



Pacific Hills

Annual Report 2014

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

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Inclusions

OUR SCHOOL COMMUNITY

- Overview and General Information
- From the Principal: E J Boyce - Principal
- From the Board Chair: Stephen Trew – Board Chairman
- From the Parents: PFF, Prayer Group

OUR COMMUNITY SATISFACTION

- Staff
- Students
- Parents

OUR STAFF

- General Comments
- Teaching Standards – Staff Qualifications and Professional Learning
- Teaching Standards – Staff Attendance and Retention

OUR STUDENTS

- Enrolments – Profiles
- Enrolments – Student Attendance
- Student Retention and Completion Rates

OUR ACHIEVEMENTS

- School Performance in Statewide Tests and Examinations
- Achievements in Other Activities

OUR POLICIES

- Enrolment Policy
- Student Welfare Policies
- Safe Schools Policy Statement
- Behaviour and Discipline Policy Statement:
- Complaints and Grievance Resolution Policies

PROGRAMS PROMOTING RESPECT AND RESPONSIBILITY

- Mentoring and Cross-Year Groups
- Mission and Service
- Junior School Compassion Club
- Middle School Thank You Week
- Senior School Community Service Days

OUR GOALS

- Review of 2014 Improvement Targets
- 2015 Improvement Targets

OUR FINANCES

- Summary of Financial Information

OUR SCHOOL COMMUNITY

Overview and General Information

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

Pacific Hills Christian School is a community of Christian faith. All of those employed at the School are Bible believing followers of Christ. Rather than seeing ourselves as an institution or an organisation, we see ourselves as a community which is operating as a school. We live life together. Dietrich Bonhoeffer, a famous German pastor and martyr, wrote a wonderful book entitled, *Life Together*. In this book, as a reflection of the truth of God's revelation in the Bible, we learn about the importance of understanding that not one of us is an island but rather we are members of a community. This is true of a family, of a local church and also in this case, of our Christian school.

On mission trips we see a wonderful sense of working together, sharing and caring for one another, even in the process of serving others. This comes about because of the common presuppositions, common basic assumptions and common beliefs that we hold irrespective of our ages or life experiences. As we observe our team members preparing to go on trips and when they return and share what they have learned together, I am reminded that a high level of fellowship has been formed and a great unity of spirit and purpose established. Although we do not arrive at complete unity, we are drawn to the words of Jesus in John 17:20-21, "My prayer is not for them alone. I pray also for those who will believe in me through their message, that all of them may be one, Father, just as you are in me, and I am in You."

My understanding of the Biblical concept of community is that of human beings acting in fellowship through commonly held beliefs and values. It is only in community that we can have unity. In institutions or organisations we can have uniformity where people are bound by rules and regulations, but in community we can have unity.

As we reflect on 2014 at Pacific Hills I am so thankful that we are a Christian community where we seek to honour God and bless others and in the process, we are blessed ourselves, individually and collectively. I believe that by establishing and maintaining community we are providing a special foundation for our students for their future lives. At the same time the adults in our community are being blessed by learning to live together with a common spirit and purpose. In this we give thanks to God by acknowledging His place in our lives. Also by serving together both within our local community and as we go out from our community in service, we are able to bring blessing to others and learn from those whom we serve as well as from each other. Therefore, our community service and mission groups that are part of the DNA of Pacific Hills are both cause and effect with regard to Pacific Hills being a Christian educational community.

In practical terms we can acknowledge and appreciate our community by the wonderful work of so many people giving wholeheartedly in their particular areas of responsibility. I am very thankful again for the staff of Pacific Hills Christian School for their example and wholehearted commitment in their desire to bring blessing to the school. We are blessed with both our teaching staff and our non teaching staff. This time last year we were thanking God for the ministry of Mr Stephen Hale for 31 years as a member of staff. With Mr Hale leaving we have been blessed richly by God on the arrival of his replacement of Property Manager of Mr Lee Pratt who has contributed greatly to maintaining and developing further the facilities and property that we tend to take for granted. Those who work with Mr Pratt, commonly known as, 'the Boys in Blue' continue to provide excellent service to our community.

I would like to acknowledge at this time the high quality of our School Board which exhibits a great sense of community in its meetings and the way of thinking and acting of its members. Each of our board members individually and the Board as a whole, have displayed a great commitment to serving others within the community of the school and in many other places. Although we are very thankful to all members of our Board I would like to pay special tribute this year to Mrs Anna Crawford who has undertaken the responsibility of leading the fundraising committee and has done a wonderful work in that regard. Again I would like to express sincere appreciation to our Chairman, Mr Stephen Trew, our Deputy Chairman, Mr Max Maddock, and our Treasurer, Mr Peter Draper, in their roles with our Board Executive.

The School Leadership Team 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, Mrs Dianne Dowson, Mrs Marie-Louise FitzGerald, Mrs Sharon Maddison, Mrs Stephanie Ghali and Mrs Judy Walker.

Critical Friends Program 2014

On 30 June to 1 July we engaged with Bethlehem College from Tauranga, New Zealand, in an assessment of the Christian character and ministry of our other New Zealand Sister School, Middleton Grange, in Christchurch. This annual event usually operates with the Chairman of the Board and the Principal of two schools visiting the third school, but on this occasion Mrs Anna Crawford substituted for our Board Chairman who wasn't able to be present. This Critical Friends Program enables us to consider our authentic Christian character and is always an enriching experience for all those involved.

On this occasion I had the privilege of attending the 50th Anniversary celebrations of the establishment of Middleton Grange School. It was wonderful to have fellowship with them and to have a sense of community across communities of schools. We look forward to the continuing development of our relationships with other Christian schools as Sister Schools and with other schools in Strategic Partnerships.

