



Pacific Hills
Christian School

Annual Report 2016

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

Building Christian Character in Community by Teaching, Learning and Serving

Several documents were produced in 2016 by The Excellence Centre at Pacific Hills that reflect on our culture, our hopes and aspirations and at the same time prepared a scaffold for our future planning and programming. As we see Pacific Hills Christian School as a community rather than an institution, we are bonded together by common beliefs through faith in Jesus. With all of our staff being Christian believers, we are able to be inclusive of fellow believers from a wide range of church groups. As we are a community, we are seeking to follow God's truth and the teachings from the Bible. Although we fail in this, it remains our goal, intention and our purpose. Galatians 5:6 says "All that counts with God is faith expressing itself through love". In 1 John 3:23 we read, "This is God's command, to believe (to have faith) in God's Son, Jesus Christ, and to love one another as He commanded us to do". Therefore, as a community of Christian faith, we are to love one another and to show God's love through us to all whom we meet.

That provides us with the essential understanding and commitment to service of others. Again we read in 1 Peter 4:10, "Each one should use whatever gift received (from God) to serve others, faithfully administering God's grace in its various forms". So 2016 for Pacific Hills Christian School has been a year of focus on service. That service happened within the School community as various individuals and groups served one another, including where the teachers serve the students, by teaching them and showing God's love to them. Older students serve younger students; students with various gifts serve their fellow students with their various gifts. We serve in the local community, including through community service days; we serve within Australia, with teams going out from our local community at Pacific Hills, to serve those in the Outback as well as in other places including our other schools in the Pacific group of Schools. Beyond that we send many teams on mission to serve in different parts of the world. Our primary purpose in this service, is to bring glory to God by obeying His commands. The blessings we receive in turn are extraordinary, our lives are enriched and strengthened as we exercise the gifts God has given us.

Our lives individually and as a community are being transformed as we use our resources including time, energy and opportunity to serve others. In doing this our understanding of God and His purposes is deepened, and we are being prepared to use our gifts more fully and to grow stronger with our intelligence, morality, culture and spirit, more in tune with God as Jesus himself said in Matthew 20:28, "The Son of Man (Jesus himself) did not come to be served, but

to serve, and to give His life as a ransom for many". Part of our service to others is through the Christian Education Development Program, through which we train others in thinking and acting in authentic Christian education. In this process of serving we are richly blessed as a Christian School community, especially as we are seeking to fulfil God's purposes in bringing glory to Him.

Sport

Throughout the year every student has had the opportunity to participate in a variety of sporting carnivals, where so many have displayed their talents in the pool and around the track. Each one striving to do their best while competing against their peers and striving for House Champion status. These sub school events play a vital role in developing school spirit and are enjoyed by students, teachers and parents alike.

As part of our representative sports program we have had more than 400 students wear School colours across 20 different sports in 2016. This level of participation is testament to the culture that exists at Pacific Hills and goes against the trends seen in schools across the country. Students are eager to play and keen to represent their School and this is why there have been so many wonderful sporting performances. We acknowledge the commitment and dedication students have shown and the spirit in which they played.

There have been a number of outstanding performances that deserve special mention. Firstly, Liam Kim and Stephen Jeong excelled at the State and National Swimming Championships while Emily Crawford and Joel Davidson set new benchmarks in Athletics, Isla Castle and Brittany Dell represented the School at the Australian Alpine Ski and Snowboarding Championships. Blake Baydon won the NSW Pizzey Cup earning him a place on the Australian Schools Tennis Merit Team and Nathan Philips was again selected to The Australian Schoolboys Football Team competing in the United Kingdom.

There were a number of teams that excelled in 2016 reaching both Christian Schools Sports Association and Hills Zone Sports Association finals. Highlights included Junior School Futsal, Football, Mixed Oztag and Tae Kwon Do. All enjoyed success while Middle School had champion teams in Basketball, Futsal, Football, Netball and Softball. The Senior School teams also enjoyed success in AFL, Basketball, Futsal, Football and Rugby Sevens so all in all it was a very successful year in sport.

