



Pacific Hills

# **Annual Report 2013**

The following report is prepared according to the School's Annual Reporting Policy and the NSW Government's Education Act. It provides general information to the community about the School's ethos and character and its performance in Academic and Financial terms. More specific information can be obtained by contacting the school directly.

*Published June, 2014*

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# OUR SCHOOL COMMUNITY

## Overview and General Information

Pacific Hills is a transdenominational Christian School that has been in operation since 1979. Its vision is to provide a Christian educational community as a centre of teaching 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

The vision statement of Pacific Hills Christian School states, “The purpose of Pacific Hills Christian School is to be a Christian educational community as a centre of teaching and learning excellence founded on Biblically-based beliefs, values and behaviour.”

The concept of excellence is reflective of Biblical truth. In Philippians 4 we read, in verses 7 to 9, “and the peace of God, which transcends all understanding, will guard your hearts and your minds in Christ Jesus. Finally brothers and sisters, whatever is true, whatever is noble, whatever is right, whatever is pure, whatever is lovely, whatever is admirable – if anything is excellent or praiseworthy – think about such things.”

In 2 Corinthians 8:7 we read, “...just as you excel in everything – in faith, in speech, in knowledge, in complete earnestness and in your love for us – see that you also excel in this grace of giving”. These Biblical statements command us to be excellent, that is, to go beyond expectations of ourselves and others, with wholeheartedness. This commitment and practice of excellence is to be with thankfulness and is cause for celebration.

It is our purpose at Pacific Hills Christian School to strive for excellence as whole persons whether staff or students. We should be growing spiritually including in our service by being both sacrificial and generous as a way of excellence. We need to also provide excellence in our teaching and learning intellectually and academically, that is, we should seek for each student to go beyond expectations. It is also important that we as a Christian school community excel in cultural endeavours and in social interactions. In the area of physical development and performance, the same should be true.

In all of these areas, it is important for us to consider excellence according to the giftedness of the individual involved and not to compare individuals with others or indeed, cohorts of students against others who have greater or different God given giftedness in any area of life.

As a Christian school we should be encouraging as well as setting an example of wholehearted effort with the gifts and the opportunities that we are given. When we fulfil that commitment of wholeheartedness, and especially over a significant period of time, the outcome will be excellent. We need to encourage the younger generation through our example and through our teaching of them, that God requires full commitment from each of us, and in a fallen world that level of commitment will prove itself to be excellent. On the other hand, we need to acknowledge to

ourselves and to our children that none of us can be perfect so therefore, we need to go beyond being satisfactory, and at the same time not being perfect, and so excellence is the standard that we should seek for ourselves and others.

In practical terms we can acknowledge at this time, that we have received as a community, excellence in commitment to service from Mr Stephen Hale in his 31 years as a member of staff of Pacific Hills. We thank God for Mr Hale and his ministry among us and we respect Mr Hale for the continuing and strong effort that he has made on behalf of the School across a range of areas, and he has done so with a sense of sacrifice and generosity. For that we are thankful. As Mr Hale leaves at the end of this year, we entrust him to God's care in all areas of his life.

I would also like to acknowledge at this time the excellence of our School Board in its fellowship, constrictive criticism and encouraging support as the staff seek to implement the policies of the School and the directions set by the Board. A particular evidence of excellence of the Board is their individual and collective commitment to service, both with regard to Pacific Hills Christian School and in their broader spheres of ministry. Again I would like to express appreciation particularly to our Chairman, Mr Stephen Trew, our Deputy Chairman, Mr Max Maddock, and our Treasurer, Mr Peter Draper.

I would like to express my appreciation to those staff members who have served us so well and are leaving us by the end of 2013 to serve in other locations. These people are; Mr Stephen Hale, Mrs Angela Grace, Miss Alison Little, Miss Robyn Logan, Mrs Bree Mayes, Mrs Kellie Kesby, Mrs Hayley Stephens, Mrs Marina Grima, Mrs Emma Ray, Mr Marty Harris, Mrs Angeline Smith, Ms Viv Foxton and Mrs Cassie Wright.

