



Pacific Hills
Christian School

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.

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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 2022 Improvement Targets
- 2023 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

Human Dignity

During this continual season that we have experienced of Covid restrictions, with regard to the ways in which we exercise community, we have been learning many lessons. As we note the individual circumstances and perspective of people in our Christian School community, we realise that we are both accountable to God personally but also, we as a community of people are accountable as that community. During Covid we have learnt to consider others and the difference of their circumstances and the resources that they have. We have learnt also, to consider the needs of others and we have learnt how to be thankful.

Firstly, it is important for us to be thankful to God and to acknowledge and accept and celebrate the various gifts that God has given to us. These conceptional lessons are important for us to teach to our children as well as our students and parents as we are a Christian teaching, learning and serving community. Sadly, we have had restrictions imposed on us by being together in community and also in going out as a community to serve other communities. On the other hand, we have learnt to use other resources including online teaching, learning and serving by using the resources available to us in this time in history, in creative ways that allow us to maintain relationships that are strong and valuable. We have been able to strategically consider how to remain relational when we could easily let go of that important aspect of the way we live.

I have been blessed richly by observing the kindness that is shown so frequently by so many of our community. In the end I have noticed that these characteristics of communal living reflect God's truth and God's way that is stated for us in the Bible.

On an additional note, during this season of society's response to the unexpected issues caused by Covid, we have been able to continue our relationships with others beyond our own space and that should place us in a good position with travel opportunities being installed for us to return to our care of others in a way that is fresh, vibrant and shows the way we reflect on our responsibilities and our way of expressing Christian love.

Academic Results

Academically, students have achieved highly at Pacific Hills this year. The year began with a celebration of the success of the 2021 cohort of HSC students. Students received 84 mentions as Distinguished Achievers, and of these, 11 were Year 11 students studying an accelerated HSC Course. 37% of students received a Band 6 in at least one of their subjects. The top ATAR

result was 98.40 and 16% of students received an ATAR over 90, which was excellent. Two students were mentioned on the Premier's All-Round Achievers list for receiving a Band 6 result in 10 units. A student also received a result in the Top Achievers List achieving fourth in the State for Software Design and Development.

Pacific Hills Christian School students in Years 3, 5, 7, and 9 received excellent results in the 2022 NAPLAN (National Assessment Program- Literacy and Numeracy) achieving results well above State average in all areas of Literacy and Numeracy.

Students have been involved in a range of other curriculum areas and demonstrated high levels of achievement including second in the state in the Science and Engineering Challenge, F1 in School program state finalists and strong results in the Junior Australian Science Olympiad.

Sport

School Sport plays a very important role in the life of our school. It is a positive outlet for so many students to connect with friends and exercise their physical gifts and talents as they represent the School week by week. The year started positively with our major Carnivals providing an opportunity to re-engage in sport and reignite House spirit. Our weekly sporting competitions recommenced in semester one with students selected to participate in thirteen teams across five sporting competitions each week.

Pacific Hills Christian School continued to achieve great results with our girls intermediate and senior Netball teams being crowned champions and the junior and senior Futsal teams remaining undefeated all season. The boys played in both the open Football and open Basketball grand finals in 2022 with the latter coming through to win.

We are very happy with the level of commitment demonstrated by our gifted athletes right across the School and to the many parents who enable them to represent the School in such a fine manner.

We continue to be thankful to God for all the students and their families who support the sporting programs at Pacific Hills Christian School and New Hope Christian School so graciously, enabling students to use their gifts and talents to bring honour and glory to Him.

Service at Pacific Hills Christian School and New Hope Christian School

It has been wonderful to see many of our students re-engage in Mission and Service activities throughout the year. A special group of Year 11 and Year 12 students volunteered to serve at Camp Toukley during the school holidays which enabled foster care families to enjoy some respite while their children experienced an exciting and meaningful week they will never forget.

A special thank you to all the families who supported the Operation Christmas Child initiative with Samaritan's Purse and to all the students who have served in and around the school in such a humble and gracious manner.

I am particularly encouraged by the students and staff who travelled to our regional schools during the year to run sporting events and to encourage and engage with students in our Hope schools. These visits will have a lasting impact on our wider school community and contribute to strengthening relationships and nurturing a culture of service across the entire Pacific Group of Schools.

