



Pacific Hills

Annual Report 2015

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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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

An interesting idea - Teach to Learn

During this past year I have been thinking much about this concept of Teach to Learn. As parents and as teachers we know that when we teach others in any area of understanding that we are learning by reinforcement at the same time. The understanding that we have is being deepened and enriched whenever we teach that understanding to another person.

Teaching is an act of service and the Bible teaches us to serve others with the gifts that God has given to us so that we can show God's grace to others in all sorts of ways. At Pacific Hills Christian School and our other Schools we encourage those students who have already gained a certain level of understanding in subject matter or skills to teach what they know to other students, that is, their peers or younger students. This process of teaching to learn not only increases the depth of understanding in the person teaching, but also provides a stronger platform for new learning, particularly as that new learning is based on prior understanding in any field of study. I believe therefore, that by providing opportunities for our students to teach others that we are actually presenting them with a rich opportunity to have a stronger established learning for their future performances in academic matters and in other areas of life.

I believe that a Christian School community that practises these principles will be a community where serving others is both blessing those served and as is God's way in so much of our lives, by providing the service we are blessed ourselves in abundance.

From August 2015 we have recommenced the ministry of The Excellence Centre (TEC) under the leadership of Dr Tina Lamont as Director and with able assistance from Dr Stephen Fyson, Prof James Dalziel and others. TEC is designed to provide excellence in thinking about and practising authentic Christian education within our Pacific Schools and to many other school communities both in our country and overseas. Already TEC is assisting other schools and this is expected to grow strongly in 2016. Please pray for this ministry.

During 2015 we had two special events with our School Musical and the School Fair. The School Fair, held on 28 March, was a wonderful opportunity of reminding ourselves that Pacific Hills views itself not as an institution but rather as a community. As a result of this understanding, Pacific Hills is built on relationships of acceptance and care, that is loving one another and of sharing with others beyond our community. This mindset is founded on Biblical principles by which our goal is to please God and bless others.

The School Musical, 'Hairspray' allowed our students, staff and parents to use many gifts to bless our School Community as well as many visitors. Our tenth School Musical, with a cast and crew of over 160 students from Years 3 to 12, was an opportunity for students to exercise their gifts and talents to serve others. The musical was not only an excellent high quality production, but an expression of Christian community as staff, students, parents and other volunteers worked together. It was particularly exciting to see the involvement of a past student in the direction of the show with Lauren McDougall co directing the production.

Academically, students have achieved highly at Pacific Hills this year. The year began with a celebration of the success of the 2014 cohort of HSC students. The students received 50 mentions on the distinguished achievers list and the top ATAR result by Paulus Sujono of 98.35 followed by David Chua on 98.25. Of particular note was the achievement of two students in Business Studies, Ella Bricknell who was 6th in the State and Chelsea Lee 12th in the State. Thomas Dearden was placed 7th in the State in English Extension 2 and nominated for Showcase. Further pleasing results included 50 mentions on the Distinguished Achievers List, 31% of students receiving Band 6 results in at least one of their subjects and 11 mentions on the Distinguished Achievers List for Year 11 Augustine Students. 20% of students received an ATAR over 90. NAPLAN results again demonstrated students at Pacific Hills achieving above State average in all areas of Reading, Writing, Spelling, Grammar and Punctuation and Numeracy.

There were several other areas of academic achievement. Science students in Years 10 to 12 were involved in a STEM project partnering with universities, industry and Hornsby Council looking at water quality in the local area and involved them presenting their findings at a State wide conference. Students have received excellent results in English and Mathematics and Science Competitions.

Sport continues to play a vital role in the life of the School. Students are encouraged to maximise the opportunities provided on a weekly basis and throughout the year to participate in a variety of sporting activities and competitions.

During 2015, students in Years 2-12 have represented the School across a broad range of carnivals and gala days as part of our commitment to the Christian Schools Sports Association (CSSA) and Combined Independent Schools (CIS) system serving as our pathway to higher representative honours. The Hills Zone Sports Association (HZSA) offers 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 play in a manner that shows respect for officials and their opposition.

Congratulations must go to the following teams who won their respective competitions in 2015. They include our U/15 CSSA State Cricket, Years 8 & 9 HZSA Boys Football and Basketball teams, our U/10, U/12, U/14, U/16 and Open Boys Futsal teams and finally our Open Boys Football and Volleyball teams. Together with outstanding results from our Swimming, Cross Country, Athletics and Triathlon teams have combined to make 2015 a most memorable year in sport.

