



Pacific Hills

Annual Report 2012

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

Many times I have been struck in my thinking by the sacrificial and generous love of Jesus. This is highlighted throughout His life as described in the Gospel accounts, but is perhaps summarised in Ephesians 5:1-2, “Be imitators of God, therefore, as dearly loved children and live a life of love, just as Christ loved us and gave Himself as an offering and sacrifice for God”. Many of us were raised on John 3:16, “For God so loved the world that He gave His one and only son...”

We should all be constantly amazed at God’s indescribable love for us and the indescribable love of Jesus in allowing Himself, in obedience to His father’s will, to die a horrible death in order to bring salvation to humans. Jesus showed God’s love to people in all sorts of circumstances when He was here on Earth. He healed the sick, He comforted those who mourn, He showed love to children and indeed, to people of all ages. We are so blessed to have the Gospel accounts which give us story after story of this wonderful sacrificial and generous love.

We are exalted to have a love for God and a love for others that is reflective of God’s love for us. Therefore, we should love God as an act of worship, lavishing on Him our affection, our commitment and celebrate our relationship with Him. When Jesus was asked the question regarding the greatest commandment in the law, as recorded in Matthew, 22:34-40, He explained, for our benefit, that the greatest commandment is to love God with all our being, fully and lavishly, and that we are to love our neighbours as ourselves. I would like to encourage each of us in our Christian School community to display this love for others in a sacrificial and generous way. That will mean accepting others for who they are and caring for them. This care will take many forms including showing kindness and compassion of sharing with others the resources that God has given to us, as well as looking for opportunities to give and to give. Essentially this requires a continuing act of grace, which is effectively the fountain of God’s love us for us.

The letters of the New Testament in the Bible exalt us to actually have a special type of this love for our Christian brothers and sisters, that is, people of the common faith. Therefore, as a

Christian school community, we have a special responsibility to love one another in this sacrificial and generous way.

The practical ways in which this community loves others and loves God is shown in the service within the community and to others outside the community. This includes our mission trips within Australia and overseas and our community service in different parts of Sydney and within our own School community. It is delightful to observe the ways in which our students serve other students and also the ways in which they serve visitors in the School. One of the highlights of families visiting the School with a view to applying for enrolment is when our Student Leaders act as tour guides and represent Pacific Hills so well. Another practical way of expressing this love is through our volunteers' program where so many parents and some grandparents contribute greatly to the culture building of a community that is displaying God's love to others.

Pacific Hills and our Other Schools

It has been a delight for us to continue serving through Pacific Coast Christian School at Tweed Heads and Pacific Valley Christian School at Maclean. It has also been valuable for us to be involved in supporting Trinity College in Poatina, Tasmania.

Pacific Coast, under the leadership of Dr Tina Lamont, has continued to grow in its strength, vitality and culture as a Christian educational community. We thank God for that ministry.

Pacific Valley, under the leadership of Mr David Johnston, has also developed a strong reputation in its wider community as the staff and others have been growing in the ways which they display God's grace in action. Each of Pacific Coast and Pacific Valley are blessed by Boards under the leadership of Mr Max Maddock in both instances that have a wonderful understanding and practise of God's wisdom and grace. Trinity College is now at the stage where it is more strongly established as part of the Fusion ministry and we are happy to continue giving support.

Mission Trips

Our Mission trips for 2012 were another wonderful experience for the Pacific Hills Christian School students. More than 25 participants celebrated the Outback experience with Paul McConnell. Without doubt the boys that went on the Rugby Team to Fiji returned with a changed world view. They built a road and a rock retaining wall, as well as playing soccer with the community with whom they lived. Colin Wood led the team and they shared at devotions the challenges and joys they experienced.

A team to Vanuatu for service and Noumea for a French experience, led by Mrs Gough, was a wonderful success. Grant Mitchell led the music team to Hong Kong / China / Macau opening up new connections with schools, for future mission opportunities. Kenya and India will be leaving our shores shortly and we know that these will be mission opportunities that will bless those who are participating.

Sport

The sport program continues to provide wonderful opportunities for students to develop their skills and participate with their peers in a wide range of sporting activities.

