



ANNUAL REPORT 2016

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

Published June 2017

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Pacific Hope School is a Year Five to Year Ten School located on the Tweed coast of Northern NSW which borders NSW and Queensland. Pacific Hope School is a co-educational Christian special school enrolling students diagnosed with mild/moderate intellectual disability and autism spectrum disorder for whom a mainstream school environment is not suitable. The purpose of Pacific Hope School is to provide a Christian educational community as a centre of teaching, learning and serving excellence founded on Biblically based beliefs, values and behaviour.

PRINCIPAL'S REPORT

Pacific Hope School is now in its second year and we are all delighted with its start up. Praise God for the five staff, 15 students and very supportive families. I am blessed with the staff God has called to continue the mission. The diversity and range of gifted staff make Pacific Hope School a unique and dynamic Christian Community. I would like to thank the staff for their contribution to Hope School in its second year of operation.

Twenty-sixteen was a great year of growth in the Hope School. Growing a school from six students in its first year to 15 students in the second year was an amazing task. It meant planning buildings and resources and hiring the new staff. It was an exciting year as we designed and received a grant from the Federal Government to build four classrooms and an administration area for the school.

Also, a big thank you to the marketing team Ms Allen, Mrs Eve Krahe and Mr Byrt Mallanyk from Sydney who continue to inspire and support our mission. Dr Boyce continues to support and encourage our staff and we thank him for contributing to our Camp Drewe Conference Retreat along with Mrs Vanessa Hall. I would also like to thank the Board of this School. They are a great support both spiritually and as a board.

Mr Benjamin Krahe | Principal

EXECUTIVE PRINCIPAL'S REPORT

Twenty-sixteen was a year of consolidation for this pioneering school. The local community has been supportive of the school for children with autism and moderate intellectual delay. The community of Pacific Coast Christian School has embraced this new community within its own community though the staff, students and parents of the school.

We are thankful for the opportunity with this school to provide support and appropriate learning experiences for the children that are enrolled there in ways that are suitable for them and with a good student teacher ratio. We are thankful for the staff and their commitment to providing a Christian educational community of excellence in meeting the needs of those students. The professional development of the staff of the school has been undertaken by The Excellence Centre in Sydney with assistance by the AIS NSW.

Dr E J Boyce | Executive Principal

BOARD CHAIRMAN'S REPORT

Our school continues to grow and is meeting the needs of special families in the community.

This brings new challenges as more staff and facilities are needed to cater for the growing numbers.

We are very thankful to God for our new board members who will bring experience and new perspectives to help in the development of this school.

We appreciate very much the teachers and staff who do a great job at Pacific Hope.

Mr Max Maddock | Board Chairman

BUILDING ACADEMIC RESULTS

The results from 2016 demonstrated growing strength in some areas of the school curriculum, but there is definitely the opportunity to grow in each of the subject areas.

LITERACY AND NUMERACY BENCHMARKS

NAPLAN Analysis 2016: Percentages in Bands

Year 5 – 5 students

	Below minimum standard – Band 3	At minimum standard – Band 4	Band 5, 6 and 7	Proficient – Band 8	Students absent, withdrawn or exempt
Reading	1	0	1	0	3

Writing	2	0	0	0	3
Spelling	1	1	0	0	3
Grammar	1	1	0	0	3
Numeracy	0	2	0	0	3

In Year 5, of the students who sat the tests:

50% of students are at or above minimum standard in Reading, and 50% are above minimum standard

100% of students are at or above minimum standard in Writing

50% of students are at or above minimum standard in Spelling

50% of students are at or above minimum standard in Grammar

100% of students are at or above minimum standard in Numeracy

Year 7 – 1 student

In Year 7, there were no students who sat the NAPLAN tests.

Year 9 – 3 students

	Below minimum standard – Band 5	At minimum standard – Band 6	Band 7, 8 and 9	Proficient – Band 10	Students, absent, withdrawn or exempt
Reading	0	0	1	0	2
Writing	0	0	1	0	2
Spelling	0	0	1	0	2
Grammar	0	0	1	0	2
Numeracy	0	0	1	0	2

In Year 9, the student who sat the NAPLAN tests is above minimum standard in all aspects of NAPLAN

Student Growth

Year 5 – 1 student

	Below expected growth	Greater than, or equal to expected growth	Total
Reading		1	1
Writing	No growth data		1
Spelling		1	1
Grammar	1		1
Numeracy		1	1

Year 7 – No growth data

Year 9 – No growth data

Areas of Strength

Year 5

Literacy

Recognises purpose of information text; Interprets character in a narrative; Interprets character in a narrative; Identifies purpose of personal address; Interprets a character's action; Identifies need for apostrophe of contraction; Identifies a pronoun Reference; Recognises an adverb of time

Numeracy

3D Space: Match object to 3D net; Angles: Classify an angle; Whole nos: Solve problem /place value; Frac and Dec: Add and subtract fractions; Add and Sub: Solve multistep problem

Year 9

Literacy

Reading

Locates directly stated information; Identifies a similarity in an info text Identifies character trait in text; Infers reason for including a fact; Identifies a fact in an information text; Interprets a character's state of mind; Identifies comparative. Characteristics; Interprets a description in a narrative; Interprets the meaning of a word; Interprets a simile in a narrative. Identifies role of diagram to support text; Demonstrates understanding of subheadings; Interprets a complex statement. Identify purpose of paragraph in narrative; Identifies an economic construct; Identifies the argument in a paragraph. Analyses how word choice supports meaning; Identifies extended personification in poem; Interprets a figurative. Description; Interprets an adverb to personify a poem; Identifies the writer's perspective; Identifies the use of a pun in an advert; Identifies meaning of a word in an advert

Spelling

Correctly spells- renewable; improvise; circular; miserable; moisten; insight; brochures; optimist; auditorium; gnawing. Identifies error, spells graphic; spells futuristic; spells- chaos