The School Leadership Team (SLT) continues to work extremely well and wholeheartedly within the responsibility of each member. The School Leadership Team is comprised of Mr Andrew Waters, Mr Brendan Corr, Mr Chris Baldry, Mr Andrew Lack, Mrs Annette Cadwallader, Mr Colin Wood, Mr Steve Grice, Mrs Belinda Nunn, Mr Craig Robson, Mr Gavin Neale, Mrs Marie-Louise FitzGerald, Mrs Sharon Maddison, Mrs Stephanie Ghali and Mrs Judy Walker.

### **Academic Highlights 2013**

Pacific Hills is once again proud of the academic progress and achievement of our students in 2013. The year started positively with the celebration of the results of Year 12 2012. Students achieved 41 mentions on the NSW Board of Studies Distinguished Achievers List. Of particular note were Scott Brisbane who was placed tenth in the State in Software Design and Development and Kaitlin Nunn whose Extension 2 English Major Work was chosen as one of the 20 exemplar scripts published in the Young Writer's Showcase. Our 2012 alumni are currently undertaking university courses as diverse as Actuarial Studies, Law, Education, Engineering, Science and Nursing.

Pacific Hills received some excellent NAPLAN results in 2013 and have demonstrated School growth, individual student growth and results that are well above State average. We have seen students achieve well above State average in the top bands in all areas of Literacy and Numeracy. We have been particularly pleased with the individual student growth which is evident across our range of students.

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. Academic extension has occurred in a variety of programs across the School including the Augustine Maths and Science Program, Writing Competitions, Business and Science competitions all of which have seen Pacific Hills' students competing at the highest levels and achieving outstanding results.

### **Musical 2013 Prince of Egypt**

The School Musical, The Prince of Egypt, was a highlight of 2013. Involving an orchestra and cast of 140 students from Years 3 to 12, The Prince of Egypt followed the story of Moses and his deliverance of God's people. The project was a particularly exciting one as it was a School devised production including songs from the DreamWorks animation and original songs composed for the show by Geoff Bullock. The message of the musical was powerful focusing on the way God uses ordinary people prepared to walk in obedience in spite of their weaknesses and reminding us of God's grace and mercy. Students had opportunities to exercise their gifts and talents in areas of drama, dance and music and to develop strong relationships with one another and with staff. Inviting students from the ages of 8 to 18 allowed for a great outworking of Christian community and a visual feast for the audience.

### **Missions**

2013 was another exciting year for Missions. The outworking of the success of these Mission teams is evidenced in the Staff Devotions that the students and their leaders share upon their return. Students' hearts were changed, compassion overflowed and a realisation of God's blessing to those who live in Australia and His desire for students to consider and care for other children across our nation and around the world.

The missions this year included Cambodia, Outback, Vanuatu, Nepal, Hong Kong/Macau/China, India, Philippines and Moree. Of these missions there were three new destinations. Vanuatu has been the destination of two mission trips. The first being a combined mission with our students and staff along with those from Pacific Coast and the second mission is our first schoolies venture (Year 12 students). Our mission trip to the Philippines is to support children in an orphanage, a school, and the slums. Moree was an exciting venture whereby the students and staff ran a school holiday for the local community which included mostly indigenous children.

Students on mission not only return having experienced God's place in His world, but have also gained skills and positive attitudes that support Leadership development.

### **Sport**

Sport plays a very important role in the life of our School. It provides students with opportunity to exercise their gifts and talents while representing the School in a wide array of sporting pursuits. I am pleased that Pacific Hills Christian School has developed an excellent reputation throughout the wider schools and sporting community.

We have many talented students who have enjoyed great success both individually and as part of our many sporting teams. A special mention must go to those students who were selected to represent the School at Zone, State and National levels in sports such as Swimming, Cross Country, Athletics, Basketball, Football, Rugby League, Touch Football, Australian Rules, Rugby Union, Softball and Netball. Such was the talent in 2013 that it would be impossible to mention all in this report. Be encouraged to know that all our gifted and talented athletes are greatly valued by the School community and the effort, discipline and commitment they display is held in the highest esteem.

We would like to congratulate our Junior School, Middle School and Senior School Sports Persons of the Year for their outstanding contribution to Sport at Pacific Hills Christian School during 2013.