Our continued involvement with the Christian Schools Sports Association and the local Hills Zone Sports Association provides regular competitions for students across the school and pathways for our elite athletes to progress to representative honours at the CIS (Combined Independent Schools).

There have been so many outstanding performances in 2012, it would be remiss of me not to mention a few. Emma Payne and Samantha Ying competed alongside some of our Olympic heroes at the Australian Championships only narrowly missing Olympic qualification. Dana Stewart travelled to Japan and Korea to represent Australia in Taekwondo winning a number of Gold medals for her Country.

Our sporting teams have enjoyed much success throughout the year winning trophies in Football (soccer), Touch Football, Basketball and Futsal to name a few. All the students who have worn the School colours have represented our School with pride, performing to the best of their ability while displaying the qualities that exemplify the meaning of sportsmanship.

I am thrilled with the level of achievement and excellence students have attained in sport throughout the year. Hearing about the wonderful experiences so many students have had in the pool, on the track and in the many team competitions, reinforces the School's commitment to providing a sports program that endeavours to encourage participation and the use of sporting talent to bring glory and honour to God.

Academic Highlights 2012

Academically, students have achieved highly at Pacific Hills this year. The year began with a celebration of the success of the 2011 cohort of HSC students. The students received 32 mentions on the distinguished achievers list and a top ATAR result of 99.15. Ten percent of our students received an ATAR of above 94. The success of the Augustine program was highlighted in the Yr 11 students who were placed on the Distinguished Achievers list for Mathematics and Extension 1 Mathematics. Further, several of our students were nominated for Art Express.

NAPLAN results again demonstrated students at Pacific Hills achieving above State average in all areas of Reading, Writing, Spelling, Grammar and Punctuation and Numeracy. There was a particularly strong performance in Grammar and Punctuation across the school. School growth was consistent and Pacific Hills will continue to use these results to assist us in developing strong literacy and numeracy programs across the school.

Students also had the opportunity to be involved in the Australian Maths, English and Science Competitions, with 60% of participating students receiving Credit, Distinction and High Distinction awards. There have also been outstanding individual academic performances. Joshua Ying from Yr 6 was one of two Australian representatives at the Asia Pacific Mathematical Olympiad held in Singapore this year which was a great honour. As in previous years staff and students have remained committed to academic excellence as an expression of worship.

Celebration of Thanksgiving

As a School community we celebrate God's goodness to us through a Board of men and women that He has given to govern over us. With Mr Stephen Trew as Chairman and Mr Max Maddock

as Deputy Chair, and Mr Peter Draper as Treasurer, we are blessed by the whole Board who show us something of God's love. The Board members are: Mrs Anna Crawford, Mrs Lynn McCrindle, Mrs Helen McDougall, Rev Bob Frisken, Mr Vanda Gould, Mr Tony Morgan, Dr Philip Sutherland, and Mr Daniel Wong.

Another celebration of Thanksgiving is the high quality of commitment and service provided by each member of our School Leadership Team which is comprised of Mr Andrew Waters, Mr Brendan Corr, Mr Chris Baldry, Mrs Annette Cadwallader, Mr Colin Wood, Mr Steve Grice, Mrs Belinda Nunn, Mr Craig Robson, Mr Andrew Lack, Mrs Stephanie Ghali, Mrs Sharon Maddison, Mrs Marie-Louise FitzGerald and Mrs Judy Walker.

A special celebration of thanksgiving is from myself to Mrs Judy Walker. I thank God for the blessing that Mrs Walker is to such a wide variety of members of our community, and the many visitors that come to share with us.

Another special celebration of thanksgiving in 2012 was our opportunity to host the fourth Global Christian Schools Network gathering in Switzerland. At that time we were greatly blessed by the stories and the brotherly and sisterly love from people from many countries as we shared our lives together. We are so thankful to God that He allows us, through Christian education, to receive such joy and hope and love from others of His people.

