



Pacific Hills  
Christian School

# Annual Report 2020

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, 2021*



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## OUR SCHOOL COMMUNITY

### Overview and General Information

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

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

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

### From the Principal

#### A Year of Perseverance

When we chose the theme of 'Perseverance' for the Pacific Group of Schools for 2020, we had no idea of the prophetic nature of that decision. 2020 has been a year when we have needed to persevere in a particular way, particularly with the Coronavirus pandemic impacting the whole world, including our communities and our individual lives. In James 1:2-4 we read the following, *"Consider it pure joy, my brothers and sisters, whenever you face trials of many kinds, because you know that the testing of your faith produces perseverance. Let perseverance finish its work so that you may be mature and complete, not lacking anything."*

Although this quote from the Bible is specifically to do with our faith and the perseverance towards maturity in our faith, we have also been obliged in this year of unprecedented happenings to persevere in our faith, our love, our joy, our hope and our service of others. I have been so thankful for the perseverance shown by our Board members, our staff and our School families. Our students in particular have persevered in their studies and in their service of others and the culture of Pacific Hills Christian School has been exemplified in the ways that people have blessed others.

Our students have persevered in their studies as they have been through several stages of online learning, blended learning and as well as face to face classroom interactions. This perseverance has been necessary in the reality of self-discipline and conscientious endeavour. In many ways, so many of our students have excelled in these areas. The older students have had significant influence by their example on the other students of our School community. This level of perseverance has been celebrated within the School and by visitors to the School.

As we have needed to persevere in the responsibilities we hold, we have learnt patience and therefore, have grown in our Christian character. At this time, we can thank God for the great blessings of stable and strong Government and effective and strong Health services. We can continue to be prayerful for those people in many parts of the world who have suffered much more than we have in our country. At this time, we can also continue in prayer for the discovery of a vaccine that is effective and powerful and indeed a cure for those who have already been afflicted by this virus.

This year of perseverance has allowed us to grow stronger in our personal spiritual formation and our community spiritual formation. This development in our School community culture has

been assisted greatly by our devotions both with the staff and students. It has been reinforced by the example of our staff in their relationship with each other and their relationship with the students. We are looking forward to the time when we can engage more closely in fellowship without the restrictions that have existed in 2020.

Each of the Schools in the Pacific Group of Schools, has had specific matters to manage and they have done it extremely well. We have continued to have much correspondence particularly on Zoom with many other Christian schools in the world and this has been a real blessing for us. So, despite the difficulties and issues facing us during this unusual year, we have learnt to count our blessings and realise that God is with us in these blessings.

### **Academic Results**

Academically, students have achieved highly at Pacific Hills this year. The year began with a celebration of the success of the 2019 cohort of HSC students. Students received 102 mentions as Distinguished Achievers, and of these, 14 were Year 11 students studying an accelerated HSC Course. 36% of students received a Band 6 in at least one of their subjects. The top ATAR result was 99.75 and 23% 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. Students also received results in the Top Achievers list including 7<sup>th</sup> in Ancient History, 10<sup>th</sup> in English Extension 2 and 20<sup>th</sup> in English Advanced.

Students have been involved in a range of other curriculum areas and demonstrated high levels of achievement. Students achieved success in the F1 in Schools STEM. In the Frontier Racing Challenge, the Pacific Hills Team were selected to compete in the World Finals. The school has also seen the two new F1 teams progressing to the Regional Finals.

### **Missions**

Mission began from 17<sup>th</sup> – 28<sup>th</sup> January 2020 with an exciting Samaritan's Purse adventure to Cambodia. The Mission consisted of eleven students from Senior School led by Mr. Lai and Mrs Heptonstall.

Samaritan's Purse operate many projects in Cambodia and the purpose of this Mission was for our students to experience the culture and history of that nation, understand the many projects and their complexities being undertaken by Samaritan's Purse and to participate in the Shoe Box distribution.

The students visited the Killing Fields and were greatly impacted by Cambodia's sad history. Two of the projects they visited were a birthing centre and a school construction site for children from the surrounding disadvantaged villages. A highlight of the trip was the student's participation in handing out Samaritan Purse Shoe Boxes to children at a school. Pacific Hills Christian School has, for many years, provided hundreds of shoe boxes for Samaritan's Purse and it was a wonderful opportunity for our students to be able to distribute them. The Mission culminated in a visit to a Silk Farm and Angkor Wat which is a Buddhist Temple and the largest religious monument in the world.

