enrolments will:

- Organise a suitable time for the student and their family to attend interviews with the Director of Enrolments, the Principal, and the Head of School (HOS) with other relevant staff (or delegates)
- The student to attend an educational assessment with the relevant staff

The Principal may exercise full discretion in varying the procedures relating to the interview process.

### **Interview Process**

Director of Enrolments

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.

Principal

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:

- Christian education in all Key Learning Areas, policies and procedures.
- Entirely staffed by Christians.
- Transdenominational nature.
- Faith, Critical Awareness and Character Development as primary goals.
- Service and Mission.
- Partnership with Parents.
- Inclusion of students with Special Needs.
- Vision and proposed Future Development.
- Other ministries of Pacific Hills Christian School.

Head of School

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:

- Student's academic, social, emotional, physical needs.
- The outworking of the School's Christian ethos through staffing, daily devotions, Biblical studies, Pastoral Care system, etc.

- Student Discipline Policy and Procedures.
- School's academic curriculum, cultural, sporting, competitions, missions, co-curriculum activities, etc.
- 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**

#### **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) 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.
  - iii) Student expulsion (see Student Discipline Policy).

**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 2021**

The Conditions of Ongoing Enrolment: Suspension, Expulsion and Exclusion section of the policy was updated in 2021, in keeping with current government requirements.

## 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
- Personal responsibility
- 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 2021**

There were no changes to this policy in 2021.

**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 2021** There were no changes to this policy in 2021.

### **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 policy sets the framework through which Pacific Hills Christian School manages student discipline.

**Changes to the policy in 2021** This policy was updated in 2021 to include the Procedures for Suspension, Expulsion and Exclusion section in keeping with current government requirements.

### **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 breeches 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 2021**

There were no changes to this policy in 2021.

## **Complaints Handling Policy Statement:**

<b>Rationale</b>	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.
<b>Policy</b>	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.
<b>Changes to the policy in 2021</b>	There were no changes to this policy in 2021.

## **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 at Pacific Hills is a key feature of the School's commitment to service of others. In previous years mission groups visited Indigenous communities in Central Australia and the Northern Territory, India, Cambodia, Paraguay, Nepal, Fiji, Vanuatu.

Due to government restrictions due to Covid any planned mission trips were put on hold this year. The School is hopeful to be able to begin serving through mission trips again in the near future.

### **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. Traditionally, 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. However, due to government restrictions this year the Senior School Community Service Days took on a different form. Teachers and students found other ways to engage with their community.