Grammar

Selects correct definite article; Identifies correct use of paired commas; Identifies 'whereas' as a connective; Identifies subordinate conjunction; Identifies a pronoun reference; Selects correct compound verb; Identifies correct use of irregular verb; Identifies the correct modal adjective; Correctly punctuates run-on sentences; Identifies correct use of nonfinite clause; Identifies correct use of capitals for name; Identifies correct use of paired commas; Identifies the correct use of an adverb; Identifies compound sentence with but; Identifies the main clause in a sentence; Identifies the correct use of a hyphen

Numeracy**Number and Algebra**

Calculate with powers of prime nos; Use a ratio to solve a problem; Add and subtract integers; Transform shape/Cartesian plane; Calculate with Decimals; Add/sub fractions related denom; Select algebraic expression; Estimate cost given total; Linear Rel: Identify linear graph; Express using negative indices; Solve linear equation; Compare fractions; Select algebraic expression; Calculate ratio; Calculate as fraction; Calculate 'best buy'; Solve multistep problem; Calculate annual percentage rate

Measurement and Geometry

Calculate elapsed time; Calculate perimeter of parallelogram; Convert L to mL; Calculate angle /straight line; Reflect and rotate shape

Chance and Data

Calculate as Percentage; Interpret Venn Diagram; Calculate as Decimal; Interpret mean and median

Areas of Weakness**Year 5****Literacy****Reading**

Locates directly stated information; Analyses use of exclamation marks; Analyses figurative language in a narrative; Infers the meaning of a statement; Identifies an emotional appeal; Identifies effect of information on text; Identifies idea represented by an image; Identifies cohesion through word association; Interprets a character's action; Interprets a character's action; Infers a character trait in a narrative; Identifies purpose of a statement; Identifies statement matching point of view

Grammar

Selects correct modal verb; Selects correct subject-verb contraction; Identifies subject-verb agreement; Identifies action verb in complex sentence; Recognises capitalisation of proper noun; Recognises correct sequencing of tenses; Recognises a full-stop ends a statement; Selects correct adverb; Identifies correct reflexive pronoun; Recognises correct compound subject; Selects correct subject-verb agreement; Identifies correct use of list commas; Identifies use of commas to punctuate a list; Identifies sentence using; adjectival clause; Identifies the correct; indefinite article; Identifies word to be omitted from sentence; Identifies correct subject verb contraction; Identifies a verb in a simple sentence; Identifies an apostrophe of contraction; Identifies speech in a complex sentence; Recognises an adverb of time; Identifies correct use of an adjective; Identifies a compound sentence

Numeracy**Number and Algebra**

Fractions and decimals; word problems in division; Convert cents to dollars; Locate three-digit no. within range, Write four-digit no. in numerals; Solve money problem/change; Match problem to no. sentence; Solve two-digit problem using partitioning; Solve money problem/dollars; Match decimal to fraction; Use properties odd and even nos; Continue decimal no. pattern; Identify related addition frac. Locate $\frac{1}{4}$ on number line; Solve multistep problem; Solve word problem with remainder

Measurement and Geometry

Divide shape into Squares; Locate position on grid/compass; Calculate perimeter given lengths; Reflect and rotate; Measure length in cm; Calculate elapsed time shape; Solve problem using symmetry; Calculate perimeter composite shape; Compare masses/balance scales ; Identify largest area/informal unit; Use key to interpret tables; Measure liquid volume in mL

Data and Chance

Use reasoning to interpret table; Identify most likely event; Match dot plot to given data; Interpret column graph

Year 9**Literacy****Reading**

Identifies a pronoun reference; Interprets tone to identify purpose of quotes; Interprets a character's reaction; Infers the purpose of a final sentence; Interprets the use of a colon; Identifies meaning of term intext/diagram; Identifies reason for the use of brackets; Infers a writer's point of view; Identifies device used to engage readers; Interprets word in first person. Narrative; Interprets a character's reaction; Identifies a character's reaction; Interprets a literary description; Infer's a writer's point of view; Identifies a synonym in a persuasive; Interprets nominalisation as cohesive device; Identifies use of brackets to omit a word; Infers the connection between two texts; Identifies a reason given in an advertisement; Infers how a clause creates meaning; Identifies the purpose of an advertisement; Interprets lexical cohesion in an advert. Determines the tone of an advertisement

Grammar

Identifies correct relative pronoun; Identifies correct use parallel construction; Identifies a noun in a complex sentence; Selects sentence requiring noun- its; Identifies an adverbial phrase of time; Identifies pair dashes for information; Identifies need for apostrophe of contraction; Identifies correct subject verb agreement; Identifies correct use of a semi-colon ; Identifies correct parallel construction ; Recognises correct use of defining clause

Numeracy

Number and Algebra

Solve a problem; Interpret graph using ratio; Factorise algebraic expression; Apply commutative property; Divide using fraction; Calculate unit price- 'best buy'; Convert frac to deci; Locate points/Cartesian plane; Convert unit then determine ratio

Measurement and Geometry

Convert units of Length; Determine scale using coordinates; Calculate circumference of circle; Classify triangle using angle size; Identify corresponding angles; Convert square m to square cm

Chance and Data

Interpret Venn Diagram; Calculate as Decimal; Calculate range from dot plot

General Comments

At Pacific Hope School, three out of the nine students enrolled in Years 5, 7 and 9 sat the NAPLAN tests.

The Year 5 students are both achieving at a level less than the state mean in all aspects of NAPLAN.

The Year 9 student is achieving close to the state mean an all aspects of NAPLAN. They are slightly above the state mean in Writing and Grammar and slightly below the state mean in Spelling, reading and Numeracy.

RAISING ACADEMIC STANDARDS

- Tutoring was available in numeracy and literacy after school for targeted students.
- Homework Club ran once a week after school for any students to receive assistance
- Senior school focused on the assessment process and was working with students to meet deadlines.
- Habits of the Mind. As part of the Embedding Excellence Program the school has committed to an action plan for increasing student engagement. This has taken on the form of a thinking curriculum: A language that guides the way that teachers speak to students about the process of learning, and gives them strategies for approaching difficulties in their own learning. Steve Stretton from the AIS has trained teachers in the concept of Growth Mindset and has taught teachers to use the Habits of Mind as a framework for growth. Teachers are meeting regularly in small groups to plan their use of specific thinking routines and discuss the success of those thinking routines in the past few weeks. This project is intended to continue through AIS school improvement consultation next year even though there will be no more Embedding Excellence funding after this year.