As a School Community we can share in the success of so many of our talented athletes and appreciate the time and commitment required to reach such an elite standard in their chosen sports.

I would like to thank Mr McConnell and the incredibly gifted and committed PDHPE staff who freely give of their time to train and supervise teams on a daily basis. Without such commitment we would not be able to offer such an array of sporting experiences and skill development to our student body.

We continue to remember the teaching of the Bible in 1 Peter 4:10-11: "Each one should use whatever gift you have received to serve others, faithfully administering God's grace in its various forms. If anyone speaks, they should do so as one who speaks the very words of God. If anyone serves, they should do so with the strength God provides, so that in all things God may be praised through Jesus Christ. To Him be the glory and the power forever and ever".

During 2015 many students, past students, some parents and grandparents, as well as staff engaged in Christian service within Australia and in a number of overseas countries so that we as a community became increasingly aware of God's blessings to us by seeing God at work in the lives of our people. From my perspective, serving on mission is one of the most significant ways of being transformed which we understand in the context in the words of Jesus, "That He, the Son of Man did not come to be served, but He came to serve" Matthew 20:28.

Our Christian Education Development Program (CEDP) is another great opportunity for us to serve with the understanding, resources and gifts that God has given to us. Through this program we send both teaching and non-teaching staff to train and equip others in the understanding and practice of authentic Christian education. From my perspective, this ministry is the most dramatic way of providing professional development in Christian education for our staff.

As a Christian School community, as those in fellowship with each other and with God the Father and with Jesus Christ the Son (1 John 1:3), we celebrate God's goodness to us and we seek in all things to bring glory to Him in our words, our attitudes and our actions.

Dr E J Boyce
Principal

From the Board Chair

There is much about this year that could be described as simply being the same as the previous year and the previous report that as Chair I delivered. It is the case that as those involved with Pacific Hills Christian Education Limited (PHCE) we can continue to declare that God has been good and has provided for the needs of this particular ministry. In one sense, this is evident from the financial position. But while important, that is only one aspect of the goodness of God as evidenced in the operations of PHCE in the period since my last report.

We have seen a marked and steady increase in enrolment numbers across all grades of the School. This has been particularly pleasing and has led to the strong financial position that the School finds itself in. However, as already noted, that is only one lens through which to view this particular fact. It also represents an opportunity to feed into the lives of those additional students the values and priorities for which PHCE stands and the values that are foundational to the Christian education that it delivers at this place. That is part of the story of the period since my last report.

Much of the School's operations continue as in previous years with no adverse material issues arising. I am pleased to report that those aspects which are foundational to the School continue including, relevantly, the striving for continued academic excellence, service to others and a sense of purpose in learning.

From my perspective, in order to model and demonstrate what it is we expect of our students, that is, that they strive for excellence, the School equally must demonstrate this in how it goes about the teaching and training of those entrusted to it. So, this means we must continually review and revise the delivery of Christian education and those areas in which we can do even better.

Operationally, over the last few years it will have been noted that there were two initiatives of the School which have required additional attention. These were The Excellence Centre and One Maker Academy. I'm pleased to report that these aspects of our overall operations have developed and are contributing well to both the community of the School and, in the case of TEC, to the broader Christian education movement.

There have also been some structural changes which have occurred since our last report. One of those was to separate the operations of New Hope School into a separate company limited by guarantee. PHCE is the sole member of this new entity. We did this for compliance purposes and it was something that was requested by Board of Studies Teaching and Educational Standards. While a separate company with separate operations, New Hope School continues to be a vital aspect of what occurs at this campus here at Dural.

The increased funding that has come from the increased school numbers provides an obligation and an opportunity for the School to be a good steward of what has been provided to it. In this context, we have moved to acquire new land which will be partly funded from our operating surplus and on which it is planned that a separate facility for New Hope School will be constructed at some stage in the future. In addition, there will be additional work on the Senior School building which is expected to commence during 2016. These are just two ways in which we are looking to wisely use those funds available to the School. However, undertaking these initiatives will mean that the debt per student ratio will increase for a period of time by reason of the fact of this further development being partly funded by bank loan. The Board is very comfortable with this approach and so too our bank.

I was recently encouraged by three images that are found in the Paul's letter to the Philippians. The first of these is that of a pioneer, going ahead and getting ready a path for others. The

second image is that of a scale and ensuring that conduct always balances out to the standard to which we are called in Christ. The third image is that of a runner pressing ahead with all of their energy and focus towards the finish line, which Paul uses for how the Christian should approach their daily living. There is a lot that could be said about these three images but in my view they represent three lenses through which to view the operation of any Christian organisation including PHCE. In its own way, PHCE is called to represent the practice of these three images and also to train those of this community to match each of these three images in their own lives. As members of PHCE I want to thank you for your support and critical role that you play in ensuring that this organisation properly reflects each of these three images.