Although we had twelve further Mission trips planned for 2020, sadly we have been unable to undertake them due to the current world health situation. Nevertheless, this time has provided an opportunity for reflection and assessment of our past Mission experiences as well as further ways to expand our Mission opportunities in the future.

### **Sport**

School Sport has been another 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.

The Christian School Sports Association and the local Hills Zone Sports Association postponed competitions to conform with health policy and participation guidelines. This meant that regular competition for our sport representatives would not resume again in full until the start of Term Four.

However, 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.

Finally, 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 that 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.

### **Service at PHCS**

The restrictions surrounding visits to Aged Care facilities, Special Schools and Charitable Organisations have limited opportunities for Service based programs and activities. Junior Students were encouraged to look closer to home to find opportunities to show love and kindness to others and offering time and energy to school based initiatives. Middle School students engaged in the annual "Thank You Day" activities which included writing letters of appreciation and gratitude to our essential services personnel. Mr Mok had Year Six students put booklets together filled with different activities and brain teasers to encourage and support the residents at Bella Vista Gardens Nursing Home when they heard that they couldn't spend time with their adopted Grand Parents.

Cancellation of the Senior School Community Service Days found the students redirecting their energy toward support for the Samaritan's Purse Operation Christmas Child initiative and a number of Year 11 students have volunteered to serve at the Camp Toukley R.I.S.E program in November for children who live out of home. 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 in the new year.

### **OneMaker Academy**

OneMaker began the year in Dance, Music and Drama with a continuing increase in student numbers. In March we were so grateful for technology and our Zoom classes began. This was a new way to teach and our parents and teachers were able to ensure that the students continued to improve their skills and be encouraged to persevere in their craft.

In August we held Band Days whereby our students from Concert Band 2, 3 and Beginner Band, Jazz, Pop Rock and Rock Bands were delighted to have whole or part days of in-servicing. Special guests were invited for each session that included local music specialists as well as two musicians from the Australian Opera. Each brought inspiration and shared with the students their specific skill techniques and personal stories thus giving a preview into the professional world of music.

Our Tuesday afternoon Drama group are always enthusiastic. It has been a delight to see the students grow in confidence, public speaking and working as a team. The Drama teacher has provided opportunities for the students to extend their imaginations, visualise what they can achieve and produce short plays based on important topical issues.

From Zoom classes, Online competitions and Virtual showcases, OneMaker dance has continued to press on in this challenging year. Our Troupe and Company dancers competed in online and live competitions, where we received multiple 1<sup>st</sup>, 2<sup>nd</sup> & 3<sup>rd</sup> places! Our Company dancers have made it to Dance Life Unite Nationals for a third year in a row! Our annual Troupe Showcase was held virtually through Zoom where friends and family from around the world tuned in to watch and celebrate together. This year we had our first Year 12 dancers graduating, with two of them auditioning and being accepted to prestigious Full Time Dance Programs! As we gear up for the End of Year Concert, we are trusting God and planning new and exciting creative solutions to make the Concert a memorable and fun night for all!

I am most thankful to Mrs Ashley Brown, Mr Yabsley-Bell and Ms Lucinda Jackson for OneMaker's professionalism, expertise and making it a happy and fun place for students and staff to experience.

### **Duke of Edinburgh**

The Duke of Edinburgh's International Award continues to have immense popularity at Pacific Hills with well over 100 students in Senior School involved in the program. The Award has four components which the students must complete (Physical, Skills, Service and Adventurous Journeys). Pacific Hills offers all three levels of the Award (Bronze, Silver and Gold). The experiences develop commitment, resilience, time management courage, flexibility, discipline but most of all, character.

Bronze level currently has 52 students are enrolled, 32 Silver students and there are 20 Gold students. This year has presented particular challenges, but the students have learned to manage these and continue to progress towards their goals.

During Term Four, Pacific Hills students were involved five adventurous Journeys; Bronze Bushwalking Qualifying, Silver Canoeing Practice and Qualifying and Gold Canoeing Practice and Qualifying Journeys. We thank the teachers who accompanied this group.