SCHOOL IMPROVEMENT REPORT FOR 2016

Literacy and Numeracy Implementation 2016

Below is a brief report outlining major changes that have occurred in the Junior School because of the 2016 NSW Literacy and Numeracy Action Plan implementation:

1. What are the outcomes for teachers as a result of their participation in the Action Plan?
 - o Teachers are using more effective teacher instruction programs in English for students learning to read.
 - o The programs are the same with the same language and goals as they flow through to each grade.
 - o The teachers are embracing the whole school testing methods to collect and analyse the data to determine what needs to be modified to teach the students effectively.
 - o There are more professional discussions occurring in the staffrooms at lunchtime and in meetings.
 - o The teachers are empowered and equipped from the programs and the training related to the programs.
 - o Teachers are teaching instructional, explicit lessons for at least 90 minutes each day of the week related to English and Mathematics
2. What are the outcomes for students?
 - o The students are learning how to read based on the data that teachers have collected and analysed.
 - o Teachers modify their programs to ensure that it relates to what the students need based on the data collected.
 - o The teachers are able to make more objective decisions related to student progress using the data collected.
3. What changes to student outcomes focused on literacy and numeracy have you noticed?
 - o Improvement in reading, writing and spelling across the school.
 - o Smaller groups of students that sit in the tier 2 and tier 3 regions in English, especially reading and spelling.

- A big improvement in the students that were below or well below benchmark in English.
 - More attendance each day by students and students being on time in the morning for the start of the school day due to 77 minute English block.
 - A big improvement in Reading skills with Indigenous students
 - A shift in NAPLAN results in 2016
 - Introduction of InitialLit
4. What strategies have been used to strengthen home, school and community partnerships?
- We have had several parent information sessions related to English and Mathematics with our consultants and Claire Scott, Donna Dressman.
 - Community building afternoon teas with the indigenous support aide and parents of indigenous students.
 - Teacher Newsletters to keep parents informed of the programs and information on what the parent can do at home with their child to support them in learning Math and English.
5. What are the key changes that have resulted from the Action Plan?
- A big change in HOS leading the curriculum and ensuring quality control measures are in place to ensure effective programs, teaching and learning are in place for Math and English.
 - Overall improvement of achievement in English and Mathematics K to 6.
 - The ability to buy literacy and numeracy resources for teachers to use in classrooms has enhanced the learning.
 - Teachers being empowered and equipped using effective programs and being able to collect and analyse data.
 - Collection of data to make decisions related to teaching and learning.
 - The ability to provide PD from Literacy and Numeracy consultants to equip staff

STAFF COMPOSITION AND TEACHER STANDARDS

Pacific Hope School employs seven full-time staff, including three teachers, drawing from the local community. The staff represent an appropriate range of experience and there is an appropriate gender mix. All staff are committed Christians and affiliated with many local evangelical churches.

In terms of qualifications the teacher who is responsible for the curriculum fall into the following categories:

1. Teachers with teaching qualification from a higher education institution within Australia or as recognised within the National Office of Overseas Skills Recognition (AEI-NOOSR) guidelines.
Number in this category = 3 teachers
2. Those with graduate qualifications yet lack formal teaching qualifications.
Number in this category = 0 teachers
3. Those who do not have qualifications as described in 1 or 2 but have successful teaching experience.
Number in this category = 0 teachers

PROFESSIONAL LEARNING

The continued professional learning of teachers remains a high priority for the school and an extensive range of opportunities are sought out and provided for staff to improve their professional knowledge and skill. All teaching staff undertake a minimum of nine days of focused professional development each year in those periods of the school year when students are not required to be in attendance. In addition, teachers can attend courses directly related to their teaching are from other course providers.

In 2016 professional development opportunities, focused on:

- Direct Instruction for literacy and numeracy;
- Positive Behaviour Intervention Strategy;
- First Aid Training;
- ASD (Austism Spectrum Disorder) Training;
- Chemical Safety in School;
- Learning in Early Numeracy and Learning in Numeracy;
- Behaviour management training
- Integrating students with special needs
- Crisis intervention training
- Differentiated learning;
- Technology Training – Google drive, Notability, edumate.
- Behaviour Management

All members of the teaching staff and non-teaching staff have participated in professional learning in 2016. This training relates to such matters as those listed below:

1. Mid-year conference held at Camp Drewe focused on Trust.
2. The expenditure on professional learning in 2015 was \$49 745 from the school budget

ATTENDANCE

Staff Attendance

The percentage of days of teacher attendance was 96%. The proportion of staff retained from 2015 to 2016 was 100%.

Student Attendance

The average student attendance from Year Five to Year Nine in 2016 was 85.96% of school days.

FORM	ATT OVERALL	ATT MALE	ATT FEMALE	ATT IND MALE	ATT IND FEMALE
Year 05	87%	87%			
Year 06	87.9%	84.1%	99%		
Year 07	89.5%		89.5%		
Year 08	85.9%	85.2%	100%		
Year 09	79.5%	79.5%			

The school monitors the attendance of all students and there is a follow-up procedure for all unexplained absences. Parents and carers of students who have unexplained absences will be contacted and reminded of their responsibility under the NSW Education Act. The measures that are used to address non-attendance are addressed on an individual case. The measures may include but are not limited to:

- Interviews with students
- Counseling for the student
- Interviews with parent or carers
- Encouragement or reward
- Sanctions, such as school or after school detentions
- Notification to relevant authorities
- Exclusion for failure of the attendance requirements as agreed upon enrolment.

POST SCHOOL DESTINATIONS

In 2016 none of the fifteen students finished their schooling; all were in the range Year Five to Year Nine.

OUR STUDENTS

Enrolments – Profiles

Pacific Hope School is committed to enrolling students whose parents seek a Christian Education and who are supportive of the school's ethos and Statement of Faith.