May we collectively be like the runner Paul refers to striving towards the finish line as we move forward in this current year not resting and not being distracted by looking back but focused on what is ahead and the actual finish line that is our focus.

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.

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 2015 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. 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 are the comments below:

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

"The learning environment was great and the friendships formed will last a lifetime."

"I feel very blessed to have attended Pacific Hills. I have learnt so much, not just academically, but about myself and more importantly about God. The staff are very supportive and caring."

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:

"PHCS is a very supportive school. The education and care given to students here are not just academic but also on the building of the person as a whole."

"Thank you to all the teachers and staff who have contributed to my child's education at PHCS. I appreciate how her abilities were recognised and she has been in a class that helps her develop them. Above all, thanks for the spiritual foundation and character development that has resulted from being in an environment where Jesus and the gospel and Word of God are honoured and people seek to grow in Him."

OUR STAFF

General Comments

The staff of Pacific Hills exhibits typical diversity of age, gender and ethnicity. Teaching staff number 119 in total with 89 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 2015 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 on faculty projects for implementing the Embedding Excellence Project and involved the implementation of a new Online Learning Management System, CANVAS.

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 2015 this resulted in a Staff attendance of 96%.

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 2014 and 2015 staff retention rated at 91%.

OUR STUDENTS

Enrolments Profiles

Pacific Hills had a total of 1219 K-12 students enrolled at the 2015 mid-year Government census, comprising 567 female students and 652 male students.

Pacific Hills' student population includes 22 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 NSW Department of Education and Communities Home School Liaison Officer for the area.

2015 Attendance

Year	No of Students	Total %
Kinder	59	95%
1	66	95.6%
2	70	96.5%
3	75	96.3%
4	80	95.6%
5	87	95.7%
6	82	95.1%
7	123	96.6%
8	119	95.7%
9	149	94.2%
10	114	94.4%
11	117	94.9%
12	78	94.3%
Overall	1219	95.37%

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 2013 and Year 12 2015 and actual individual student retention between these points.

In 2013 Pacific Hills had 101 students in Year 10.

In 2015 the School had a Year 12 cohort of 78. This gives a raw student retention of 77%.

Of the 78 Year 12 students in 2015, 20 had been at Pacific Hills throughout their schooling. This is an individual student retention rate of 26%.

OUR ACHIEVEMENTS

Student Performance in Standardised Literacy and Numeracy Testing

NAPLAN Testing

Pacific Hills' students received excellent results in the 2015 NAPLAN (National Assessment Program - Literacy and Numeracy) achieving results above State average in all areas. NAPLAN provides a snapshot of student achievement in the key areas of literacy and numeracy and is used by the School along with other standardised testing, formative and summative assessment and teacher feedback to assist each student develop key skills that they are able to use to honour and glorify God.

Strengths

The School has demonstrated strong school and student growth. Some highlights from 2015 testing include:

- Year 3 students performed above the region, State and AIS mean in all areas. The strongest areas were Grammar and Punctuation and Numeracy.
- Year 3 students achieved between 16% and 34% above the State mean in the top Band 6 which is an outstanding result.
- Year 5 students were above region, State and AIS mean in most areas. Particular strengths were demonstrated in Reading where 22.7% of students were in the top band.
- 12 to 23% of students in Year 7 were in the top band of each of the areas of Literacy and Numeracy.
- Year 7 students achieved strong results in Reading, Grammar and Numeracy with, for example, 70.3% of students achieving equal to or greater than expected growth in Numeracy.
- Year 9 students were above region, State and AIS mean in Numeracy with 9% above State average in top band.
- Year 9 students were above State mean in Writing, Spelling, and Numeracy with, for example, 17.5% of candidates in top band in Spelling.

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 2015 achieved some outstanding results across a wide range of subject areas. There were 77 Year 12 students who completed HSC courses in 2015. Many subjects saw student achievement both well above State average for the course, and above the State average numbers of students achieving in the highest band. 29 HSC courses were offered at Pacific Hills in 2015.