The highlight of the last year would have been the Gold Adventurous Journey tramping the Routeburn and Milford Tracks in New Zealand. In 2021 we hope to run a Gold Canoeing Trip to Myall Lakes and another New Zealand Adventure.

This year 4 students received their Gold Awards at Government House. We hope to have a many more gold students completing their awards in 2021.

Dr Edwin J Boyce  
Principal

## **From the Board Chair**

2020 will be a year we long remember. Not long after this year and this new decade began, the global COVID-19 pandemic changed the world we knew. Almost overnight, gatherings were banned, workplaces closed, and supermarket shelves were emptied out. Hugs and handshakes became something of the past and we all became experts in what it was going to take to “flatten the curve”. Amidst all this change, the staff at Pacific Hills, like their colleagues around the world, pivoted from in-class education to online learning. It was encouraging to see the already high regard in which teachers were held, rise to new heights. Educators became recognised for what they have always been: essential workers, up there with paramedics, fire fighters and frontline healthcare workers. I’m sure all of us as parents, after our own experience of having our children learn from home for a few weeks, had an even greater gratitude for our teachers and the role they play in our children’s lives.

Amidst these challenging times, we are grateful to all of our school staff members who not only worked so innovatively but worked on site, even while so many other workers were safely bunkered down working from home.

It is a blessing for us as a board to see that after the biggest disruption in a generation, school enrolments, financials and educational delivery are positioned so strongly. For all of this we are thankful to God who has protected our school not only from the Coronavirus itself, but from the economic challenges that have impacted our society at large. As has often been said, we don’t know what the future holds, but we know who holds the future- and in Him we rest securely.

With confidence we can affirm with the Psalmist of old, “God is our refuge and strength, an ever-present help in trouble. Therefore we will not fear, though the earth give way and the mountains fall into the heart of the sea” (Psalm 46:1-2).

In his own times of uncertainty, economic instability and anxiety, the Apostle Paul told people to put their hope in God (1 Timothy 6:17). This year we have celebrated 41 years of the faithfulness of God in enabling this school to thrive. As we move into this new decade of the 2020’s, we know that there will be many more transitions and disruptions which we will face- as individuals and as a school. Yet amidst the ongoing waves of change, we have hope in the sure promises of God and this hope is an anchor for our soul (Hebrews 6:19).

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

Mark McCrindle  
Board Chair

## **From the Parents**

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

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

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

### Staff

The staff of Pacific Hills are dynamic and diverse. They diligently apply themselves to develop and present engaging and challenging learning experiences in the courses they deliver and frequently involve themselves in a range of extra-curricular activities to extend the learning and life opportunities of their students. They enjoy rich and productive professional relationships which are overlaid and undergirded by personal friendship and Christian fellowship. Within the pressures of a demanding role staff satisfaction is high. Pacific Hills staff believe in the worth of their work and the quality of the effect they have on the students and each other. This is evidenced from the number of long term staff, the relatively low turnover rate and the reasons for staff leaving as being chiefly into promotions positions or for family reasons.

### Students

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

Below are anecdotal comments made by students from across the school.

"Really fun teachers who teach us really fun things and having kindergarten buddies to look after" – Year 4 student

"Being resilient and making new loyal friends" – Year 5 student

"Passion Projects don't always turn out the way you want. Keep trying anyway – persevere, have grit" – Year 6 student

"When Pacific Hills move to online school, I found the transition much smoother than I had initially expected it to be...I am extremely appreciative of all the teachers who took extra time out of their days to pre-record explanation and hold Zoom meeting sto discuss the content" – Year 9 student

"The years I have experienced at Pacific Hills will be regarded as some of the most memorable in my life, loved every minute of the community" – Year 12 student

"Staff have encouraged me to grow in my faith, within classes I've had time to reflect on me as a person and how I can be a light and salt to others in the community" – Year 12 student

### Parents

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

In a stakeholder insight study, completed by McCrindle Research in September 2020, here are the key recommendations:

1. Continue to provide a Christ-centred focus to the school
2. There is an opportunity to improve academic learning
3. Celebrate positive progress in staff engagement and continue to prioritise their wellbeing
4. Continue investing in digital resources and communicating a clear vision for digital learning.