I would also like to take this opportunity to acknowledge Mrs Dell, Mr McConnell and the PDHPE team Mr Cox, Mr Dawson, Mrs Dawson, Mr Mann, Miss Mann, Miss Pearce and Miss Smith who give up so much of their time after school hours coaching and managing sporting teams to enable our students the opportunity to play sport on a weekly basis. Their commitment goes above and beyond expectations and I am sure that each and every student has received great blessing by the way they encourage their sporting development but even more so by the way they nurture their Christian faith.

OneMaker Academy

This year 480 students have attended the dance, band, singing, choir and instrumental lessons that have been offered. The emphasis at OneMaker is for tutors to model Jesus in their interactions with the students and assist them to see that their God-given gifts and talents can bring much joy to others.

We have over 30 experienced teachers. All our staff have willingly shared their expertise to teach, guide and inspire their students to be thankful for the opportunity that parents have given to them to learn, acknowledge that improvement comes with practice and be willing to honour God through sharing their gifts and talents through performance.

With 242 students undertaking dance classes in one or more of the 10 dance styles on offer, we were delighted to have the opportunity to perform at such venues as the Opera House. Our Bands, Junior School and Middle/Senior School Choirs along with our Dance students attended Eisteddfods and received First Place through to Highly Commended for their efforts. Our Band programs have provided performance opportunities at the Fair, Under the Stars Fundraising Concert, Dural Public School Assemblies, JS, MS and SS Certificate Assemblies and Presentation Night. Our Dance performances have included the Opera House, the Royal Easter Show, our High Tea events, Christmas concert as well as Eisteddfods.

OneMaker offers private lessons in a variety of instruments and in singing. Our teachers are all experienced in their field and enjoy the opportunity to mentor and develop their students' individual gifts. Each tutor wants their student to be willing to share what they have learned with others, exhibiting joy and enthusiasm. Throughout the year Music Concerts are held and the students are encouraged to perform for their parents and friends. In this way they can perform before an audience that will appreciate the efforts and practice that they have made.

OneMaker is a place of action where our tutors endeavour to motivate, enthuse and provide fun experiences for students who want to explore the avenues of performing arts.

Mission

One of the many blessings that our students have at Pacific Hills Christian School is the opportunity to participate in a mission experience during their middle and senior years. Mission has been operating at the School for over two decades and has been interwoven into our culture. We have had the privilege of being well acquainted with the many aspects and requirements relating to mission and have been able to share this knowledge with other schools worldwide.

Mission at our School centres on the Biblical verse Matthew 28:19 where we are called to go out and make disciples of the nations. Hence, our mission trips focus on the many ways we can care for those in God's world who are needy.

In 2016, 132 students, parents and staff joined our mission teams and visited Indonesia, India, Cambodia, Hong Kong, China, Macau Moree, Outback Australia, Vanuatu and Moldova. Many students have commented that their experiences have made them appreciate what God has given them and are thankful for their parents' support. Others have made a deliberate choice to head down a particular career path because of the impact on them of the mission experience.

We are grateful to our parents who have joined with us on mission. There have been many parents also who have actively partnered with us in prayer. Safety during our travels, our happy experiences and good health have been upheld by faithful prayer partners.

We entrusted our students and staff to God during our many missions in 2016 and we will continue to look forward to what God has for us on the mission field in 2017.

Academics

Students have been involved in a range of curriculum areas and demonstrated high levels of achievement. Students from Stage 5 Chinese were selected in Linguafest as finalists for their Chinese film and we are pleased to be offering Continuers Chinese in 2017 as we see the profile of Languages grow in the School. Further areas of academic achievement included selection of several students from the 2016 HSC cohort for Art Express and Encore which showcase the best works in Visual Arts and Music across the State. Students have also received strong results in the English, Maths and Science Competitions.