Highlights in Academic Performance included:

- Two students were placed on the HSC All Round Achievers List for achieving in the highest band in at least 10 units.
 - Paul Van Leeuwen
 - Olivia Depares
- Results were on or above State average a majority of courses.
- Top ATAR of 98.65 was achieved by Paul Van Leeuwen followed by 98.40 achieved by Adriel Woo.
- Top Achievers in Course List included Josephine Pawlicka, 4th in the State in Polish Continuers.
- Students achieved 46 mentions on the Distinguished Achievers List. These top band results were achieved by 22 students, of whom 10 were Augustine (Year 11) students.
- 21% of students received Band 6 results in at least one of their subjects.
- Joshua Ying, Year 9 Augustine student, achieved outstanding results in Mathematics 2 Unit and Mathematics Extension 1.
- 15% of students received an ATAR above 90.

Outstanding marks

- Carl Wang - 50/50 Mathematics Extension 1
- Carl Wang - 97/100 Mathematics
- Christopher Irving - 49/50 Mathematics Extension 1
- Josh Ying - 48/50 Mathematics Extension 1
- Josh Ying - 97/100 Mathematics
- Paul Van Leeuwen - 47/50 English Extension 1
- Josephine Pawlicka - 97/100 Polish Continuers

Outstanding Band 6 results – a snapshot

- Above State average in Band 6 Chemistry (School 21.42%, State 10.72%)
- Above State average in Software Design and Development Band 6 (School 14.28%, State 8.36%)
- Above State average in Band 6 Biology (School 9.09%, State 5.77%)
- Above State average in Band 6 Modern History (School 14.28%, State 11.47%)

Higher School Certificate – Trends over Time

Course	Students	School Mean	State Mean	Band 3 /E1	Band 4/ E2	Band 5/ E3	Band 6/ E4
Ancient History 2015	14	75.53	71.34	7.14	21.42	42.85	7.14
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	

Biology 2015	22	68.85	71.13	40.9	18.18	13.63	9.09
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
Business Studies 2015	26	70.5	73.65	50	34.16	7.69	3.84
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
Chemistry 2015	14	73.14	75.81	28.57	28.57	7.14	21.42
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
CAFS 2013	6	71.2	73.5	16.66	50	16.66	
Design &Tech 2015	12	71.58	76.25	33.33	41.66	16.66	
Design &Tech 2014	10	68.06	75.86	50	50		
Design &Tech 2013	5	75.28	76.1	20	40	40	
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 2015	12	65.13	76.12	50	33.33		
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
Engineering 2015	10	76.72	75	20	40	30	10
Engineering 2014	8	64.4	73.13	25	25	12.5	
Engineering 2013	14	73.39	73.76	14.28	71.42	14.28	
English Standard 2015	24	63.81	67.1	62.5	16.66		
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 Advanced 2015	50	75.73	80.43	20	44	30	4
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 ESL 2015	4	77.55	70.86	25	25	50	
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 Ext 1 2015	7	37.7	41.8		14.28	57.14	28.57
English Ext 1 2014	8	39.66	41.19			100	
English Ext 1 2013	10	39.08	40.28		10	80	10
English Ext 2 2015	5	39.54	39.54			80	20
English Ext 2 2014	6	42.82	38.49			50	50
English Ext 2 2013	4	38.9	38.57		25	50	25
Food Technology 2015	12	70.43	70.55	25	50	16.66	
General Maths 2015	39	65.05	68.64	25.64	23.07	15.38	
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
History Ext 2015	11	41.48	38.64		9.09	72.72	18.18
History Ext 2014	6	41.73	38.71			66.66	33.33
History Ext 2013	7	36.29	38.4		28.57	57.14	14.28
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 2015	6	78.23	74.6	33.33		66.66	
Legal Studies 2013	2				50	50	
Legal Studies 2012	7	76	74.44		14.28	28.57	28.57
Mathematics 2015	38	79.6	77.89	13.15	28.94	34.21	21.05
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 Ext 1 2015	21	83.91	81.2		4.76	66.66	28.57
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 2 2015	6	80	82.28		16.66	83.33	
Mathematics Ext 2 2014	7	79.66	81.58			85.71	14.28
Mathematics Ext 2 2013	4	87.95	82.07			50	50
Modern History 2015	28	77.48	75.29	14.28	25	35.71	14.28
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
Music 1 2015	2	75.6	80.6		100		
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 2015	1	81	86.68			100	
Music 2 2014	1	89.2	86.26			100	
Music 2 2013	5	82.4	86.49		40	40	20
Music Ext 1 2015	1	35	43.6			100	
Music Ext 1 2014	1	50	45.82				100
Music Ext 1 2013	3	42.1	45.38			66.66	33.33
PDHPE 2015	23	72.78	73.1	30.43	52.17	13.04	4.34
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
Physics 2015	37	72.43	72.66	21.62	54.05	13.51	5.4
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
Software Design 2014	7	76.54	73.53	28.57	42.85	14.28	14.28
Software Design 2015	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		
SOR 1 2015	24	37.5	38.49	20.83	41.66	29.16	4.16
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 2 2015	4	63.35	74.2	50	25		
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
Visual Arts 2015	7	80.91	79.21		28.57	57.14	14.28
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

