



Pacific Hills

Annual Report

2011

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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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 and learning 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

As we come to the end of another school year I am reminded that I wrote in 2010 on the concept of 'Dignity for All'. Related to that subject is the concept of 'Respect'. Pacific Hills Christian School seeks to be a Christian community where respect is practised and received by both teachers and learners. This includes the parents, the students and the staff. As well as having respect for one another, we also have respect for teaching and learning.

The reason for giving respect is because of our relationship with God and acceptance of His sovereign will in creating us in His image and entrusting us with responsibility to be good stewards of the resources that He has entrusted to us. Particularly as parents of our community we are entrusted with the nurture of the children that God has given to us and to respect God's provision for us and His call on us to be His representatives to the new generation. God has given us the utmost respect by sending His one and only Son to be our Saviour.

Each of us should be an example that is able to be respected. Respect is a responsibility, not a right. Being able to be respected is because of who we are and what we do, and what we are not, and what we do not do.

The characteristics of a person who is respected:

- Is submissive-to authority
- Has integrity
- Is careful with words
- Is consistent
- Is peace loving
- Is loving
- Is gracious
- Is wise

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- Is reasonable
- Is understanding
- Is not disrespectful of others
- Is not a gossip
- Is self controlled
- Is not given to anger
- Is not harsh
- Is not exasperating
- Is not loud
- Is not selfish
- Does not avoid responsibility

As parents and teachers and for ourselves as those under authority, we can instruct our children and others on how to show respect:

- Through example
- Through talking
- Through writing
- Through encouragement
- Through explaining disappointment at lack of respect
- Through consistency in example, words and actions

As we continue to develop as a community that shows respect, we will be conforming more to the image of Christ, and also relating to others in ways that are for their good, and in ways that honour God. This can happen in families, in churches and in Christian schools.

Seussical the Musical

The Musical proved a wonderful experience of community building and an expression of worship as students and staff used their gifts and talents to serve the School Community.

Seussical involved over 180 students as performers, musicians, ushers, and support crew and a large number of staff and parents. Across the four performances members of the School and local community were able to watch the show. It was also a particular blessing to open our dress rehearsal to the students of a number of Special Schools, such as St Edmunds, who had written their Term 1 curriculum around coming along to the show. There was a beautiful time of connection between our cast and these students.

The Musical was an excellent opportunity to raise the profile of our school in the wider community and resulted in both enrolments and enrolment enquiries. The show demonstrated the standard of excellence that can be achieved by our School.

We were blessed and ably supported by Steve Knight and the crew of Cairelle Stagecraft who provided all our sound and lighting with a generous discount.

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The Musical provided a wonderful experience for many in our community as almost 2,000 tickets were sold. This resulted in a positive manner financially, as the show grossed more than \$40,000.00.

Academics

The academic year commenced with Pacific Hills celebrating the outstanding achievements of the 2010 HSC cohort. This group of highly capable and hardworking students collectively achieved results that placed Pacific Hills 62nd in the State in terms of overall HSC results. Of particular note are the following observations:

32% of all examination results were between 80-90.

22% of all examination results were between 90-100.

Overall, 55% of all examination results achieved 80 or above.

Nine students were listed on Premier's All-rounders Honour Roll.

Students were listed in Subject Honour Roll listings in 24 subjects.

While once again being significantly better than State norms in all measures, and generally ahead of our "Statistically similar schools" in most areas, Pacific Hills NAPLAN results for 2011 exhibited slight improvement, particularly in the performance of our Year 9 students.

Strong achievement was evident in all of the Academic based competitions with significant numbers of Distinction and High Distinction awards being presented to students across the school. Joshua Ying was placed in the top 0.3% in the Australian Mathematics Competition.

Our Year 12 students of 2011 have also applied themselves diligently and are expected to achieve well when their results become available. Two students, Kirilyn Doherty and Duncan Li were nominated to be included in ARTEXPRESS, the annual display of the best HSC Visual Arts major works from around the State. This places them both in the 5% of candidates. Kirilyn's work will be displayed as part of the final collection of outstanding student works as we congratulate her warmly. Kirilyn was also nominated for TEXSTYLE, the display of major works in Textiles and Design.

Sport

Sport provides students with wonderful opportunities to use their gifts and talents to bring glory to God. At Pacific Hills Christian School students are encouraged to participate in sport and develop their skills in a range of sporting pursuits. Sport also provides opportunities to build and strengthen friendships and we encourage students to view their involvement as an opportunity to grow in character as they strive to succeed.

Our students have enjoyed a balance of success and disappointment in 2011. We congratulate the teams and individuals who achieved goals and were rewarded for their commitment to training and hard work. We had nine teams across the School who won their respective competitions and many individuals who represented the School at Zone, State and National levels within our Christian Schools Association and the Combined Independent Schools system.

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We continued to participate in the local Hills Zone Sports Association with students from Years 5 to 12 competing on a weekly basis in a variety of sporting competitions. Congratulations to our Senior Students who were part of our Open Netball and Open Football champion sides.

As we look toward 2012 we continue to recognise the importance of our Student Leaders in a sporting context. Our House Captains worked diligently to motivate their teams at each of the carnivals throughout the year and should be congratulated for the way in which they were able to model out their faith as they fulfilled these vital leadership roles.

We recognise the time and commitment required by each individual and their families to succeed in sport and acknowledge the sacrifices made to perform at such an elite level. I would also like to thank the parents and teachers who have coached the students and encouraged them in their pursuits.

The whole School Community rejoices in the achievements of our sporting heroes and encourages each one to continue to strive for excellence in their chosen sport and to pursue their dreams and aspirations in order to bring Glory to God.

Missions 2011

This year Pacific Hills has served in the following places:
Vietnam, Kenya, India, Outback, South America and Zambia.

The ministry of Pacific Hills in service has also been evident through the community service program in Senior School and the service programs in Middle School and Junior School. The service program has been evident also in the school itself, particularly through the older students serving the younger students in many ways.

It is wonderful to observe the ways in which our community has developed in serving others, and we try to encourage our people that they serve to bring praise to God, and at the same time, bless other people.

Ministries to other school communities

Part of the ministry of Pacific Hills Christian School has been, and continues to be, to engage in service in other communities, either directly or indirectly, as we have been so richly blessed that we believe that it is incumbent on us to share our time, our energy, our resources and our gifts with others.

We continue to have involvement in different parts of the world and in giving we receive, in blessing we are blessed. That is God's way and therefore, we celebrate living life God's way.

Pacific Coast Christian School at Tweed Heads continues to grow in its enrolments and in its Christian character. During 2011 the chairmanship of the Board passed from Mr Peter Draper to Mr Max Maddock. The Board continues to be an effective governing body to assist and oversee the work of the Principal, Dr Tina Lamont, who continues to go from strength to strength in her leadership and administration of the school. The staff is strong and cohesive and yet we look forward to 2012 as a further strengthening of the staff, including the appointment of an Assistant Principal who will also be the Head of Senior School. That role is being filled by Mr Steve

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Moody who is in senior management at another Christian school and who was previously an excellent member of staff at Pacific Hills. Pacific Coast has seen a great deal of building project work in 2011 and we are thankful for this provision.

The School has been greatly blessed this year by the appointment of Mrs Wendy Hawkins and Mrs Sarah Dawson. The School Musical was a highlight of the year and was a great witness to the community of a Christian school in action.

Pacific Valley Christian School near Maclean in Northern NSW has moved this year to become a K to 10 school. The School Board, under the leadership of Dr Judy Fitzmaurice, has governed very well in the developing community of the school. Pacific Valley has strong leadership in the form of the Head Teacher, Mr David Johnston, who is ably supported by a very fine staff team. The School also has a high level of commitment from school parents and others in the community.

In 2011 Pacific Valley has seen a dramatic transformation with new buildings and restored buildings being placed on the new site of the school. This new site has been granted to the school by a local resident for the princely sum of \$1. We thank God for this provision.

For a short period of time in 2011/2012 Pacific Hills has accepted the responsibility of reviewing and re-establishing Trinity College, a Christian School at Poatina, Tasmania, under the ministry of Fusion. We are planning to assist that school in having strong foundations for future ministry and growth.

I would like to express appreciation to a number of members of our own School Community as we have endeavoured to assist others. Those people include Mr Brendan Corr, Mrs Annette Cadwallader, Mr Chris Baldry, Mr Gavin Neale, Mrs Stephanie Ghali, Mrs Belinda Nunn and Mr Peter Draper. Special mention needs to be given of the wonderful service of Mr Max Maddock and his wife, Ruth, at Pacific Coast and Pacific Valley, as they have spent several weeks at each school and have been involved in significant building work and support work.

Please continue to pray for these communities as we continue to serve them.

Performing Arts Centre

This building is now a reality and we are so thankful to God and through Him, the Australian Government, for the provision of this wonderful facility. It is now our intention that the Performing Arts Centre will now become a place in which people develop memories and celebrate many gifts that God has given to us. We are thankful to God for our Architect Mr Phil Stanton, and the builder, Taylor Constructions, for the completion of this project. We are also thankful for the Fundraising Committee, under the leadership of Mr Tony Draper, as they raised sufficient funds to complete the main part of the building. We will continue to seek to raise funds to complete the lower level of classrooms and practice music rooms.

Staff changes

2011 is the time of the departure of some long serving staff members and some others. They are as follows:

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Mrs Heather Smith, Teacher's Aide in Junior School with special needs students, and Mrs Helen Sillar, Teacher Librarian, are retiring after a significant time of faithful service. Mrs Larissa Behn, Teacher's Aide in Junior School, is moving with her family to the South Coast of NSW.

We thank God for each of these people and entrust them to their new responsibilities.

School Board

In 2011 we have had the privilege of a continuing membership of the same Christian people on our Board, under the excellent leadership of Mr Stephen Trew. We are thankful to God for Mr Trew as he has led the Board with distinction and he has brought much blessing to the School in his role as Chairman. Mr Max Maddock as the Deputy Chair of the Board, continues to be a great blessing and through this year has served at both Pacific Coast and Pacific Valley and also in the leadership of the mission team to Zambia. We continue to be richly blessed by our Treasurer, Mr Peter Draper, who brings experience and wisdom and a wonderful generous spirit to our School. Each of the other Board Members has been a great blessing to me and the meetings of the Board are times of constructive criticism and encouragement and dependence on God.

School Leadership Team

I am so thankful to God for the wonderful staff members who comprise this body. They are as follows:

Mr Andrew Waters, Mr Brendan Corr, Mr Chris Baldry, Mrs Belinda Nunn, Mrs Annette Cadwallader, Mr Colin Wood, Mr Steve Grice, Mr Andrew Lack, Mr Craig Robson, Mrs Stephanie Ghali, Mrs Marie-Louise FitzGerald, Mrs Sharon Maddison and Mrs Judy Walker.

During the year we farewelled Mrs Robyn Reid, our Registrar, who moved to Melbourne for family responsibilities and in her place we are welcoming Mrs Sharon Maddison.

God in Whom we Trust

I believe it is of great importance that we acknowledge God's place in our lives including in our community life at Pacific Hills. Therefore, I want to acknowledge God's grace and His mercy which He gives to us daily and is the basis of any work that we do in this place. We are so richly blessed by living in Australia, but also by belonging to our wonderful community, and so it is our delight to celebrate His goodness and to thank Him each and every day. We trust God totally and want to share this truth with our students and visitors. For me personally it is a wonderful joy and privilege to be a participant in God's work at Pacific Hills.

E.J Boyce
Principal

From the Board Chair

Financial Issues

1. In my report from last year I highlighted some of the financial challenges that private schools were facing, including PHCE. While there is more work to be done, the current financial position of PHCE is even stronger than last year. This is reflected in an Operating Profit for the year ended 31 December 2011 of \$1,044, 791. This is an improvement from last year. In addition, PHCE also repaid some \$1,461,281 of principal and interest last financial year. Other than to note this point, and to stress that the Board is focussed on ensuring a similar result this financial year, I will leave any analysis of the Financial Report for our Treasurer to address.
2. The trend for the repayment of debt continues in this current financial year with a further \$1,877,243 in principal and interest scheduled to be repaid. This position is scheduled to continue for future years. The steady decrease in our debt levels is important for PHCE in the current environment for a variety of reasons including because following this period of consolidation PHCE will be best placed to look at what other investments in facilities and the like it will be able to make to ensure the steady development in this ministry.
3. At the same time, it is important to note that the Performing Arts Centre has been partially constructed and even in its current state is an excellent addition to the facilities here at PHCE. But the pleasing thing for the Board has been the response of the PHCE community to our request for assistance to raise funds in order to cover the shortfall between the BER grant and the construction costs. This is perhaps to be seen as a turning point in PHCE's history regarding how we can look to our community to further develop this ministry. The Fundraising Committee together with its Chair, Tony Draper, deserves our thanks for the hard work and efforts in this regard. Norman Lovemore is now chairing this committee and we are also grateful for his and the committee's current work. As you will have seen, our fund raising efforts are continuing at the moment so that we can complete the Performing Arts Centre

School Numbers

4. School numbers were increased in 2011 and have been maintained this year. Budgeted student levels were 1,115 for 2012 and we are currently at 1117. Again, increasing student levels is critical for PHCE and Company Members may be aware that we applied some fee "freezes" and indeed "discounts" in Junior School for the 2012 year. This is part of PHCE developing strategies to maintain if not grow school numbers as well as desire to ensure that Christian Education remains as affordable as reasonably possible. This focus has continued in 2012 and will be the case for years to come.

5. As part of our focus on enrolment numbers PHCE has revisited how we communicate to our immediate school community as well as the broader community. A fresh review of our communication strategy has seen positive results and the Board is expecting that continued focus on this area will bring even more in the current year. As will be apparent these issues are critical to PHCE's aim of increasing school numbers.

Consolidation

6. We have also seen the continued consolidation of PHCE's operations. In terms of its facilities, I have already mentioned the Performing Arts Centre. This year we want to conclude the construction of the ground level facilities and look forward to the financial support of Company Members and the PHCE community to achieve this. We should also not forget the changes to the entrance to the administration block of the School and I believe it is important to note the generosity and support of Stanton Dahl, who are the School's architects, in this regard.
7. We have also seen the consolidation of the teacher training and other educational support that PHCE provides to the broader educational community both here in Australia and internationally. Earlier this year we were pleased to announce the establishment of The Excellence Centre (TEC), with Brendan Corr being the founding Director. We look forward to TEC consolidating and expanding this aspect of PHCE's ministry.

Change in Board members

8. This year has also seen a change in Board members with Judy Fitzmaurice resigning from the Board. We should take this opportunity to acknowledge Judy's many years of service on the Board and her substantial contribution as a Board member. We are delighted that Judy will be continuing as a Board member of Pacific Valley Christian Education Limited. We are also delighted that Anna Crawford has agreed to fill the vacancy and we look forward to her contribution to the Board going forward.

Ongoing Support of Members

9. This past year has seen the Board undertake some more attempts to engage with Company Members. The Board will look to develop this further over the course of the current year. This is a way for us to ensure Company Members understand that PHCE needs their prayerful support, interest in and attendance at events and finally the gift of their time or finances where needed.

Stephen Trew
Chairman

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.