Gratitude

I am especially pleased to be able to thank God for our School Board and the outstanding service that they provide, as they set the example of serving others without thought of praise or reward. As a Board, our community is served through sacrificial and generous intention and practice by each Director. As the Board seeks to obey the words of Ephesians 5:1-2 “Be imitators of God therefore as dear children and live a life of love, just as Christ loved us and gave Himself as an offering and sacrifice to God”.

I am extremely thankful also for the Leadership Team of our School, as they serve so well for the glory of God and to serve the community here. They also set a great example of going out, without thought of praise or reward, to serve beyond our School Community.

We are so blessed that in our Board and our Staff Leadership Team, we have groups of Christian individuals who serve together with a common spirit and purpose in obedience to Christ’s teaching and example.

I am very thankful for the many examples of Christian character that I see amongst students, parents as well as staff and Board members. We are richly blessed at Pacific Hills and New Hope School. The involvement of many parents in events such as the School Fair, under the leadership this year of Mr Norman Lovemore, and a number of School events under the leadership of Mrs Anna Crawford and Mr Brad Ptolemy and others, have shown us the sacrifice and generosity of spirit that pervades this community both within the community and as we reach out to others.

Dr E J Boyce
Principal

From the Board Chair

This year has seen further consolidation of the operations of Pacific Hills Christian Education Limited (PHCE). Consolidation has occurred across all aspects of its operations.

School enrolments continue to be strong and at or close to capacity. A key issue moving forward is how PHCE best positions itself to meet the demand for enrolments in a prudent and sustainable manner. The Board is alert to this issue and is working with management on this matter.

The good level of enrolments has underpinned a solid financial performance of PHCE. There has been movement in the debt level of PHCE but this is directly related to undertaking capital works and another capital investment. The expansion of our Senior School complex is one example. This project is funded by a mixture of working capital, a Commonwealth grant and debt financing. It will be an excellent addition to the current facilities. In addition, PHCE purchased additional land immediately adjacent to the existing site. This land became available due to the good forward planning of PHCE some years ago. The purchase of this additional land will support the further expansion of PHCE's operations and provide PHCE with multiple options in this regard. This additional purchase of land was debt financed.

The educational outcomes of PHCE continue to reflect well on the vision of PHCE which includes teaching and learning excellence. This is an area of continual focus recognising that there is always more to be done to assist our students to be trained and prepared to fully express the potential of their gifts and talents in their service and contribution to the broader community. The role of The Excellence Centre is important in the advancement of this part of our vision. It provides a vital role in leading further developments in education insight and practice within PHCE, including in respect of the role of teacher training. This development of the role of The Excellence Centre is a feature of this past year.

The PHCE community continues to be underpinned and shaped by a strong ethos of service. This is across all members of the community, whether they be students, parents, teachers and others. The growth that occurs individually and collectively through service in this community is noticeable, including through the reflection and reporting back of those involved.

Mention has already been made of the vision of PHCE, being teaching, learning and service excellence. This year has seen the advancement in meeting the objectives of this vision with lives changed for the good in each of these areas. This is all within a worldview where to be excellent and to serve is to be a good steward of the grace given by God.

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 2016 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 is the comment below:

"Pacific Hills has given us countless number of opportunities to grow and develop."

"Attending Pacific Hills has allowed us to be involved in mission trips, where we have been blessed by experiences in communities around the world. Serving on these mission trips has been life changing."

"Thank you so much staff for your ongoing love and encouragement and for the support you've so generously given to us."

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:

"I have been really impressed by the dedication and commitment of all the staff. It is this that makes the school such a supportive and special place.

"My child had a wonderful time at Pacific Hills and we value her time there. She enjoyed many caring teachers who have inspired her learning."

OUR STAFF

General Comments

The staff of Pacific Hills exhibits typical diversity of age, gender and ethnicity. Teaching staff number 103 in total with 76 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 2016 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 2016 this resulted in a Staff attendance of 97%.