Senior Secondary Outcomes

- Number of students undertaking vocational or trade training: 9 (11% of Year 12)
- Number of students attained Higher School Certificate: 78 (100% of students who completed 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 57 of our 78 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 and Advanced Computing
- Bachelor Applied Science (Occupational Therapy)
- Bachelor Medical Science
- Bachelor Arts - Media
- Bachelor Speech, Hearing and Language Sciences
- Bachelor Global Business
- Bachelor Education
- Bachelor Criminology
- Bachelor Applied Finance/ Bachelor Business
- Bachelor Veterinary Medicine
- Flexible Double Law

Students who did 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 Student Achievements

- **Dilara Niriella** was accepted into the National Art School's intensive Studio Practice Course in the discipline of painting.
- **Annelise Draper** was awarded silver in the Board of Studies Teaching & Educational Standards WriteOn Competition, Stage One section.
- **Nathan Philips** represented Pacific Hills Christian School as a member of the NSW Schoolboys Football Team competing at the Pacific School Games and for selection as a member of the Australian Schoolboys Football Team.
- **Aleisha Scanlon** represented Pacific Hills Christian School as a member of the NSW All Schools Athletics Team selected to compete at the Australian Schools Athletics Championships.
- **Emily Crawford** represented Pacific Hills Christian School as a member of the NSW Primary Schools Sports Association Athletics Team competing at the School Sport Australia Athletics Championships.
- **Stephen Jeong** represented Pacific Hills Christian School as a member of the NSW Primary Schools Sports Association Swimming Team competing at the Pacific School Games Swimming Championships.
- **Marcus Dunlop-Enderby, Lisa Kesio and Lara Song** represented Pacific Hills Christian School as a member of the NSW Combined Independent Schools Teams competing at the NSW Primary Schools Sports Association Championships.
- **Blake Bayldon, Guy Burgess and Samuel Connorton** represented Pacific Hills Christian School as a member of the NSW Combined Independent Schools Teams competing at the NSW All Schools Championships.

OUR POLICIES

Enrolment Policy

Vision Statement

The purpose of Pacific Hills Christian Education Schools is to provide a Christian Educational Community as a centre of teaching, learning and serving excellence, founded on Biblically based beliefs, values and behaviour.

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

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.

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.

Summary of Key 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 the discipline of, 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

Safe Schools: Anti Bullying Policy Statement:

Rationale

We recognise that there will be incidences of bullying in our school community at various times and in varying degrees. The depravity of the human condition resulting from the Fall means that all individuals are capable of sinful actions that harm or exclude others or that manipulate relationships for selfish ends.

The Pacific Hills community of students, parents and staff should work together to both prevent bullying and deal effectively with those incidents of bullying that may occur.

Policy

Pacific Hills will implement intervention strategies and programs of instruction to minimise bullying at all levels of our community, with the aim of having no bullying behaviour.

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 used 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
- Student Code of Conduct

Student Code of Conduct Policy Statement:

Rationale

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

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

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

Policy

Self-monitoring of behaviour is an integral part of a safe learning community. It is therefore essential that students are clearly informed about the behavioural expectations of the school community. The student code of conduct clearly communicates the normal and positive dynamics of relationships within a Christ centred community.

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:

- Behaviour and Discipline
- Pastoral Care
- Safe Schools: (Anti-Harassment & Discrimination; Anti-Violence; Anti-drugs; Anti-Bullying)
- Child Protection

Complaints and Grievance Resolution Policies Statement:

Rationale

The purpose of Pacific Hills Christian School's Grievance (Students and Parents) Policy is to provide a student or parent(s)/legal guardian with the opportunity to access procedures to facilitate the resolution of a complaint or grievance. These internal procedures are a conciliatory and non-legal process. The policy is intended to reflect the desire of the School to function as a Christian community.

Policy

Pacific Hills Christian School recognises that it is good and fitting that members of communities have opportunity to express disappointment or disapproval and seeks to engage with such situations with the intent of clearly reaching mutual understanding amongst the parties involved.