Staff changes

During the year, or at the end of 2012, we have farewelled the following staff members; David Stewart, Bonnie Junor, Mary-Jane Stubbs, Keith Grace, Felicity Corry, Meghan Gough, Simon Gough, Ruan Van der Merwe, Nicole Van der Merwe, Natasha Chan, Greg Driscoll, Kristen Maginnis, Janine Crocker, Sara Lemaire, Susan Reitsma and Sacha Doherty.

We thank God for each of these staff members and entrust them to God in their new responsibilities.

A Celebration of Praise

Yet again at the end of a school year we celebrate our wonderful God in His majesty, strength, wisdom, grace, mercy and love. Always our desire is to bring glory to God and it is my prayer that each member of our community fulfils their responsibilities with this goal as their motivation. Our God is so good to us and we are thankful.

E.J Boyce
Principal

From the Board Chair

Valuing the values and avoiding a myopic vision

The pace of life has a way of keeping us in the ‘now’ without any thought for the ‘why’ and ‘where’. Taking stock is important to gain an understanding of these questions. They act as a compass and provide a reference point. They are critical for both organisations and individuals alike. ‘Purpose’ and ‘vision’ are two other words to encapsulate these concepts.

One great visionary likened his life’s endeavours to that of a runner in a foot race where he was not content with where he had reached but he could see beyond this to a future time and the ultimate objective of the race he was in – the finish line (see what the Apostle Paul says in Philippians 3:12-14). A verse that is often quoted in this School is found in 1 Peter 4:10 and which says:

“...Each one should use whatever gift he has received to serve others, faithfully administering God’s grace in various forms.”

This is a statement of purpose. Vision comes from a deep understanding of purpose and a sense of direction that draws not only from the past but a sense of possibility and conviction. The Apostle Paul drew on the uniqueness of his encounter with Jesus while journeying to Damascus and which dramatically changed his life. It was this encounter that gave him a purpose and also became the compass for his vision. In other words, his vision was set having regard to the past but was clearly forward looking. As we have seen, his eyes were not only fixed on the immediate next step but also the finish line, like any good runner. This is no myopic vision.

With a clear commitment to the purpose of this School, the Board is always looking to enhance the vision of this place through pursuing excellence in Christian Education in a further and more complete way. We value the values of this place and want to enhance them in increasing ways through the experience of this community.

The Board of Pacific Hills counts it a privilege to serve the School community and we are equally excited and motivated by the vision for Pacific Hills. The development of the One Maker Academy and The Excellence Centre together with our technology initiatives are some of the actions being taken to enhance the education and learning experience of all our students. They both enhance and support our commitment to ensure students exercise all of their gifts, skills and abilities as well as they can in a context where Christian Education gives this a purpose and vision that is both collective and individualistic.

Our vision is a broad vision and we make no apologies for this. While based and founded here at Dural it extends beyond here and can be seen in our involvement in Pacific Coast Christian School, Pacific Valley Christian School as well as further abroad. As equally as we look to assist others it is the case that what we gain from this experience is funneled back to and experienced here in community at Pacific Hills.

This event is a great time to take a moment to reflect. For those of you who may be leaving Pacific Hills can I encourage you to consider how your time with Pacific Hills fits into your

vision, having regard to the purposes that God has for your life. Reflect on this and seek to identify the value of this time and the values of this time.

Don't let your vision be myopic. If you value the values your vision will not be myopic but will look to the finish line that the Apostle Paul spoke about. It will look for you to be the best you can be not because it will advantage you but because it will help you to serve others. It will help you to see yourself not only as an individual but as a member of community serving the community in different but equally as important roles. Value the values and make sure you do not become myopic in your vision. Be true to the education you have received here.

For those of us that will continue our association with Pacific Hills, this is the same challenge for ourselves. A vision must be experienced in community and this can be done if we value the values and do not become myopic.

Thank you for being part of the School community, being a part of the vision of Pacific Hills and parties to the continued development of its vision.

Stephen Trew,
Board 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)

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.

During 2012 the parents body were very actively involved in the organisation and support of the School Fair, under the leadership of Mrs. Kate Blackwell. 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.

Parents and friends of Pacific Hills are also invited to become involved in the School Community through events such as Parent Teacher Interviews, Parent Discussion/Information Nights, the School Musical and Social Nights. Each year the school also holds a number of events such as New Parents Evenings, Father/Child and Mother/Child nights and the annual School Presentation night that are well supported by the parents of Pacific Hills.