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 2015 and 2016 staff retention rated at 91%.

OUR STUDENTS

Enrolments Profiles

Pacific Hills had a total of 1273 K-12 students enrolled at the 2016 mid-year Government census, comprising 590 female students and 683 male students.

Pacific Hills' student population includes 23 Full Fee Paying Overseas Students and 43 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.

2016 Attendance

Year	No of Students at census date	Total %
Kinder	88	96%
1	53	95.4%
2	67	96.1%
3	80	96.3%
4	81	96.1%
5	86	95.7%
6	93	95.1%
7	118	95.7%
8	130	96.3%
9	118	95.8%
10	146	94.4%
11	106	95.8%
12	116	94.9%
Overall	1282	95.66%

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 2014 and Year 12 2016 and actual individual student retention between these points.

In 2014 Pacific Hills had 114 students in Year 10.

In 2016 the School had a Year 12 cohort of 116. This gives a raw student retention of 98%

Of the 116 Year 12 students in 2016, 25 had been at Pacific Hills throughout their schooling. This is an individual student retention rate of 25%.

OUR ACHIEVEMENTS

Student Performance in Standardised Literacy and Numeracy Testing

NAPLAN Testing

Pacific Hills' students received excellent results in the 2016 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 2016 testing include:

Year 3

- Year 3 students performed above the State and AIS mean in all areas. The strongest areas were Spelling and Grammar and Punctuation.
- 23% above the State mean in the top Band for Reading.
- 50% of Year 3 students achieved in the top Band for Spelling, and 70% were in the top Band for Grammar and Punctuation, an excellent result.
- Numeracy was also a strength with 40% of Year 3 Students achieving in the top Band.

Year 5

- Year 5 students were above State and AIS mean in all areas.
- 42% of Year 5 students were in the top Band for Grammar and Punctuation and 32% for Numeracy.
- 50% of students are in the top two Bands for Reading.
- Year 5 students across the cohort experienced strong student growth especially in Writing which was pleasing.

Year 7

- Year 7 students were above State and AIS mean in all areas which was excellent.
- 53% of students were in the top two Bands for Reading, 52% in Numeracy and 48% in Spelling and Grammar and Punctuation.
- Reading is a particular strength of the Year 7 cohort.
- In the area of Numeracy 87% of students had greater to or equal to expected growth which is outstanding.

Year 9

- Year 9 students were above State mean in Reading, Writing, Spelling, Grammar and Punctuation and Numeracy with for example 20% of candidates in top band in Numeracy.
- A majority of Year 9 students experienced greater than expected student growth in all areas which was a reversal of State trends. Reading was a particular strength with 65% achieving equal to or greater than expected student growth.
- 32% of Year 9 students were in the top two Bands for Spelling, Grammar and Punctuation.
- Writing results at a Year 9 have improved with fewer students achieving in the lower bands than in previous years and the top Bands being above State and AIS mean.

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 NSW Educational Standards Authority (NESA) 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 (ROSA)

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 NESA. From 2020 a minimum literacy and numeracy standard must be achieved by students in order to receive a Higher School Certificate. Students will be provided with opportunities to meet these standards in the Year 9 NAPLAN testing and subsequent on line literacy and numeracy testing.

Higher School Certificate Results

The HSC cohort of 2016 achieved some outstanding results across a wide range of subject areas. There were 113 Year 12 students who completed HSC courses in 2016, 19 Yr 11 Augustine students also completed a selection of courses as part of the Acceleration program. 31 HSC courses were offered at Pacific Hills in 2016.