All applications for enrolment are processed on equal terms. An application fee is charged for administering each family application. During the enrolment process students' academic abilities are investigated in order to determine if appropriate resources and places are available for each candidate. There are no criteria applied to determining enrolment other than ability of the school community to support the individual child. The enrolment population contains a broad representation of the community significantly spread over socio-economical spectrum. We have a positive diverse community emphasizing equal opportunity for disadvantaged families supportive of the Christian school ethos. Our indigenous population is 0%.

	PHS
Total Enrolments (Aug '16 census) 5 - 10	15
Boys	12
Girls	3

FFPOS (Included in total above)	0
Disability (SWD)	15
Student Retention % for Years 10 - 12	N/A

Student Retention Year Ten to Year 12

None of the students were in Year 10 in 2016.

Enrolments JS 2016 (As at August Census)

5 to 6 = 9 students

Enrolments SS 2016 (As at August Census)

7 to 10 = 6 students

SCHOOL DETERMINED IMPROVEMENT TARGETS

Our targets for 2016 included:

1. Implement the NSW Australian Curriculum
2. To write integrated units using tasks that are multidisciplinary and meet outcomes across all KLAs in Senior School
3. Review technology and experiment with different BYODs
4. To utilise the curriculum as a vehicle for pushing out community service and mission and each PC class to adopt a project
5. To develop and demonstrate an understanding of Christian Education based on Biblical EE principles and some engagement with relevant ideas, issues or research with students and staff
6. To meet all requirements for BOSTES
7. To promote passion in KLAs of English, Maths, Science and Music
8. To invest in STEM review in the school
9. To embrace the new BOSTES requirement in ADV strategies
10. To engage with sister schools, partner schools and critical friends to build their school culture
11. To intentionally partner with TEC to establish and maintain a culture of excellence
12. Provide opportunity for teachers to develop skills and expertise in their relevant KLA
13. To develop a co-curricular framework to maximize opportunities for students giftings
14. Implement sustainable after school training for students in Years K – 12 targeting (Years 7 – 12) indoor Basketball and outdoor soccer (K – 6)
15. Implement a sustainable dance studio for K – 10 students and establish and develop a Senior School C.A. room
16. Expansion of community choir for Year 3 and older students to adults
17. Establishment of extra-curricular interest groups with Executive support, e.g. canoeing, chess.
18. To strengthen water activities in the school
19. To provide additional mission opportunities for students, staff and parents
20. To provide collaborative activities that build relationships, equip families and bring honour and glory to God, e.g. School Events
21. To strengthen Student Leadership in Junior School and Senior School
22. To establish a targeted music program (tutoring and orchestra) in Stage 3
23. To establish a sustainable rigorous culture of teaching evidenced by the highest pupil achievement
24. Embed effective formative learning practices in the context Reading and Number K – 10 through State Partnership funding using Explicit Instruction Program in Numeracy, Reading, Spelling and Writing
25. Embed technology into Years 5 – 12 teaching programs focusing on literacy (e.g. fluency, reading comprehension and vocabulary) and a balanced approach
26. Evaluation of ICT infrastructure and policies, to ensure a first rate environment of effective teaching including upgrading full-time teaching staff laptops with an iPad review
27. Continuation of embedding excellence project with AIS support in conjunction with the School Improvement Plan
28. To develop a whole school (K – 12) approach to Positive Behaviour Intervention System (PBIS) from AIS
29. To establish an assessment policy that affirms the use of edumate for record keeping – all school
30. To establish and maintain effective communication inside and beyond the school community
31. Creation of new newsletter (termly distribution) with term events on a one page calendar
32. Create a whole school daily notice morning email at 8:30am each morning to staff
33. Effective communication throughout the community by the marketing team
34. Establish a 'student voice' K – 12
35. Establish a 'parent voice'
36. Create a high level of Aboriginal cultural awareness leading to greater inclusivity for all our Aboriginal students
37. Establish a central source of information that is easily accessible and up to date

2016 Achievements

We made progress, and are still working towards, the following:

1. To write integrated units using tasks that are multidisciplinary and meet outcomes across all KLAs in Senior School
2. Review technology and experiment with different BYODs
3. To promote passion in KLAs of English, Maths, Science and Music
4. To invest in STEM review in the school
5. To embrace the new BOSTES requirement in ADV strategies
6. To develop a co-curricular framework to maximize opportunities for students giftings
7. Implement sustainable after school training for students in Years K – 12 targeting (Years 7 – 12) indoor Basketball and outdoor soccer (K – 6)
8. Implement a sustainable dance studio for K – 10 students and establish and develop a Senior School C.A. room
9. Expansion of community choir for Year 3 and older students to adults
10. Establishment of extra-curricular interest groups with Executive support, e.g. canoeing, chess
11. Evaluation of ICT infrastructure and policies, to ensure a first-rate environment of effective teaching including upgrading full-time teaching staff laptops with an iPad review
12. To establish an assessment policy that affirms the use of edumate for record keeping – all school

Goals still to be achieved are:

1. To strengthen water activities in the school
2. Create a whole school daily notice morning email at 8:30am each morning to staff
3. Establish a 'student voice' K – 12
4. Establish a 'parent voice'

2017 Pre-determined Targets (Goals)

1. Intentionally engage students in meaningful learning using evidence-based practice
2. Develop a consistent culture of respect
3. Engage the teachers in Personal Christian Formation in Community
4. Provide Pastoral Care to support the well-being of all
5. Intentionally partner with TEC to establish and maintain a culture of excellence
6. To engage sister schools, partner schools and critical friends to build this culture
7. Create contemporary learning spaces with flexible furniture and layouts
8. Learning using digital material and devices
9. Balanced use of digital devices in the service of learning
10. To collaborate and consult with the wider Christian Education Community in the Biblical and ethical delivery and use of technology
11. To utilise the School Maintenance Team, School Office Staff and IT team to create a community of learners
12. Plan and prepare for transition to new learning spaces
13. Communicate effectively within the school community
14. Communicate effectively outside the school community
15. Build a culture of openness to feedback from students to staff and staff to parents
16. Ensure school policies are available to school community and upon request
17. Marketing and Development team are to support effective communication in and through the community
18. Build a culture of Community Service and Mission to the local community
19. Build a culture of community service and mission on a national level
20. Build a culture of service and mission on a global level
21. Utilise the CEDP program to use of gifts with others
22. To include our Patrons and Foundation in building up of the gifts within our community
23. To consistently monitor the stewardship of the resources that God has given us

ACTIONS TAKEN TO PROMOTE RESPECT AND RESPONSIBILITY

Students received regular advice on respecting each other at daily pastoral care time, assemblies, chapel times and biblical studies lessons. At various times instruction is given about the no tolerance to bullying and harassment. The school also has a system where students can report bullying and teachers address these issues and staff can respond to them at the student welfare section of their weekly staff meetings. The police come in once a term to discuss appropriate behavior, anti-bullying advice and multimedia safety. We also had an expert on Technology safety come in and present to students, staff and parents.