Missions

2014 was another exciting year of Mission activities whereby our students experienced God's love in action through their mission experience.

Some of our missions have celebrated a milestone in relation to the number of times they have visited the same areas whilst for others, it is the first time. Outback Mission and the Cambodia Samaritan's Purse Mission occurred in April along with missions to the Philippines and Singapore/Indonesia. Our Moree Mission to support an Aboriginal community departed in July. A Sports team left for Hong Kong, Macau and China in the September/October holidays alongside our first mission trip to Moldova. November saw the departure of our post HSC students to Vanuatu and Nepal. Sri Lanka mission left in November also and this is the first time we have had the privilege of serving in this country. In December, there was a mission trip of teachers and

a small group of selected students visiting Cambodia with a specific mandate specifically for teacher education.

The Christian Education Development Program supported Trinity College in Tasmania, Christian Mission International in Moldova, Samaritan's Purse in Vietnam, River of Life Children's Home and International Christian School in Thailand and Kings International School in Sri Lanka. All of these mission trips provided valuable educational information to teachers. Wonderful maintenance work was undertaken in Malawi and Vanuatu.

Mission has blessed the students abundantly as everyone has returned thanking God for the experience of meeting others who love the Lord and want to share their love with our students.

Academic Highlights 2014

Students at Pacific Hills have maintained a high academic standard throughout 2014 excelling across a broad range of disciplines. The opening of 2014 saw the School community celebrating the achievements of the 2013 HSC cohort. Jason Yip achieved the top ATAR of 98.30 and was also nominated for Encore for his performance in Music 2. Chloe Garrett received an ATAR of 98.15 and was placed on the All Round Achievers List for achieving in the highest band in at least 10 units. Over 20% of students received Band 6 results in at least one of their subjects and 43 students were mentioned on the Distinguished Achievers List. Our Augustine acceleration program once again enabled students who have excelled in the areas of Mathematics and Science to undertake their Higher School Certificate studies in these subjects a year earlier than their cohort and 35% of these students were mentioned on the NSW Distinguished Achievers List.

The National Assessment Program – Literacy and Numeracy (NAPLAN) testing further demonstrated improvement in student performance in 2014. Our School focus on the area of Writing saw improved results across all year groups. Students continued to achieve well above State means on all areas of literacy and numeracy. Many initiatives such as our Embedding Excellence Program continue to support the improvement of student results and more importantly student engagement with thinking and learning.

Several students received community awards and scholarships for excellence in specific areas including Rebecca Spillane who was chosen as an Australian representative at the International Youth Science Forum. Students participated with distinction in the English, Maths and Science Competitions demonstrating excellence across a range of endeavours. Excellence, particularly in the area of Science was celebrated in our recent Launch of Project Real, a collaboration with Macquarie University, Hornsby Council and industry experts looking at testing of water quality in the local area.

Sport

Sport continues to play a vital role in the life of the School. Students from Years 2-12 are encouraged to maximise the opportunities provided to develop their skills and fitness whilst enjoying the camaraderie that accompanies being part of a team.

Throughout the year, students have represented the School across a broad range of carnivals and gala days as part of our commitment to the Christian Schools Sports Association and Combined Independent Schools which serve as our pathway to higher representative honours. The Hills Zone Sports Association offers a weekly competition in a variety of sports. Here students are encouraged to be involved by trialling for one of these teams and if selected, strive to do their best and bring honour to God.

There have been many wonderful highlights throughout the year by individuals and by teams, as they have worn the School colours with pride and experienced great success in their chosen sports. Stephen Jeong (Swimming), Suzaan Stander (Hockey) and Hayden McWilliam (Rugby)

League) all excelled at their respective National Championships while Emily Crawford won the 100m sprint while representing the School in PSSA Athletics.

Congratulations must also go to the following teams who won their respective competitions in 2014. Senior Boys Primary Cricket, U/15 CSSA State Cricket, Year 7 HZSA Boys Football and Basketball teams, U/15 Rugby Union and Rugby League Sevens teams and the Open Boys Football and Futsal teams. Together they have combined to make 2014 a most memorable year in sport.

Finally, the new School bus has also provided opportunities for teams to travel around the State to compete. Teams have travelled to Wollongong, Tamworth, Bathurst, Coffs Harbour and Armidale which have provided some great experiences and memories for the students.

Farewell to Staff

I would like to express my appreciation to those staff members who have served us well this year as they move to other areas of Christian ministry. This year the School said farewell to Ms Kelly Jackman, Mrs Marilyn Silvester, Mr Andrew Blackwell, Mrs Clare Chapman, Mr Mark Swainson, Miss Anne Wilson, Mr James Vilimaa and Miss Louise Hellstrom.

The wider ministry of Pacific Hills

For the past six years we have had the privilege of serving in two other Christian school communities - Pacific Coast Christian School at Tweed Heads and Pacific Valley Christian School at Maclean. Each school has developed strongly with significant enrolment increases, commitment to serving others and wonderful growth in authentic Christian school community. We thank God for the wonderful efforts of the School Principals, Dr Tina Lamont at Pacific Coast, and Mr David Johnston at Pacific Valley, and the Boards and Staff of these schools. We continue to entrust these communities to God's care as they continue to grow and serve beyond their own borders.

Final Reflections

The history of Pacific Hills Christian School is a story of God's grace in a community where God's peace lives. When the School was established 35 years ago through the leadership of Mr John and Mrs Robin Odell there was a great commitment which has continued to date of integrating special needs students into the life of our School. At this point in our history we are looking forward to 2015 when we commence the ministry of New Hope School which is a Government approved and significantly sponsored Special School. A similar school to be called Pacific Hope School is being established at Pacific Coast Christian School.