Parents & Friends Fellowship (PFF)

The PFF is a group comprised of parents and friends of Pacific Hills who have a desire to get involved in their children's education and the school community. Our objectives are to build relationships between parents and teachers; to build relationships between parents and parents; to create an environment where parents feel comfortable and part of the school community; and to bring parents to Christ.

During 2011 the parents were very actively involved in organisation and support of the school fair. Also, parents were involved in the fund raising committee which conducted a number of activities which both raised funds for the School and created a strong sense of community within the School and good connections beyond the School.

The PFF supports the school in activities throughout the year which are open to all parents and friends of Pacific Hills. These activities allow you to get involved and enjoy fellowship with the school community. These include events such as Parent Discussion/Information Nights, Spring Fair and Social Nights. The PFF is also involved and supports Pacific Hills' many events where parents are linked with the school, for example, Open Days and New Parent Evenings.

Prayer Group

Join our group of passionate parents who meet together each month to seek God's heart for Pacific Hills, as we pray into the life of the school and the school community. Since our group formed, we have seen many prayers answered and God move in powerful ways in the lives of students, teachers and parents.

We pray for our 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. Whatever the need, we bring it to our Heavenly Father. We also praise the Lord for the many ways He is at work and what He is already doing. We love to go back through our Prayer Journal and see how God has answered our prayers and give Him praise.

Once a year we prepare a special Thank You Morning Tea on behalf of all the parents as an act of love and service for the staff, to show our appreciation for all that they do for our students. At the end of each school term we enjoy fellowship together by going out for lunch.

Contact with the Parent Pray group 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 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. A series of interviews recorded by a Year 12 student as a part of a film assignment presented a chain of positive comments from students across the school. In addition each graduating class is surveyed regarding their perception of the value of their experience at Pacific Hills. Unanimously these surveys indicate a deep appreciation for the relationships that have been forged and for the opportunities that have been provided through being a student of Pacific Hills.

Indicative of the answers to the question “What was most valuable from your time at Pacific Hills?” was the following response from a 2012 Year 12 student:

“The support, the teachers, the community feeling that made every day at school exciting and fun instead of painful and scary”

Parents

Seen more as partners than as clients our parents indicate a very high level of satisfaction with the School. Regular involvement and participation in the community events and in the processes of supporting and reporting student learning is typical of parents of Pacific Hills. Also, the voluntary contributions to the school gives a clear indication of the number of parents that think well and appreciatively of the School.

When invited to offer comment parents have written:

“Overall our experience with PHCS has been very positive. Our children will always carry in their mind the concept of servanthood.”

“The community of the school had a positive influence on the development of my child’s character.”

“Thank you to all the teachers and support staff for helping my child grow into an amazing, God loving young lady.”

OUR STAFF

General Comments

The staff of Pacific Hills exhibits typical diversity of age, gender and ethnicity. Teaching staff number 93 in total with 71 of these allocated to Full-time teaching or leadership positions. 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, African and Africans, and European.

Teaching Standards – Staff Qualifications and Professional Learning

All of the teaching staff have completed tertiary qualifications in Education and Specialists have had additional specific education in appropriate areas. This is category (i) in respect of the NSW Institute of Teachers classifications.

During 2011 a range of Professional Learning was approved and undertaken by teaching staff. Approximately annual budget was allocated to Professional learning which included individual and small group learning selected according to need and interest and the 12 days of corporate Professional Conference that is organized by the School. Priority and focus in professional learning continued to include integration of learning technologies into learning; teaching creativity for Early Adolescents; Teaching Strategies for Effective Writing; and Early Mathematics Teaching.

Teaching Standards – Staff Attendance and Retention

Staff attendance has been calculated for the year based on the total number of teaching days available and factors in all staff absences with the exception of Approved Leave for School related projects and activities such as Long Service Leave, Mission or Christian Education Development work. Over the course of 2011 this resulted in a Staff attendance of 98%.

The School has been blessed with a period of significant stability of staff. The majority of staff changes have been the result of individual changes in circumstance such as health and pregnancy together with some redundancies as the School has restructured. Between 2010 and 2011 staff retention rated at 94%.

OUR STUDENTS

Enrolments – Profiles

Pacific Hills had a total of 1061 K-12 students enrolled at the 2011 mid-year Government census, 484 of whom are girls and 577 of whom are boys.

Pacific Hills' student population includes 25 Full Fee Paying Overseas Students and 30 students with diagnosed disabilities for whom the School receives funding support. The disabilities include hearing impairment, vision impairment, mobility impairment, learning and developmental delays, and emotional disturbances.

Full 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.

Enrolments – Student Attendance

The School adopts an attitude of close liaison with families in managing student attendance. Absences are noted and followed up both by phone and by written correspondence. Long term unexplained absences are processed under the Schools Attendance and Course Completion policy (available in full from Pacific Hills Christian school) which requires, at the Principals 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.

Attendance 2011

Year	No of Students	Total Student Days	Total Days Absent	Total Days Present	Total %
Kinder	52 + 6 partial	10138	677	9461	93%
1	58 + 7 partial	11429	686	10743	94%
2	51+12 partial	10776	741	10035	93%
3	62+7 partial	12053	708	11345	94%
4	62 + 8 partial	12276	749	11527	94%
5	80+8 partial	15609	794	14815	95%
6	76+5 partial	14640	847	13793	94%
7	101+21 partial	20458	1235	19223	94%
8	79+9 partial	17511	1064	16447	94%
9	79+15 partial	16140	1127	15013	93%
10	71+19 partial	15022	912	14110	94%
11	99+14 partial	20339	1485	18854	93%
12	65+1 partial	10905	748	10156	93%
Overall		187296	11773	175523	94%

Student Retention and Year 12 Completion Rates

There is a high value placed on Education by families in the local area and within the Pacific Hills community. In consequence there are high levels of student retention for all Schools in the area. Required retention reports cover both raw numbers between Year 10 2008 and Year 12 2011 and actual individual student retention between these points.

In 2011 a raw student retention from Year 10 to Year 12 was 70.21%. For the students that continued their studies at Pacific Hills through to Year 12 this retention rate was 65.95%.

Of the 65 students on Year 12 in 2011 14% undertook study of a vocational or trade course and 97% of the Year 12 students received the Higher School Certificate. Those who did not receive their Higher School Certificate in 2011 are completing the HSC via pathways and will receive their certificates in 2012.

OUR ACHIEVEMENTS

School Performance in Statewide Tests and Examinations

Students of Pacific Hills Christian School have consistently performed above State average in all statewide external examinations. In 2011, formal external testing took the form of the NAPLAN tests, the New South Wales School Certificate and the Higher School Certificate. The School continues to improve the quality of its academic programs celebrating strengths and working on areas for development.

NAPLAN (National Assessment Plan) Results 2011

The students of Pacific Hills have achieved excellent results in the NAPLAN assessment. In all categories and at every Year group Pacific Hills' students are significantly underrepresented in the lower Bands of achievement and over represented in the upper achievement bands

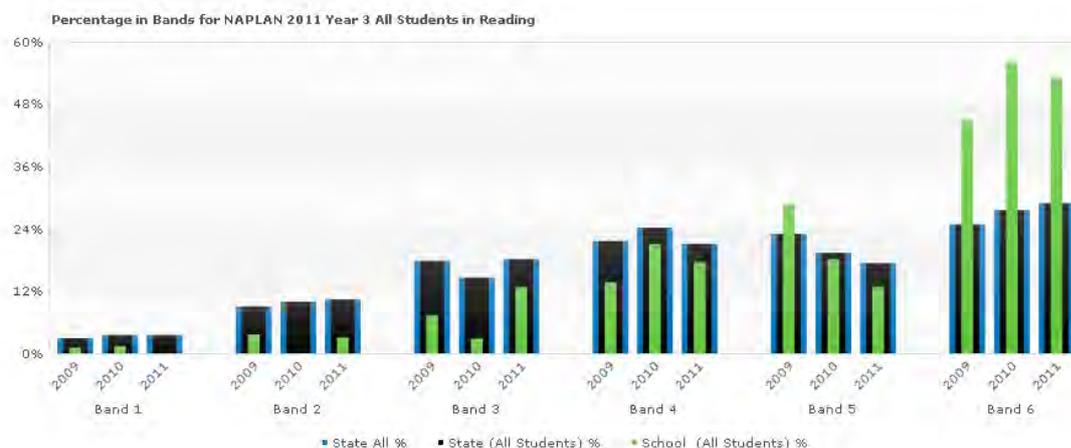
Strengths

- Above state average in all areas
- Strong numbers of students in the upper bands and few students at or below minimum standard
- Year 5 (Girls-37 students) have improved by 46 scale scores from the 2010 data in the test aspect of Numeracy.
- Year 3 (Girls-25 students) are 75 scale scores above the state average in the test aspect of Reading.
- Year 5 showed growth in trends in literacy since 2010
- Overall reading was a strength

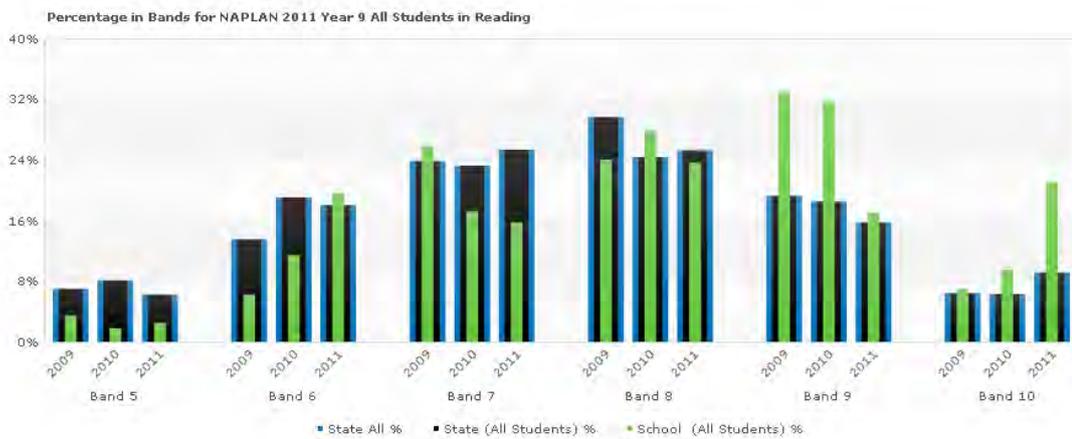
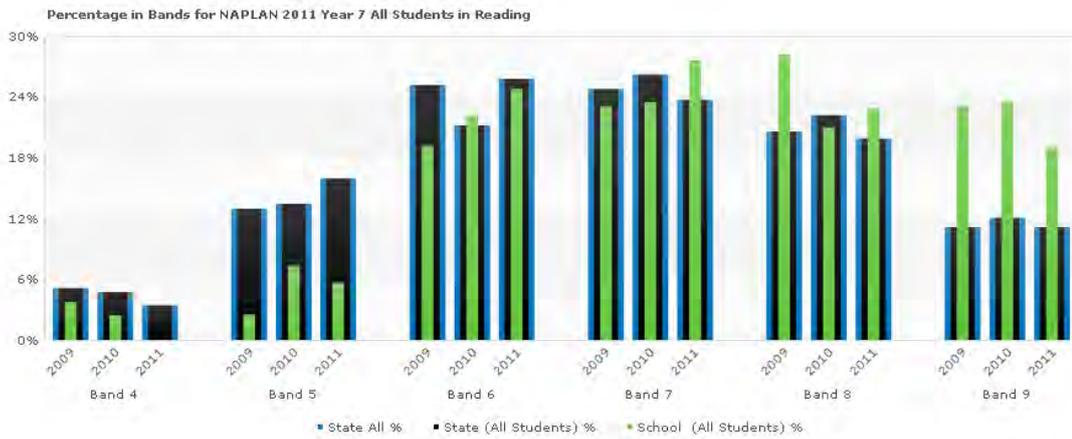
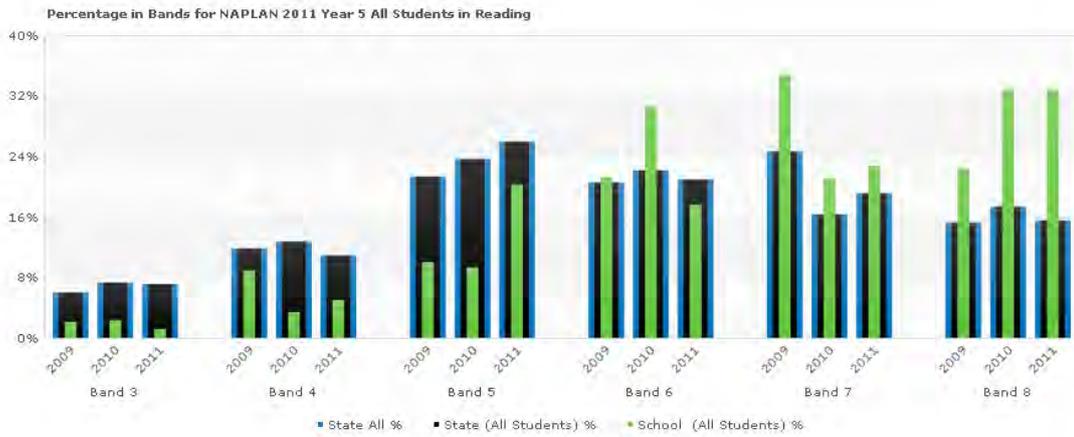
A summary is included below. Further information is available from the My School website

Reading

- Strongly above State average in Reading
- Improvement in number of top bands in reading