Positive Behaviour Intervention Strategies (PBIS)

Our School rules have been put on posters in each classroom and turned into a table/matrix. The focus in this area will be to teach the students in Term Four during assemblies and stage level meetings about the expectations of behaviour in different situations and

areas of the school. We will also focus on consistency of teachers when identifying and dealing with positive and negative behaviour. We are currently working towards a whole school classroom management system to record positive behaviour and will look at correction strategies over the next meetings. The plan is that staff must be able to show that they have used correction strategies beginning with low level correction to moderate correction, then to high level, before sending a student to a buddy class or issuing a detention. The aim at the moment is to build a solid foundation to acknowledge the 80% of students who fall under tier three before modifying the system for the 15% of students in tier two and the 5% of students in tier one. We are looking at a number of suitable computer applications to support PBIS.

OUR COMMUNITY SATISFACTION

Students

Student satisfaction can be inferred from the attitude of friendliness that is characteristic of Pacific Hope students. Students are settled. They enjoy good relationships amongst peers, between students of different ages and with the staff. Classrooms and playgrounds are places of positive interaction and happy engagement with each other and with staff.

Staff

As Christian professionals, Pacific Hope staff share a deep sense of purpose in playing a part in shaping the lives and characters of the students. This means that they work hard to know the students and to teach them more than just the content of the courses. 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.

Staff enjoy rich and productive professional relationships which are overlaid and undergirded by personal friendship and Christian fellowship. The growing of community is something that each and every staff member contributes to, prioritises and pursues. It is what draws them to a school like Pacific Hope. Within the pressure of a demanding role staff satisfaction is high. Pacific Hope staff believe in the worth of their work and the quality of the effect they have on the students and each other. Staff give generously of their time beyond that required of their professional duties to support and promote the school.

Parents

Pacific Hope School places a high priority on the relationship between the School and its parent body. Parents are listened to and supported. An emphasis is placed on the partnership that parents and the School play in the education process. Working in partnership with parents, Pacific Hope seeks to assist families to take every opportunity of building strong relationships founded on Biblical principles of mutual care, integrity and responsibility. When parents work together with the School their children experience a very effective influence for their good.

Regular involvement and participation in community events and in the processes of supporting and reporting student learning is typical of parents of Pacific Hope. The voluntary contributions to the school gives clear indication of the number of parents that think well and appreciatively of the School. Parent involvement is strong, ranging from participation in class activities to support through volunteer programs. Cultural events are well supported and parents show a genuine interest in the life of the School.

OUR ACHIEVEMENTS

Camp

Pacific Hope School went on their inaugural camp at the end of Term Three. For three days and two nights, Camp Goodenough in Bilambil Heights was our home. There was a range of different activities for the students that required courage, persistence and teamwork. For some, courage was needed to stay overnight in a new environment. Life lessons were learned and life-long memories were made.

We had a variety of activities to challenge the students and the staff. Among them was the high swing, stacking crates, billy cart building/racing, archery and the high ropes. Each activity challenged the students in different ways – physically, mentally and emotionally. We also saw the competitiveness of students (and some staff) come out.

For me, the highlight was watching two senior students help a junior student to complete the hardest course of the high ropes. One went before and one went behind, and talked the student through every step of the way. Although the instructor was not keen for the students to attempt this course, they won him over, and proved that they were more than capable. These two students were my heroes of the day, showing leadership, patience and problem solving skills that could not have been shown in a classroom in such a way.

As with all camping experiences, the ‘mess’ (dining room) was the heart of the camp. Students were given the responsibility of setting the tables, serving the meals, and washing and drying their own crockery and utensils. If it did not pass inspection, it had to be washed

again. They soon learnt! Around the table, the day's highs and lows were shared and relived with laughter and compassion and a game of Uno.

Music Tutoring

At Pacific Hope School we offer all students the opportunity to access music tutoring. A trained music tutor offers our students the chance to learn most instruments including Piano, Guitar, Percussion, stringed instruments and most brass instruments.

New Hope Training

In 2016 all of the teachers at Pacific Hope School completed the New Hope International Training, Series One, and Series Two.

MISSIONS

Overseas Mission

Solomon Islands Mission

Mrs Sainsbury lead a team of seven staff/students to the Solomon Islands from Thursday 7th to Thursday 14th April. The team engaged in teacher training (Primary) at Maoro Christian School on Malaita Island, assisted in setting up the library resources shipped earlier in the year and provided general building maintenance.

Local Mission

Community Service

Year 7/8 students have been blessing the staff by washing their cars. This was not a fundraiser but an act of generosity to staff who were willing to leave their cars to be washed.

Students have also been using their own money to do 'random acts of kindness. Some students have blessed residents at Tweed Mall. They pooled their money and bought this lovely lady a coffee and had a wonderful chat.....

Students have been completing their community service lessons in the Junior School. They have been assisting JS teachers in a variety of classes by listening to students read and helping out during sport activities.

Mission Support

40 Hour Famine

Students collected sponsorship money for the 40 Hour Famine.

Beach Walk

To raise money for You Have a Friend, 90 Senior School students walked 11 kilometres along the beach from Palm Beach to Coolangatta.

Money raised is for feeding the homeless on the Tweed.

The event was reported in the Gold Coast Sun. The Beach Walk has become an annual School event in Term One and is co-ordinated by Mr Patrick Donnelly.