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

- Nepal
- Moldova
- Cambodia
- Vanuatu
- India
- Thailand

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 4 to show care and support for others and spread God's Word. Outings include a recent visit to Warrah Special School where they presented a story from the Bible through drama. 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 Middle School students of those around them who serve them. Guests (e.g. police, fire and rescue, armed services, politicians) are invited to the school and students are prompted to thank these people as well as others who serve them (e.g. parents, bus drivers, administrators, etc). We reflect on a Bible passage 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

2015 Improvement Targets

Following our 2014 Annual Report the following were identified as goals for 2015. Provided below is a response to the School's achievement in response to each of these goals.

Teaching Practice:

- Intentionally engage students in meaningful learning using evidence based practice
 - Professional development focused on Faculties developing learning projects to engage students with the use of CANVAS.
- Develop a consistent culture of respect
 - Heads of School have continued to intentionally address this target through Year meetings and Assemblies.

Infrastructure:

- Create contemporary learning spaces with flexible furniture and layout
 - New classroom furniture was purchased and used in various areas of the school
- Blended learning using integrated LMS and digital material and devices
 - After consideration by The School's IT committee and Curriculum Group CANVAS was accepted as the School's new LMS. A three phase implementation plan was developed and will be rolled out over the next year.
- Effective use of digital devices in the service of learning
 - When selecting the integrated LMS to use at the School consideration was given to its ability to operate on portable devices.

Communication:

- Communicate effectively with the School community
 - Extra features in the School's online management system were developed.
- Strengthen a culture of openness to feedback
 - The School's complaints and grievances policy was reviewed.

2016 Improvement Targets

The following have been identified as meaningful targets for Pacific Hills Christian School as we continue to seek to bring glory to God through the operation of the School. These objectives form the foundation of the School's Strategic Management Plan for 2015 – 2017. The outworking of each objective is done through a series of targeted strategic goals.

- **Strategic Objective 1**
To establish a sustainable and rigorous culture of teaching, learning and serving excellence as informed by the research data and personal testimonies of the community.

- **Strategic Objective 2**
To provide an innovative infrastructure that creates a community of learners.

- **Strategic Objective 3**
To establish and maintain effective communication inside and beyond the school community.