Pacific Hills Christian School is committed to encouraging and training students in Service and Mission. Our Year 12 students have just returned from a service trip to Vanuatu, and we look forward to resuming mission trips to Central Australia, Cambodia and the Global Christian Schools student gathering in France in 2023.

Duke of Edinburgh

2022 has been a bumper year for the Duke of Edinburgh program, with 38 Bronze participants, 18 Silver participants, and 40 Gold participants who are at varying stages of completing their award. A highlight has been the notification that 9 students have fully completed their award and will receive recognition in December at a ceremony with the Governor of NSW. With Covid disruptions making many activities difficult, it is even more significant that we have had our largest number of Gold recipients in a number of years.

Adventurous Journeys are always a highlight for the program, and this year we have been able to take the Bronze students hiking in Belanglo State Forest and the Great North Walk from Asquith to Berowra Waters, the Silver students have explored Kangaroo Valley and the Hawkesbury River by canoe, one group of Gold students completed their journey requirements by exploring Myall Lakes by canoe, and a second group will walk the Routeburn and Kepler Tracks in New Zealand, from 9-22 December.

The Duke of Edinburgh program relies heavily on the involvement of many people in our community, and we would like to give a big thankyou to the many staff, parents and others in the wider community who act as assessors, assist their child to complete the many and varied activities and the very precious staff who are willing to support the students on their Adventurous Journeys each year.

OneMaker Academy

It has been an exciting 2022 year at OneMaker Academy and such a delight to see our Bands and Dance groups perform at Eisteddfods, special events and assemblies. Our private instrument tuition students have been enjoying their lessons and many have worked well towards their music examinations.

OMA is thankful to the teachers and tutors who have inspired and encouraged our OMA students to reach beyond their expectations. We are grateful for the commitment shown to each student and each teacher and tutor's willingness to share their skills. We praise God that our students know that they are precious to our Heavenly Father and that they can bring great joy to others through their talents and gifts.

Dr Edwin J Boyce
Principal

From the Board Chair

Pacific Hills endeavours to be not primarily an educational institution, or a campus of buildings, but a welcoming and authentic community based on Biblical foundations. I am sure each of us, from our interactions in this community, see examples of the dedication of teachers, displays of the character being developed in students, or positive social interactions amongst parents. While it is easy to take these experiences for granted, we should remember that such community connection is not normative for all. A recent research study I conducted found that more than one in six Australians has never felt part of a flourishing community, and around the same number report feeling lonely “often”. More than half of Australian teen and twentysomethings say they are living with a long-term mental health condition such as anxiety or depression and only a minority of this age group report strong satisfaction in their life in measures such as a sense of purpose, contentment, personal growth and spiritual wellbeing.

As this Annual Report demonstrates, this school is committed to shaping children holistically. They are part of an “options generation”, with more post-school opportunities than ever, but we do them no favours if we set them up with endless possibilities, but no purpose and coherent worldview. I am thankful that amidst the transformations in our society, the staff of this school educate from a foundation of timeless truth and unchanging priorities, while still responding and adapting to change.

It is our prayer that amidst these changing times, this school, in partnership with parents, and with trust in God, we will follow the instruction of Proverbs 22:6:

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

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 Christian School 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 Christian School 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 Christian School.

Prayer Groups

Groups of passionate parents regularly meet together to seek God's heart for Pacific Hills Christian School 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 2022, 237 parents and 133 staff completed the stakeholder survey. It was found that the Christian culture at Pacific Hills Christian School continues to be a key distinctive; that students are empowered to thrive and receive a well-rounded education; and that teachers play an invaluable role in the lives of students.

The key recommendations were:

1. Improve balance between Christian and academic focus
2. Increase 'in-house' professional development opportunities
3. Explore opportunities for multicultural learning
4. Encourage students to be the hands and feet of Jesus

Anecdotally, Parents noted:

1. The School really caters for all individuals from a spiritual, social and academic approach
2. The School provides excellent opportunities for students to further themselves academically, spiritually and within the community
3. The Christ-centred focus influenced my decision to send my children to the school – 65%
4. I want to see the school strengthen student academic development (55%) and equip students for the future (44%)

Staff noted:

1. I am proud to work at Pacific Hills – 98%
2. I feel part of the School community (97%) and enjoy coming to work each day (96%)
3. I believe the School communicates the vision very effectively (86%) and is strong at communicating day-to-date operations (74%)
4. My professional growth is supported by school leadership – 69%

Students

When leaving Pacific Hills Christian School, Year 12 students are asked to comment on their experience of being at the school. These are examples of the comments made:

- We are thankful for all the staff and leadership at Pacific Hills Christian School – 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 Christian School 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.
- We're so grateful to the amazing friends and loved ones who supported us over the year and for the impact we were able to have. We will greatly miss Pacific Hills, but we are excited for the future and know God will continue to work in this wonderful school.