Prayer Group

Each month a group of passionate parents 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 group formed, many prayers have been answered and God has move in powerful ways in the lives of students, teachers and parents.

The group prays 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. A prayer journal is also kept to record how God has answered prayers and shown himself faithful through his grace to the School Community.

Once a year a special thank you morning tea is prepared on behalf of all the parents as an act of love and service for the staff, to show their appreciation for all that they do for the students. At the end of each school term the Prayer Group also enjoys fellowship together by going out for lunch.

Contact with the Prayer 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. 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?” are the following responses from 2012 Year 12 students:

“Pacific Hills was a great place for me to strengthen my faith in Christ and prepare me for all that’s ahead.”

“I feel so privileged to have been taught by such amazing teachers and to spend 4 years here in a loving environment.”

“PHCS is different from other schools. I spent a great time in this blessed school.”

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.

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 96 in total with 72 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 Afrikaans, 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 2012 a range of Professional Learning was approved and undertaken by teaching staff. This included individual and small group learning selected according to need and interest and the 12 days of corporate Professional Conference that is organised by the School. Priority and focus in professional learning continued to include integration of learning technologies into teaching practice; 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 2012 this resulted in a Staff attendance of 94%.

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 2011 and 2012 staff retention rated at 92%.

OUR STUDENTS

Enrolments – Profiles

Pacific Hills had a total of 1098 K-12 students enrolled at the 2012 mid-year Government census, 494 of whom are girls and 604 of whom are boys.

Pacific Hills’ student population includes 23 Full Fee Paying Overseas Students and 33 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.

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.

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 the 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.

2012 Attendance

Year	No of Students	Total Student Days	Total Days Absent	Total Days Present	Total %
Kinder	58 + 3 partial	11213	657	10556	94%
1	53 + 1 partial	10008	579	9429	94%
2	61+3 partial	11728	704	11024	94%
3	63+4 partial	12110	651	11459	95%
4	88 + 5 partial	16998	697	16301	96%
5	64+2 partial	12150	514	11636	96%
6	60+6 partial	11900	827	11073	93%
7	95+6 partial	18092	1036	17056	94%
8	104+14 partial	20699	1176	19523	94%
9	76+4 partial	14622	693	13929	95%
10	68+5 partial	13123	566	12557	96%
11	97+2 partial	18470	1022	17448	94%
12	103	14317	1166	13151	92%
Overall		185430	10288	175142	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. As a consequence there are high levels of student retention for all Schools in the area.

Required retention reports cover both raw numbers between Yr10 2010 and Year 12 2012 and actual individual student retention between these points.

- In 2010 Pacific Hills had 123 students in Year 10.
- In 2012 the School had a Year 12 cohort of 103.

This gives a raw student retention of 85%. Of the 103 Year 12 students in 2010, 91 had been at Pacific Hills throughout. This is an individual student retention rate of 88%.

OUR ACHIEVEMENTS

Student Performance in Standardised literacy and numeracy testing

NAPLAN Testing

This year as is usually the case PHCS performed above State average in almost all areas. These results provide a snapshot of student performance.

Strengths

- Above State average in all areas of Reading Writing, Spelling, Grammar and Punctuation and Numeracy
- Strong results in top bands for Literacy and Numeracy. Well above State average in top bands in Literacy and Numeracy.
- Well above state and AIS schools in the top Numeracy bands in Years 3, 5, and 7
- Improvement in Year 7 Boys in Spelling from 2011
- Improvement in Year 3 Girls Grammar and punctuation from 2011.
- Double the percentage of the State in the top bands of Reading Yr 5-7
- Strong performance in Grammar and Punctuation across the School
- No students below NMS in Spelling
- School growth was consistently up in some areas, slightly under in others

A detailed summary of the NAPLAN data is available through the My School's Website <http://www.myschool.edu.au/>

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 Board of Studies and 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 Preliminary Course, students will be 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 Preliminary Assessment Handbook. Students who leave at the end of the Preliminary Course are entitled to apply for a Preliminary ROSA. Students who leave the school prior to the completion of the HSC will also be offered the opportunity to complete the Literacy and Numeracy tests offered by the Board of Studies.