Some highlights in academic performance were:

- Two students were placed on the HSC All Round Achievers List for achieving in the highest band in at least 10 units.
 - Christopher Irving
 - Victoria Cooper
- Top ATARs
 - Christopher Irving 99.35
 - Carl Wang 98.75
 - Victoria Cooper 97.5
 - Katelyn Free 97.4
- Pacific Hills' students achieved 75 Band 6 results (or Band E4) and were mentioned on the Distinguished Achievers List. These top band results were achieved by 41 students of whom 11 were Augustine Acceleration students (Year 11).
- 27% of students received Band 6 results in at least one of their subjects (an increase from 2015).
- 17% of students received an ATAR above 90, an increase from 2015 (19 students).
- 19 Augustine students studied Mathematics, Mathematics Extension 1 and Physics and received 16 mentions on the Distinguished Achievers List (Band 6 or E4 results).

Outstanding marks:

- Josiah Holik, Christy Or and Laith Tucci (Year 11 students) 97% in Mathematics 2 Unit
- Katelyn Free 48/50 English Ext 2, 48/50 History Extension
- Christopher Irving, 48/50 English Extension 1

Outstanding Band 6 results – a snapshot:

- Above State average in Band E4 English Ext 2 (School 71.42%, State 18.11%) 5 students
- Above State average in Band E4 History Ext (School 33.33%, State 21.54%) 3 students
- Above State average in Band 6 Studies of Religion 1 Unit (School 24%, State 13.48%) 6 students
- Above State average in Band 6 Mathematics 2 Unit (School 27.27%, State 23.13%) 12 students
- Above State average in Band 6 Legal Studies (School 15.38%, State 12.07%) 2 students
- Above State average in Band 6 Modern History (School 12.19%, State 9.33%) 5 students
- Above State average in Band 6 PDHPE (School 13.88%, State 11.1%) 5 students
- Above State average in Band E4 Mathematics Ext 1 (School 34.61%, State 33.03%) 9 students
- Above State average in Band 6 Physics (School 9.09%, State 8.32%) 3 students

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 2016	21	74.7	71.16	9.52	33.33	38.09	4.76
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
Biology 2016	35	71.73	73.71	31.42	51.42	11.42	
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
Business Studies 2016	38	72.42	73.21	34.21	39.47	13.15	5.26
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
Chemistry 2016	32	74.46	75.59	31.25	43.75	21.87	3.12
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
CAFS 2016	8	76.68	72.2	12.5	50	37.5	
CAFS 2013	6	71.2	73.5	16.66	50	16.66	
Design &Tech 2016	13	70.88	76.41	23.07	46.15	7.69	7.69
Design &Tech 2015	12	71.58	76.25	33.33	41.66	16.66	
Design &Tech 2014	10	68.06	75.86	50	50		
Economics 2016	9	69.91	76.55	33.33	22.22	22.22	
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
Engineering 2016	11	75.76	75.27	36.36	18.18	45.45	
Engineering 2015	10	76.72	75	20	40	30	10
Engineering 2014	8	64.4	73.13	25	25	12.5	

English Standard 2016	50	71.14	68.7	14	54	12	
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 Advanced 2016	57	79.58	80.72		52.63	40.35	7.01
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 ESL 2016	6	80.33	70.31	16.66	16.66	50	16.66
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 Extension 1 2016	9	42.69	41.91			66.66	33.33
English Extension 1 2015	7	37.7	41.8		14.28	57.14	28.57
English Extension 1 2014	8	39.66	41.19			100	
English Extension 2 2016	7	44.79	38.47			28.57	71.42
English Extension 2 2015	5	39.54	39.54			80	20
English Extension 2 2014	6	42.82	38.49			50	50
Food Technology 2016	10	78.42	71.49	10	50	30	10
Food Technology 2015	12	70.43	70.55	25	50	16.66	
General Maths 2016	51	71.71	68.51	35.29	37.25	17.64	3.92
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
History Extension 1 2016	9	41.48	38.93			66.66	33.33
History Extension 1 2015	11	41.48	38.64		9.09	72.72	18.18
History Extension 1 2014	6	41.73	38.71			66.66	33.33
Hospitality Exam 2016	8	61.1	71.74	37.5	25		
Hospitality Exam 2014	8	71.2	75.23	37.5	25	25	
Hospitality Exam 2013	8	72.53	75.68	25	37.5	25	
Legal Studies 2016	13	77.78	75.01		38.46	38.46	15.38
Legal Studies 2015	6	78.23	74.6	33.33		66.66	
Legal Studies 2013	2				50	50	
Mathematics 2016	44	81.61	77.84	11.36	22.72	34.09	27.27
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 Ext 1 2016	26	80.77	79.68		11.53	53.84	34.61
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 2 2016	12	79.93	81.03			75	25
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
Modern History 2016	41	80.37	74.45	7.31	34.14	43.9	12.19
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	
Music 1 2016	5	80.64	80.91		40	60	
Music 1 2015	2	75.6	80.6		100		
Music 1 2013	9	83.16	80.26		11.11	88.88	
Music 2 2016	5	85.36	86.97			80	20