## 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 2020 there were 104.2 FTE teaching staff and 78.2 FTE non-teaching staff. We have an appropriate spread of age and experience giving a balance of energy and innovation with maturity and discernment. National backgrounds include Anglo, Asian, European and South African.

### Teaching Standards – Staff Qualifications and Professional Learning

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

The School places significant emphasis upon the professional learning of its staff, facilitating many opportunities for engagement for staff through the work of The Excellence Centre, a ministry of PHCS. The 2020 professional learning calendar included January Hope Conference, School Leadership Team and other Retreats, Pacific Seminars, Teach-Meet style afternoon sessions, regular faculty and year group hubs, and online course options, all developed for our own context as a Christian learning community. The year 2020, due to Covid-19 saw a large uptake of online learning for staff as well as a surge in Canvas developed courses for students.

Teaching staff are able to access NESAs accredited professional learning for the career stage of 'Proficient'. In 2020, over 123 hours of accredited learning was available over the year, much of this aligned with the theme of 'Hope Through Perseverance'. Additionally, education staff attend a variety of professional learning from providers including The Association of Independent Schools of NSW, various subject networks and associations, and Teacher Training Australia.

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

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

An overview of the professional learning categories for 2020 are found below, aligned with the various annual Action Plans documented within the Strategic Education Plan.

Professional Learning Category for NESAs Accredited Professional Learning	Number of Staff Participants
Faculty Training	47
Leadership	65
Gifted Education	0
Students with Disabilities	12

Health and Fitness	2
Christian Education	9
Technology or Digital	71
Library	1
NESA	10
Counselling	5
Business Management/Enrolments	8
Student Wellbeing	17
HOPE Conference	157
Mid-Year PD Week	0 (cancelled due to Covid-19)
School Leadership Team Retreat	23 (January); 52 (July); 50 (October)
PD Seminars	438

**Note:** Professional Learning at January Hope Conference, Termly PD Days, PD Seminars and School Leadership Retreat are inclusive of many of the categories listed here also.

### Teacher Accreditation

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

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

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

## OUR STUDENTS

### Enrolments Profiles

At the 2020 August Federal Census 1341 students were enrolled in K-12. This number comprised 645 female students and 697 male students including one male and one female part time student with a combined FTE of 1.

The 2020 student enrolment included 8 Indigenous Students and 15 Overseas Students.

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

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

### Management of Student Non-Attendance

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

### 2020 Attendance

Year Group	Students at August Census	Total %
Kinder	65	98.50%
Year 1	76	96.10%
Year 2	90	96.70%
Year 3	86	96.50%
Year 4	99	94.90%
Year 5	97	95.90%
Year 6	100	96.00%
Year 7	129	93.80%
Year 8	120	91.70%
Year 9	132	90.20%
Year 10	127	92.10%
Year 11	102	94.10%
Year 12	118	97.90%
Overall	1341	93.19%

### Student Retention and Year 12 Completion Rates

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

In 2018 there were 126 students attending Year 10 at Pacific Hills of these 19 left the School before completing Year 12, 2019. Thus an individual student retention rate of 85%.

## OUR ACHIEVEMENTS

### Student Performance in Standardised Literacy and Numeracy Testing

#### **NAPLAN Results 2020**

Education ministers made the decision to cancel NAPLAN in 2020 due to the COVID-19 pandemic. This means students in Years 3, 5, 7 and 9 in 2020 did not undertake the assessment in 2020 and will not do a 'catch-up' test in 2021. Those in Years 3, 5, 7 and 9 in 2021 will sit the NAPLAN assessments.

#### **The Granting of Records of School 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.

Students in 2020 had the opportunity to complete the online literacy and numeracy tests in Years 10-12 in order to qualify for a Higher School Certificate. Students are provided support in meeting these requirements within school curriculum and in targeted preparation classes for those students who need to re sit particular tests. They are given opportunities to meet these standards in Years 10, 11 and 12.

#### ***Higher School Certificate Results***

The HSC cohort of 2020 achieved some outstanding results across a wide range of subject areas. There were 134 students who completed HSC courses in 2020 including 15 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 2020.