OUR STAFF

General Comments

The staff at Pacific Hills Christian School, 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 2022 there were 105.4 FTE teaching staff and 89.9 FTE non-teaching staff. We have an appropriate spread of age and experience giving a balance of energy and innovation with maturity and discernment. National backgrounds include Anglo, Asian, European and South African.

Teaching Standards – Staff Qualifications and Professional Learning

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

The 2022 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 2022, over 135 hours of professional learning was made available with the theme of “Hope with Belief.” Additional staff can attend professional learning from AIS (Association of Independent Schools), various associates such as Maths Teachers Association & Teaching Training Australia.

An overview of the professional learning categories for 2022 are found below, aligned with the various Annual Action Plans derived from our Strategic Education Plans.

Professional Learning Category	Number of Staff Involved
Faculty Training	89
Leadership Retreats	83
Students with Disabilities	17
Health & Fitness	14
Christian Education	11
Technology or Digital	20
Counselling/Student Wellbeing	42
Bursars/Enrolment	0
Library	0
NESA	10
Parent Seminars:	
• Parenting Generation Alpha	44
• Wellbeing	143
HOPE Conference	237
PD Weekly Seminars (in-house)	287

Teacher Accreditation

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

Level of Accreditation	Number
Conditional	3
Provisional	2
Proficient	120
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	123
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 2022, there were 1329 students of whom 756 are in the secondary school. There are 693 male and 636 female students in 2022. Less than 1% of students are Aboriginal or Torres Strait Islanders. The School enrolls overseas students from Kindergarten to Year 12. There are 12 overseas students in 2022.

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

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

Management of Student Non-Attendance

The School adopts an attitude of close liaison with families in managing student attendance. Absences are noted and followed up both by phone and by written correspondence. Long term unexplained absences are processed under the School’s 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	88%
Year 1	89%
Year 2	89%
Year 3	88%
Year 4	85%
Year 5	84%
Year 6	84%
Year 7	83%
Year 8	80%
Year 9	79%
Year 10	70%
Year 11	78%
Year 12	66%
Overall	82%

Student Retention and Year 12 Completion Rates

Families within the Pacific Hills Christian 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.

- The student retention rates over the past three years have remained stable.
- 97% of the 2020 Year 10 cohort completed Year 12 in 2022

- Those students who do 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 ACHIEVEMENTS

Student Performance in Standardised Literacy and Numeracy Testing

Pacific Hills Christian School students received excellent results in the 2022 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.

Year 3

Percentage of students in top 2 bands

Test Domain	% PHCS	% State
Reading	78.3	57.9
Writing	79.0	59.7
Spelling	68.3	54.4
Grammar & Punctuation	78.0	56.3
Numeracy	62.7	39.8

Year 5

Percentage of students in top 2 bands

Test Domain	% PHCS	% State
Reading	50.6	43.8
Writing	37.3	29.8
Spelling	56.0	43.1
Grammar & Punctuation	58.3	36.6
Numeracy	55.7	31.2

Year 7

Percentage of students in top 2 bands

Test Domain	% PHCS	% State
Reading	41.6	30.9
Writing	38.7	29.8
Spelling	64.7	39.9
Grammar & Punctuation	44.0	29.2
Numeracy	54.1	37.2

Year 9

Percentage of students in top 2 bands

Test Domain	% PHCS	% State
Reading	44.5	25.5
Writing	27.8	19.1
Spelling	32.0	22.2

Grammar & Punctuation	40.6	26.8
Numeracy	51.2	25.4

Further details of NAPLAN performances can be found on the My School website, 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 2022 achieved some outstanding results across a wide range of subject areas. There were 114 students who completed HSC courses in 2022 including 17 Year 11 Augustine students who completed a selection of courses as part of the Acceleration program. 32 HSC courses were offered at Pacific Hills in 2022.

Highest ATAR

- 99.05

Premier's All-Round Achievers List

- Four 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)

Top Achievers List

- 9th in the State in Mathematics Advanced

Distinguished Achievers List

- PHCS students achieved 82 Band 6 results (or Band E4) and were mentioned on the Distinguished Achievers List. These top band results were achieved by 39 students of whom 13 were Augustine Acceleration students (Year 11).