Higher School Certificate Results

The HSC cohort of 2012 achieved some outstanding results across a wide range of subject areas. The cohort included students from Yr 12 and Yr 11 Augustine students.

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Some highlights in academic performance were

- 10th in the State in Software Design and Development
- 56 mentions on the Distinguished Achievers List
- Nomination for Showcase (English Extension 2)
- Several students receiving 49/ 50 in courses such as Extension Maths, and Extension English

Pacific Hills presented 32 subjects for this year's HSC. Many subjects achieved pleasing results that were above state average across all bands of the course.

- English Extension 2 (7 students) 6.02% above State average
- English ESL (7 students) 3.27% above State average
- Music 1 (6 students) 3.60% above State average
- Music 2 (1 student) 6.62% above State average
- Music Extension 1 (1 student) 3.15% above State average
- Legal Studies (7 students) 1.56% above State average
- History Extension 1 (7 students) 1.52% above State average
- Visual Arts (17 students) 1.08% above State average
- Physics (28 students) 0.83% above State average
- Biology (29 students) 0.31% above State average

Many subjects received outstanding numbers of students in the higher bands of a course

- 35.26% above State average in band E4 English Extension 2
- 18.5% above State average in Band 6 Legal Studies
- 5.08% above State average in Band 6 Mathematics 2 Unit
- 8.31% above State average in Band 6 Software Design and Development
- 6.05% above State average in Band 6 Hospitality Examination
- 3.89% above State average in Band 6 Studies of Religion 2 Unit
- 2.89% above State average in Band 6 Music 1

Course	Students	School Mean	State Mean	Band 3 /E1	Band 4/ E2	Band 5/ E3	Band 6/ E4
Ancient History 2012	20	67.75	69.35	20	35	10	5
Ancient History 2011	6	69.37	72.9	66.66	16.66	16.66	
Biology 2012	29	72.77	72.46	37.93	31.03	24.13	3.44
Biology 2011	27	74.06	72.65	18.51	25.92	40.74	
Business Studies 2012	30	72.18	73.98	30	40	20	3.33
Business Studies 2011	17	77.22	72.95	17.64	23.52	41.17	11.76
Chemistry 2012	24	67.7	75.5	29.16	29.16	16.66	
Chemistry 2011	10	76.9	74.98	20	30	50	

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Course	Students	School Mean	State Mean	Band 3 /E1	Band 4/ E2	Band 5/ E3	Band 6/ E4
Design &Tech 2012	12	74.1	76.08	25	50	16.66	8.33
Design &Tech 2011	5	72.44	75.86		60	20	
Drama 2012	9	76.62	77.77	11.11	44.44	44.44	
Drama 2011	6	81.33	77.5		33.33	50	16.66
Economics 2012	14	61.61	75.23	7.14	28.57	7.14	7.14
Economics 2011	9	71.93	74.2	44.44	11.11	11.11	22.22
Engineering 2012	12	74.35	75.02	16.66	41.66	33.33	
Engineering 2011	9	73.38	74.56	33.33	33.33	33.33	
English Standard 2012	33	63.01	68.27	30.3	21.21	9.09	
English Standard 2011	20	63.01	65.03	45	30		
English Advanced 2012	63	74.48	79.56	11.11	53.96	28.57	
English Advanced 2011	35	74.76	79.94	17.14	40	37.14	
English ESL 2012	7	75.03	71.76		85.71	14.28	
English ESL 2011	7	76.51	73.94	14.28	42.85	42.85	
English Ext 1 2012	12	37.58	40.24		16.66	83.33	
English Ext 1 2011	4	31.78	39.89		75	25	
English Ext 2 2012	7	44.6	38.58			42.85	57.14
English Ext 2 2011	7	47.2	38.35			14.28	85.71
General Maths 2012	47	68.43	69.2	27.65	36.17	14.89	4.25
General Maths 2011	30	70.06	69.41	26.66	40	10	6.66
History Ext 1 2012	7	38.21	36.69		28.57	71.42	
History Ext 1 2011	2	40.9	38.57		75	25	
Hospitality Exam 2012	9	75.18	75.5	11.11	44.44	22.22	11.11
Hospitality Exam 2011	7	69.86	76.31	28.57	14.28	42.85	
Legal Studies 2012	7	76	74.44		14.28	28.57	28.57
Legal Studies 2011	2	79.2	74.24		50	50	
Mathematics 2012	43	76.93	77.64	4.65	34.88	23.25	23.25
Mathematics 2011	24	81.37	77.03	12.5	25	33.33	29.16
Mathematics Ext 1 2012	26	79.92	81.42		15.38	53.84	30.76
Mathematics Ext 1 2011	18	82.99	81.09		5.55	61.11	33.33
Mathematics Ext 2 2012	8	70.35	82.78		50	50	
Mathematics Ext 2 2011	7	81.63	83.55			100	
Modern History 2012	27	72.99	75.61	22.22	22.22	44.44	
Modern History 2011	15	79.67	75.31		46.66	40	13.33
Music 1 2012	6	83.77	80.17		16.66	66.66	16.66
Music 2 2012	1	92.8	86.18				100