- The top ATAR at PHCS was 99.05.
- 21% of students received an ATAR above 90 (24 students)
- 42% of students received an ATAR of above 80
- PHCS students achieved 78 Band 6 (or E4) results.
- Sharni Selzer was mentioned on the Premier's All-Round Achievers List
- Lachlan Vos first in the State in Engineering Studies
- PHCS students achieved 78 Band 6 results (or Band E4) and were mentioned on the Distinguished Achievers List.)
- 27% of Year 12 students received Band 6 results in at least one of their subjects

- 15 Augustine students studied Mathematics, Mathematics Extension 1 and Chemistry and received 12 mentions on the Distinguished Achievers List (Band 6 or E4 results).
- Ranked in top 150 schools in NSW

#### Outstanding Band 6 results

- 99% Engineering Studies
  - 99% Mathematics Advanced (Year 11 Augustine)
  - 49/50 Mathematics Ext 1 (Year 11 Augustine)
  - 96% Design and Technology
  - 96% Mathematics Advanced (Year 11 Augustine)
  - 48/50 Music Extension
  - 95% Ancient History
  - 95% Drama
  - 95% Mathematics Advanced (Year 11 Augustine)
  - 95% Modern History
- 
- Above State average in Band E4 History Ext (School 87.5%, State 20.54%)
  - Above State average in Band E4 English Ext 2 (School 80%, State 25.85%)
  - Above State average in Band 6 Modern History (School 33.33%, State 10.15%)
  - Above State average in Band 6 EALD (School 33.33%, State 3.33%) 1 student
  - Above State average in Band 6 Engineering (School 26.31%, State 11.68%)
  - Above State average in Band E4 Maths Ext 2 (School 50%, State 36.29%)
  - Above State average in Band E4 English Ext 1 (School 50%, State 38.72%)
  - Above State average in Band 6 Ancient History (School 16.66%, State 8.78%)
  - Above State average in Band 6 Food Technology (School 16.66%, State 8.67%)
  - Above State average in Band 6 Drama (School 25%, State 19.12%)
  - Above State average in Band 6 Chemistry (School 17.14%, State 13.29%)

#### **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 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
Ancient History 2017	18	76.43	71.67	22.22	22.22	38.88	11.11
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	
Biology 2017	35	76.44	74.3	20	31.42	31.42	11.93
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

Business Studies 2017	37	73.12	73.17	16.21	27.02	40.54	2.7
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	
Chemistry 2017	26	79.09	75.28	15.38	19.23	50	11.53
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
CAFS 2017	11	72.98	72.71	18.18	36.36	36.36	
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
Design &Tech 2017	5	78.88	76.75		40	60	
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
Drama 2013	7	73.51	78.05		100		
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
Economics 2017	12	68.8	76.6	50	8.33	33.33	
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
Engineering 2017	8	80.35	74.21		25	37.5	25
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 Standard 2018	41	64.35	68.66	53.65	26.82	2.43	
English Standard 2017	28	69.19	64.66	39.28	35.71	3.57	
English 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 Advanced 2017	67	79.27	80.96	8.95	41.79	37.31	11.94
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 ESL 2017	5	73.28	69.72	40			40
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 1 2017	11	41.86	41.26			72.72	27.27
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
English Extension 2 2017	3	44.33	38.68			33.33	66.66
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 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	
Geography 2017	12	61.77	74.87	25	33.33	8.33	
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
General Maths 2017	38	71.82	68.51	21.05	28.94	28.94	5.26
History Extension 1 2020	8	45.01	38.36			12.5	87.5
History Extension 1 2019	14	42.54	38.92		7.14	28.57	64.28
History Extension 1 2018	6	37.85	38.85			100	
History Extension 1 2017	7	43.86	38.74			71.42	28.57
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 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	
Legal Studies 2018	16	77.76	75.05	6.25	43.75	50	
Legal Studies 2017	22	75.22	75.86	13.63	27.27	40.9	9.09
Maths 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