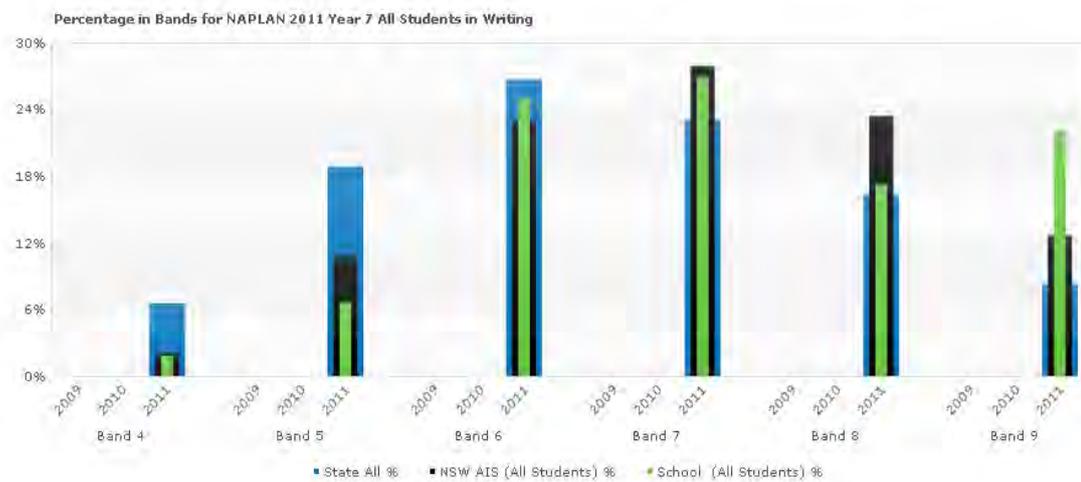
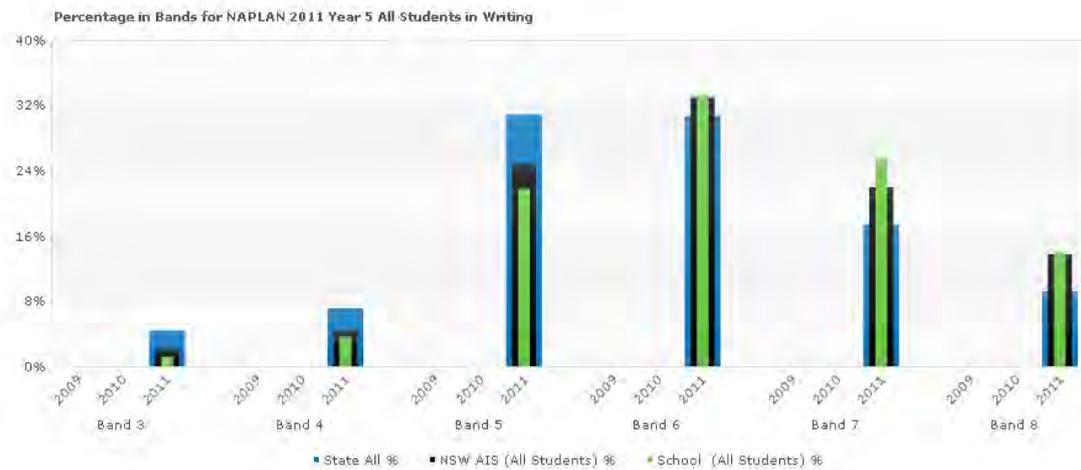
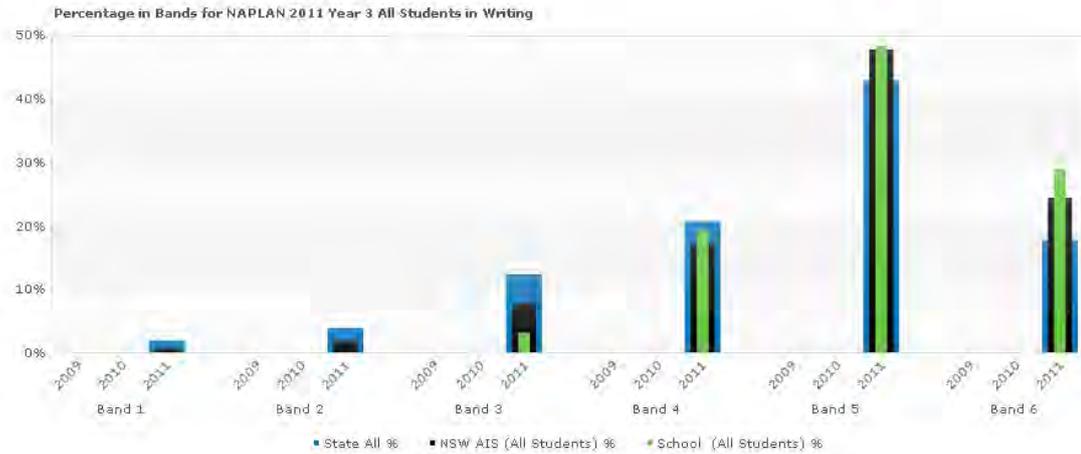


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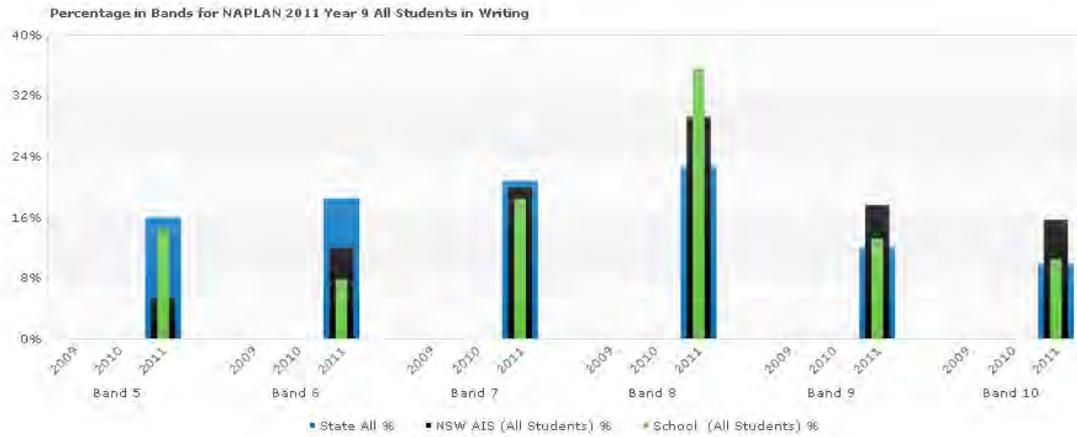


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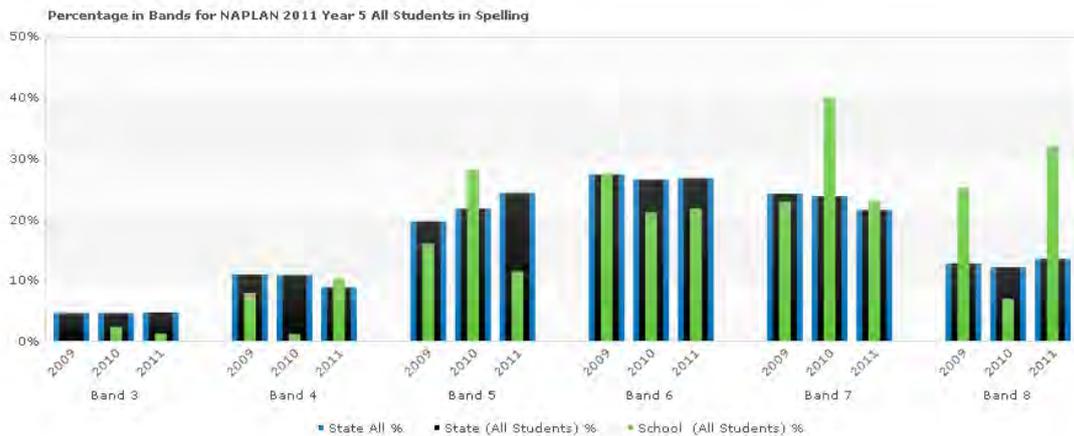
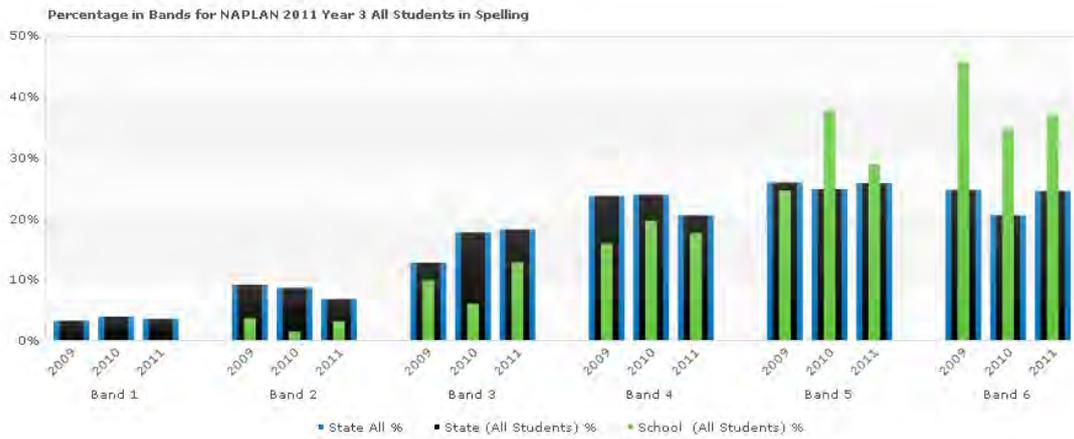
Writing



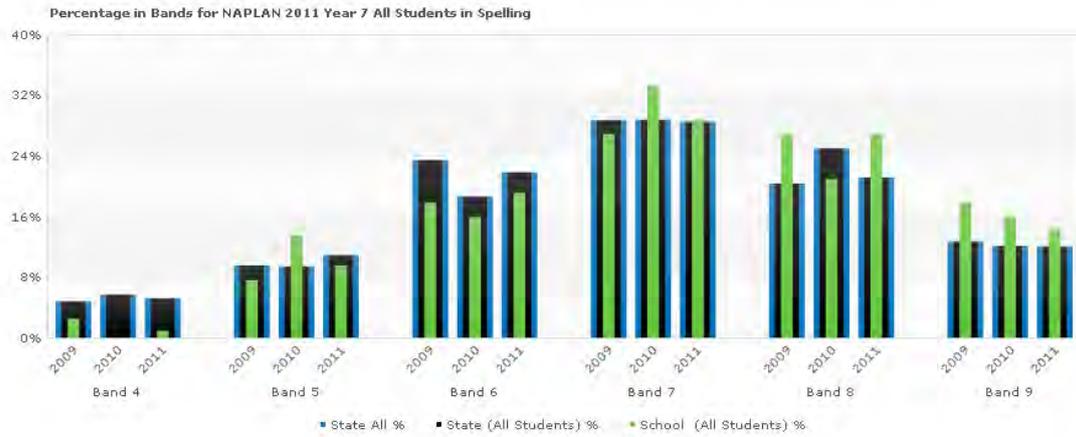
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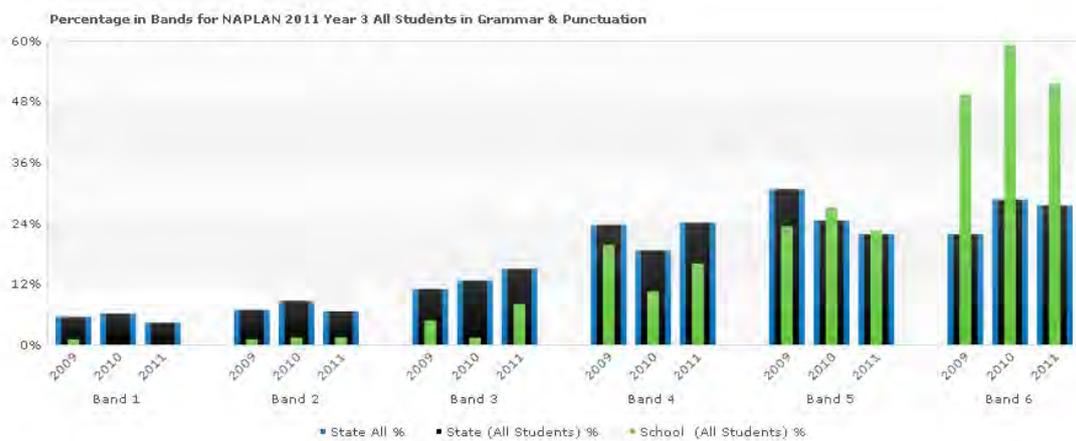
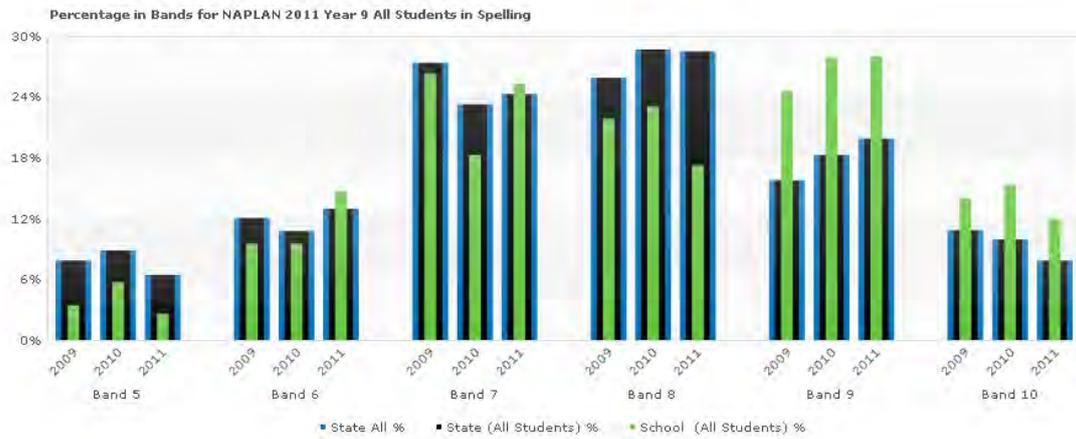
Spelling



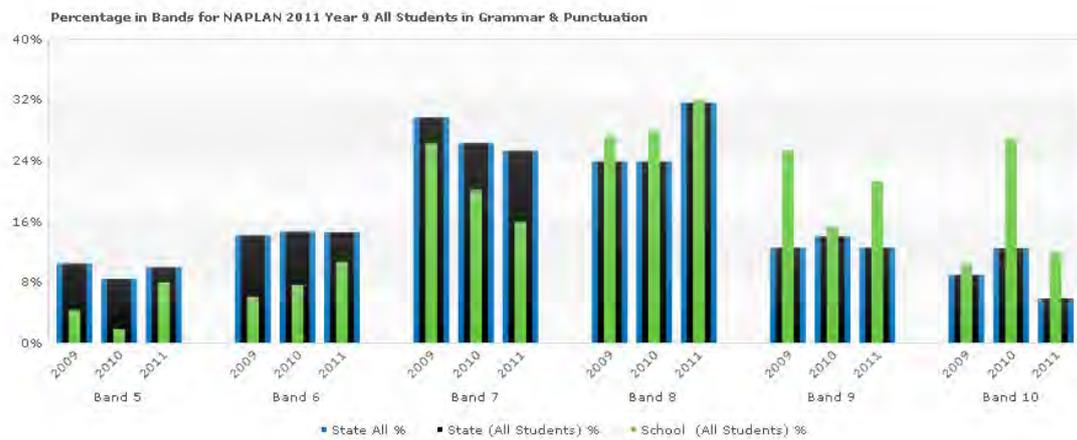
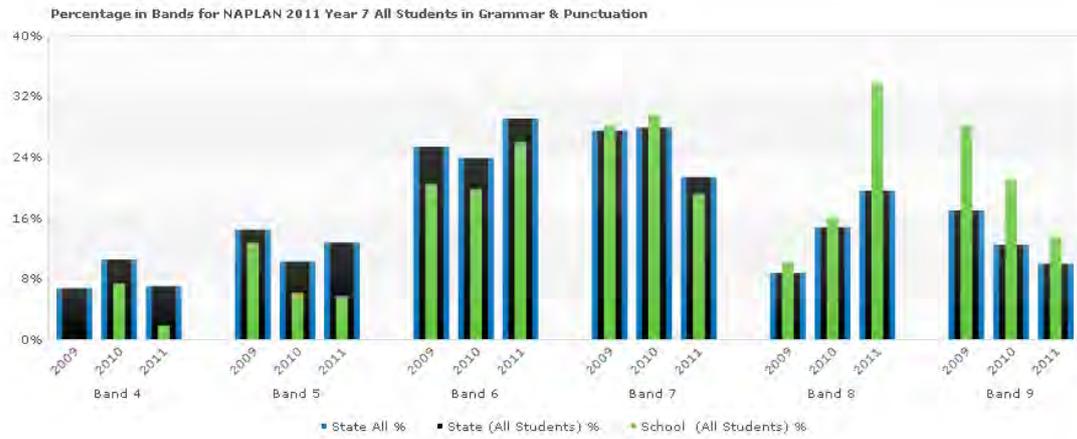
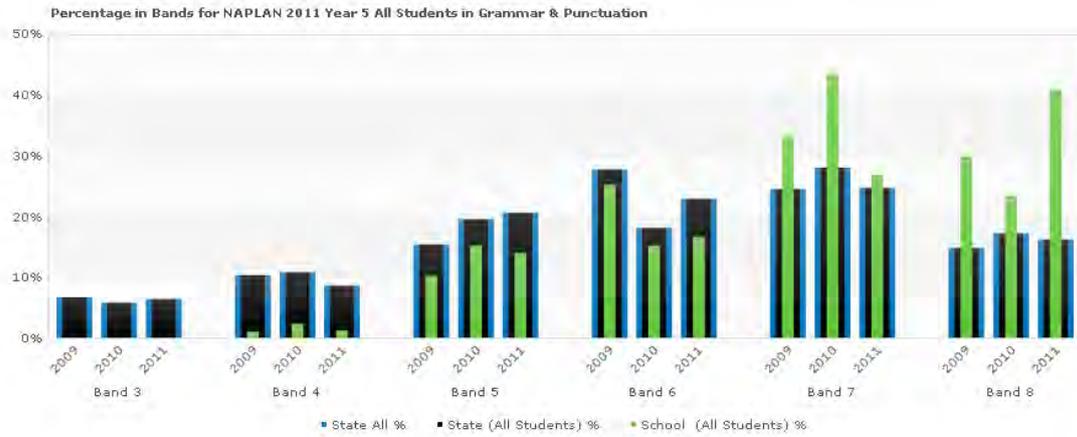
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Grammar and Punctuation