Junior School: Ryan Oschadleus & Laura Ackley  
Middle School: Samuel Connorton & Brooke Steinwede  
Senior School: Luke McWilliam & Emma Payne

Just as importantly is the manner in which our sporting boys and girls are performing. Their attitude and behaviour has reflected the School ethos and the desire we have for our students to understand that all gifts and talents can be enjoyed and celebrated, but it is also important to remember and honour God through Whom all our gifts and talents are given.

I would also like to take this opportunity to acknowledge the staff and parents who have shown great commitment to the sport program and to each of our students who have taken part throughout the year.

Pacific Hills Christian School is committed to further developing resources and facilities across the School in an endeavour to provide further opportunities for students to develop their skills and pursue their sporting dreams.

### **Our Wider Ministry**

At this time I need to pay tribute to the wonderful efforts of Dr Tina Lamont, Principal of Pacific Coast Christian School and Mr David Johnston, Principal of Pacific Valley Christian School and the staff associated with those schools. We are so thankful for the wonderful Christian commitment and the growth in each of those communities of Christian education. We thank God for His provision and His blessing.

### **Final reflections**

It is important that I thank God publicly for Mrs Judy Walker as her ministry in this place is admired and respected by so many people within the School community and beyond. Mrs Walker provides an excellent example for those who observe her and who work with her both on mission and her usual mission at Pacific Hills.

Finally, and yet fundamentally, I want to thank God in the public sphere for the wonderful way which He has led our School from the Bible, from the example and teaching and sacrifice of Christ and by the empowering of the Holy Spirit in our individual lives and in the collective community that is Pacific Hills Christian School.

We acknowledge God's sovereignty and His grace and His strength and His wisdom. In that acknowledgement we are thankful and celebrate God's goodness to us in all ways at all times. To Him be the praise and glory.

Dr E J Boyce  
Principal

## **From the Board Chair**

This report marks the 35th year of operations for Pacific Hills Christian Education Limited (PHCE). It represents a “half time” type milestone. This is a fitting moment for PHCE to consider, “where to from here?” It is a time to reflect on the lessons of the past and to take hold of the essence of both our history and vision as a path for our future endeavours.

No operation can afford to stand still. It soon leads to drifting before the tides of time take charge and the organisation goes backward. The Board is conscious of this risk and is looking to the future consistent with the question of “where to from here?”

The School operations of PHCE continue to develop. PHCE experienced a growth in school numbers in 2013 which was pleasing to see. This was combined with a continued focus on encouraging excellence in education and it is pleasing to see “solid” results in the end of year external examinations. This is an ongoing area of focus with the School being given a Commonwealth grant through Australian Independent Schools for a special project on Embedding Excellence. PHCE also implemented technology advances with the introduction of iPads as a teaching tool.

The School community continues to be united. The School has a strong teaching unit and the anecdotal reports and observations are that there is a strong spirit within the School. One factor for this is the pervading culture of service that is constantly emphasised and “worked out” in the School body and operations. It is reflected in the heavy emphasis on mission within the School as well as in the actual operations of PHCE. PHCE is an organisation that offers assistance to schools and education organisations locally, nationally and internationally. Service is part of who we are.

This systemic attitude to service can be seen in three of the developing operations of PHCE. The Excellence Centre continues to develop and is a prime means by which PHCE can serve others through the sharing of its Christian Education skills and experiences. The Excellence Centre has a lot of potential and there will be further emphasis on strengthening this ministry so that it is self-supporting and serves as many as possible. Pacifica Cafe was warmly welcomed by staff and parents alike. Operationally, it is growing and there will be continued support to further refine and improve what it does. Finally, the OneMaker Academy has grown and developed well in 2013 and into 2014.

The year ended 31 December 2013 saw growth in the two schools, Pacific Coast Christian School and Pacific Valley Christian School, with numbers and facilities. Pacific Education Holdings Limited is the sole member of these Schools and in turn PHCE is the sole member of Pacific Education Holdings Limited. PHCE’s indirect link to these schools is also an expression of its commitment to service.

The end of 2013 saw the overall debt level being reduced with the debt per student ratio measure decreasing, albeit this is also a function of the increase in student numbers. This emphasises the importance of continuing to grow the student numbers and is a continual focus of PHCE and the staff responsible for this area.