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Mathematics 2017	44	82.26	77.96	9.09	22.72	34.09	29.54
Mathematics 2011	24	81.37	77.03	12.5	25	33.33	29.16
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 1 2017	24	79.83	81.09		16.66	54.16	29.16
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
Mathematics Ext 2 2017	11	79.78	81.17		18.18	54.54	27.27
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	
Modern History 2017	37	75.21	73.73	5.4	48.64	32.43	5.4
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 1 2017	3	89.53	81.45			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 2 2017	5	82.24	86.72		40	40	20
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 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
PDHPE 2017	29	70.8	71.03	34.48	24.13	31.03	
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
Physics 2017	19	75.76	73.45	5.26	10.52	63.15	5.26
Science Ext 1 2019	1	40.8	36.28			100	
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
Software Design 2016	4	81.25	74.63		50	25	25
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
SOR 1 2017	19	39.09	38.77	5.26	21.05	57.89	10.52
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
Visual Arts 2017	4	80.2	79.74		75	25	
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**

- Number of students undertaking vocational or trade training: 8 (7% of students in Year 12)
- Number of students attaining Higher School Certificate: 119 (all Year 12 students)

### **Post School Destinations**

- 24 early offers were received by students for university placement to courses including Engineering (Hons), Forensic Science and Nursing
- 81 students have been offered post school university placements
- 85 % of students applied for university placements and 95% of these were successful
- Courses studied by students from the school are from universities including U Syd, UNSW, Macquarie, ACU, UTS, Newcastle, WSU.
- Courses studied include Bachelor's degrees in :
  - Medical Science
  - Education
  - Building Design
  - Commerce/ Law
  - Psychology (Hons)
  - Fine arts
  - Exercise and Sports Science
  - Computer Science
  - Actuarial Studies
  - International Studies/ Law
  - Occupational Therapy

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

## OUR POLICIES

### Enrolment Policy

<b>Vision Statement</b>	The purpose of Pacific Hills Christian School is to provide a Christian educational community as a centre of teaching, learning and serving excellence, founded on Biblically-based beliefs, values and behaviour.
<b>Rationale</b>	This policy provides guidelines for enrolment. It seeks to acknowledge and continue the vision of those who founded the School as a Christian educational community - a centre of teaching and learning excellence founded on biblically-based beliefs, values and behaviour - able to support the learning needs of students who are enrolled.
<b>Our policy</b>	Pacific Hills Christian School seeks to enrol students whose families seek a Christian Education for their children and who support the ethos of the School as encapsulated in the School vision and Mission Statements
<b>Principles</b>	<p>God has created all people in His image and has made it possible for them to be in relationship with Him through the death and resurrection of His Son, Jesus Christ. Therefore, the school will give equal consideration to each applicant.</p> <p>The Principal carries final responsibility for decisions regarding enrolment positions.</p>
<b>Definitions</b>	<p>Throughout this policy, unless the context requires otherwise: <b>parents</b> includes guardians or any other person who has applied to have a student entered on the waiting list or enrolled at the School and, where the student has only one parent, means that parent.</p> <p><b>disability</b>, in relation to a student includes a wide range of impairments including physical, intellectual, psychiatric, sensory, neurological and learning disabilities.</p>
<b>Source of Obligation</b>	The NSW Registration Manual (3.8) requires the Principal of the School to keep a register, in a form approved by the Minister, of the enrolments of all children at the School.
<b>Student Enrolments</b>	Pacific Hills Christian School keeps a register of enrolments of all children at the School in the School database.
<b>Information for Register of Enrolments</b>	<p>The register of enrolments records the following information for each student:</p> <ul style="list-style-type: none"><li>• name, age and address</li><li>• name and contact telephone number of parents/guardians</li><li>• date of enrolment</li><li>• date of leaving the School and the student's destination, where appropriate</li></ul>

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

**Records of the Register of Enrolments**

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

**Requirements for Entry**

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

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

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

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

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

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

**Enquiries**

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

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

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

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

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

### **Enrolment Offer**

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

### **Notes regarding Offers of Enrolment**

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

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

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

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

### **Acceptance of Enrolment**

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

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

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

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

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

### **Conditions of Ongoing Enrolment**

Removal from class

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

School initiated Suspension of Studies

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

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

#### Student Initiated Suspension of Studies

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

#### Cancellation of Enrolment

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

#### Expulsion

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

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

#### Exclusion

Pacific Hills Christian School does not act to exclude students.