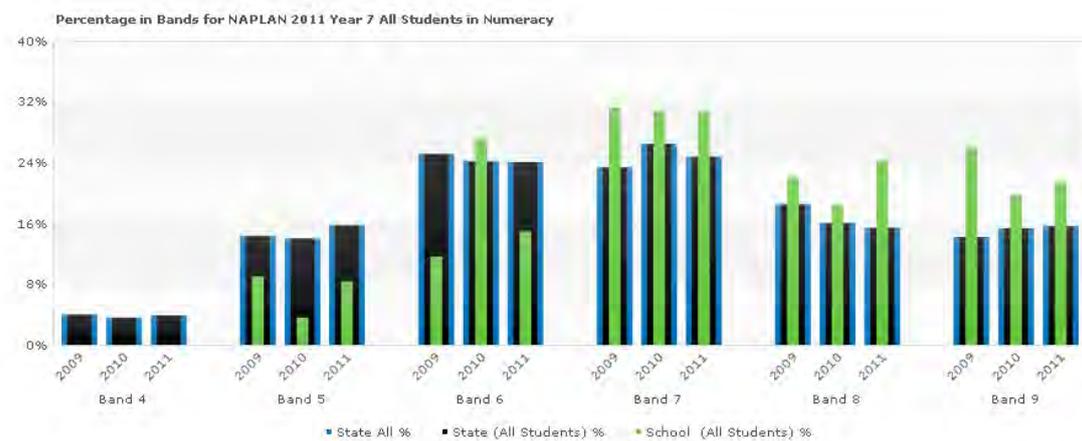
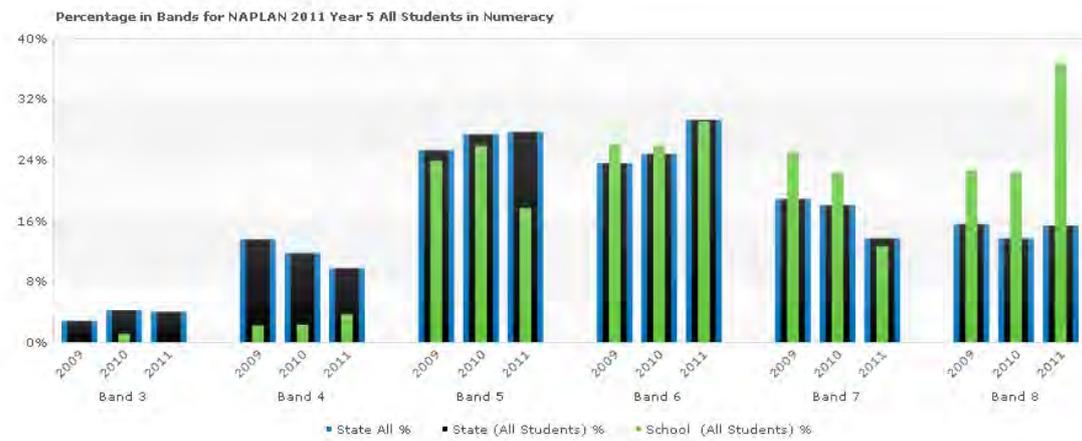
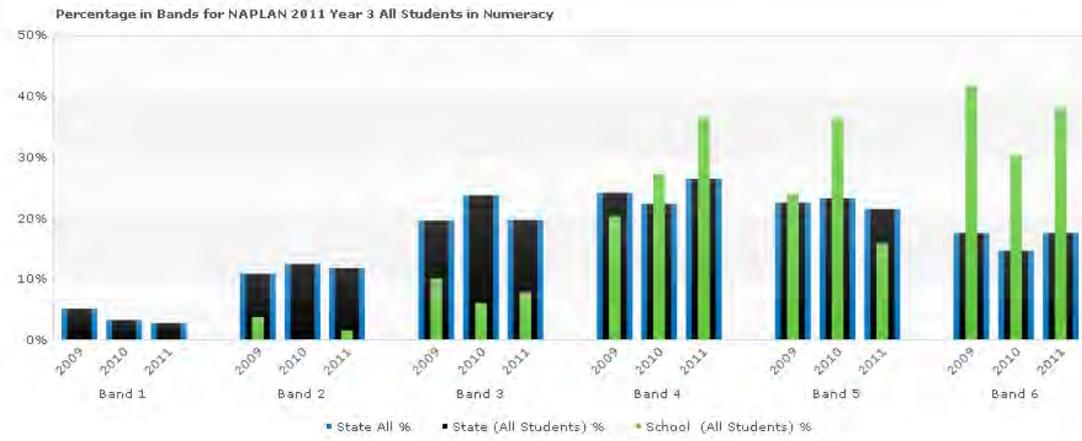


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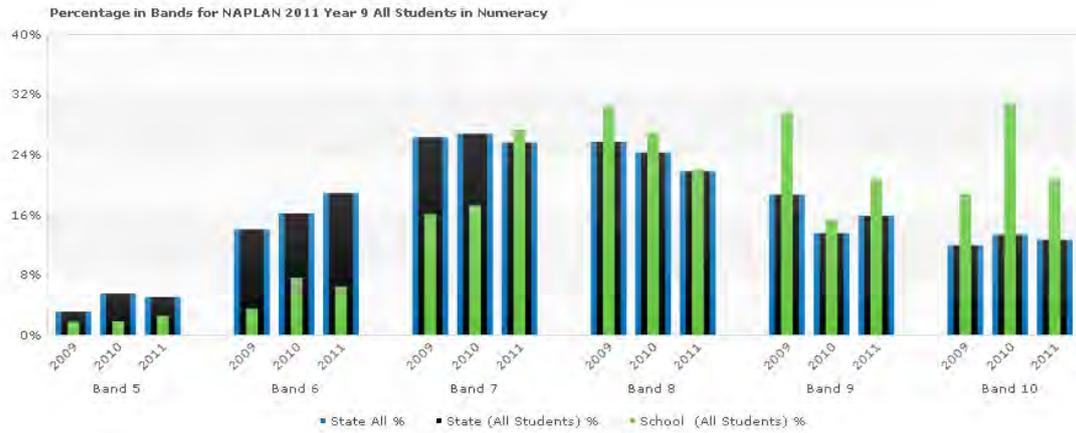


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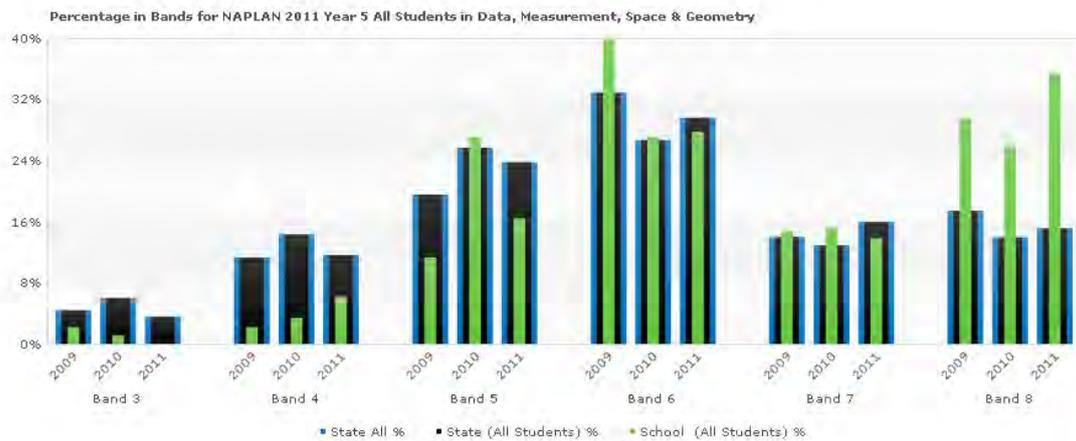
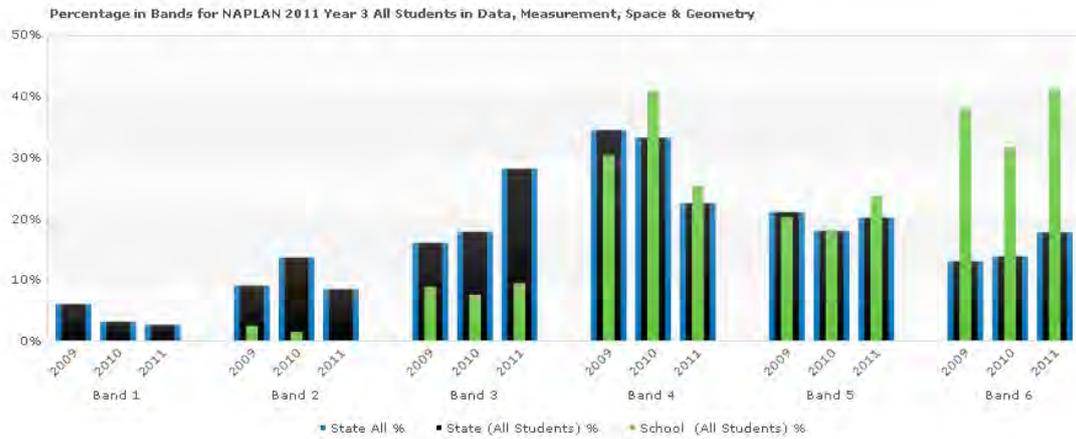
Numeracy



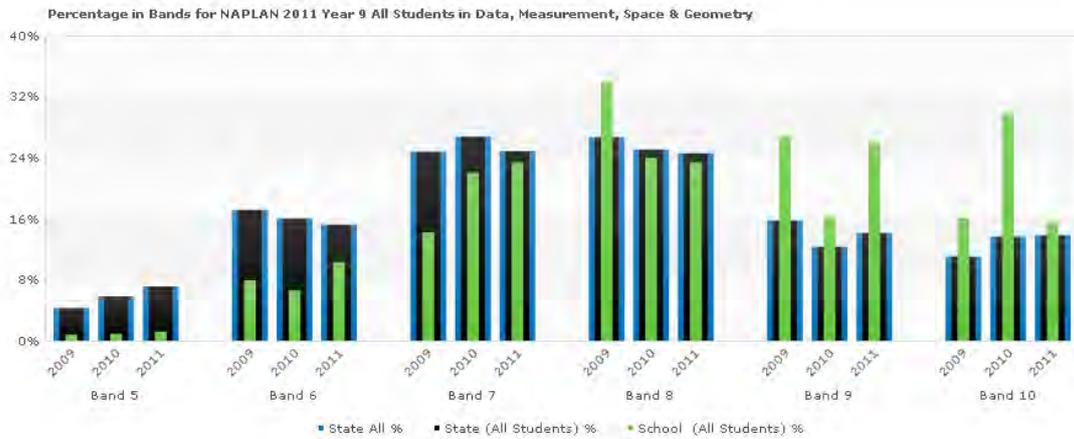
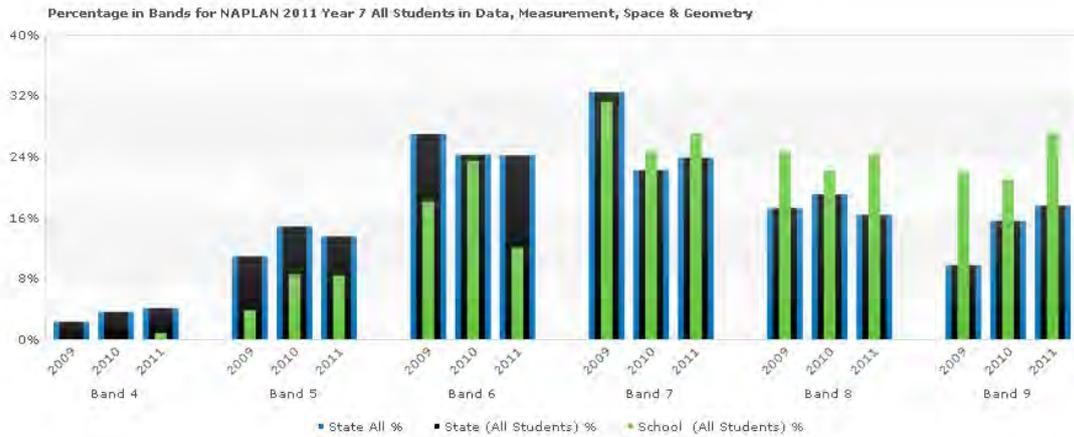
Pacific Hills Annual Report 2011