All of the above suggests that PHCE is in a “solid” position. This is an opportune time to consider where God might be calling PHCE to expand and develop. To do so we are looking to develop a new strategic management plan to reflect this and in answer the question “where to from here”. So while we are thankful for where we find ourselves we acknowledge that there is more work to be done and this is what we are focussed on.

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 2013 the parents body were very actively involved in the 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.

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. 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 attitude of the leaving Year 12 students towards the school was the comment below taken from the School Captains Yearly report:

*“2013 has been a year full of opportunity, growth and change. Both students and staff have throughout the year been able to not only apply themselves, but also to lift up others, showing the love of Jesus in word, thought and action.”*

### 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:

*“Thank you for the continued love, support and spiritual guidance given to both my children.”*

*“We chose PHCS because it is a Christian school. For our student this has been a very positive experience being surrounded by Christian teachers, peers and being involved in Mission.”*

*“Thank you for what PHCS has contributed in our child’s life spiritually.”*

## OUR STAFF

### **General Comments**

The staff of Pacific Hills exhibits typical diversity of age, gender and ethnicity. Teaching staff number 93 in total with 66 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 2013 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 2013 this resulted in a Staff attendance of 95%.

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 2012 and 2013 staff retention rated at 89%.

## OUR STUDENTS

### Enrolments Profiles

Pacific Hills had a total of 1117 K-12 students enrolled at the 2013 mid-year Government census, comprising 495 female students and 622 male students.

Pacific Hills' student population includes 27 Full Fee Paying Overseas Students and 37 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.

### 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.

### 2013 Attendance

Year	No of Students	Total %
Kinder	52	97%
1	65	96%
2	67	96%
3	75	97%
4	68	97%
5	81	96%
6	75	96%
7	132	96%
8	106	97%
9	123	96%
10	102	96%
11	77	97%
12	96	96%
Overall	1119	96%

## **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 2011 and Year 12 2013 and actual individual student retention between these points.

- In 2011 Pacific Hills had 132 students in Year 10.
- In 2013 the School had a Year 12 cohort of 96.

This gives a raw student retention of 73%. Of the 96 Year 12 students in 2013, 91 had been at Pacific Hills throughout. This is an individual student retention rate of 95%.

## 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

##### Year 3

- Above State average in all top bands in Literacy and Numeracy
- No students below National Minimum Standard in Writing
- Above State and area average in all categories
- Grammar and Punctuation a strength

##### Year 5

- Strongest improvement was in Writing with 70% student growth
- Strong improvement in the top bands of Reading
- Well above State average in all areas of Literacy and Numeracy

##### Year 7

- Above State average in all areas of literacy and numeracy
- Very strong student growth particularly in the lower Bands in both Literacy and numeracy reflecting strong student growth
- Numeracy was an area of excellence in Year 7

##### Year 9

- Year 9 Writing Scores have improved considerably from 2011 to 2013
- Year 9 (Girls-59 students) are 24 scale scores above the state average growth in the test aspect of Grammar & Punctuation
- Year 9 (Boys-62 students) have improved by 36 scale scores from the 2012 data in the test aspect of Numeracy.
- Significant improvement in the lower Bands in all areas.
- Good student growth figures in Numeracy

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 2013 achieved some outstanding results across a wide range of subject areas. There were 93 Year 12 Students who completed the HSC in 2013 and 17 Yr 11 Augustine students. 30 HSC Courses were offered at Pacific Hills in 2013.

#### Some Highlights in Academic Performance were:

- Top ATAR 98.30
- Over 10% of the students at Pacific Hills achieved an ATAR of over 90.
- One mention on the All Round Achievers List for achieving in the highest band in at least 10 units.
- A student nominated for Encore, Music 2, Performance.
- 43 mentions on the Distinguished Achievers List
- 20% of students received Band 6 results in at least one of their subjects
- 12 mentions on the Distinguished Achievers List for Yr 11 Augustine (Acceleration) Students
- 35% of Yr 11 Augustine (Acceleration) students sitting the HSC received a mention on the Distinguished Achievers List, most achieving multiple mentions.
- Two students receiving 48/50 in Mathematics Extension 1.