Compassion

In 2016, the Junior School Compassion Child, Rayan has continued to be supported through silver coin donations in classrooms. Each classroom has a 'Rayan' collection bottle for students to donate their loose change.

March – "You Have a Friend" can drive

The whole of Pacific Hope School participated in a can drive for the homeless people of Tweed. Mrs Hawkins co-ordinated the event. The school's relationship with You Have a Friend continues to grow. Mr John Lees accepted over 1000 cans in March when he came to the Senior School Chapel to receive our donations.

Samaritan Purse

Pacific Hope School students continued to support Samaritan Purse in 2016, through collecting items and packing 35 Christmas Shoeboxes. Items were collected from students during the weekly Honour and Gratitude Service and through donations from the school community sausage sizzles.

Thai students

In 2016, Pacific Hope School continued to support the Thailand Hilltribe Education Sponsorship Programme. We have been supporting Jeeranan and Sakon. Both Jeeranan and Sakon live in the remote hill area of northern Thailand and must travel and board in a bigger town to attend High School.

Preecha and Duangtaa, our previous students have both graduated. Duangtaa has gone on to further study with a different sponsor.

Sausage sizzles have also been used to help raise funds to support all of these groups.

COMMUNITY EVENTS

Family Fun Day

The Family Fun Day was well supported by the school community. There were approximately 2000 people in attendance throughout the day. The increase in students also contributed to the increase in patronage at the event also, senior school students and leaders were very helpful and should be acknowledged. This year the profit made from the event was close to \$10 000; excellent teamwork by the organising committee and supporting families added to the success of the event. This purpose of this event is to build community spirit and also invite interested parties to visit our school from the surrounding community.

Some of the standout stalls were Ellie Young's smoothie stall and the auction with donated items and good sales. Parent support was helpful and a small group of parents were particularly responsible for the coordination and execution of this event. It was a fine day and all events ran smoothly. The pony rides, Local SES and Fireman were a hit. Also, the Kids Corner was a huge success. Special thanks to all our local businesses that supported our school, Zarraffas Banora Point, Tweed Podiatry, DJ Stringer and Fraser Cove, there were many others too thanked in our Pacific Post. The stand out event was the races with Mr Krahe our Principal winning the men's race with Mrs Robbie, our Registrar, winning the ladies' race.

INTERNATIONAL LINKS

Aoyama Gakuin University Program

In February we were once again privileged to have a group 23 students visit from Auyama Gakumi Christian University in Japan. The students spent time in our school learning about Australian Culture and participating in both Junior School and Senior School classrooms. Our students were blessed by playing sports and music with them, chatting in the playground, and learning various features of Japanese culture from them, including Japanese song, dance, origami and art. Our Japanese visitors left a permanent mark on the school, painting one of the pillars in the COLA with pictures of Japanese scenery and culture. We are thankful for our partnership and look forward to continuing with the same program in the future.

CHAPLAINCY REPORT

- Pastoral care and pastoral conversations with Pacific Hope school students:
 - Community service with organisations such as Kingscliff Dune Care, Baptist church Cafe, You Have a Friend, four different retirement villages and technology workshops at Banora Point Community centre

In working with this organisations we are helping students to: serve in a coffee shop learning hospitality skills, help feed the homeless, comfort and be a friend to the lonely, teach and share our computer skills, take care of our God given environment, look after the widows and orphans.

What do the students gain? They get to experience making a difference in someone's life experiencing themselves as an Ethical agent, building into them a greater sense of worth. Providing opportunities to belong, to use gifts, to have meaning and to grow the hearts of our students to reach out to others in the community is such a blessing. I am continually inspired as I see them doing things like spending time with elderly residents with dementia, and making Mothers' Day care packs for single mums, and mums that are homeless.

- Prayer and discipleship interwoven through the above opportunities in connecting with students - building and encouraging students in their God - given identity
- Other:
 - Bible society Masterclass on July 26th and ongoing building Christian leadership of our Yr. 11/12 students
 - World Vision 40 Hour famine in August – run by Yr. 11 students
 - Hong Kong mission trip term 3 school holidays

Programs

Radiance

All Year 7/8 Girls participated in the Radiance program where we covered topics such as identity issues, healthy living (nutrition and exercise, eating disorders/body image), respecting ourselves and social media, managing emotions and self-care, confidence,

friendships and relationships, dreaming big and making a difference in our world. Our hope is that the seeds planted will grow and bear fruit in the lives of these girls and enable them to make better choices in their lives.

Buddy reading program - Smith Family

The program pairs our students with younger students somewhere in Queensland who may be struggling and behind with reading by providing a mobile phone and a library of books so that the books can be read together and the struggling reader is mentored.

POLICY INFORMATION

Below is our Enrolment Policy and a summary of our Anti-Bullying Policy. Both documents as well as the opportunity to obtain additional policies from the school.

Enrolment Policy

Introduction

The School's policies which are made from time to time are made pursuant to the requirements set out in section 47 of the Education Act and of the NSW Education Standards Authority (NESA) for registration of the school.

Vision Statement

The purpose of Pacific Hope School Ltd. 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 Hope School Ltd. It seeks to acknowledge and continue the original vision of those who founded the School as a Christian educational community - a centre of teaching, learning and serving 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 Hope School Ltd. will seek to enrol students with diagnosed disabilities 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.
- Diagnoses of disabilities must be provided in writing at the time of application and must be issued from a registered Doctor or Therapist.
- The Principal carries final responsibility for decisions regarding enrolment positions.
- A register of enrolments will be maintained in the School Database management system in accordance with legislative requirements.

Relevant Legislation

- Disability Discrimination Act
- Race Discrimination Act
- Anti-Discrimination Act

These Acts make it unlawful to discriminate against a person on the grounds of their disability or race by refusing to enrol them at the School. The School is committed to fulfilling its obligations under the law in this Enrolment Policy.

Definitions

Throughout this policy, unless the context requires otherwise:

parents includes guardians or any other person who has applied to have a student entered on the waiting list or enrolled at the School and, where the student has only one parent, means that parent.

disability, in relation to a student, means:

- total or partial loss of the student's bodily or mental functions; or
- 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.