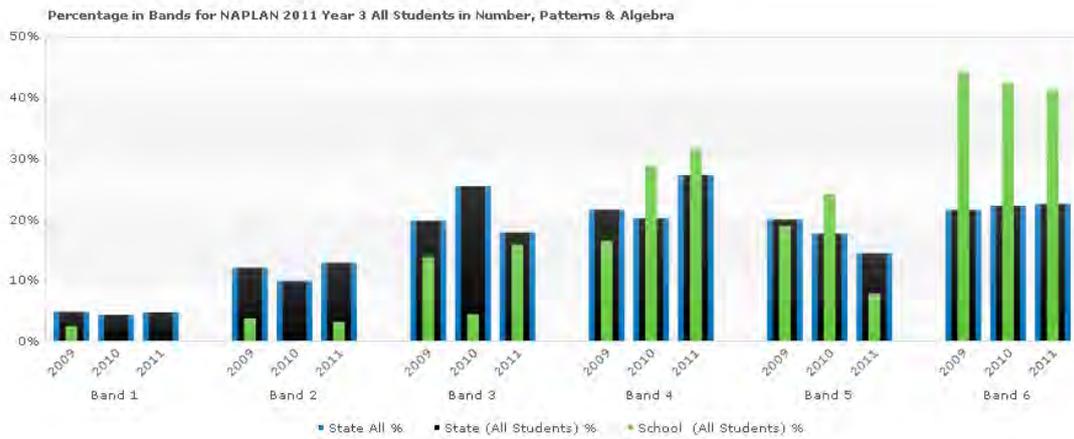
Data and Measurement



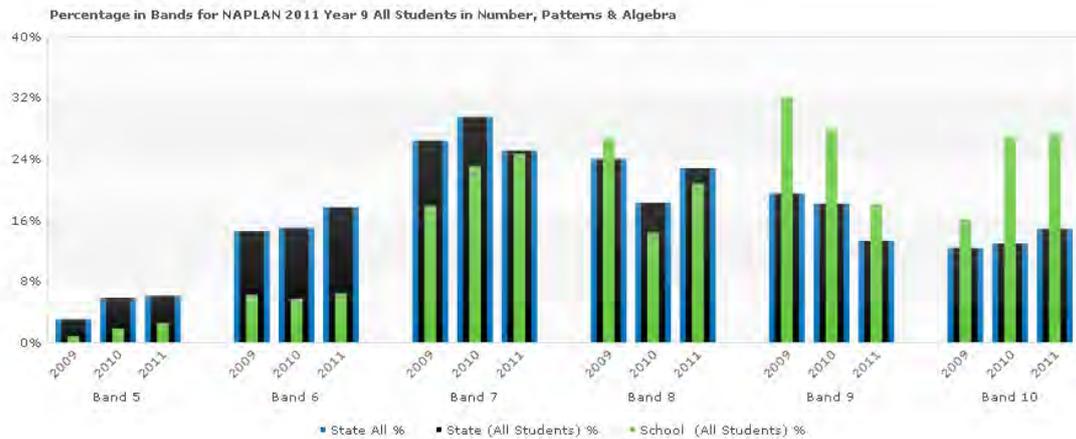
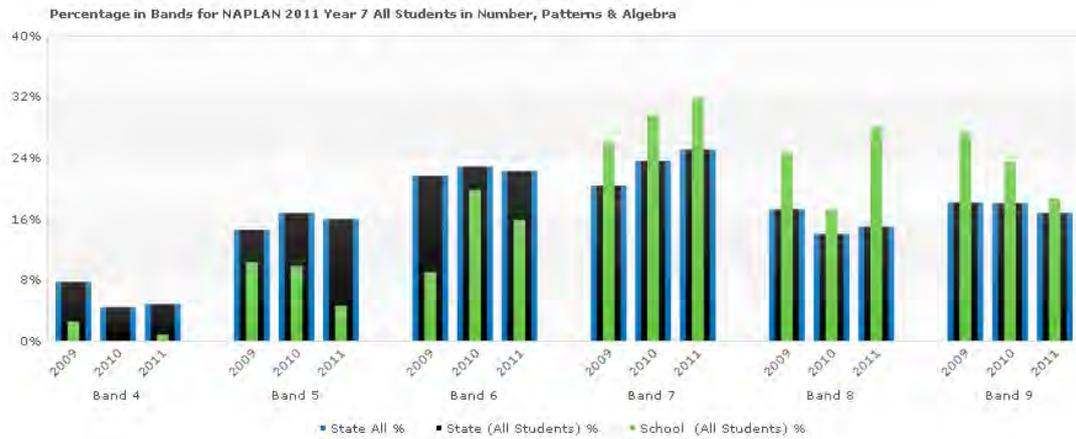
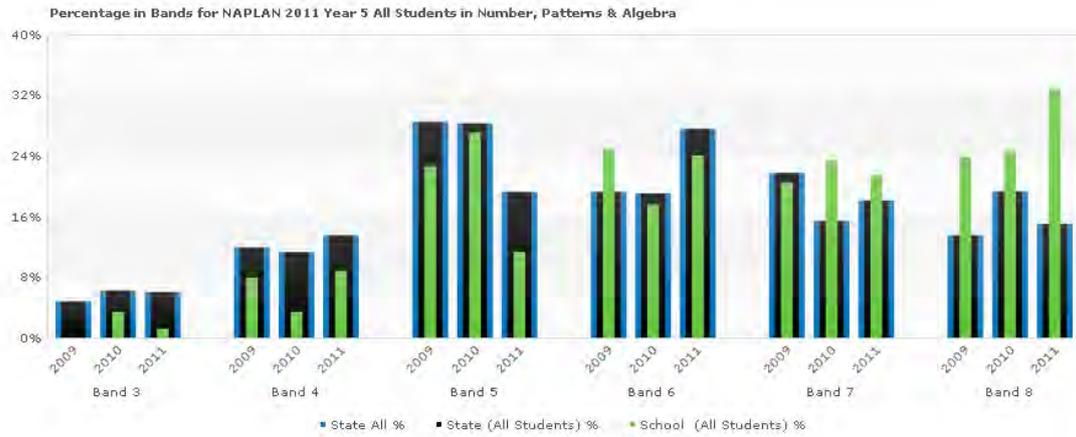
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Number Patterns and Algebra



Pacific Hills Annual Report 2011



School Certificate Results 2011

In keeping with the excellent record of achievement over recent years, the 2011 School Certificate results were outstanding. Pacific Hills' students were over represented in the upper achievement bands compared with the State cohort in all subjects. The School mean in each subject was also above the State mean in every subject area.

This is the last year of the School Certificate Examinations. From 2012 there will be school based assessment in Stage 5, moderated on the basis of results and trends in the HSC and NAPLAN. The School Certificate will be replaced by a NSW Record of School Achievement (RoSA). This will be available to students at the point when they leave the NSW Education System.

English Literacy

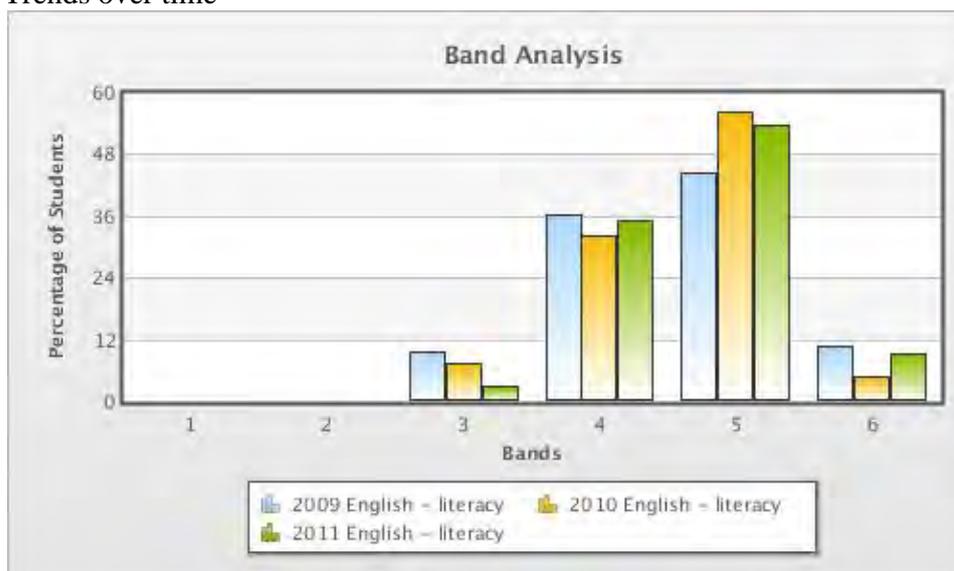
The English results were exceptional with

- over 60% of students receiving a Band 5 or 6 and whereas less than 40% were in these bands State wide.
- There were nearly double the number of students in the Band 6 compared to the rest of the State (9% at Pacific Hills and 5% in the State)
- No students were in Band 1 or 2.

2011 Results

Band	School (%)	State (%)
6	10 (8.92)	4,263 (5.02)
5	58 (51.78)	28,757 (33.91)
4	38 (33.92)	38,433 (45.32)
3	3 (2.67)	7,389 (8.71)
2	0 (0)	2,597 (3.06)
1	0 (0)	529 (0.62)
None	3 (2.67)	2,827 (3.33)
	<u>112</u>	<u>84,795</u>

Trends over time



Mathematics

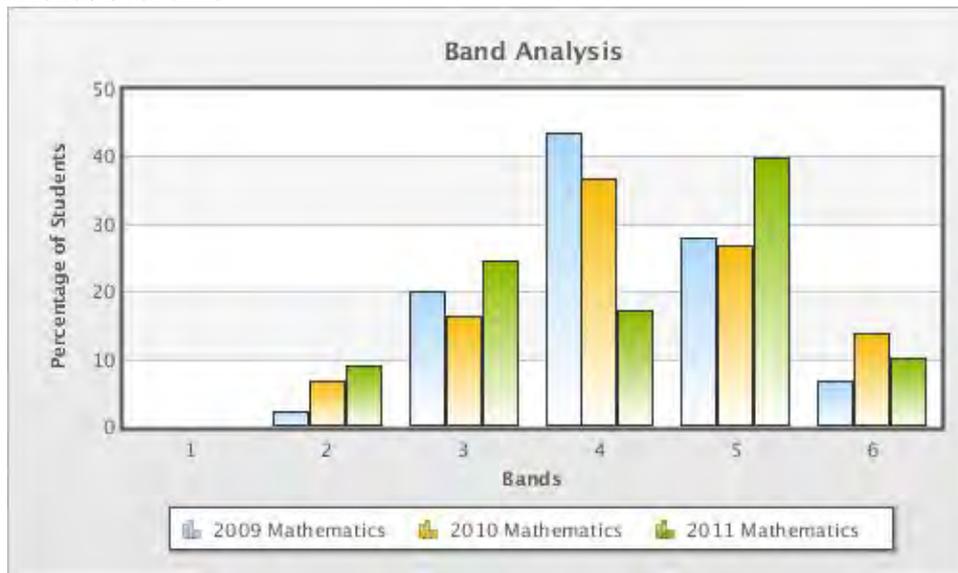
Mathematics results were similarly excellent

- 47% of candidates in the top two bands compared to the State percentage of 26%.
- One student received 100%.

2011 Results

Band	School (%)	State (%)
6	10 (9)	7,551 (8.89)
5	42 (37.83)	14,567 (17.15)
4	18 (16.21)	18,168 (21.39)
3	26 (23.42)	23,260 (27.39)
2	10 (9)	17,923 (21.1)
1	0 (0)	399 (0.46)
None	5 (4.5)	3,037 (3.57)
	<u>111</u>	<u>84,905</u>

Trends over time



Science

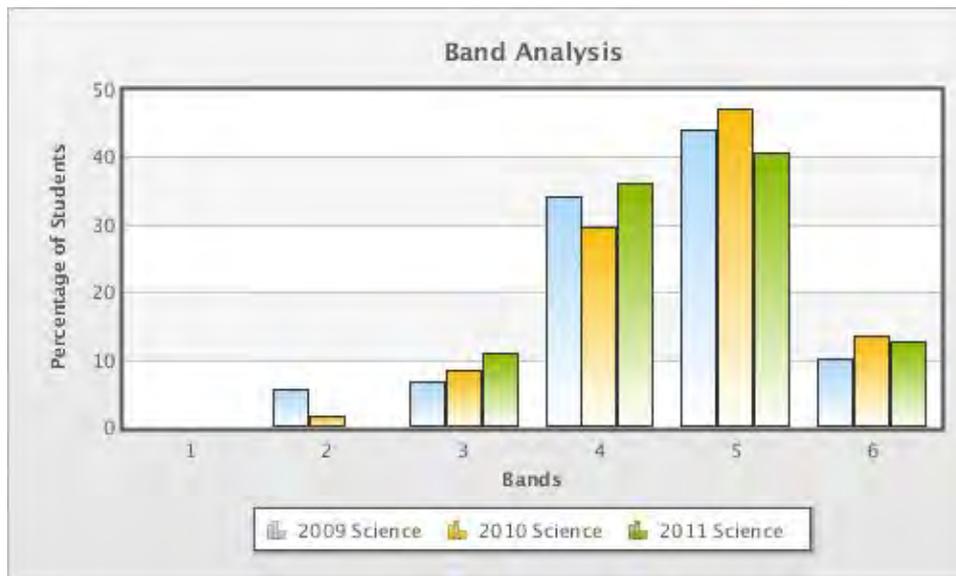
The strong pattern in the upper bands continues in Science

- 52% of students in the top 2 bands compared to 32% across the State
- no students in Bands 1 and 2.

2011 Results

Band	School (%)	State (%)
6	13 (11.71)	7,602 (8.97)
5	45 (40.54)	20,940 (24.71)
4	38 (34.23)	29,954 (35.35)
3	12 (10.81)	19,146 (22.59)
2	0 (0)	4,015 (4.73)
1	0 (0)	186 (0.21)
None	3 (2.7)	2,882 (3.4)
	111	84,725

Trends over time



Australian History

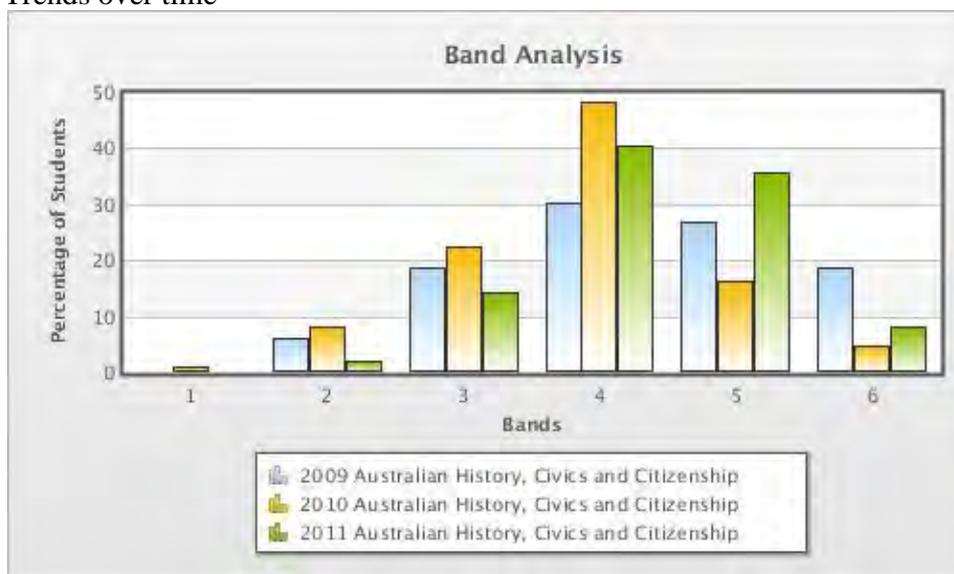
Students in Australian History performed extremely well

- Results considerably above State average.
- 41% of candidates in the top two bands compared with 26% State wide.
- Top student result 97%.