Music 2 2015	1	81	86.68			100	
Music 2 2014	1	89.2	86.26			100	
Music Ext 1 2016	2	43.9	43.17			50	50
Music Ext 1 2015	1	35	43.6			100	
Music Ext 1 2014	1	50	45.82				100
PDHPE 2016	36	75.03	72.13	11.11	44.44	25	13.88
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
Physics 2016	33	76.14	72.65	21.21	33.33	33.33	9.09
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
Software Design 2016	4	81.25	74.63		50	25	25
Software Design 2015	7	76.54	73.53	28.57	42.85	14.28	14.28
Software Design 2014	7	73.6	73.09	14.28	28.57	28.57	14.28
SOR 1 2016	25	40.76	38.34	8	20	48	24
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 2 2016	1	86.6	75.58			100	
SOR 2 2015	4	63.35	74.2	50	25		
SOR 2 2013	20	70.09	75.74	20	10	35	5
Visual Arts 2016	16	82.18	79.55	6.25	18.75	68.75	6.25
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

Senior Secondary Outcomes

- Number of students undertaking vocational or trade training: 17 (15% of students in Year 12)
- Number of students attaining Higher School Certificate: 113 (100% of students completing Year 12)

Post School Destinations

- 82 students (90%) received university offers of those students who applied
- 73% of students from the school have been offered post school university placements
- 12 students (11%) received early offers for university placement to courses including Arts/ Law, Medical Science and Engineering
- All overseas students received university offers in courses including combined Actuarial Studies (UNSW), B Engineering Hons (U Syd), B Occ Therapy (WSU)
- Courses studied by students from the school are from universities including U Syd, UNSW, Macquarie, ACU, UTS, Newcastle, WSU
- 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:
- Courses studied include Bachelor's degrees in :
 - Medical Science
 - Education
 - Building Design
 - Arts/ Law
 - Fine arts
 - Exercise and Sports Science
 - Computer Science
 - Archaeology
 - International Studies/ Law
 - Health Science

Those 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 Student Achievements

Samuel Dearden and **Ivan Yip** were nominated for inclusion in Encore for their performances in the Higher School Certificate Music 2 Examination. Encore is a program of outstanding performances and compositions by students completing the Higher School Certificate Music 2.

Ben Cavanagh and **Mikayla Pike** were nominated for inclusion in *ARTEXPRESS* for their Higher School Certificate Visual Arts body of works. *ARTEXPRESS* is a dynamic and popular exhibition featuring a selection of outstanding artworks developed by Higher School Certificate Visual Arts students.

Nathan Philips represented Pacific Hills Christian School as a member of the NSW Schoolboys Football Team competing at the School Sport Australia Football Championships, and as a member of the Australian Schoolboys Football Team.

Blake Bayldon represented Pacific Hills Christian School as a member of the NSW All Schools Tennis Team competing at the Australian Secondary Schools Tennis Championships.