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

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

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

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

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

#### **Changes to the policy in 2020**

The Conclusion of Enrolment Follow Up Procedures: Destination Unknown section of the policy was updated in 2020 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
- 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 2020**

There were no changes to this policy in 2020.

**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 2020** Details regarding the School's Police Liaison Officer were updated in this policy during 2020.

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

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

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

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

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

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

**Changes to the policy in 2020** There were no changes to this policy in 2020.

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

**Rationale** All communities require standards of personal and interpersonal behaviour to be clearly stated, understood, and adhered to in order to preserve relationships and allow effective growth and development of the individuals. Personal decisions about

behaviour necessarily bring consequences. Good decisions should lead to positive consequences while poor decisions should bring negative consequences.

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

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

## **Introduction**

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

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

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

## **Values**

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

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

## **Student Code of Conduct**

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

### **Culture of Respect**

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

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

### **Respect Others**

Teachers  
Year Group  
Other Students

Respect **Property**

Classrooms  
Buildings  
Playground

Respect **Yourself**

Wear uniform well  
Speak well  
Work well in class

This code of conduct will include:

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

**Changes to the policy in 2020** There were no changes to this policy in 2020.

**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 2020** There were no changes to this policy in 2020.

## 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.

The School had twelve Mission trips planned for 2020, sadly we have been unable to undertake them due to the current world health situation. Nevertheless, this time has provided an opportunity for reflection and assessment of our past Mission experiences as well as further ways to expand our Mission opportunities in the 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

### **2020 Improvement Targets**

The following were identified as meaningful targets for Pacific Hills Christian School as it pursues its purpose to seek to bring glory to God through the operation of the School. These objectives formed the foundation of the School's Annual Action Plan for 2020. The outworking of each objective was done through a series of targeted strategic goals.

### **Strategic Objective 1**

Further develop teaching as a relational activity informed by research data, theory and the Bible.

**Goal 1a:** To support the Wellbeing of students, parents and staff through a range of classroom programs, parent seminars, professional development days and through the Staff Appraisal Process.

**Status:** Achieved

**Goal 1b:** To support a culture of Classroom Walkthroughs to enhance teaching best practice, peer observation and feedback.

**Status:** Delayed due to Covid-19, but will be ongoing

### **Strategic Objective 2**

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

**Goal 2a:** Provide regular staff training on a range of topics, include Christian perspectives for each faculty.

**Status:** Achieved

**Goal 2b:** Initiate a Pacific Group ICT Committee to increase discussion of functionality, changes and updates to ICT across the school.

**Status:** Achieved

### **Strategic Objective 3**

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

**Goal 3:** Increase communication of teaching, learning and serving across the school through newsletters, email, meeting and other emerging modalities.

**Status:** Achieved

### **Strategic Objective 4**

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

**Goal 4:** To continue to train staff in Christian perspectives through distributing articles & books, implementing professional development workshops and offering courses such as the Effective Teaching and Learning Series (1-3) & Teaching from a Christian Perspective Course (through Morling College).

**Status:** Achieved and Ongoing



## 2020 Improvement Targets

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

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### Strategic Objective 1

Further develop teaching as a relational activity informed by research data, theory and the Bible.

- 1.1. Provide pastoral care to support the wellbeing of students
- 1.2. Develop a culture of respect
- 1.3. Analyse NAPLAN data, standardised tests and other research to modify and adjust teaching strategy to improve academic learning
- 1.4. Engage fully in the Visible Learning Program
- 1.5. Develop Christian perspectives in curriculum
- 1.6. Focus on reading as a teaching priority

### Strategic Objective 2

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

- 2.1. Intentionally engage students and staff in meaningful evidence-based practices
- 2.2. Further develop the use of Canvas in a blended learning approach to instruction
- 2.3. Develop the use of 'best practice' with digital devices and communicate a clear vision for digital learning
- 2.4. Develop the use of 'best practice' in contemporary learning spaces

### Strategic Objective 3

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

- 3.1. Communicate effectively in the school community
- 3.2. Maintain a culture of openness to feedback in the community
- 3.3. Use the gifts of the school and wider teaching profession to advance the capacity of the Christian Education Development Program (CEDP) on a local, national and global level