2011 Results

Band	School (%)	State (%)
6	7 (6.25)	4,506 (5.32)
5	39 (34.82)	18,005 (21.26)
4	43 (38.39)	26,115 (30.84)
3	16 (14.28)	24,630 (29.09)
2	2 (1.78)	7,210 (8.51)
1	0 (0)	1,107 (1.3)
None	5 (4.46)	3,095 (3.65)
	112	84,668

Trends over time



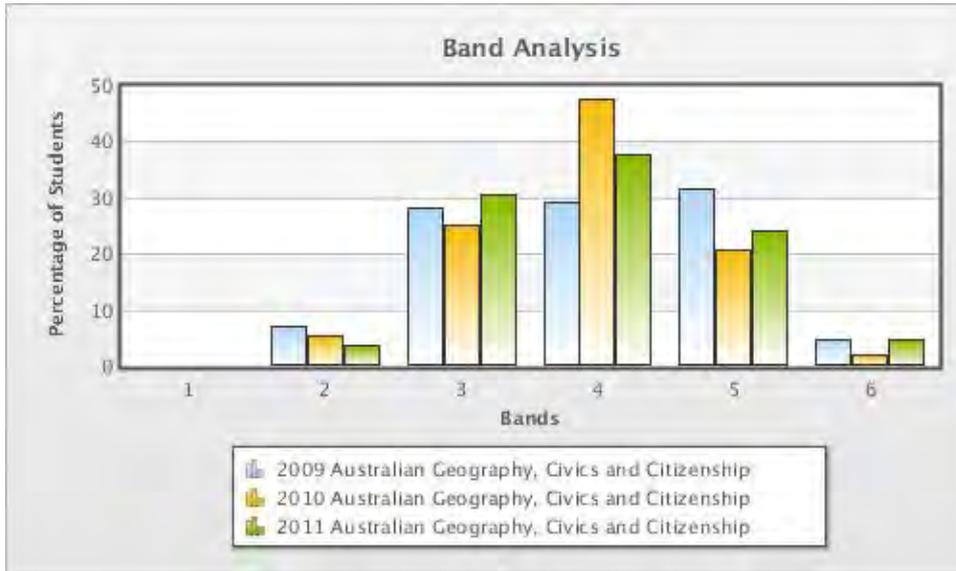
Australian Geography

Students were above state average in Bands 4 and 5 which was pleasing but slightly under represented in Band 6.

2011 Results

Band	School (%)	State (%)
6	4 (3.57)	4,487 (5.29)
5	26 (23.21)	16,751 (19.78)
4	39 (34.82)	27,192 (32.11)
3	34 (30.35)	22,959 (27.11)
2	4 (3.57)	8,939 (10.55)
1	0 (0)	1,245 (1.47)
None	5 (4.46)	3,099 (3.66)
	<u>112</u>	<u>84,672</u>

Trends over time



Computing Skills

Computing Skills is reported in two bands, Highly Competent and Competent. Again the students at Pacific Hills achieved significantly above state average.

Band	School (%)	State (%)
HCOMP	70 (61.94)	44,532 (52.47)
COMP	39 (34.51)	36,855 (43.42)
CND	0 (0)	429 (0.5)
None	4 (3.53)	3,046 (3.58)
	113	84,862

Higher School Certificate Results 2011

There were many pleasing results from the 2011 HSC cohort.

- 32 mentions on the Distinguished Achievers List (Above 90). This included students who were acknowledged in more than one subject.
- Art works were exhibited in Art Express.
- The School accelerates able students who complete the HSC in Mathematics and Science a year before the rest of their cohort. A number of the School's Year 11 students were mentioned on the Distinguished Achievers List for Mathematics and Mathematics Extension 1 HSC Courses.
- A Year 10 student was placed second in the State in the Swedish Continuers Course.
- Top ATAR 99.15.
- 10% of our students achieved an ATAR of above 94.

Summary of Results

Pacific Hills presented 28 subjects for this year's HSC. Many subjects had pleasing results well above the state average.

Notable:

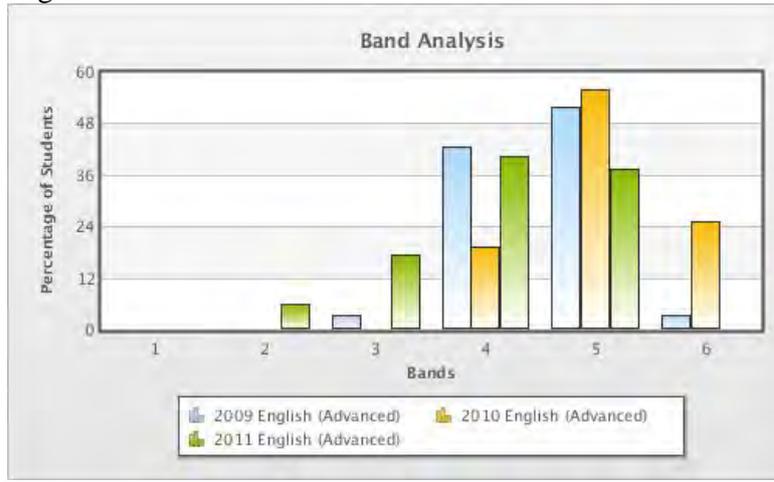
Subject	Results
Business studies	Well above State average (4% above in band 6, 18% above in band 5)
Drama	Well above State average in bands 5 and 6
ESL English	Well above State average in Band 5
Modern History	Well above State average in Bands 4, 5 and 6
Visual Arts	Well above State average in Bands 4, 5 and 6
Physics	Well above State average in Bands 4, 5 and 6
Hospitality	Well above State average in Bands 5 and 6

Results for HSC Courses offered at Pacific Hills-Trends over Time

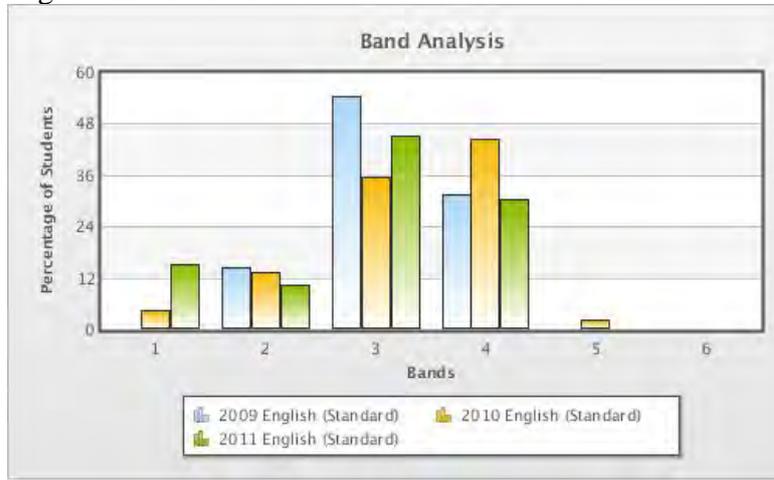
The following tables demonstrate the percentage of students who achieved in each band in each course. Graphs have been included which demonstrate the results in these subjects over the past three years.