Course	Students	School Mean	State Mean	Band 3 /E1	Band 4/ E2	Band 5/ E3	Band 6/ E4
Music Ext 1 2012	1	47.9	44.75				100
Music Ext 1 2011	1	35.6	44.53			100	
PDHPE 2012	40	71.91	72.58	22.5	35	22.5	5
PDHPE 2011	13	76.17	73.93	15.38	61.53	15.38	7.69
Physics 2012	28	74.65	73.82	25	28.57	35.71	3.57
Physics 2011	32	78.21	74.84	9.37	40.62	34.37	12.5
Software Design 2012	7	69.8	71.66	28.57	14.28	14.28	14.28
Software Design 2011	8	62	71.06	62.5	12.5		
SOR 1 2012	22	33	37.19	9.09	45.45	13.63	
SOR 1 2011	2	39.6	38.11		50	50	
SOR 2 2012	18	70.26	74.38	5.55	33.33	27.77	11.11
SOR 2 2011	8	74.23	76.36	37.5	25	37.5	
Visual Arts 2012	17	80.47	79.39	5.88	29.41	64.7	
Visual Arts 2011	20	79.53	78.16	10	35	40	15
Music 2 2011	1	80	85.9			100	

Senior Secondary Outcomes

- Number of students undertaking vocational or trade training: 26 (12.5% of students in Years 11 and 12)
- Number of students attaining Higher School Certificate: 103 (100% of students completing Year 12)

Post School Destinations

University placements:

Pacific Hills' students have gone on to a range of universities in NSW and overseas to continue further study. Offers were made to 68 of our 103 students. They have accepted offers at Sydney, NSW, Macquarie, Western Sydney and Newcastle Universities. Courses studied include:

- Bachelor Combined Law
- Bachelor Actuarial Studies with Bachelor Applied Science
- Bachelor Business and Commerce (Accounting)
- Bachelor Engineering
- Bachelor Applied Science (Occupational Therapy)
- Bachelor Medical Science
- Bachelor Arts - Media
- Bachelor Industrial Design
- Bachelor Nursing

- Bachelor Education
- Bachelor Combined Commerce
- Bachelor Business Administration

These 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.

Achievements in Other Activities

Asia Pacific Mathematical Olympiad

Joshua Ying participated in the Asia Pacific Mathematical Olympiad for Primary Schools in Term 2. The competition is only open to students aged 12 years old in 2012. This is a prestigious competition run by the Hwa Chong Institution in Singapore with participation by a large number of countries in the Asia Pacific region. Joshua received a Gold Award and as a result, was one of the two Australian students invited to compete in Singapore.

Excellence in Sport

Stephen Jeong competed with distinction at the NSW Combined Independent Schools Primary Swimming Championships, where he broke the 8 Years Freestyle record. He competed at the NSW All Schools Swimming Championships winning the 50m Freestyle and was part of the record breaking Freestyle Relay team.