- 22% of Year 12 students received Band 6 results in at least one of their subjects. Between 20 and 40 percent of students have received a top band in at least one of their subjects over the past three years.
- 17 Augustine students studied Mathematics, Mathematics Extension 1 and Physics and received 24 mentions on the Distinguished Achievers List (Band 6 or E4 results).

Outstanding Band 6 results

- Above State average in Band E4 English Ext 2 (School 66.66%, State 29.42%) 3 students
- Above State average in Band E4 History Ext 1 (School 57.14%, State 25.34%) 7 students
- Above State average in Band 6 Ancient History (School 26.31%, State 8.37%) 19 students
- Above State average in Band 6 Physics (School 29.16%, State 12.31%) 24 students
- Above State average in Band 6 Maths Ext 1 (School 44%, State 34.67%) 25 students
- Above State average in Band 6 Modern History (School 20%, State 9.76%) 25 students
- Above State average in Band 6 SOR (School 18.18%, State 10.35%) 22 students

Of the 32 courses offered by Pacific Hills Christian School, 69% of subjects were at or above State average.

- English EALD 11.22% above State average
- Ancient History 8.20% above State average
- Physics 8.10% above State average
- CAFS 5.91% above State average
- English Extension 2 5.88% above State average
- History Extension 5.84% above State average
- Biology 4.27% above State average
- Maths Extension 1 3.44% above State average
- Design & Technology 3.02% above State average
- Studies of Religion 2.74% above State average
- Food Technology 2.44% above State average
- Modern History 2.22% above State average

The significant majority of courses being above State average, has been a trend over the past three years.

Higher School Certificate – Trends over Time

Course	Students	School Mean	State Mean	Band 3 / E1	Band 4 / E2	Band 5 / E3	Band 6 / E4
Ancient History 2022	19	80.18	71.98	15.78	31.57	26.31	26.31
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
Biology 2022	22	74.3	70.03	36.36	36.36	22.72	4.54
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

Course	Students	School Mean	State Mean	Band 3 /E1	Band 4/ E2	Band 5/ E3	Band 6/ E4
Biology 2019	24	72.75	71.93	33.33	20.83	20.83	16.6
Business Studies 2022	29	72.72	73.95	20.68	48.27	24.13	
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
Chemistry 2022	23	69.07	72.51	39.13	30.43	13.04	8.69
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	
CAFS 2022	18	80.7	74.79	5.55	50	33.33	11.11
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	
Design &Tech 2022	17	80.64	77.62		41.17	41.17	11.76
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	5.88	57.14	42.85	
Drama 2022 Not offered							
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
Economics 2022	19	68.39	77.26	36.84	36.84	5.26	5.26
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
Engineering 2022	8	62.38	72.64	50	12.5		12.5
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
English Standard 2022	30	65.55	69.88	46.66	40		
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		
English Advanced 2022	78	76.58	81.53	12.82	44.87	34.61	6.41
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 EAL/D 2022	4	77.95	66.73		75	25	
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

Course	Students	School Mean	State Mean	Band 3 / E1	Band 4 / E2	Band 5 / E3	Band 6 / E4
English EAL/D 2019	7	81.77	70.73	14.28	14.28	57.14	13.28
English Extension 1 2022	9	42.62	41.79			66.66	33.33
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 2 2022	3	45.77	39.89			33.33	66.66
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
Food Technology 2022	12	74.22	71.78	33.33	41.66	25	
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
Geography 2022	10	60.04	75.19	40	30		
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
History Extension 2022	7	45.31	39.47			42.85	57.14
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
Legal Studies 2022	11	74.73	73.78	9.09	36.36	45.45	
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	
Maths Standard 2022	52	70.61	70.87	36.53	23.07	28.84	1.92
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
Mathematics Adv 2022	45	77.4	78.31	22.22	24.44	15.55	26.66
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 Ext 1 2022	25	80.89	77.45	4	20	32	44
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 2 2022	7	82.97	81.43			57.14	42.85
Mathematics Ext 2 2021	3	92.73	83.07				100
Mathematics Ext 2 2020	8	87.5	81.46			50	50