#### Outstanding Band 6 Results

- Above State average in Band 6 Chemistry (School 16.66%, State 12.08%)
- Above State average in Band 6 in ESL (School 14.28%, State 2.58%)
- Above State average in Band 6 in English Extension 2 (School 25%, State 22.61%)
- Above State average in Band 6 General Mathematics (School 16.66%, State 12.08%)
- Above State average in Band 6 Mathematics Extension 2 (School 50%, State 33.95%)

#### Many Subjects Well Above State Average

- English ESL (7 students) 9.03% above State average
- Mathematics Extension 2 5.88% above State average
- General Mathematics 4.45% above State average
- Ancient History 3.90% above State average
- Music 1 2.90% above State average
- Biology 2.84% above State average
- Chemistry 2.81% above State average
- Physics 2.34% above State average

Course	Students	School Mean	State Mean	Band 3 /E1	Band 4/ E2	Band 5/ E3	Band 6/ E4
Ancient History 2013	12	75.88	71.98	8.33	58.33	33.33	
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 2013	38	76.83	73.99	21.05	36.84	31.57	7.89
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 2013	26	73.62	73.63	30.76	42.3	23.07	3.84

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 2013	24	78.66	75.85	12.5	37.5	29.16	16.66
Chemistry 2012	24	67.7	75.5	29.16	29.16	16.66	
Chemistry 2011	10	76.9	74.98	20	30	50	
CAFS 2013	6	71.2	73.5	16.66	50	16.66	
Design &Tech 2013	5	75.28	76.1	20	40	40	
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 2013	7	73.51	78.05		100		
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 2013	14	74.61	74.31	35.71	35.71	21.42	7.14
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 2013	14	73.39	73.76				
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 2013	21	63.71	65.48	85.71	4.76		
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 2013	65	76.32	79.06	15.38	46.15	33.84	3.07
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 2013	7	79.37	70.34	14.28	28.57	42.85	14.28
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 2013	10	39.08	40.28		10	80	10
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 2013	4	38.9	38.57		25	50	25
English Ext 2 2012	7	44.6	38.58			42.85	57.14
English Ext 2 2010	7	47.2	38.35			14.28	85.71
General Maths 2013	42	71.97	67.46	35.71	21.42	23.8	7.14
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 2013	7	36.29	38.4		28.57	57.14	14.28
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 2013	8	72.53	75.68	25	37.5	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 2013	2				50	50	
Legal Studies 2012	7	76	74.44		14.28	28.57	28.57
Legal Studies 2011	2	79.2	74.24		50	50	

Mathematics 2013	37	75.97	77.39	21.62	35.13	18.91	18.91
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 2013	23	72.75	80.46		39.13	39.13	21.73
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 2013	4	87.95	82.07			50	50
Mathematics Ext 2 2012	8	70.35	82.78		50	50	
Mathematics Ext 2 2011	7	81.63	83.55			100	
Modern History 2013	22	77.21	76.1	13.63	40.9	36.36	4.54
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 2013	9	83.16	80.26		11.11	88.88	
Music 1 2012	6	83.77	80.17		16.66	66.66	16.66
Music 2 2013	5	82.4	86.49		40	40	20
Music 2 2012	1	92.8	86.18				100
Music Ext 1 2013	3	42.1	45.38			66.66	33.33
Music Ext 1 2012	1	47.9	44.75				100
Music Ext 1 2011	1	35.6	44.53			100	
PDHPE 2013	32	72.23	70.98	21.87	40.62	21.87	3.12
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 2013	27	76.02	73.68	18.51	22.22	37.03	11.11
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 2013	6	71.9	73.62	16.66	83.33		
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 2013	17	39.78	38.16		35.29	47.05	11.76
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 2013	20	70.09	75.74	20	10	35	5
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 2013	15	80.52	79.29	6.66	26.66	60	6.66
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

### Senior Secondary Outcomes

- Number of students undertaking vocational or trade training: 28 (16% of students in Years 11 and 12)
- Number of students attaining Higher School Certificate: 96 (100% of students completing Year 12)

### **Post School Destinations**

Pacific Hills' students have gone on to a range of universities in NSW and overseas to continue further study. Offers were made to 71 of our 93 students. They have accepted offers at Sydney, NSW, Macquarie, Western Sydney and Newcastle Universities. Courses studied include:

- Bachelor Actuarial Studies
- Bachelor Business
- Bachelor Pharmacy
- Bachelor Engineering
- Bachelor Applied Science (Occupational Therapy)
- Bachelor Medical Science
- Bachelor Arts - Media
- Bachelor Speech, Hearing and Language Sciences
- Bachelor Midwifery
- Bachelor Education
- Bachelor Criminology
- Bachelor Applied Finance/ Bachelor Business

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.