As I look back over 2014, I reflect on God's goodness in allowing me to work with Mrs Judy Walker as she continues to be a shining example of Christian character in our School community. Her commitment to service and her warmth of relationship is a critical part of the community that we call Pacific Hills Christian School.

It is of greatest importance however, that we thank God in the public place for His strength, protection, wisdom, guidance and grace. We thank Him for the Bible as His revelation to people of all times and all places including to us in our generation. We thank God for the example and teaching and sacrifice of Christ, and we thank Him for the empowering of the Holy Spirit both in our individual lives and in the collective community of Pacific Hills Christian School.

We acknowledge again God's sovereignty and His loving kindness to us. We acknowledge God by our thankfulness and we celebrate His goodness to us at all times in every way. To God be the praise and glory.

Dr E J Boyce
Principal

From the Board Chair

Last year's report marked what I referred to as a "half-time" type milestone, our 35th year of operation. It constituted a fitting time for PHCE to reflect on the question, "where to from here?" This next year of operation has provided some insight into this question.

Our community continues to be strong both in its learning and service. Students, staff and other members of our community are involved in a variety of ways in learning, including learning through serving others. Both the formal learning and these other forms of learning together comprise a valuable experience. As a Board we are regularly encouraged by reports provided to us of what people within our community have learned from serving and the impact for good that they have had. We are equally encouraged by how students within our community excel in their academic activities, especially when they see this as a vital building block to honing their skills that they have in order to use these to serve others including in the broader community. This is a wonderful perspective which serves as an example for all.

As part of our developing services that PHCE offers the community, 2014 saw a tremendous amount of work being undertaken to establish the New Hope Schools, which are now operating at Pacific Coast Christian School as well as here at Pacific Hills Christian School. All that hard work paid off when in 2015 we celebrated the commencement of these schools. They have had a strong start which is pleasing to see.

2014 also saw increased school enrolments. The majority of those came to Pacific Hills through recommendations from others. This is the best evidence of a community that supports the School and is prepared to speak well of the School to others. This is to everyone's benefit as the greater the School enrolment numbers the more we are able to improve our financial position and our ability to undertake capital works and the like. One example of these capital works includes the new fence out the front of the School which was completed in early 2015 and an important part of the overall improvement of the School site. The School raised significant funds towards the cost of the new fence.

It is important that we continue to grow student numbers and this is a continual focus of PHCE and the staff responsible for this area. We can all play a part including by speaking well of Pacific Hills Christian School to others in our networks.

As a School we do need additional sources of income including through fundraising and in this context the Fundraising Committee at Pacific Hills has done an excellent job in contributing to the School in this vital way. Board members, parents and staff all contribute to this important function of fundraising. This is one way for members of our community to show their support and become involved in what occurs here at Pacific Hills. Please continue to support all fundraising efforts.

Pacific Hills continues to be a place from which others seek assistance both locally and internationally. This provides ideal opportunities for Pacific Hills to serve and for those involved in serving to learn and in turn to share their learning and experiences with others at Pacific Hills. This flow of information leads to the strengthening of the School teaching cohort and the broader community. This is something that Pacific Hills was heavily involved in during 2014 and it is continuing to do so in 2015.

While 2014 was a good year, that is, a year in which we experienced God's blessing there is more work to be done. There is much work being undertaken behind the scenes in consolidating systems and operating structures which can only strengthen the School and its functioning. This is hard but essential work undertaken by staff at Pacific Hills. This work will continue as part of laying a strong foundation for excellent service to our School community as well as future growth and development.

The School Board and senior leadership continued to ask the question, “where to from here?”. We have taken some early steps in answer to this question and further consideration is still required as we look to develop further a refreshed vision for the “second half” as it were of Pacific Hills’ operations. Please join us and support the School in this exciting period of time.

Stephen Trew
Board Chair

From the Parents

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

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 2014 the parent 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 moved 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 and challenging learning experiences in the courses they deliver and frequently involve themselves in a range of extra curricular activities to extend the learning and life opportunities of their students. They enjoy rich and productive professional relationships which are overlaid and undergirded by personal friendship and Christian fellowship. Within the pressures of a demanding role staff satisfaction is high. Pacific Hills staff believe in the worth of their work and the quality of the effect they have on the students and each other. This is evidenced from the number of long term staff, the relatively low turnover rate and the reasons for staff leaving as being chiefly into promotions positions or for family reasons.

Students

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

Indicative of the attitude of the leaving Year 12 students towards the school is the comment below:

"Incredible school, the words and knowledge of God integrated into every aspect of the School. The culture of the school has not changed since my first day in Year 7. It has been an incredible journey throughout the years and I am so thankful for everything that has been taught to me to help shape who I am today. Thank you!"

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:

"We are very happy to see [our student] grow academically as well as spiritually."

"Thank you for the amazing witness of many of the teachers living out Christian values in and outside of the classroom. Love the outward focus of the school on mission. This has greatly influenced and impacted both my children."

"While an academic standard is important, a positive and spiritual emphasis is of much greater value in a child's development. PHCS provides all this and more."

OUR STAFF

General Comments

The staff of Pacific Hills exhibits typical diversity of age, gender and ethnicity. Teaching staff number 99 in total with 70 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 2014 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 was centered around preparations for implementing the Embedding Excellence Project and involved the development of goals involving Teaching Practice, Infrastructure and Communication.

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 2014 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 2013 and 2014 staff retention rated at 88%.

OUR STUDENTS

Enrolments Profiles

Pacific Hills had a total of 1152 K-12 students enrolled at the 2014 mid-year Government census, comprising 514 female students and 638 male students.