Course	Students	School Mean	State Mean	Band 3 /E1	Band 4/ E2	Band 5/ E3	Band 6/ E4
Mathematics Ext 2 2019	8	80	81.59		12.5	75	12.5
Modern History 2022	25	75.89	73.67		44	20	20
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
Music 1 2022	4	80.6	81.88		50	50	
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 2 2022	5	83.76	86.4		20	60	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 Ext 1 2022	5	42.8	45.75		20	20	60
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
PDHPE 2022	36	67.98	69.75	47.22	25	16.66	
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	
Physics 2022	24	82.35	74.25	8.33	20.83	37.5	29.16
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
Science Ext 1 2022	2	34.1	37.5		50	50	
Science Ext 1 2019	1	40.8	36.28			100	
Software Design 2022	22	76.21	74.45	9.09	45.45	18.18	18.18
Software Design 2021	9	81.93	74.15		55.55	22.22	22.22
Software Design 2020	8	76.45	73.82	12.5	62.5	25	
Software Design 2019	9	77.58	75.22			77.77	
SOR 1 2022	22	40.65	37.91		40.9	40.9	18.18
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
Visual Arts 2022	24	82.18	81.36	4.16	29.16	54.16	12.5
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

Senior Secondary Outcomes- Vocational Education

- Six Year 12 students completed vocational education courses.
- These courses included
 - Retail Services
 - Electrotechnology
 - Construction
 - Information & Digital Technology

Senior Secondary Qualifications

In 2022, 100% of Year 12 students received a Year 12 Higher School Certificate

Trends over time are also shown on the My School Website -

<https://www.myschool.edu.au/school/43985/seniorsecondary>

Post School Destinations 2022

- 87 of the cohort's 131 students applied through UAC for tertiary studies
- 83 students received offers for study, with many students receiving multiple offers
- Macquarie University was the overwhelmingly dominant choice for our students, followed by the, the University of New South Wales, University of Technology, Western Sydney University, and the Australian Catholic University
- Students from 2022 are now enrolled in a range of courses (listed in order of popularity):
 - Health (including Nutrition, Nursing, Pharmacy and Occupational Therapy)
 - Society and Culture (Media and Communication, Psychology, Law)
 - Management and Commerce
 - Natural and Physical Sciences
 - Psychology (Hons)
 - Fine arts
 - Exercise and Sports Science
 - Computer Science
 - Actuarial Studies
 - Commerce/ Law
- 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

OUR POLICIES

Enrolment Policy

<i>Vision Statement</i>	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.
<i>Rationale</i>	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.
<i>Our Policy</i>	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
<i>Principles</i>	<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>
<i>Definitions</i>	<p>Throughout this policy, unless the context requires otherwise: parents includes guardians or any other person who has applied to have a student entered on the waiting list or enrolled at the School and, where the student has only one parent, means that parent.</p> <p>disability, in relation to a student includes a wide range of impairments including physical, intellectual, psychiatric, sensory, neurological and learning disabilities.</p>
<i>Source of Obligation</i>	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.
<i>Student Enrolments</i>	Pacific Hills Christian School keeps a register of enrolments of all children at the School in the School database.
<i>Information for Register of Enrolments</i>	<p>The register of enrolments records the following information for each student:</p> <ul style="list-style-type: none">• name, age and address• name and contact telephone number of parents/guardians• date of enrolment• date of leaving the School and the student's destination, where appropriate

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

Records of the Register of Enrolments

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

Requirements for Entry

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

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

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

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

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

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

Enquiries

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

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

Applications

Upon receipt of applications the Director of Enrolments will:

- Check all relevant documentation is completed
- Forward non-refundable application fee to Front Office for receipting
- 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.
- Trans denominational 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 willful misconduct, illegal activities or strong anti-social behaviours that indicate that the student's enrolment at the School is likely to be detrimental to other students, the staff or the School, notwithstanding that the student be the sibling of a current student, the Principal may decline to proceed any further with the enrolment process.
- Where information obtained by the School indicates that the student has a disability, the school is committed to fulfilling our legal obligation including those related to discrimination and disability standards. See **Disability Discrimination Policy**
- The Principal seek to identify the exact nature of the student's needs and the strategies required to address them. Having obtained this information, the Principal will determine whether the student, if enrolled, would require services or facilities that are not required by students who do not have the student's disability. Where the Principal determines that the student would require such services or facilities, the Principal will determine whether enrolling the student would impose unjustifiable hardship on the School. In making this assessment, the Principal will take into account all relevant circumstances of the case, including:
 - the nature of the benefit or detriment likely to accrue or be suffered by any persons concerned (including other students, staff, the School, the student, the family of the student, and the School community); and
 - the effect of the disability of the student; and
 - the School's financial circumstances and the estimated amount of expenditure required to be made by the School.