Nathaniel Baker competed at the NSW Combined Independent Schools Primary Swimming Championships and the NSW Combined Independent Schools Primary Athletics and Cross Country Championships. Nathaniel was then selected to compete at the Australian Athlete with Disability Track and Field Championships gaining Silver in the 800m.

Chloe Iwanoczko's dedication to training and self belief has paid off enormously during 2013. Chloe competed at the NSW Combined Independent Schools Athletics and Cross Country Championships, the NSW All Schools Cross County Carnival and the NSW All Schools Athletics Championships in the Athlete with Disability category.

Lauren Giulieri has achieved outstanding success in the pool during 2012. Lauren competed at the NSW Combined Independent Schools Primary Swimming Championships, breaking three records in the Athlete with Disability category. Lauren was selected to be part of the NSW Primary Schools Sports Associations Swimming team to compete at the School Sport Australia Championships where both the relay teams she was involved in won Gold.

Pacific Hills Christian School was honoured to have eight students selected as members of the NSW Combined Independent Schools Swimming team competing at the NSW All Schools Swimming Championships. The students each competed admirably and with distinction.

Maddison Carnegie

Alexander Houmes

Madison Houmes

Emma Payne

Hannah Payne

Jessica Payne

Samantha Ying

Lachlan Leslie battled with injury concerns throughout the year but still managed to win Gold

and Silver medals at the NSW All Schools Athletics Championships in the 200m and 400m events respectively.

Emmaline Malani and **Brooke Steinwede** were selected as members of the NSW Combined Independent Schools Primary Netball team competing at the NSW All Schools Championships.

David Kanaley was selected as a member of the NSW Combined Independent Schools Secondary Soccer team competing at the NSW All Schools Championships.

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.

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 disciplining 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 2012.

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

- 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 2012.

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 2012.

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 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 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 a key feature of the school's commitment to service of others. Mission groups were sent locally to Pacific Coast Christian School at Tweed Heads and to Indigenous communities in Central Australia and the Northern Territory. Six mission teams were also sent to overseas countries including:

- Hong Kong/ China
- Fiji
- India
- Cambodia
- Kenya
- New Caledonia/ Vanuatu

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.

Junior School Compassion Club

Compassion Club invites students from Years 3 and Years 4 to show care and support for others and spread God's Word. Outings include a recent visit to Warah Special School where they presented through drama a story from the Bible. They invited Mr Miller and his puppet Geoff who was well received by the children. Each year they have been invited to share Easter and Christmas with two public schools and have enjoyed sharing Easter through the medium of singing, drama and dance.

Middle School Thank You Week

Thank You Week is designed to prompt awareness in MS students of those around them who serve them. Students of this age are typically (developmentally) selfish in their thinking, and "Missions" as is done in the SS is not always appropriate for MS students. Guests (eg. Police, fire

and rescue, armed services, politicians, etc) 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 (this year Psalm 100) and this year we had an assembly and love offering of cans of food donated to Anglicare. PHCS was selected to present about Thank You Week at the International MYSA Conference in May 2013.

Senior School Community Service Days

All Senior School staff and students are involved in Community Service Day. This is an event that occurs each year at the end of Terms One and Three. 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.

OUR GOALS

2012 Improvement Targets

Following our 2011 Annual Report the following were identified as goals for 2012. Provided below is a response to the School's achievement in response to each of these goals.

Academic:

- Further and sustained improvement in writing component of NAPLAN performances
 - As seen in the "Our Achievements" section above, the School has seen improvements in Spelling, Grammar and Punctuation across a number of year levels.
- Integrate technology meaningfully into Middle School Curriculum.
 - This process has begun, with Interactive Whiteboards and/or digital projectors being installed in all MS teaching rooms and the purchase and use of banks of laptops and iPads for student use. This will continue with the implementation of iPad use for all students across MS.
- Remain in top 150 Schools for HSC results.
 - While the HSC results for 2012 meant that the School did not remain in the top 150 Schools a number of outstanding achievements were made by individual students. These can be seen in the above section "Our Achievements".
- Development of new Board of Studies Curriculum in Teaching and Learning programs effectively integrating a Christian perspective.
 - The process continues as the School is readying for the staged implementation of the Nation Curriculum. A number of the teaching staff also act in an advisory role for other Christian Schools in this area.