Pacific Hills' student population includes 23 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.

2014 Attendance

Year	No of Students	Total %
Kinder	68	96%
1	62	96.9%
2	69	95.8%
3	72	95.9%
4	77	96.8%
5	81	96.8%
6	81	96.6%
7	116	96.3%
8	136	95.7%
9	111	95.3%
10	123	95.2%
11	89	94.3%
12	67	97.1%
Overall	1152	96.05%

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 Year 10 2012 and Year 12 2014 and actual individual student retention between these points.

In 2012 Pacific Hills had 82 students in Year 10.

In 2014 the School had a Year 12 cohort of 67. This gives a raw student retention of 82%.

Of the 67 Year 12 students in 2014, 18 had been at Pacific Hills throughout their schooling. This is an individual student retention rate of 27%.

OUR ACHIEVEMENTS

Student Performance in Standardised literacy and numeracy testing

NAPLAN Testing

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

Strengths

- Year 3 improvement in student performance in Number Patterns in top band from 21.6% to 26.9%.
- Year 3 Reading saw more students in Band 6, 49.3% up from 38.4%.
- Year 3 top band in Grammar and Punctuation 56.7%, an 8% growth.
- Year 5 Spelling results are a highlight with an increase in Band 8 from 19.5% to 23.7%.
- Year 5 Grammar and Punctuation demonstrated significant improvement in the mean.
- Year 7 improvement in the number of students in the top band in Reading from 17.5% to 20.2%.
- Year 7 Grammar and Punctuation has been continuing area of school growth with an increasing mean since 2010.
- Year 7 Numeracy saw 68.3% of students with greater than or equal to expected growth.
- Year 9 State mean in Spelling was stable at 591. Pacific Hills Year 9 mean increased from 603 to 622 in 2014.
- Year 9 Grammar and Punctuation saw strong performance in all bands. Above State and area average.
- Year 9 students in Reading and Numeracy saw 69.8% of students with greater than or equal to expected growth (improvement).

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, Teaching and Educational Standards (BOSTES) and is issued to students when they leave the secondary schooling system. At this point students will be eligible to apply for a Record of School Achievement.

In Year 10, the ROSA grades are allocated by the school using school based assessments and aligning student performance with the Course Performance Descriptors. The School based assessment schedules are issued to students in a Year 10 Assessment Handbook.

On the completion of the Year 11 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 2014 achieved some outstanding results across a wide range of subject areas. There were 67 Year 12 Students who completed the HSC in 2014 and a number of Year

11 Augustine students. 25 HSC Courses were offered at Pacific Hills in 2014. We are extremely proud of the achievements of all our Year 12 students who achieved above State average in over 60% of courses studied.

Some highlights in academic performance were:

- Top ATAR Paulus Sujono 98.35 followed by David Chua on 98.25
- Paulus Sujono on All Round Achievers List for achieving in the highest band in at least 10 units
- Top Achievers in Course List
Ella Bricknell 6th in the State and Chelsea Lee 12th in the State in Business Studies.
Tom Dearden 7th in the State in English Extension 2
Tom Dearden and Natalie Jones nominated for Young Writer’s Showcase 2014 (Extension 2 English)
- 50 mentions on the Distinguished Achievers List
- 31% of students received Band 6 results in at least one of their subjects
- 11 mentions on the Distinguished Achievers List for Yr 11 Augustine Students
- 20% of students received an ATAR over 90
- Outstanding marks – a snapshot
 - Tom Dearden 50/50 English Extension 2
 - Alicia Langbein 50/50 Music Extension
 - Ella Bricknell and Chelsea Lee 98/100 Business Studies
 - Nathan Lok 49/50 Mathematics Ext 1
 - Ella Bricknell and Tom Dearden 47/50 History Extension
 - Courtney Wheldon and Natalie Jones 47/50 Studies of Religion 1 Unit
- Outstanding Band 6 results – a snapshot
 - Above State average in Band E4 in English Extension 2 (School 50%, State 23.17%)
 - Above State average in Band 6 in Visual Arts (School 40%, State 10.63%)
 - Above State average in Band E4 in History Extension (School 33.33%, State 22.34%)
 - Above State average in Band 6 Ancient History (School 30%, State 8.66%)
 - Above State average in Band 6 in Studies of Religion 1 (School 27.77%, State 12.05%)
 - Above State average in Band 6 Business Studies (School 25.92%, State 8.84 %)
 - Above State average in Band 6 Mathematics 2 Unit (School 22.58%, State 21.17%)
 - Above State average in Band 6 in PDHPE (School 16.66%, State 8.42 %)
 - Above State average in Band 6 Chemistry (School 15.78%, State 11.67%)
 - Above State average in Physics in Band 6 (School 14.81%, State 8.54%)
 - Above State average in Software Design and Development Band 6 (School 14.28%, State 6.9%)