## OUR GOALS

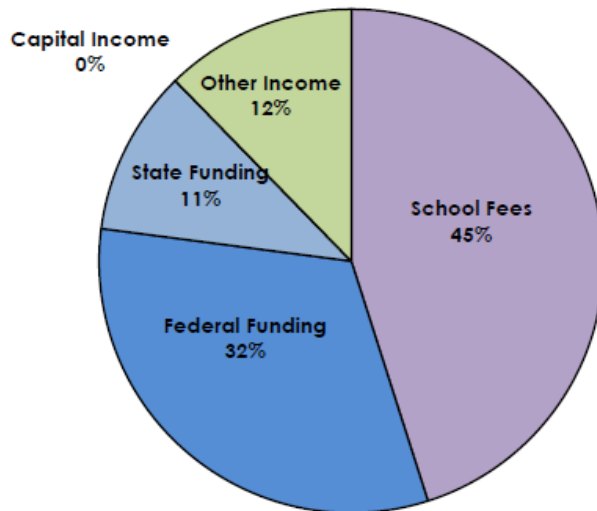
### SCHOOL DETERMINED PRIORITY AREAS FOR IMPROVEMENT

Area	Junior School/Middle School/Senior School	
Teaching & Learning – Special Projects	Creating an agricultural team to assist with agricultural activities including timeline of Implementation of: <ul style="list-style-type: none"> <li>• Chicken coop</li> <li>• Vegetable patch</li> <li>• Enlisting volunteer grandparents</li> </ul>	<ul style="list-style-type: none"> <li>• Project completed</li> </ul>
	<ul style="list-style-type: none"> <li>• Revamping student diary for 2021 to include student discipline handbook for greater visibility for students &amp; parents</li> <li>• Explicitly teach the student diary to students focussing on behaviour</li> </ul>	<ul style="list-style-type: none"> <li>• Diary updated</li> <li>• Teaching &amp; training of students completed</li> </ul>
Staff Development	<ul style="list-style-type: none"> <li>• Training the staff in the use of new Biblical Studies Curriculum</li> <li>• Training staff in cultural awareness of Indigenous Pedagogy</li> <li>• Training staff in One Note, and Class Notebook</li> </ul>	<ul style="list-style-type: none"> <li>• All staff trained</li> <li>• Staff trained</li> <li>• Staff trained</li> </ul>

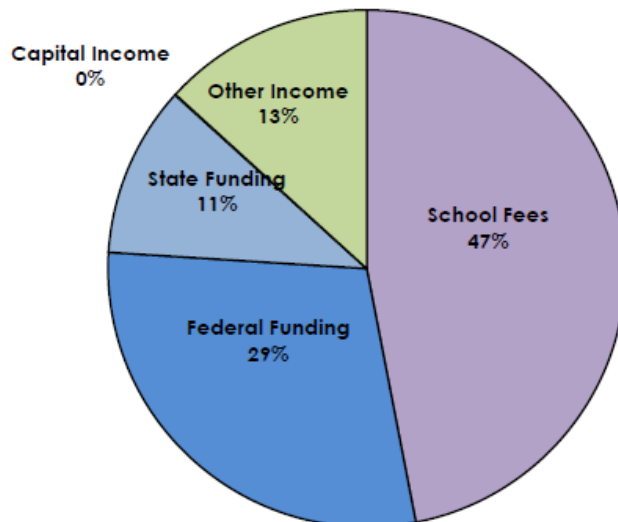
## OUR FINANCES

### Income Sources

2021

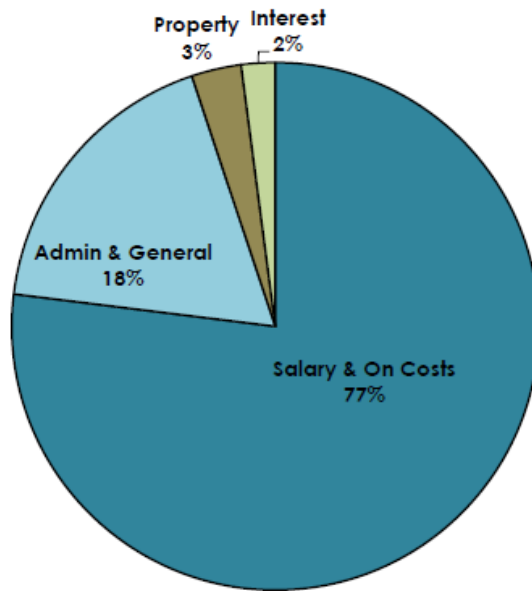


2020

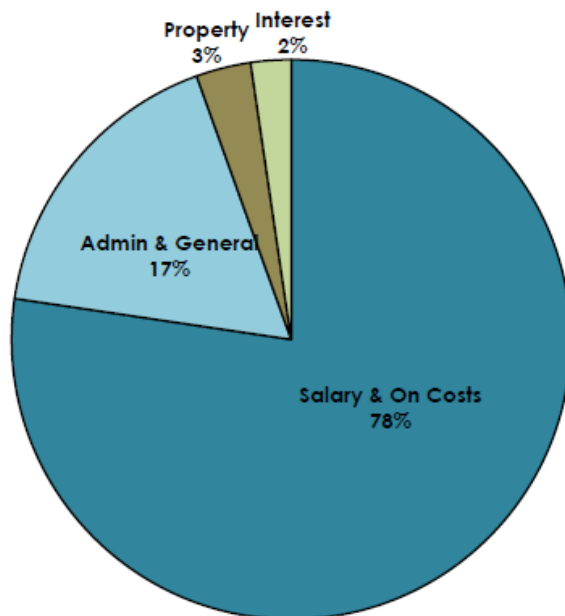


## Expenditure Areas

2021



2020



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.