English

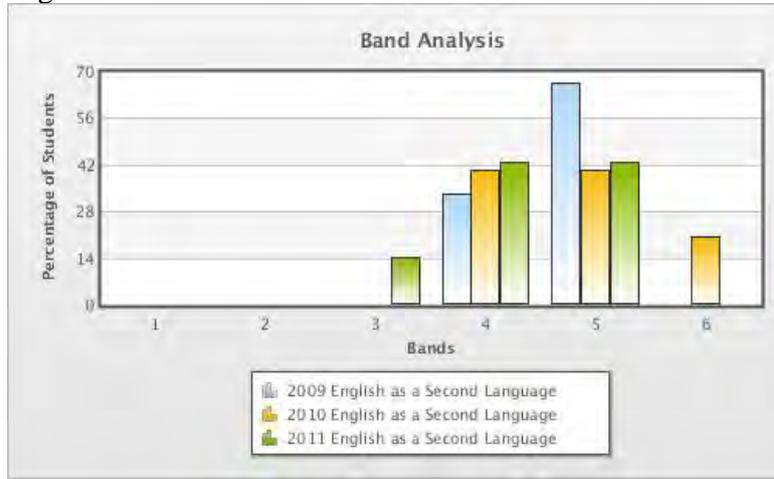
English Advanced



English Standard

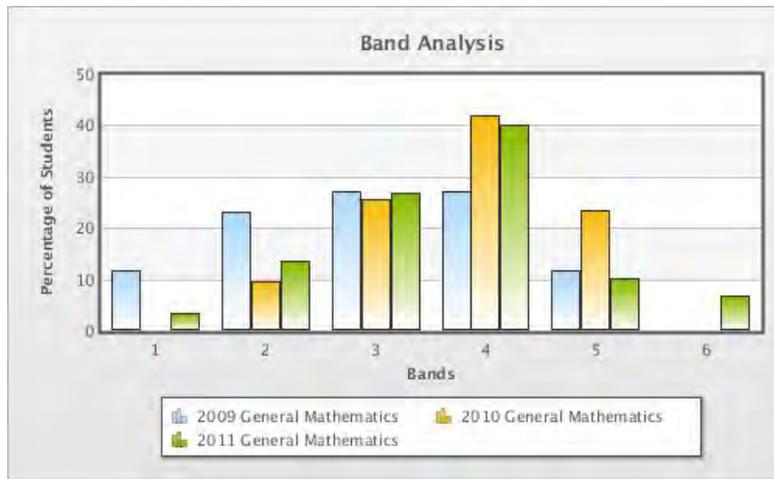


English ESL

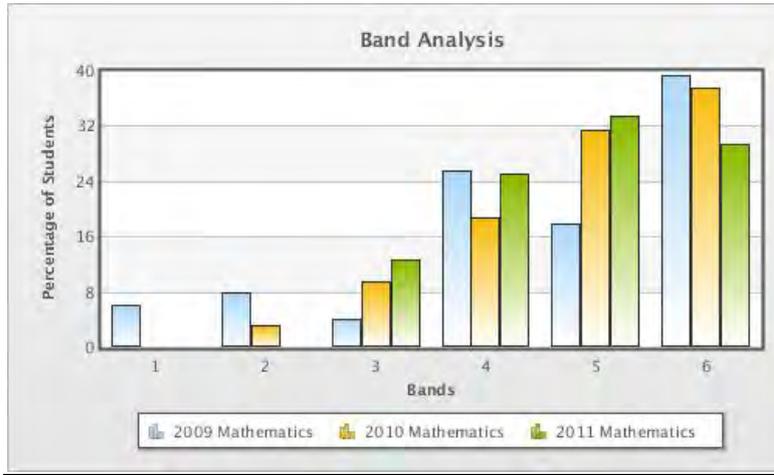


Mathematics

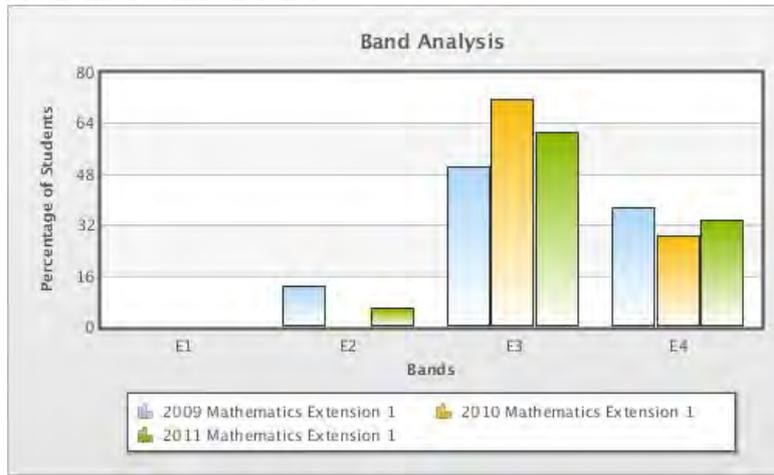
Mathematics General



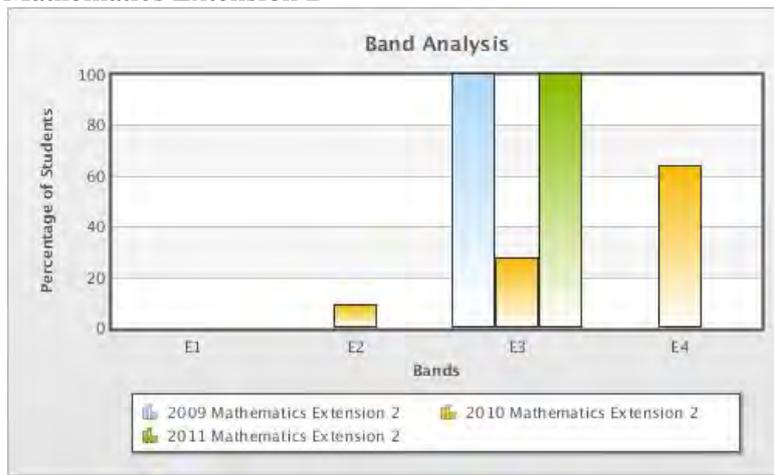
Mathematics



Mathematics Extension 1

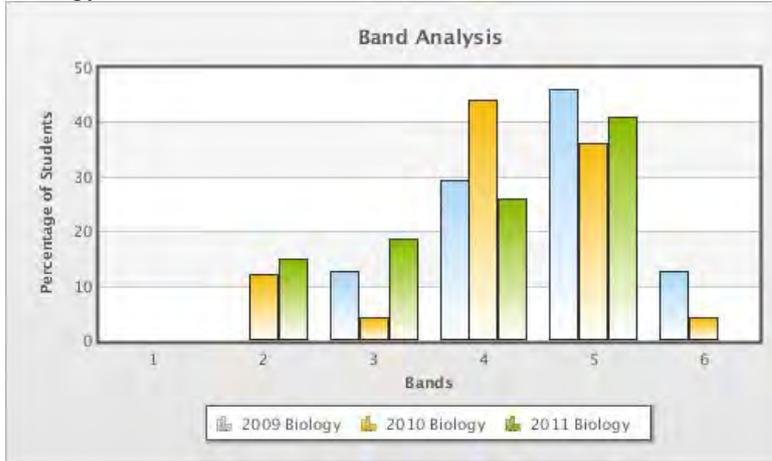


Mathematics Extension 2

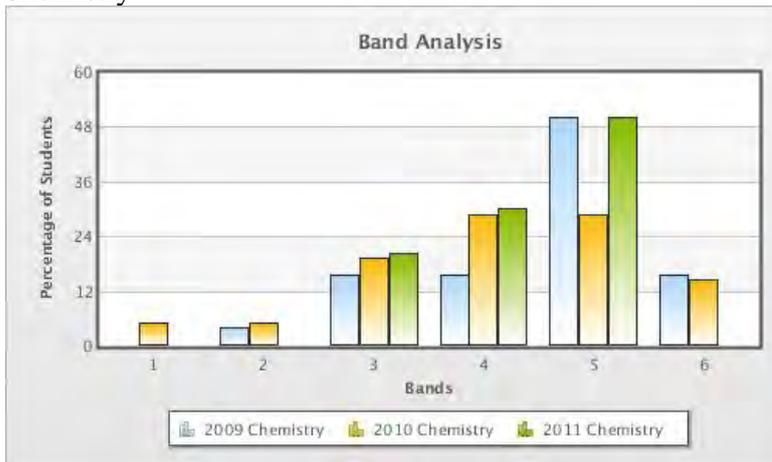


Science

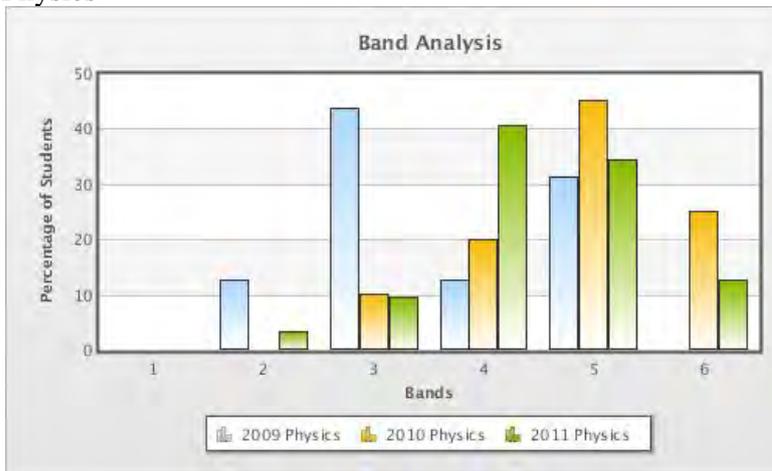
Biology



Chemistry

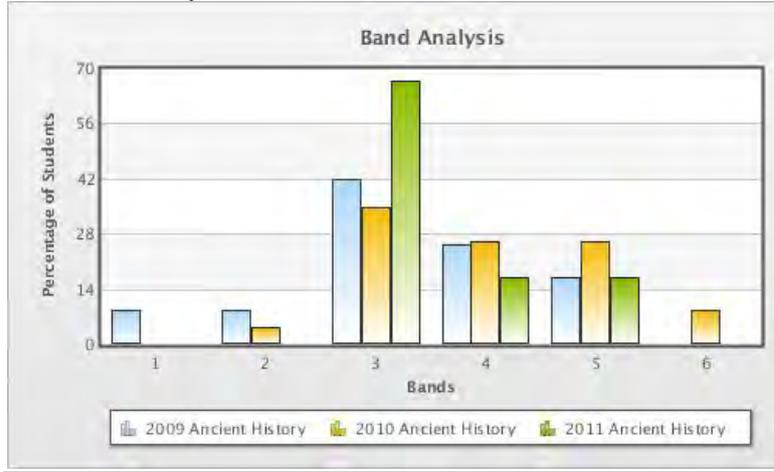


Physics

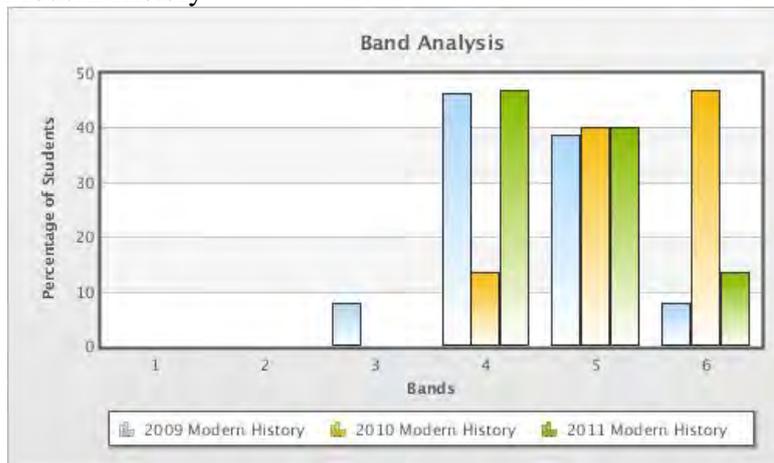


HSIE

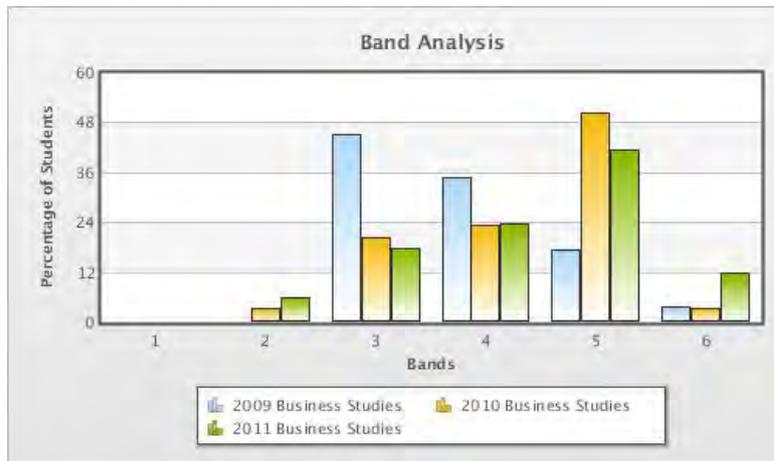
Ancient History (5 students)



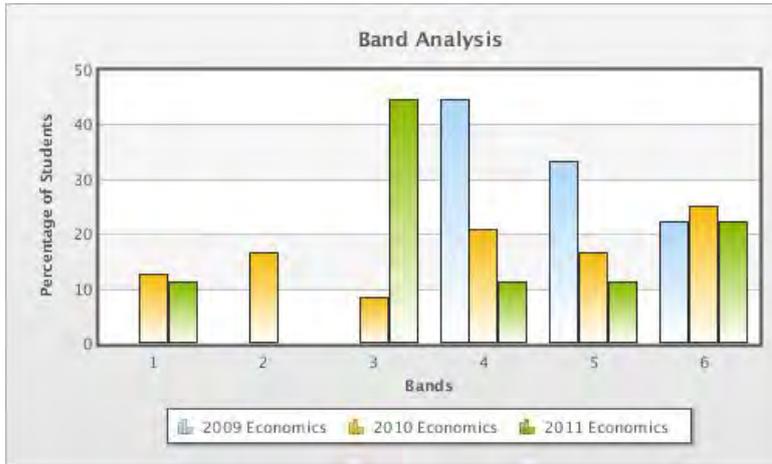
Modern History



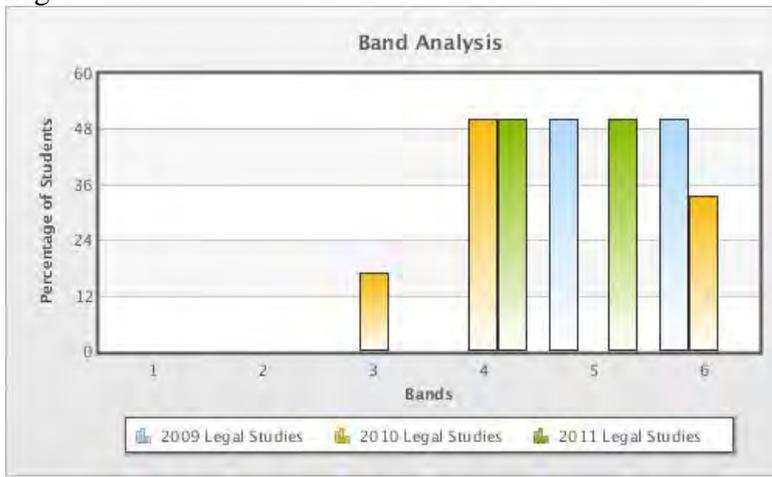
Business Studies



Economics

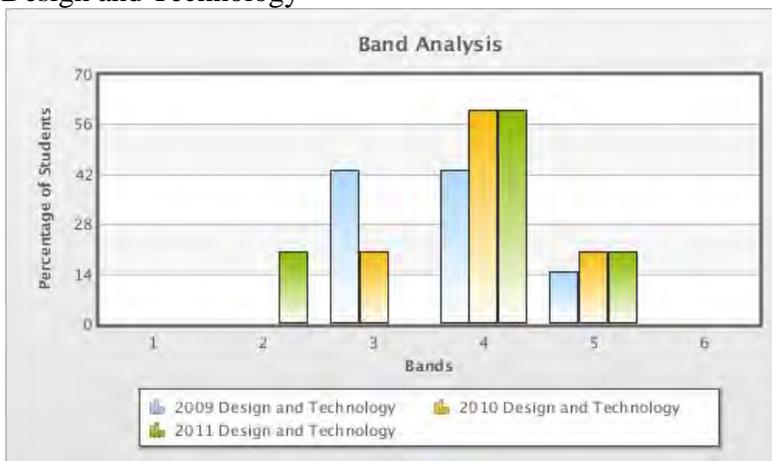


Legal Studies

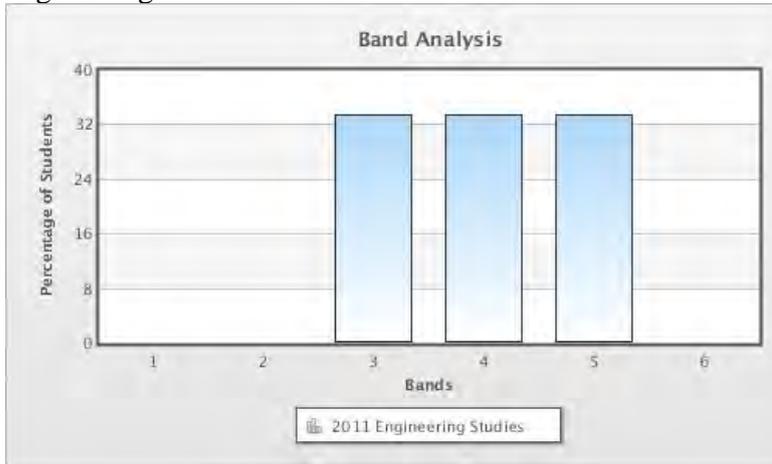


Technical and Applied Sciences

Design and Technology

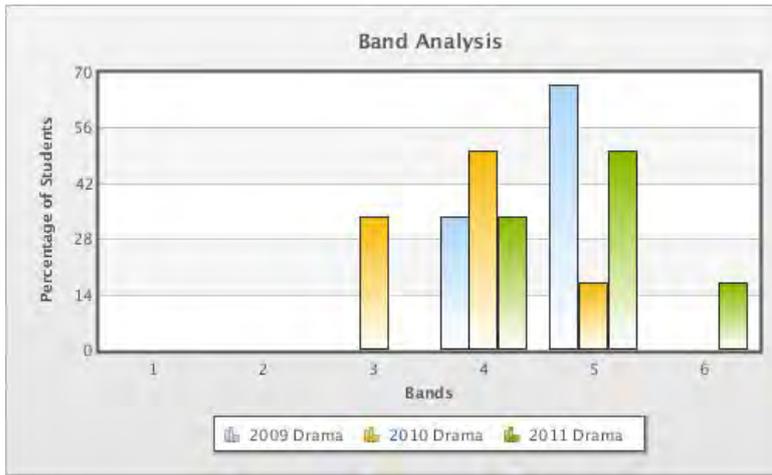


Engineering Studies

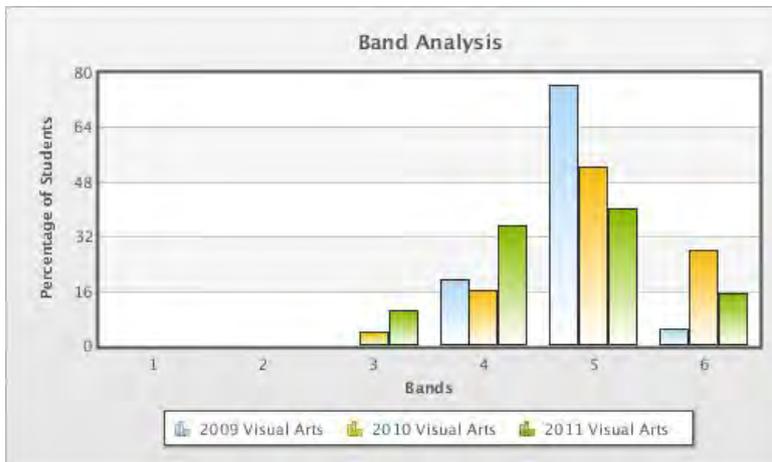


Creative Arts

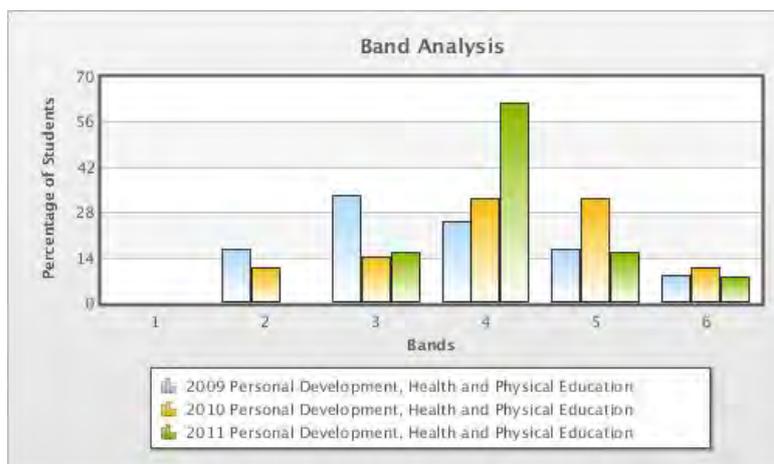
Drama



Visual Arts



PDHPE



Post School Destinations and University Offers

Over 70% of students who were eligible for ATAR's (Australian Tertiary Admission Rank) have successfully been offered places in university courses for 2012. Pacific Hills has provided students a successful platform for entering tertiary education with the vast majority of students moving onto university studies.

Students will be completing courses in an exciting and broad range of areas including

- B Eng/ B Com (University of Sydney)
- B Animal and Vet Bioscience (University of Sydney)
- B Medical Science(Adv) UWS
- B Design in Visual Communication (University of Technology, Sydney)
- B Psychology (Hons) (Macquarie University)
- B Arts in Architecture (University of Canberra)
- B Nursing (Australian Catholic University)
- B Ed Secondary Science (University of Sydney)
- B Commerce (University of NSW)

Of the other 30% of our Year 12 graduates approximately 10% entered other non university training programs with the remainder seeking some form of employment.

Achievements in Other Activities

Nomination for Inclusion in ARTEXPRESS 2012

ARTEXPRESS is a dynamic and popular exhibition featuring a selection of outstanding artworks developed by Higher School Certificate Visual Arts students. It is held annually at the Art Gallery of New South Wales. This year Pacific Hills is delighted to have two students nominated for inclusion in the annual exhibition.

For his collection of works, "Mother Nature". These oil paintings conveyed the power of nature through juxtaposing with the strength of men.

.....**Duncan Li**

For her collection of works, "Hope Subdued". This was a series of pencil drawings, representing one's journey through life. Kirilyn's Body of Work has been selected to be included in ARTEXPRESS 2012.