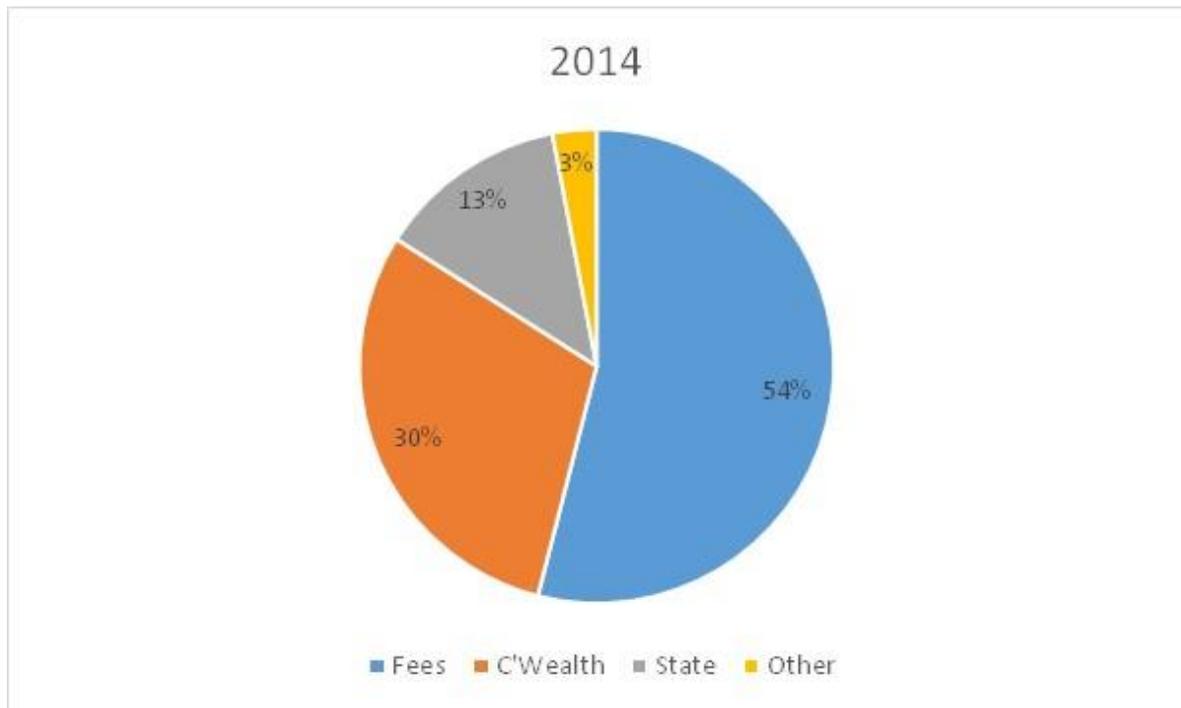
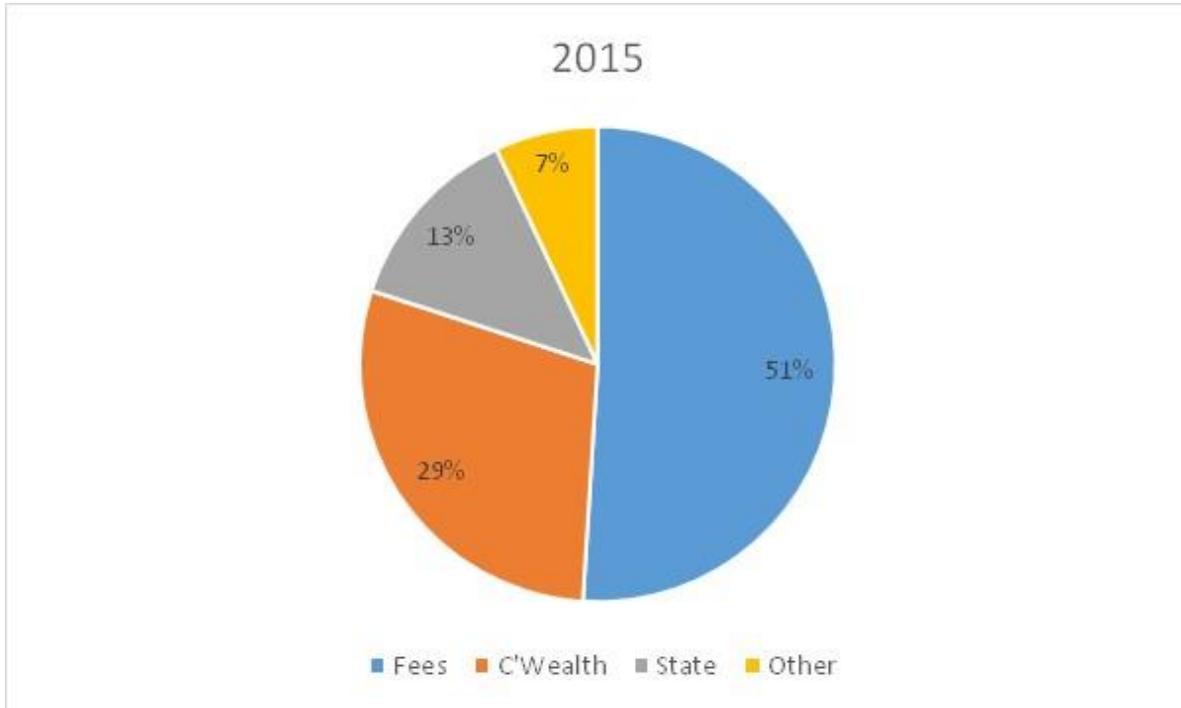
- **Strategic Objective 4**
To build a culture of local, national and global service through exercising the gifts of these in community.

A full text version of the School's Strategic Management Plan for 2015 – 2017 is available at the school.