Joel Davidson represented Pacific Hills Christian School as a member of the NSW All Schools Athletics Team competing at the Australian Junior Athletics Championships.

Brendan McCreanor 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.

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.

Liam Kim represented Pacific Hills Christian School as a member of the NSW Primary Schools Sports Association Swimming Team competing at the School Sport Australia Swimming Championships.

Isla Castle represented Pacific Hills Christian School competing at the Australian Interschools Snowsports Championships.

Ellie Howard and **Skye Wickham-Hill** represented Pacific Hills Christian School as members of the NSW Combined Independent Schools Football Team competing at the NSW Primary Schools Sports Association Football Championships.

Smoon Cai, Stephen Jeong and **Lara Song** represented Pacific Hills Christian School as a member of the NSW Combined Independent Schools Swimming Team competing at the NSW All Schools Swimming Championships.

William Dearden represented Pacific Hills Christian School as a member of the NSW Combined Independent Schools Athletics Team competing at the NSW All Schools Athletics Championships.

James Reynolds represented Pacific Hills Christian School as a member of the NSW Combined Independent Schools Cricket Team competing at the NSW All Schools Cricket 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 School seeks to enrol students whose families seek a Christian Education for their children and who support the ethos of the School as encapsulated in the Mission Goals.

Principles

- God has created all people in His image and has made it possible for them to be in relationship with Him through the death and resurrection of His Son, Jesus Christ. Therefore, the School will give equal consideration to each applicant.
- The Principal carries final responsibility for decisions regarding enrolment positions.

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.

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

Grievance (Parents and Students) Policy 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:

- India
- Cambodia
- China/Hong Kong
- Philippines
- Indonesia
- Vanuatu

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

2016 Improvement Targets

Following our 2015 Annual Report the following were identified as goals for 2016. Provided below is a response to the School's achievement in response to each of these 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.

The research data collected by Naplan & HSC results show that we are above state averages in learning excellence. The survey conducted by McCrindle Research shows that the school teachers are excellent, caring and committed to teaching excellence. The personal testimonies of staff, students and parents who contribute to community service and service mission trips are examples of serving excellence.

- Strategic Objective 2

To provide an innovative infrastructure that creates a community of learners.

An example of innovative infrastructure is the pushing out of our Learning Management System, Canvas, and the many new learning components that the staff are required to engage with. The flow on from that is the awareness that we need to invest in a more visible approach to learning that can integrate into Canvas.

- Strategic Objective 3

To establish and maintain effective communication inside and beyond the school community.

The effective communication has resulted in the establishment of a school Intranet and publications of the many programs that the school offers. The school now possesses and makes public the following documents: Strategic Directions Document, Strategic Management Plan and Active Learning booklets. All of which are for the School community and beyond.

- Strategic Objective 4

To build a culture of local, national and global service through exercising the gifts of these in community.

Building a culture of local, national and global service through the gifts of the community means that we continue to assist schools locally, nationally and globally in the areas of Professional Learning and NESAC compliance. Teachers have visited and taught in these countries: Vanuatu, India, Germany, Austria, South America and Poland.

2017 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 Annual Action Plan for 2017. The outworking of each objective is done through a series of targeted strategic goals.