Course	Students	School Mean	State Mean	Band 3 /E1	Band 4/ E2	Band 5/ E3	Band 6/ E4
Ancient History 2014	10	78.58	71.68	30	20	20	30
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
Biology 2014	26	75.15	71.65	25.92	29.62	33.33	3.7
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
Business Studies 2014	26	75.93	74	25.92	3.7	22.22	25.92
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
Chemistry 2014	19	76.8	76.13	10.52	36.84	31.57	15.78
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	
CAFS 2013	6	71.2	73.5	16.66	50	16.66	
Design &Tech 2014	10	68.06	75.86	50	50		
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
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 2014	8	64.4	73.13	25	25	12.5	
Engineering 2013	14	73.39	73.76	14.28	71.42	14.28	
Engineering 2012	12	74.35	75.02	16.66	41.66	33.33	
English Standard 2014	12	59.83	67.46	30.76	15.38		
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 Advanced 2014	47	77.95	80.53	10.63	38.29	46.8	4.25
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 ESL 2014	7	76.63	72.67	14.28	42.85	42.85	
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 Extension 1 2014	8	39.66	41.19			100	
English Extension 1 2013	10	39.08	40.28		10	80	10
English Extension 1 2012	12	37.58	40.24		16.66	83.33	
English Extension 2 2014	6	42.82	38.49			50	50
English Extension 2 2013	4	38.9	38.57		25	50	25
English Extension 2 2012	7	44.6	38.58			42.85	57.14
General Maths 2014	28	68.67	68.89	20.68	27.58	17.24	6.89
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
History Extension 1 2014	6	41.73	38.71			66.66	33.33
History Extension 1 2013	7	36.29	38.4		28.57	57.14	14.28
History Extension 1 2012	7	38.21	36.69		28.57	71.42	
Hospitality Exam 2014	8	71.2	75.23	37.5	25	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
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 2014	31	77.48	78.37	16.12	25.8	25.8	22.58
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 Ext 1 2014	17	81.47	80.58		5.88	82.35	11.76
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 2 2014	7	79.66	81.58			85.71	14.28
Mathematics Ext 2 2013	4	87.95	82.07			50	50
Mathematics Ext 2 2012	8	70.35	82.78		50	50	
Modern History 2014	20	79.19	74.15	10	30	60	
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	
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 2014	1	89.2	86.26			100	
Music 2 2013	5	82.4	86.49		40	40	20
Music 2 2012	1	92.8	86.18				100
Music Ext 1 2014	1	50	45.82				100
Music Ext 1 2013	3	42.1	45.38			66.66	33.33
Music Ext 1 2012	1	47.9	44.75				100
PDHPE 2014	23	74.5	72.86	16.66	25	20.83	16.66
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
Physics 2014	27	73.06	73.49	25.92	29.62	14.81	14.81
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
Software Design 2014	7	73.6	73.09	14.28	28.57	28.57	14.28
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
SOR 1 2014	17	41.09	38.15		38.88	27.77	27.77
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 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 2014	5	85.64	78.3		20	40	40
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	

Senior Secondary Outcomes

- Number of students undertaking vocational or trade training: 13 (19% of students in Year 12)
- Number of students attaining Higher School Certificate: 67 (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 50 of our 67 students. They have accepted offers at Sydney, NSW, Macquarie, Western Sydney and Newcastle Universities. Courses studied include:

- Bachelor Business
- Bachelor Physiotherapy
- 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
- Bachelor Veterinary Medicine
- Flexible Double Law

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

Rebecca Spillane - London International Youth Science Forum

The London International Youth Science Forum is a prestigious event which provides talented young scientists with access to major scientific institutions and researchers. Rebecca Spillane was one of eight students from Australia selected to participate in the two week intensive program.

Excellence in Sport

Stephen Jeong represented Pacific Hills Christian School as a member of the NSW All Schools Swimming Team at the School Sport Australia Swimming Championships.

Suzaan Stander represented Pacific Hills Christian School as a member of the NSW All Schools Hockey Team at the School Sport Australia Hockey Championships.

Nathaniel Baker & Chloe Iwanoczko represented Pacific Hills Christian School as members of the NSW Combined Independent Schools Athletics Team at the NSW All Schools Athletics Championships.

Hannah Payne & Samantha Ying represented Pacific Hills Christian School as a member of the NSW Combined Independent Schools Swimming Team at the NSW All Schools Swimming Championships.

Hayden McWilliam represented Pacific Hills Christian School as a member of the NSW Combined Independent Schools Rugby League Team competing at the School Sport Australia Rugby League Championships.

Travis Dell was selected to represent Pacific Hills Christian School as a member of the NSW Combined Independent Schools Rugby League Team competing at the School Sport Australia Rugby League Championships.

Emily Crawford represented Pacific Hills Christian School as a member of the NSW Combined Independent Schools Athletics Team competing at the NSW Primary Schools Sports Association State Athletics Championships.

OUR POLICIES

Enrolment Policy:

Rationale

This policy provides guidelines for enrolment into Pacific Hills Christian Education Schools. 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

Pacific Hills Christian Education Schools seek 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.

Relevant Legislation

- Disability Discrimination Act
- Race Discrimination Act
- Anti-Discrimination Act
- ESOS 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.

Procedural Guidelines - Pacific Hills Christian School

Enquiries

All enquiries are recorded. The Registrar will also forward relevant information to local and/or overseas students as applicable. This includes:

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

Applications

Upon receipt of applications the Registrar will:

- Check all relevant documentation is completed
- Forward non-refundable application fee to Front Office for receipting
- Check current class vacancies
- Place student's name on waitlist

Requirements for Entry

It is a requirement of entering the School that all students undertake an academic assessment and all families be interviewed.

As part of the assessment and interview process the school may ask the parents to provide more information about the student.

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

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

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

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

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

Assessment/Interview Organisation

Should a vacancy exist or be pending, the Registrar will organise a suitable time for students to attend an educational assessment with the relevant staff and the family to attend interviews with Registrar, the Principal, and the Head of School (HOS) with other relevant staff (or delegates). The Principal may exercise full discretion in varying the procedures relating to the interview process, particularly in the case of overseas students.

Interview Process

Registrar

The Registrar will conduct an initial interview to gather relevant family information and details as per the Enrolment Form and to outline the assessment and interview process. Under normal circumstances the subsequent interview will be with the Principal.