### Strategic Objective 4

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

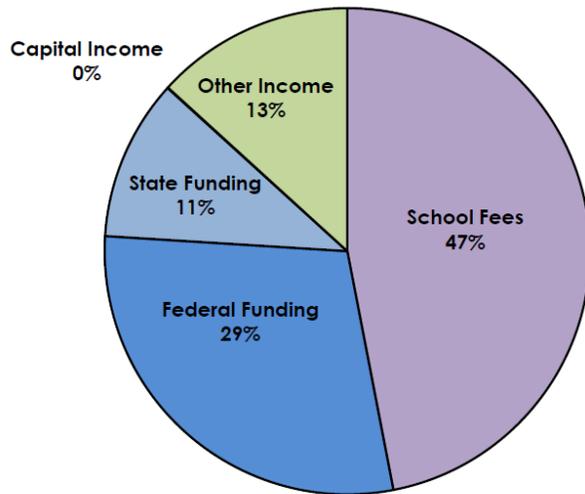
- 4.1. Engage the staff in personal Christian formation in community and continue to focus on wellbeing
- 4.2. Engage with the Pacific Group of Schools, sister schools, partner schools and other Christian communities to build our culture
- 4.3. Maintain a culture of community service, mission and global service through the CEDP
- 4.4. Consistently monitor the stewardship of our resources

# OUR FINANCES

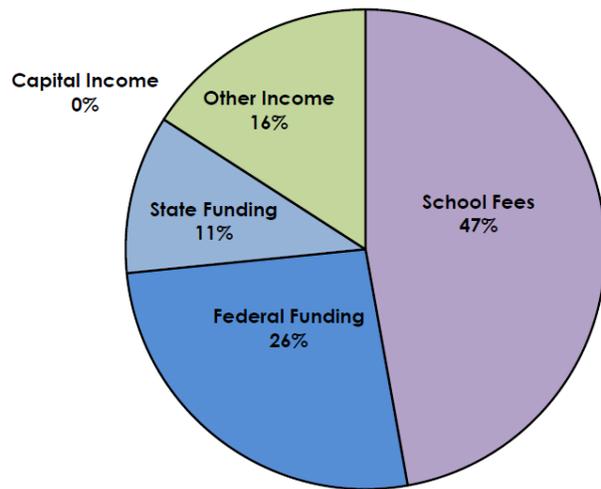
## Summary of Financial Information

*Income Sources:*

2020:

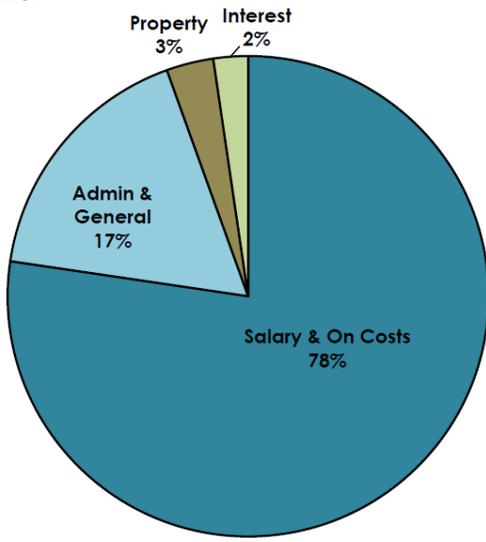


2019:

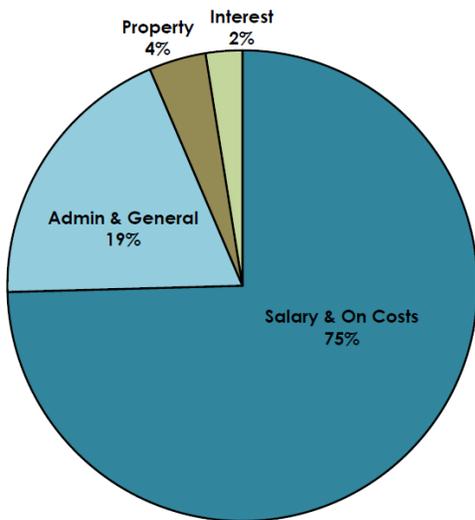


Expenditure Areas

2020:



2019:



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.