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

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

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

Acceptance of Enrolment

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

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

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

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

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

Conditions of Ongoing Enrolment

Removal from class

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

School initiated Suspension of Studies

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

- Suspended students must abide by the conditions of their suspension from studies which will depend on the welfare and accommodation arrangements in place for each student and which will be determined by the Head of School or Assistant Principal: Administration and Welfare
- Suspensions will be recorded on the School's database and in the student file.
- Students will not return from suspension until after a satisfactory interview between the Parents and the Head of School or the Assistant Principal: Administration and Welfare.

Student Initiated Suspension of Studies

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

Cancellation of Enrolment

- The School may assert its right to cancel the enrolment of a student under the following conditions:
 - i) Failure to pay course fees or to settle outstanding financial accounts;
 - ii) Repeated failure to respond appropriately to the authority of the School including in respect to course progress, compliance with school requirements relating to uniform and equipment, and demonstrating acceptable behaviour.
 - iii) Any behaviour that puts the safety of other students significantly at risk that significantly undermines the reputation and good standing of the School or that is identified as being unlawful.
 - iv) where a parent continues to act in a manner that is contrary to the School values. Examples may include:
 - inappropriate verbal or physical interactions or intimidation with any member of our School community (including students, staff, parents, volunteers etc)
 - encouraging their child to act contrary to the values of the School
 - endangering the safety and wellbeing of members of the community

Expulsion

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

- Repeated failure to respond appropriately to the authority of the School including in respect to course progress, compliance with school requirements relating to uniform and equipment, and demonstrating acceptable behaviour.
- Any behaviour that puts the safety of other students significantly at risk that significantly undermines the reputation and good standing of the school or that is identified as being unlawful.

Exclusion

Pacific Hills Christian School does not act to exclude students.

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

Conclusion of Enrolment Follow Up Procedures: Destination Unknown

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

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

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

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 Christian School and is a feature of the community.

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

Pastoral Care Policy Statement:

Rationale

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

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

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

What is Pastoral Care

Pastoral Care is the support given to students for their development as a person. It relates to the total care of students and involves tending to both the academic and non-academic needs of students, including their spiritual, emotional and social wellbeing.

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

Our Approach

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

To this end, we have developed, and continue to develop, a comprehensive range of pastoral care policies and procedures that are designed to promote the social and emotional wellbeing of our students in areas such as:

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

- Empathy and emotional intelligence
- Cultural awareness

Who is Responsible for Pastoral Care

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

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

Our current Pastoral Care Team is:

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

Changes to the policy in 2022

There were no changes to this policy in 2022.

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 2022

New definitions of types of bullying, cyberbullying and cyber safety added

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 disciplining of young people to behave in ways that are Christ-like to others and themselves, that show maturity in their response to authority and in their respect within relationships, and that show commitment to the welfare of the community.

Policy

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

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

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

Prohibition of Corporal Punishment

It is our policy that:

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

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

Procedural Fairness

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

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

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

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

Changes to the policy in 2022

There were no changes to this policy in 2022.

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 disciplining 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 2022 There were no changes to this policy in 2022.

Complaints Handling Policy Statement:

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

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

Changes to the policy in 2022 There were no changes to this policy in 2022.

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 several 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. The School also runs various peer-support and buddy programs to encourage relationships and community across year groups.

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 the continued disruption to travel services and risk associated with COVID19 the only mission trip that occurred in 2022 was the end of year trip to Vanuatu that included Year 12 student has recently completed their HSC examinations. It is hoped that more trips will be able to occur in 2023.