Principal

The Principal will conduct an interview in which he explores the issues of Faith with the family and explains the distinctives of PHCES, including:

- Christian education in all Key Learning Areas, policies and procedures.
- Entirely staff by Christians.
- Transdenominational nature.
- Faith, Critical Awareness and Character Development as primary goals.
- Service and Mission.
- Partnership with Parents.
- Inclusion of students with Special Needs.
- Vision and proposed Future Development.
- Other ministries of Pacific Hills.

Head of School

The Head of School (or delegate) and relevant staff will meet with parents and discuss the student/s application/s as per the Enrolment Form. The following is to be completed and/or discussed in the interview:

- Student's academic, social, emotional, physical needs.
- The outworking of the School's Christian ethos through staffing, daily devotions, Biblical Studies, worship services, Pastoral Care system, etc.
- Behaviour and Discipline Policy and Procedures.
- School's academic curriculum, cultural, sporting, competitions, missions, co-curriculum activities, etc.
- Explain the practical implications on the School-Parent partnership.
- Seek to establish that the expectations and commitments of the parents are consistent with the vision, values, goals, policies and resources of the School.
- Clearly state what support the school offers in regard to students with special needs.

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

Procedural Guidelines

Enrolment Offer

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

Notes regarding Offers of Enrolment

- Where information obtained by the School suggests a profile of wilful misconduct, illegal activities or strong anti-social behaviours that indicate that the student's enrolment at the School is likely to be detrimental to other students, the staff or the School, notwithstanding that the student be the sibling of a current student, the Principal may decline to proceed any further with the enrolment process.
- Where information obtained by the School indicates that the student has a disability, the Principal will seek to identify the exact nature of the student's needs and the strategies required to address them. Having obtained this information, the Principal will determine whether the student, if enrolled, would require services or facilities that are not required by students who do not have the student's disability. Where the Principal determines that the student would require such services or facilities, the Principal will determine whether

enrolling the student would impose unjustifiable hardship on the School. In making this assessment, the Principal will take into account all relevant circumstances of the case, including:

- the nature of the benefit or detriment likely to accrue or be suffered by any persons concerned (including other students, staff, the School, the student, the family of the student, and the School community); and
- the effect of the disability of the student; and
- the School's financial circumstances and the estimated amount of expenditure required to be made by the School.

Where the Principal determines that the enrolment of the student would cause unjustifiable hardship, the Principal may decline the offer of a position or defer the offer.

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

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

Acceptance of Enrolment:

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

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

In the case of overseas students, the parents must, within fourteen days of receiving it, deliver to the School:

- Acceptance of Offer of Enrolment Form, signed;
- Proof of payment of the non-refundable Enrolment Fee;
- Proof of payment of the required pre-paid Tuition Fee;
- Proof of payment of the overseas health cover;
- Overseas Student Enrolment Contract, signed by both parents/guardian.

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

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

Register of Enrolments

A register of enrolment will be maintained in the School Database management system in accordance with legislative requirements.

Conditions of Ongoing Enrolment

1) Exclusion from class

- a) Pacific Hills Christian School may exclude a student from class studies on the grounds of misbehaviour by the student. Exclusion will occur as the result of any behaviour identified as resulting in exclusion in Pacific Hills Christian School's Behaviour and Discipline Policy/Code of Conduct including but not limited to repeated or aggressive defiance of teacher's instructions; behaviour that puts the safety of other students at risk; ongoing disruption of learning.

- b) Excluded students must abide by the conditions of their exclusion from studies which will depend on the welfare and accommodation arrangements in place for each student and which will be determined by the Head of School.
- c) Where the student is provided with homework or other studies for the period of the exclusion, the student must continue to meet the academic requirements of the course.
- d) Exclusions from class will be recorded in the School's Student Records.
- e) Periods of 'exclusion from class' will not be included in attendance calculations as per Pacific Hills Christian School's Attendance and Course Progress Policy

2) School initiated Suspension of Studies

- a) Pacific Hills Christian School may initiate a suspension of studies for a student on the grounds of misbehaviour by the student. Suspension will occur as the result of any behaviour identified as resulting in suspension in Pacific Hills Christian School's Behaviour Policy/Code of Conduct.
- b) Suspended students must abide by the conditions of their suspension from studies which will depend on the welfare and accommodation arrangements in place for each student and which will be determined by the Head of School or Assistant Principal: Administration and Welfare.
- c) Suspensions will be recorded on School's Information Management System.
- d) Students will not return from suspension until after a satisfactory interview between the Parents and the Head of School or the Assistant Principal: Administration and Welfare.

3) Student initiated Suspension of Studies

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

4) Cancellation of Enrolment

- a) Pacific Hills Christian School may assert its right to cancel the enrolment of a student under the following conditions:
 - i) Failure to pay course fees or to settle outstanding financial accounts;
 - ii) Repeated failure to respond appropriately to the authority of the School including in respect to course progress, compliance with school requirements relating to uniform and equipment, and demonstrating acceptable behaviour.
 - iii) Any behaviour that puts the safety of other students significantly at risk that significantly undermines the reputation and good standing of the school or that that is identified as being unlawful.

Deferring, Suspending or Cancelling Overseas Student Enrolment

The School may only enable students to defer or temporarily suspend their studies, including granting a leave of absence, during the course through formal agreement in certain limited circumstances (National Code Standard 13).

Students may, through formal agreement with the School, be given permission to defer commencement, take a leave of absence or temporarily suspend their studies during the course. Such absences, however, may affect the student's visa status. The School may also seek to cancel the student's enrolment.

In the case of overseas enrolments, deferring, suspension or cancellation of enrolment may affect visa status. Students will be informed of this fact and advised to contact DIBP. The student may elect to appeal decisions, regarding suspension or cancellation of their enrolment by initiating within 20 days the School's Concerns, Complaints and Appeals Policy and Procedure.