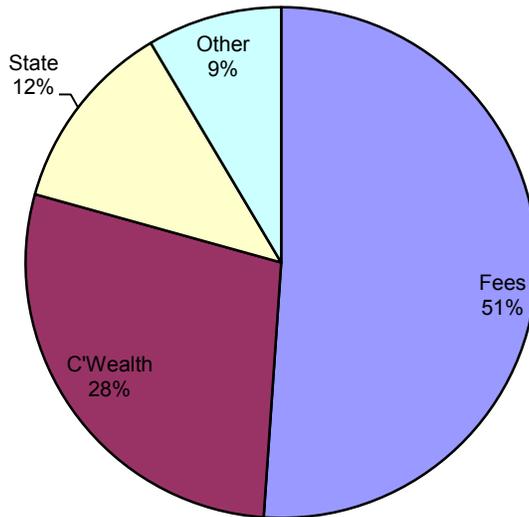
- To train staff in Naplan Data analysis so they can set reliable and achievable targets. Staff are also to be trained in SMART goals.
- To train Christian Leaders in Christian Perspectives as staff implement new Syllabi.
- To survey the staff around their understanding of Effective Feedback as a baseline for implementing Visible Learning.
- To review and implement a new Staff Appraisal system based on collegial discussions, mentoring and coaching.
- To intentionally focus on Reading in each of the school sections with each section implementing school-based activities that stimulate reading for pleasure.
- To continue to invest in the Professional Learning of staff with Learning Management System- canvas.

A full text version of the School's Annual Action Plan for 2017 is available at the School.

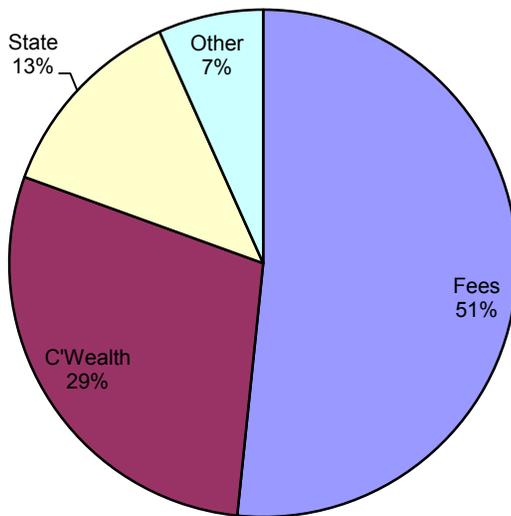
OUR FINANCES

Summary of Financial Information

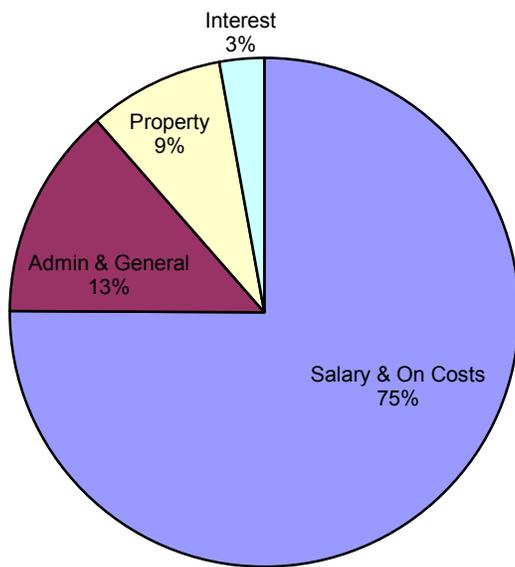
Income Sources
2016:



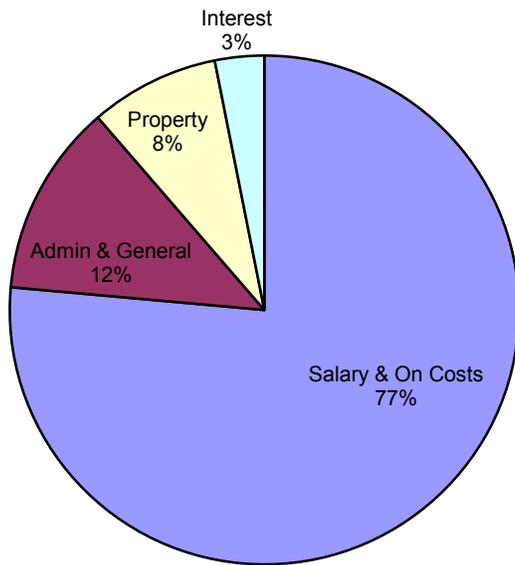
2015:



Expenditure Areas
2016:



2015:



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.