Enquiries

All enquiries are recorded. The Registrar will also forward relevant information to student families as applicable. This includes:

- Information letter directing them to the school website for further information
- Enrolment Application form
- Information regarding documentation required

Families wishing to seek more information about the school prior to completing an application are invited to have a tour of the school and have a preliminary meeting with the Director.

Applications

Upon receipt of Application Form and supporting documentation the Registrar will:

- Check all relevant documentation is completed
- Receipt non-refundable application fee
- Check current school vacancies
- Schedule a collaborative planning meeting with the Principal and Director
- Place student's name on waitlist, pending Enrolment Interview outcome
- Schedule an enrolment interview with the Principal or Principal's delegate.

Requirements for Entry

Pacific Hope School Ltd. has been established as a special school. In light of this there is specific criteria that potential students must meet in order to be considered for enrolment. Pacific Hope School Ltd. has identified with NESAs that it will provide education for students who are diagnosed with a mild to moderate Autism Spectrum Disorder or Moderate Intellectual Disability. The definition of each of these criteria and the support documentation required is as follows:

Autism Spectrum Disorder Entry Criteria

Students enrolled at Pacific Hope School Ltd. under the criteria regarding classification on the Autism Spectrum must provide a current report from a specialist medical practitioner or registered psychologist with appropriate clinical experience. The report must detail the nature of the student's disorder using the DSM-5 diagnostic tool. Documented evidence must indicate a developmental disability affecting verbal and non-verbal communication and social interaction, which affects the child's ability to learn. There must be information of a functional assessment consistent with the student's disorder.

Intellectual disability

Students enrolled at Pacific Hope School Ltd. under the criteria regarding Intellectual Disability will need to have a diagnosis for a moderate range of impairment. To meet criteria for diagnosis of a moderate intellectual disability, students must have a full-scale IQ score of approximately three to four standard deviations below the mean on an approved individual test of intelligence. There must be information on the assessment of adaptive skills and school performance (where applicable) consistent with, or below this range of scores.

Students who do not meet the above criteria are not eligible for enrolment.

It is a requirement of entering Pacific Hope School Ltd. that parents provide medical, psychological or other reports from specialists outside the school that outlines the student's disability. Any assessments or reports required from non-school personnel will be at the parents' expense.

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. Should a vacancy exist or be pending, the Registrar will organise a suitable time for students and the family to attend interviews with the Registrar, the Principal, and the Director (or delegates). The Principal may exercise full discretion in varying the procedures relating to the interview process.

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.

Principal

The Principal will conduct an interview in which he explores the issues of Faith with the family and explains the distinctives of Pacific Hope School Ltd., including:

- Christian education in all Key Learning Areas, policies and procedures

- Entirely staffed 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 Coast Christian School and Pacific Hope School

Director

The Director 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.
- Clearly states how the school will develop Individual education plans for each student that addresses their learning needs and enables learning success and progress to be experienced by each student.
- School's academic curriculum and other activities
- Discuss the opportunities available for integration into the mainstream classes or Pacific Coast Christian School activities.
- 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.

Enrolment Offer

At the satisfactory conclusion of the 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 Director 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.
- 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. As per the Disability Standards for Education 2005.

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:

- Acceptance of Offer of Enrolment Form;
- Enrolment Fee and Exit Bond as specified in the Letter of Offer.
- Upon receipt of Acceptance of Offer, Enrolment Fee and Exit Bond, the Registrar will conduct a Post Enrolment Interview Meeting in order to schedule Uniform Shop Appointment, provide Student Information Pack (including Handbook, Stationery List, etc.), discuss Fee payment options and outline procedures for student's first day orientation.

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 Hope School Ltd. 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. The Registrar and Office administrators are responsible for entering the following information into the database system:

- name, age and address
- the name and contact telephone number of parent(s)/guardian(s)
- date of enrolment and, where appropriate, the date of leaving the school and the student's destination
- for students older than six (6) years, previous school or pre-enrolment situation
- If upon departure the destination of a student below seventeen (17) years is unknown, notes will be added to the database to identify that a Department of Education Officer with home school liaison responsibilities had been notified of the student's full name, date of birth, last known address, last date of attendance, parents' names and contact details, and indication of possible destination, other information that may assist officers to locate the student, and any known occupational health and safety risks associated with contacting the parents or student .

Conditions of Ongoing Enrolment

1) Removal from class

- a) Pacific Hope School Ltd. may remove a student from class studies on the grounds of misbehaviour by the student. Removal will occur as the result of any behaviour identified as resulting in removal in Pacific Hope School Ltd.'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) Students must abide by the conditions of their removal from studies which will depend on the welfare and accommodation arrangements in place for each student and which will be determined by the Director.
- c) Where the student is provided with other studies for the period of the removal, the student must continue to meet the academic requirements of the course. This will be determined based on the student's disability and academic program that they follow at school.
- d) Removals from class will be recorded in the School's Student Records.
- e) Periods of 'removal from class' will not be included in attendance calculations as per Pacific Hope School Ltd.'s Attendance and Course Progress Policy

2) School initiated Suspension of Studies

- a) Pacific Hope School Ltd. 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 Hope School Ltd.'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 Director, the Principal or their delegate.
- c) Suspensions will be recorded on the School's Information Management System.
- d) Students will not return from suspension until after a satisfactory interview between the Parents and the Director.

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 Hope School Ltd. 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 is identified as being unlawful.

Pastoral Care and Student Welfare (inc Health and Wellbeing) Policy Summary

Principles:

Student welfare at Pacific Hope School Ltd.:

- encompasses everything the school community does to meet the personal, social, spiritual and learning needs of students.
- incorporates effective discipline.
- Incorporates preventative health and social skills programs.
- provides ongoing educational services to support students.
- recognises the role the school plays to link families with community and support services.
- promotes a healthy pastoral care system in the student body.
- recognises the relationship between student and staff welfare and ensuring that staff welfare is also a priority.
- provides resources and opportunities for students to gain leadership experience.
- monitoring attendance and ensuring that the students attend school regularly.