.....**Kirilyn Doherty**

Nomination for Inclusion in TEXSTYLE 2012

TEXSTYLE is an exciting exhibition of outstanding Major Design projects from Higher School Certificate Textiles and Design students. Selected students' work will be displayed at various exhibitions in New South Wales.

For her design of a full-length ball gown for the Chelsea Flower Show's annual Gala Ball. Inspiration for the gown was drawn from nature, particularly flowers, as well as the classic designs and styles of the 1950s era such as Christian Dior's "New Look" gowns.

.....**Kirilyn Doherty**

Australian Mathematics Competition

The Australian Mathematics Competition is the largest competition of its type in the world. It has been running for over 30 years and this year involved hundreds of thousands of students from more than 40 countries. Joshua competed in the Australian Mathematics Competition and received a result that placed him in the top 0.3% of all students.

.....**Joshua Ying**

Excellence in Sport

An outstanding all round athlete who has excelled in sport throughout 2011. Brooke Steinwede has represented Pacific Hills Christian School with distinction at the NSW Primary Schools Sports Association All Schools Cross Country and Athletics Championships.

.....**Brooke Steinwede**

Caden Wickham has displayed great sporting potential over the last few years and has continued to enjoy success throughout 2011. Caden won selection into the NSW Primary Schools Sports Association All Schools Cross Country and Athletics squads.

.....**Caden Wickham**

Pacific Hills Annual Report 2011

Nathaniel Baker is an enthusiastic and talented young athlete who has developed into a fierce competitor. Nathaniel represented the school at the NSW Primary Schools Sports Association All Schools Cross Country and Athletics Carnivals winning Gold medals in the Athlete with Disability category. His joy when competing is a wonderful example for us all.

.....**Nathaniel Baker**

Being self disciplined as an athlete and combined with her passion for swimming has helped Samantha Ying achieve great results throughout 2011. She represented Pacific Hills Christian School at the Christian Schools Australia National Swimming Championships and the All Schools Championships winning a number of events.

.....**Samantha Ying**

Ellie Steinwede was given the honour to captain the NSW Primary Schools Sports Association Netball team at the 2011 National Championships in Brisbane. It was no surprise when she led the team to the final and they were crowned National Champions for 2011.

.....**Ellie Steinwede**

Emma is a dedicated swimmer who has pursued a very busy schedule throughout 2011. She competed at the Christian Schools Australia National Swimming Championships and the All Schools Swimming Championships winning a number of medals.

.....**Emma Payne**

Rebecca Wilson managed to find a way to balance her HSC commitments with a very hectic training schedule. She represented Pacific Hills Christian School at a variety of events throughout the year including the NSW All Schools Athletics Championships winning Silver in the 800m and Bronze in the 1500m events.

.....**Rebecca Wilson**

OUR POLICIES

Enrolment Policy

Rationale

This policy provides guidelines for enrolment into Pacific Hills Christian School. It seeks to acknowledge and continue the original vision of those who founded the School as a Christian educational community - a centre of teaching and learning excellence founded on biblically-based beliefs, values and behaviour – able to support the learning needs of students who are enrolled.

While the policy is as comprehensive as possible, there will inevitably be some situations which are not specifically covered. In such instances, it is the Principal's responsibility to decide the appropriate course to take in the circumstances.

Policy

The 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 Mission Goals.

Principles

- God has created all people in His image and has made it possible for them to be in relationship with Him through the death and resurrection of His Son, Jesus Christ. Therefore, the School will give equal consideration to each applicant.
- The Principal carries final responsibility for decisions regarding enrolment positions.
- Continuing enrolment depends on students maintaining satisfactory attendance and completion of courses of study, demonstrating support of the schools culture and ethos and the family meeting obligations in regard to finances and resources.
- Decisions regarding discontinuation of enrolment are made by the Principal following discussion with parents or caregivers and appropriate staff.

Relevant Legislation

Disability Discrimination Act

Race Discrimination Act

Anti-Discrimination Act

These Acts make it unlawful to discriminate against a person on the grounds of their disability or race by refusing to enrol them at the School. The School is committed to fulfilling its obligations under the law in this Enrolment Policy.

Definitions

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.

disability, in relation to a student, means:

- total or partial loss of the student's bodily or mental functions; or
- total or partial loss of a part of the body; or
- the presence in the body of organisms causing disease or illness; or
- the presence in the body of organisms capable of causing disease or illness; or
- the malfunction, malformation or disfigurement of a part of the student's body; or
- a disorder or malfunction that results in the student learning differently from a student without the disorder or malfunction; or
- a disorder, illness or disease that affects a student's thought processes, perception of reality, emotions or judgment or that results in disturbed behaviour.

Maintenance of Enrollment

Continued student enrolment at the school subject to the following requirements:

- Maintenance of acceptable patterns of attendance.
- Satisfactory completion of courses of study.
- Compliance with the School's behavior policies and codes of conduct.
- Meeting of financial commitments including fees and other charges.

Failure to meet these requirements may result in the termination of a student enrollment as determined by the Principal.

Student Welfare Policies

Student Welfare Pastoral Care is infused in all teacher-student 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 discipling the students of Pacific Hills.

Safe Schools Policy Statement:

“Pacific Hills Christian School seeks to be a community that protects and promotes the safety and wellbeing of all of its members.”

Component Policies:

- a) Safe Schools: Anti-Discrimination and Harassment
- b) Safe Schools: Anti-Violence and Aggression
- c) Safe Schools: Anti-Bullying
- d) Safe Schools: Anti-Drugs
- e) Safe Schools: Child Protection.

Details of these policies can be obtained from the Assistant Principal: Policy and Curriculum

There were no changes made to the policies related to student welfare during 2011.

Behaviour and 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, the Behaviour and Discipline policy will clarify our common vision in Christ, will strengthen and test the givens (ground rules, or policies) for 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:

At Pacific Hills Christian School Discipline is an integral part of Pastoral Care administered to disciple students in Christian beliefs, values and behaviour.

Related Policies:

This policy is derived from the Pastoral Care policy.

- Safe Schools: (Anti-Discrimination; Anti-Violence; Anti-drugs; Anti-Bullying)
- Child Protection and Duty of Care
- Excellence

Principles:

1. Discipline is a God-given responsibility of parents and carers and is an essential part of developing the whole child. It is understood to encapsulate all that acts to train a child in what is acceptable and preferable behaviour. It will involve both commendation and censure.
2. Commendation is the formal recognition of behaviour that is exemplary in terms of the values of the community and that constructively builds the relationships within and the effectiveness of that community.
3. Censure is focused upon dealing with behaviour that is harmful to self or to others or that is unhelpful to the development of Christian community. However, in dealing with such behaviour the relationship with individuals, encompassed by the Pastoral Care Principles of Communion in Christ, Reflection of His will for us and Service to others, should never be broken or withdrawn.
4. Discipline of children at School is implemented under the delegated authority of Parents.
5. The basic code of conduct at PHCS 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; that each will do as asked; and that each has the privilege, if done respectfully, to ask questions of another. This code can be summarized by the five key words of respect, kindness, non-abuse, obedience and understanding.

6. Discipline is directed towards the goal of self-discipline with the development of mutual respect, consideration of others and compassion.
7. Discipline by censure as practiced at PHCS, is based upon the two tenets of respect for authority and proper use of authority. Thus, discipline will be administered with justice and fairness and should involve obvious due process under the responsibility of the Principal.
8. Discipline by censure may involve exhortation, guidance, instruction, training and the implementation of consequences. All parties need to be committed to listening to each other in order to achieve repentance, restitution, resolution and reconciliation.
9. In conformity with the requirements of the Education Reform (School Discipline) Act 1995, corporal punishment is not used at PHCS.

Procedural Guidelines

There are detailed procedures for each section of the school, which can be obtained from the respective Heads of School. The basic flow of these is as follows:

- Each sub-school has its own acronym to summarise and remind students of general expectations – 3 P's (People, Property and Perseverance) in Junior School; ROCK (Respect, Obedience, Courtesy, Kindness) in Middle School; and ABC (Association, Behaviour, Commitment) in Senior School.
- The procedures should address two general situations – events in the classroom, and events in the playground.
- Classroom discipline is primarily the responsibility of the teacher, who is expected to keep parents informed early of any patterns of difficulty or critical incidents. There are support systems in place to help classroom teachers when students are not responsive to their efforts (through Home Room Teacher, Pastoral Care Teachers to Year Advisors to Heads of School, who can also recommend involvement of the Assistant Principals).
- Persistent issues of classroom misbehaviour requiring discipline should be referred to the Homeroom Teacher for Middle School students and the Year Advisor for Junior and Senior School students.
- Playground issues are generally the responsibility of the staff member on duty or who witnesses behaviour requiring discipline.
- Issues should be followed up and be documented within a week.
- Significant misbehaviour and Serious Incidents should not be handled individually – the offending student should be removed from the situation, or if that is not possible, be isolated from other students while support is obtained from the sub-school office.
- All teaching staff should familiarise themselves with the Pastoral Care Slips and discipline procedures that are used in each of the sub-schools. The Pastoral Care Slips should be taken to all duties and classes.
- Each sub-school should develop procedures to guide staff in issuing discipline by commendation and by censure within the context of that sub-school and to facilitate the recording of this information in a form accessible to others in the school.

Related Procedures

- Behaviour Follow-up procedures – sub-school

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- Issuing Pastoral Care Slips – whole school
- Incident reports – whole school
- In class protocol - whole school
- Out of class protocol – whole school

A full-text version of the Behaviour and Discipline Policy and Procedures can be obtained from the Assistant Principal: Policy and Curriculum

No changes have been made to the Behaviour and Discipline Policy during 2011.

Complaints and Grievance Resolution Policies

As a community striving to live out its Christian ethos, good relationships and the settling of and reconciliation following grievances is a high priority for the School. All areas of concern held by parents should be addressed under the Home-School Communication Policy and associated procedures. This policy recognizes the right of parents to seek information about the spiritual, emotional, physical and academic welfare and progress of their children and protects the privacy rights of families, individual students and staff.

In association with this policy a revised Concerns Procedure was developed that streamlined the information flow to parents and reaffirmed the partnership and mutual respect between Home and School that is aspired to in our relationship with families. This procedure outlines the rights and responsibilities of both Parents and Staff in the expression and resolution of Concerns from either party. This supports the information regarding the clear line of communication and hierarchy of responsibility that is available. A copy of these policies and the lines of responsibility can be obtained on request from the Assistant Principal: Policy and Curriculum.

No changes have been made to the Concerns Policy or the Grievance Procedure during 2011.

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.

Mentoring and Cross-Year Group Support

There continue to be a number of Faith based groups organized 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 a similar program, Ignite, for Middle School. This was wonderfully supported by Middle School students and contributed marvelously to the Faith life and community spirit of the school. The program has extended to include Junior School.

Mission and Service

The program of Mission is now a key feature of the school's commitment to service of others. Mission groups were sent locally to Lutanda Retirement Village, within NSW to Bourke, to Indigenous communities in Central Australia and the Northern Territory, and to 7 different Overseas Countries including:

- Thailand,
- Fiji
- India
- China
- Cambodia
- Kenya
- Tanzania

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

OUR GOALS

2011 Improvement Targets

Following our 2010 Annual Report the following were identified as goals for 2011.

Academic:

- Further and sustained improvement in writing component of NAPLAN performances. The School maintained results that were well above state average in the Writing component of the NAPLAN. Due to the change in the Writing stimulus for 2011 the tracking data does not allow clear comparison. Results in the grammar spelling and punctuation were strong.

- Integrate technology meaningfully into Middle School Curriculum.

There is now access to technology in all Middle School classrooms and increased use of the Smart boards, ipads and mac computers to enhance learning.

- Improvement of Geography results at School Certificate.

Results in the Geography School Certificate exams were much improved from 2010 with students achieving strong results particularly in Band 5. There was an improvement in all higher bands from 2010.

- Remain in top 150 Schools for HSC results.

Pacific Hills was not placed in the top 150 schools in NSW in 2011. The year group had a small candidature and achieved solid results/ Small candidature particularly in the Extension subjects affected overall School results.

Community:

- Greater student engagement with Service and Mission.

2011 saw an increase in the number of students participating in Mission with significant increased interest in Outback Mission and in Mission to other communities intrastate.

- Improved participation in Sport and Cultural program of the School.

Greater participation from students meant that teams active in the Hills Zone Sport program were well supported and successful.

Additional participation in School Fun Run was evident.

Increased participation in the peripatetic music program was observed in some areas but was offset by a reduction in participation in other areas.

Spiritual:

- Greater integration of the School's Statement of Faith into curriculum areas.

Proposed formal models of this integration have been delayed due to new staff appointments

- More explicit teaching of Values and Character.

Values education initiatives and principles have been a feature of Professional Learning throughout 2011 with further work planned for 2012 to make teaching of these elements of our curriculum ever more explicit.

2012 Improvement Targets

Academic:

- Further and sustained improvement in writing component of NAPLAN performances
- Integrate technology meaningfully into Middle School Curriculum.
- Improvement of Geography results at School Certificate.
- Rank in the top 150 Schools for HSC results.
- Review language program in stage 4.
- Increased participation in the Creative Arts Electives.
- Development of new Board of Studies Curriculum in Teaching and Learning programs effectively integrating a Christian perspective.

Community:

- Relaunch the Parent and Friends Fellowship.
- Complete Performing Arts Centre with donations for the lower level.
- Increase the number of volunteers in the School.
- Establish Social Media Community via online communication and service provision.
- Full functioning of a complete new website as a state of the art project.
- Establishment of a new software package (Edumate) for database storage and communication within the School Community.
- Revise the Biblical Studies program offerings.

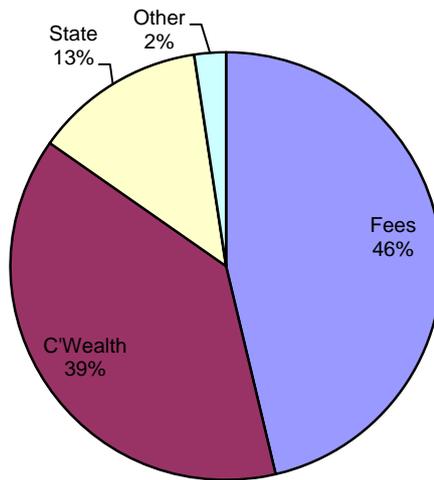
Spiritual:

- Revise the Biblical Studies program offerings.
- Integrate Values Education with Pastoral Care program.

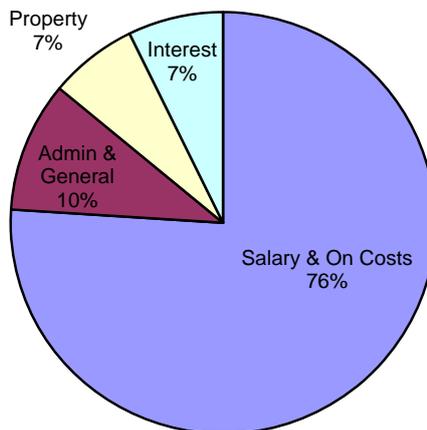
OUR FINANCES

Summary of Financial Information

Income



Expenditure



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 2733.