Community:

- Relaunch the Parent and Friends Fellowship.
 - In 2012 there was an increased level of parent support and leadership with the school fair.
- Complete Performing Arts Centre with donations for the lower level.
 - The lower level of the Performing Arts Centre will be completed in early 2013.
- Increase the number of volunteers in the School.
 - One example of this occurring is in the organisation of the School Fair.
- Establish Social Media Community via online communication and service provision.
 - The School has begun communicating with the community through social media, such as Twitter, and will soon be launching the new Parent Portal that allows online access to student information and progress.
- Full functioning of a complete new website as a state of the art project.
 - The initial project was completed mid way through 2012 and is continually being updated with new information and ways of interacting with the School.
- Establishment of a new software package (Edumate) for database storage and communication within the School Community.
 - Throughout 2012 this project was implemented and continues to be rolled out module by module in 2013.

Spiritual:

- Revise the Biblical Studies program offerings.
 - The Year 12 Biblical Studies school based course and the Preliminary Theological Certificate continue to be developed as viable options for students not wishing to undertake the Board of Studies course of Studies of Religion for their Higher School Certificate.
- Integrate Values Education with Pastoral Care program.
 - The Pastoral Care program continues to be reviewed with the option of a formal curriculum being looked by the various sub-schools.

2013 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.

Academic:

- Develop and continue focus on literacy across the curriculum with the goal of improving student literacy and NAPLAN results. Particularly in the area of Writing.
- Develop Numeracy Skills particularly through the introduction of a new Mathematics program in the Junior School which allows for continuity through to Middle School.
- Successfully prepare for and implement integration of technology in the form of a Year 10 iPad trial project ready for a K-10 iPad use in 2014.
- Develop strong teaching and learning programs for the new K-10 Curriculum in NSW in 2014.
- Increased student participation in elective subjects within Language and Creative Arts.
- Target improvement of HSC Results with a focus on being placed in the top 150 NSW schools.

Community:

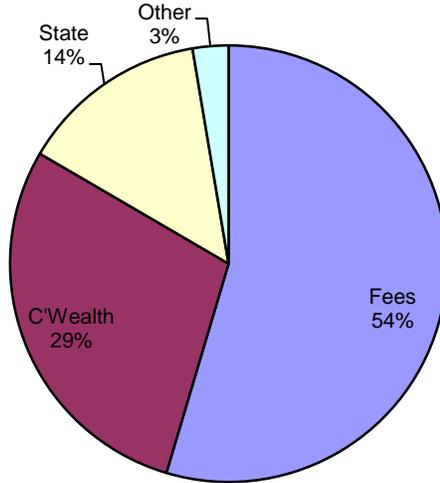
- Continue the relaunch the Parent and Friends Fellowship.
- Establish One Maker Academy as a centre for the Performing Arts to serve both the School and the wider community.
- Further develop the impact of The Excellence Centre through its leadership of Christian Educational thinking in Australia and through out the world.
- Engage in the Critical Friends Partnership with our Sister Schools in New Zealand to further enhance the operational aspects of the School.
- Open a community café on the school grounds as a way to encourage an even greater sense of community amongst our parent body.

OUR FINANCES

Summary of Financial Information

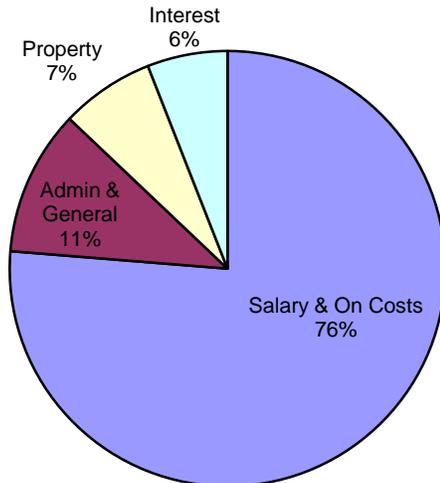
Income

2012



Expenditure

2012



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.