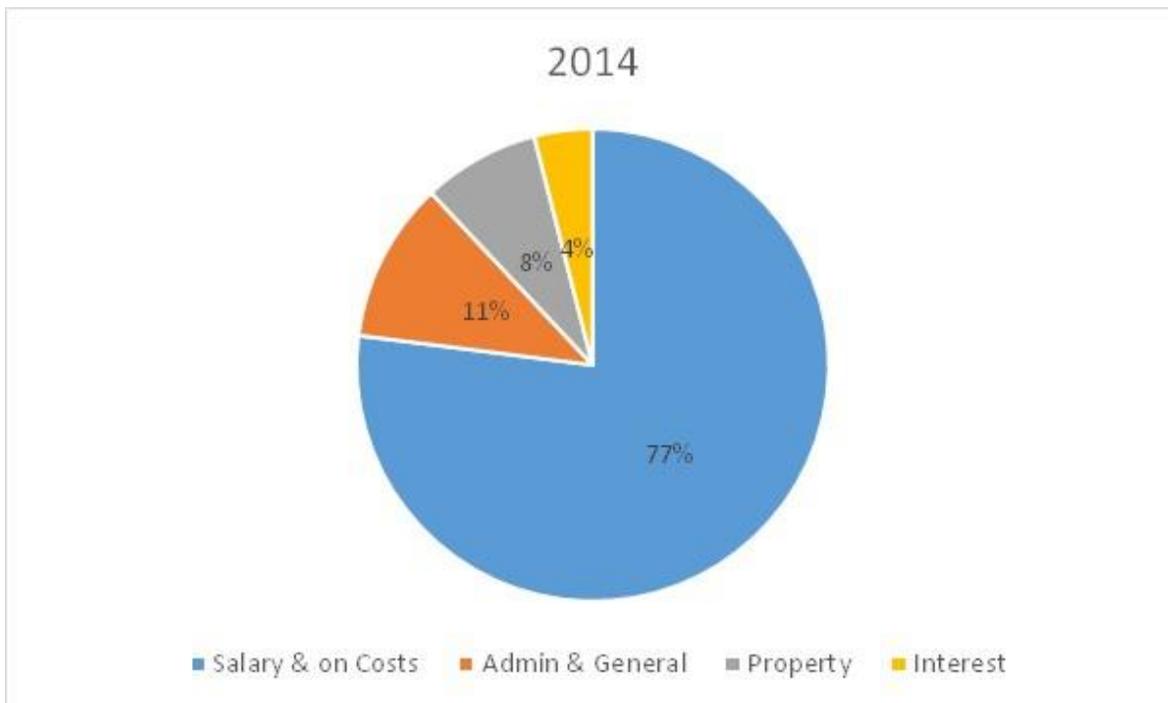
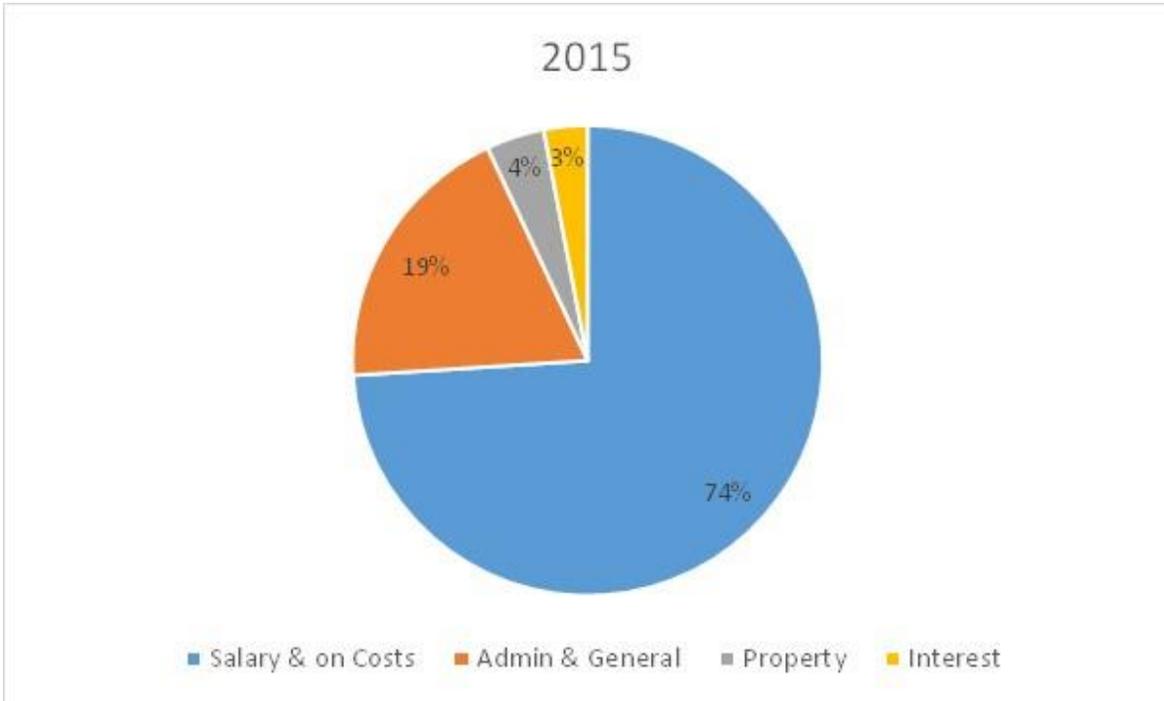
OUR FINANCES

Summary of Financial Information

Income Sources



Expenditure Areas



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.



Pacific Hills