Student Welfare Policies

Student Welfare and 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. Changes have been made to the following policies from last year.

Safe Schools Policy Statement:

Rationale:

Pacific Hills Christian Education Schools believe that all persons are made in the image of God and thus worthy of respect at all times. We are committed to the education of the whole person in a Christian context and seek to nurture our students in the spiritual, intellectual, social/emotional and physical dimensions (refer Luke 2:52). Furthermore, we believe that each person is commanded to love each other as we love ourselves. Fundamental to an education of this nature will be high expectations, strong instruction, and direct meaningful consequences for non-compliance across a range of issues that demonstrate or impact on care for oneself and for others.

The Australian Government has also mandated that all Australian Educational Institutions are to take measures to ensure that schools are safe and supportive environments (National Safe Schools Framework 2003). This policy supports that mandate for schools to develop and implement policies and procedures to particularly address the issues of harassment and discrimination, violence and aggression, bullying, and child protection.

Policy:

Pacific Hills Christian Education Schools seek to be a community that protects and promotes the safety and wellbeing of all of its members.

Component Policies:

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

Related Policies:

This policy should be interpreted in relation to the full complement of Pacific Hills Christian Education policies. Particular attention should be given to the following:

- Child Protection
- Behaviour and Discipline
- Duty of Care
- Work Health and Safety

Principles:

1. The School will undertake reasonable measures to ensure the physical safety and the emotional/ social wellbeing of its community members.
2. In these measures the School accepts responsibility limited to the procedures and property over which it has direct control.
3. Safety and wellbeing will be developed as a core component of the School's character, culture and operations.

4. Managing Safe Environments requires the development and maintenance of strong trusting relationships.
5. In meeting its moral obligations and legal commitments the School may refer significant incidents of unsafe behavior, including incidents involving bullying, violence, discrimination, or drug use, to welfare authorities beyond the school such as Police Youth Liaison Officers.

Details of the component policies can be obtained from the School.

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 Schools operated by Pacific Hills Christian Education, discipline is an integral part of pastoral care administered to disciple students in Christian beliefs, values and behaviour.

Related Policies:

This policy should be interpreted in relation to the full complement of Pacific Hills Christian Education policies. Particular attention should be given to the following:

- Safe Schools: (Anti-Harassment & Discrimination; Anti-Violence; Anti-drugs; Anti-Bullying)
- Child Protection
- 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 Pacific Hills Christian Education Schools 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 Pacific Hills Christian Education Schools, 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 NSW Legislation, corporal punishment is not used at Pacific Hills Christian Education Schools. Neither does Pacific Hills Christian Education Schools authorise or endorse the implementation of corporal punishment by others on its behalf.
10. The Police Youth Liaison Officer may be called to speak to student/ students if the Principal deems it necessary.

Student Code of Conduct

The Pacific Hills Christian Education Schools Student Code of Conduct is based on respect. Respect for people, places and property.

- Respectful language
- Respectful body language
- Respectful facial expression
- Respectful written language, including drawings
- Respectful behaviour in the playground with teacher and other students
- Respectful, drug-free environment
- Respectful, harassment free environment
- Respecting people's bodies and feelings
- Respecting personal space
- Respecting the safety of self and others
- Respecting self, others, community and individual property
- Respecting the privacy of others
- Respecting School, self and others in the use of all social media
- Respecting teacher and other students within the classroom and other school contexts
- Acting with integrity, honesty and care for one other
- Being punctual to all activities, school and lessons
- Following Biblical principles and law regarding sexuality and behaviours
- Reporting all breaches of the conduct code honestly

Procedural Guidelines – Pacific Hills Christian School

- The procedures should address in class and out of class contexts.
- 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 effort.

- Persistent issues of classroom misbehaviour requiring discipline should be referred to the next level of responsibility in the Pastoral Care system of the School or sub-school.
- 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.
- All teaching staff should familiarise themselves with the discipline procedures that operate in the respective School or sub-school.
- Each school or sub-school should develop procedures to guide staff in issuing discipline by commendation and by censure within the context of that community and to facilitate the recording of this information in a form accessible to others in the school. These procedures are available in the Sub School Handbooks / Sub School Procedures documents.
- All teaching staff should familiarise themselves with the discipline procedures that operate in the Sub Schools and in New Hope School.
- Monitoring and recording of this information is through the School Management System (Edumate)

A full-text version of the Behaviour and Discipline Policy and Procedures can be obtained from the School.

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 Communication Policy, the Concerns, Complaints and Appeals Policy and associated procedures. These policies recognise 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 these policies 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.

These policies were updated during 2014 and a copy of these policies and the lines of responsibility can be obtained on request from the School.

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 the 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, to Moree and to Indigenous communities in Central Australia and the Northern Territory. Mission teams were also sent to overseas countries including:

- Hong Kong/ China
- Nepal
- Moldova
- Cambodia
- Philippines
- New Caledonia / Vanuatu
- Sri Lanka

Each overseas team was led 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. Each year they have been invited to share Easter and Christmas with two public schools and have enjoyed sharing a Christian message 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. Guests (e.g. 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 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

2014 Improvement Targets

Following our 2013 Annual Report the following were identified as goals for 2014. 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.
 - Students across all year levels reported gains in the persuasive writing tests.
- Target improvement of HSC Results with a focus on being placed in the top 150 NSW schools.
 - HSC results improved with a number of excellent results in key subject areas. However, the School did not place in the top 150 schools for NSW.
- Implement the meaningful use of iPads in all years from Kindergarten to Year 10 and a BYOD program in Stage 6.
 - The iPad program continued to be implemented and refined throughout the year. Steps were also made to increase the capacity of the School's network system.
- Engage with the AIS in establishing the Embedding Excellence Project.
 - Key goals and targets were developed by the School's Embedding Excellence team with the aim for implementing these in 2015.