## Significant Achievements

### **The Australian Certified Practicing Accountants Competition**

**Ella Bricknell** was selected to represent New South Wales in the Australian CPA competition, Plan Your Own Enterprise. Ella outlined a proposed business called Captured Memories. The prime function of Captured Memories is to film elderly people sharing their family history, life stories and treasured memories which are then edited and packaged into a DVD to be cherished for generations. Ella achieved first place in this National competition.

### **National Youth Science Forum**

**Rebecca Spillane** was selected to attend the National Youth Science Forum (NYSF) in Canberra. The National Youth Science Forum is a prestigious program dedicated to exposing talented Year 11 students considering a career in science, engineering or related fields, to major scientific institutions and researchers. The selection process is rigorous and very competitive with more than 2000 of the National top students competing for places.

### **Nomination for Inclusion in Encore**

**Jason Yip** was nominated for the inclusion in Encore for his performance in the Higher School Certificate Music 2 Examination, in which he achieved full marks. Encore is a program of outstanding performances and compositions by students from the Higher School Certificate Music examinations.

### **Excellence in Sport**

**Nathaniel Baker** represented Pacific Hills in the NSW Combined Independent Schools Athletic Team and the NSW Combined Independent Schools Cross Country Team at the NSW All Schools Athletics Championships in the AWD category. (where he gained Silver)

**Chloe Iwanoczko** represented Pacific Hills in the NSW Combined Independent Schools Athletic Team and the NSW Combined Independent Schools Cross Country Team at the NSW All Schools Athletics Championships in the AWD category. Chloe won Gold in the 100m, 200m and 800m in the Multi Class category with personal best times.

**Emily Crawford** represented Pacific Hills in the NSW Combined Independent Schools Athletic Team at the NSW All Schools Athletics Championships then went on to represent Pacific Hills at the Primary Schools Sports Association State Athletics Championships where she broke the record in the 100m. Emily was awarded Athlete of the Meet, the Queen Elizabeth II Silver Jubilee Australia 1977 Commemorative Trophy.

**Courtney Webb** represented Pacific Hills in the NSW Combined Independent Schools Athletic Team at the NSW All Schools Athletics Championships.

**Brooke Herald, Brooke Steinwede and Chelsea Wilkin** represented Pacific Hills in the NSW Combined Independent Schools Primary Girls Football Team competing at the NSW Primary Schools Sports Association Championships

**Hayden McWilliam** represented Pacific Hills Christian School as a member of the NSW Combined Independent Schools Open Rugby League Team competing at the Australian Schools Championships

**Madison Carnegie, Stephen Jeong, Theodora Lok, Emma Payne, Hannah Payne, Sarah Song and Samantha Ying** were selected as members of the Combined Independent Schools Swimming Team competing at the NSW All Schools Swimming 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 2013.**

## **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 2013.**

## **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 2013.**

## 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. Mission teams were also sent to overseas countries including:

- Hong Kong/ China
- Nepal
- India
- Cambodia
- Philippines
- 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.

### **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

### 2013 Improvement Targets

Following our 2012 Annual Report the following were identified as goals for 2013. Provided below is a response to the School's achievement in response to each of these goals.

#### 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.
  - As seen in the "Our Achievements" section above, the School has seen improvements in Spelling, Grammar and Punctuation across a number of year levels.
- Develop Numeracy Skills particularly through the introduction of a new Mathematics program in the Junior School which allows for continuity through to Middle School.
  - The new Mathematics Program was implemented in Junior School and the new outcomes were reported on for each academic report period.
- 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.
  - After positive feedback from the parent body the iPad program will be implemented though out the school.
- Develop strong teaching and learning programs for the new K-10 Curriculum in NSW in 2014.
  - Each faculty was given specific programming days to plan for the implementation of the new curriculum. This also involved engaging with external professional learning providers.
- Increased student participation in elective subjects within Language and Creative Arts.
  - Due to increased interest the school will be running a beginners Chinese Elective course in 2014.
- Target improvement of HSC Results with a focus on being placed in the top 150 NSW schools.
  - While there were strong HSC results in a number of subjects the school is seeking to continue this improvement across all subject areas.