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

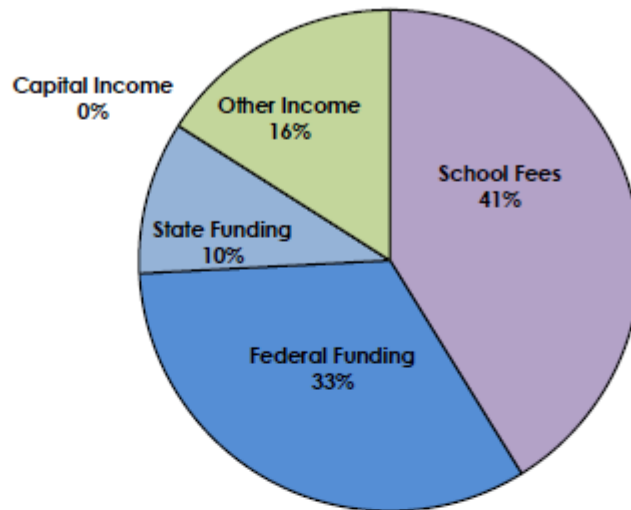
SCHOOL DETERMINED PRIORITY AREAS FOR IMPROVEMENT

Area	Junior School/Middle School/Senior School
Teaching & Learning – Special Projects	<ul style="list-style-type: none">• Strengthening the agricultural team & offerings to assist with agricultural activities• Continue to teach the student diary to students focusing on behaviour
Staff Development	<ul style="list-style-type: none">• Training the staff in the use of Biblical Studies Curriculum• Training staff in cultural awareness of Indigenous Pedagogy• Training staff in One Note, and Class Notebook• Embedding Transformation by Design into programs• Working on new syllabus documentation as required by NESA

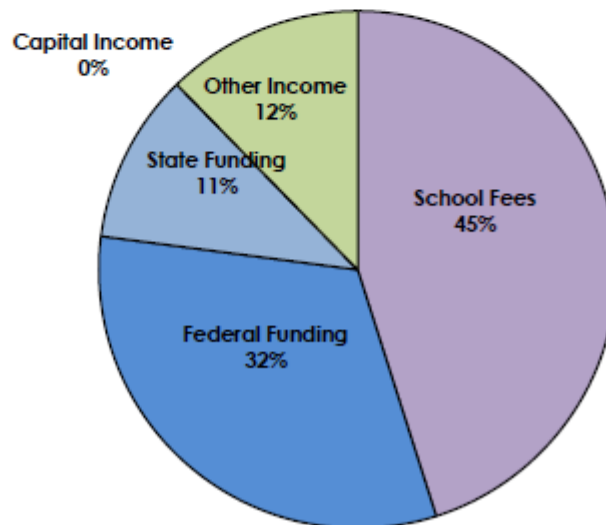
OUR FINANCES

Income Sources

2022

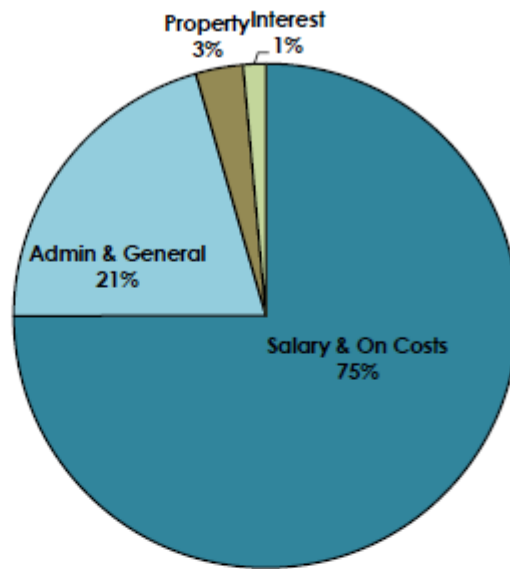


2021

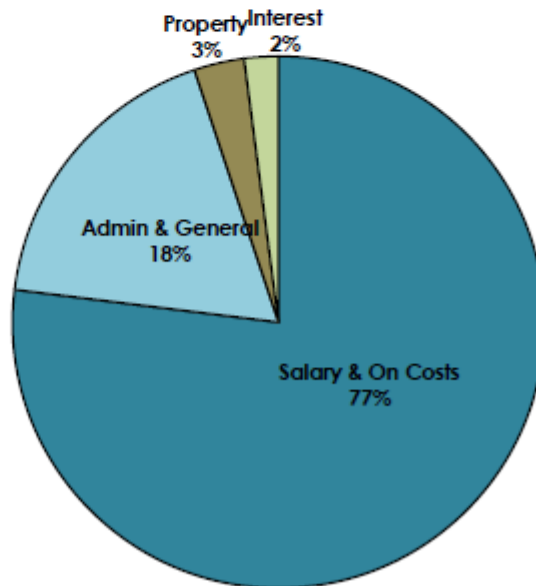


Expenditure Areas

2022



2021



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.