Community:

- Engage with the parent community in celebrating the 35th anniversary of the School.
 - The 35th anniversary celebration of the school were a valuable time of reflection and thanksgiving for God's work here at Pacific Hills.
- Establish Social Media Community via online communication and service provision via increased online communication with the parent body.
 - The School has engaged with the community via Facebook and Twitter in an increased way this year and has seen growth in the number of views of its social media sights.
- Continue to develop the Sister School program of the school with the introduction of Strategic Partnerships.
 - A Sister School partnership was begun with Mawar Sharon Christian School in Indonesia and a Strategic Schools Partnership was entered into with Macau Baptist College.
- Senior Leadership Team to revisit the School's Mission goals.
 - These goals are continuing to be revisited with the development of the School's Strategic Management Plan.
- Implement a beautification plan across the School's grounds.
 - Further steps are begin taken to continue this process.

2015 Improvement Targets

The following have been identified as meaningful targets for Pacific Hills Christian School as we continue to seek to bring glory to God through the operation of the School. These goals are the outworking of the Embedding Excellence Project the School has undertaken in consultation with AIS.

Teaching Practice:

- Intentionally engage students in meaningful learning using evidence based practice
- Develop a consistent culture of respect

Infrastructure:

- Create contemporary learning spaces with flexible furniture and layout
- Blended learning using integrated LMS and digital material and devices
- Effective use of digital devices in the service of learning

Communication:

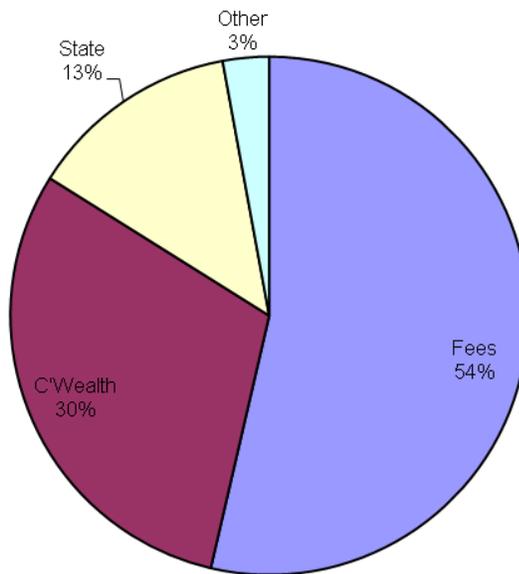
- Communicate effectively with the School community
- Strengthen a culture of openness to feedback

OUR FINANCES

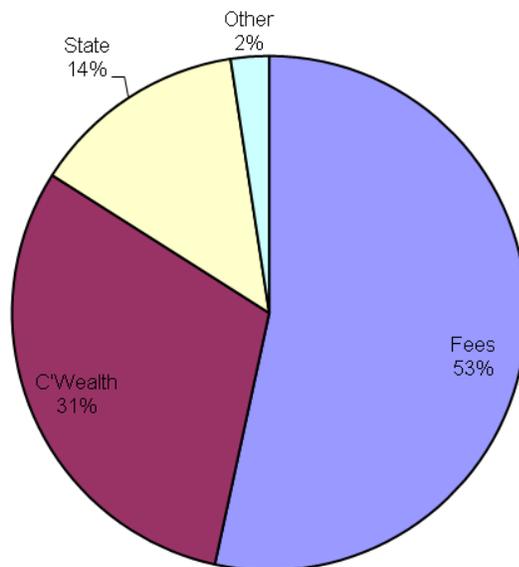
Summary of Financial Information

Income Sources

2014

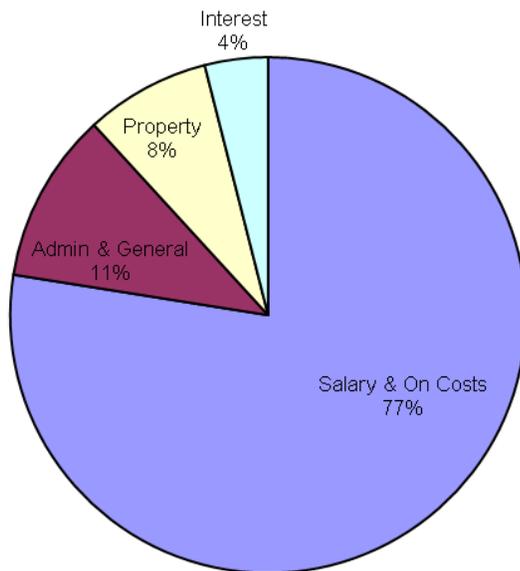


2013

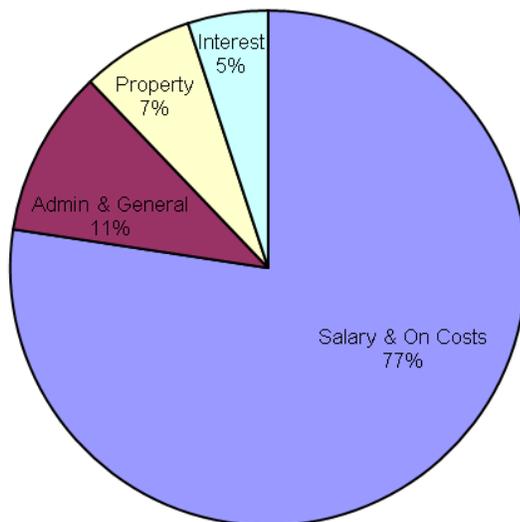


Expenditure Areas

2014



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.