#### Community:

- Continue the relaunch the Parent and Friends Fellowship.
  - Parents continue to be involved in the running of the fair and other fundraising initiatives.
- Establish One Maker Academy as a centre for the Performing Arts to serve both the School and the wider community.
  - The one Maker Academy was established and continues to have growth in areas of individual music and other creative arts tuition.
- Further develop the impact of The Excellence Centre through its leadership of Christian Educational thinking in Australia and through out the world.
  - The Excellence Centre has continued to provided support and leadership in the area of Christian Education under the new name of the Excellence Project.

- Engage in the Critical Friends Partnership with our Sister Schools in New Zealand to further enhance the operational aspects of the School.
  - Guests from Middleton Grange School and Bethlehem College visited the school and engaged in the critical friends process.
- Open a community café on the school grounds as a way to encourage an even greater sense of community amongst our parent body.
  - The Café has become an importance place within the school for community building and service to out guests.

## **2014 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:

- Further and sustained improvement in writing component of NAPLAN performances.
- Target improvement of HSC Results with a focus on being placed in the top 150 NSW schools.
- Implement the meaningful use of iPads in all years from K to 10 and a BYOD program in Stage 6.
- Engage with the AIS in establishing the Embedding Excellence Project.

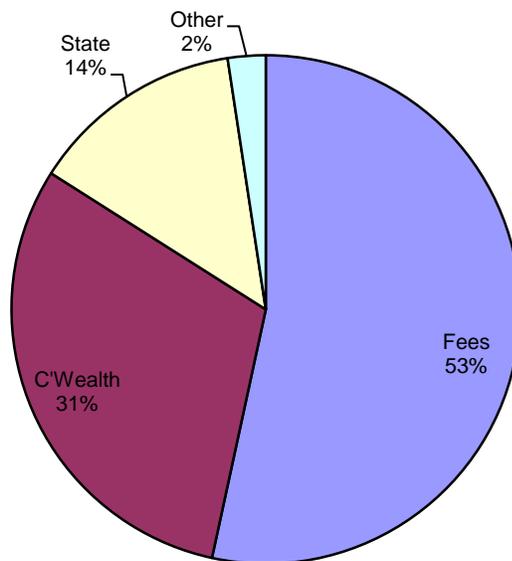
### Community:

- Engage with the parent community in celebrating the 35<sup>th</sup> anniversary of the School.
- Establish Social Media Community via online communication and service provision via increased online communication with the parent body.
- Continue to develop the Sister School program of the school with the introduction of Strategic Partnerships.
- Senior Leadership Team to revisit the School's Mission goals.
- Implement a beautification plan across the School's grounds.

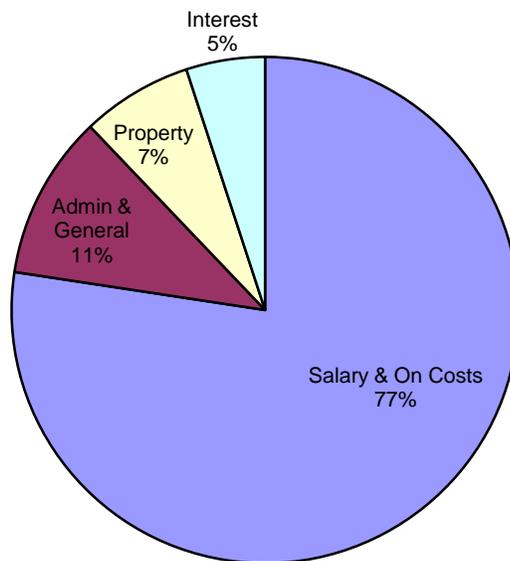
## OUR FINANCES

### Summary of Financial Information

Income Sources 2013:



Expenditure Areas 2013:



Should you have any particular questions regarding this information or would like other additional information regarding the School, please contact the Principal, Dr E J Boyce, through reception on 9651 0700.