Safe Schools, Anti Bullying Policy Summary

Principles:

- Bullying is a conscious and willful repetitive act of aggression and/or manipulation by one or more people against another person or people. It is an abuse of power by those carrying out the bullying and is designed to cause hurt or intimidation.
- Bullying can be either physical or non-physical:
 - **Physical bullying can include:** biting, hair-pulling, hitting, kicking, damaging property etc.
 - **Non-physical bullying can include:** abusive calls, abusive text messages, hurtful emails, cyber bullying, extorting money or material possessions, intimidation, threats, name-calling, teasing, rude gestures, faces, manipulating relationships, excluding, isolating etc.
- The pro-active principles for eliminating bullying are safety, acceptance and care.
- All students will be presented with programs of instruction that make the School's definition, intolerance, and stated consequences of bullying clear and explicit. This will include explanations of the definitions of bullying, including the roles of perpetrator and bystander, and the sequence of intervention events to manage instances of bullying.
- Bullying is not to be tolerated under any circumstance and every incident should be followed up. Intervention procedures will be in accordance with the Safe Schools procedures and any discipline imposed will be in accordance with the Discipline policy (staff and student).

Behaviour and Discipline Policy Summary

Principles:

- Discipline is a God-given responsibility of parents and carers and is an essential part of developing the whole child. It is understood to encapsulate all that acts to train a child in what is acceptable and preferable behaviour. It will involve both commendation and censure.
- Commendation is the formal recognition of behaviour that is exemplary in terms of the values of the community and that constructively builds the relationships within and the effectiveness of that community.
- Censure is focussed upon dealing with behaviour that is harmful to self or to others or that is unhelpful to the development of Christian community. However, in dealing with such behaviour the relationship with individuals, encompassed by the Pastoral Care Principles of Communion in Christ, Reflection of His will for us and Service to others, should never be broken or withdrawn.
- Discipline of children at School is implemented under the delegated authority of parents.
- The basic code of conduct at Pacific Hope School for all members of the community is that each will respect the other; that each will act kindly and courteously towards others; that each will not force themselves or anything that they own physically, verbally or emotionally on others; that each will do as asked; and that each has the privilege, if done respectfully, to ask questions of another. This code can be summarized by the five key words of respect, kindness, non-abuse, obedience and understanding.
- Discipline is directed towards the goal of self-discipline with the development of mutual respect, consideration of others and compassion.
- Discipline by censure as practiced at Pacific Hope School, is based upon the two tenets of respect for authority and proper use of authority. Thus, discipline will be administered with justice and fairness and should involve obvious due process under the responsibility of the Principal.
- Discipline by censure may involve exhortation, guidance, instruction, training and the implementation of consequences. All parties need to be committed to listening to each other in order to achieve repentance, restitution, resolution and reconciliation.
- In conformity with the requirements of the NSW Legislation, corporal punishment is not used at Pacific Hope School. Neither does Pacific Hope School authorise or endorse the implementation of corporal punishment by others on its behalf.
- The Police-Youth Liaison officer may be called to speak to a student/students if the Principal deems it necessary.

Grievance (Students and Parents) Policy Summary

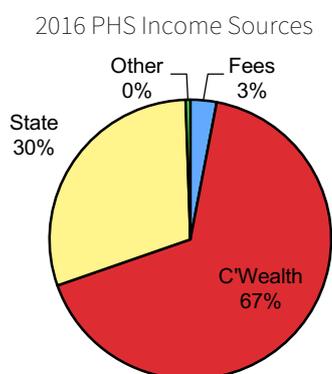
Principles:

- A grievance is defined as a complaint by a student or parent based on an actual situation in which the person believes that there is a just cause for protest or disagreement. The grievance must be one that lies in the power of the management to resolve for example not about matters determined by legislation.
- Resolution of issues of concern and preservation of relationship should be the intent of all communication regarding a concern of a parent.
- Parents and caregivers have a recognised right to seek access to information about and clarification of circumstances relating to the education and welfare of children in their care.
- The School retains full responsibility for protecting members of the community, including staff, from circumstances that might be harmful to the individual’s well being or reputation.
- Concerns of parents and students should be communicated to the School according to the accompanying procedures. Guidelines have been set in place to protect both staff and parents from unnecessarily escalating issues of concern whilst ensuring that matters of concern for a parent are heard openly and responded to appropriately.
- When processing any student or parent concern all parties are to show the utmost respect for the privacy of students, parents and staff. No other communication about the matter should be entered into by anyone involved.
- All communication by staff and by parents should conform to the Privacy Policy and the Communication Policy of the school and be characterized by courtesy and respect.
- Staff are designated with responsibility for resolving parental grievances in a manner that is in keeping with School policy and procedure.
- All issues of parent grievance should be resolved at the lowest level of hierarchical responsibility as is possible to the mutual satisfaction of the School and the parents.
- A record of communication should be kept for all formal interviews.
- A formal written communication of the resolution of the grievance should be distributed to those involved in the process.
- Concerns relating to the Principal should be directed to the Executive Principal.

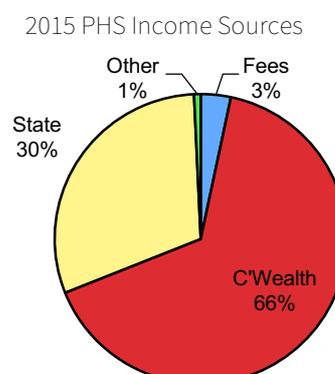
The full version of each of these policy and procedure documents can be found on our school website at: <http://www.pacifichope.nsw.edu.au>

SUMMARY OF FINANCIAL INFORMATION

The first year of operations in 2015 was financially successful for Pacific Hope School. We achieved a small surplus after paying wages and all costs including the rental of classrooms from Pacific Coast Christian School. During 2016 the School enrolment continued to grow, enrolments being 128% higher than 2015. As a 'special school' we have been grateful to receive State Government Funding at the highest level of ERI 12, in addition to 'supervisor funding'. Combined with Commonwealth funding at the SES level of 85 the school is able to establish and maintain very high teacher to student ratios. The management of our expenditure has been excellent, leading to our operating surplus for 2016 being 6% better than 2015. The staffing levels are well matched to suit the income, and the school has made great strides in training staff to be well equipped for their roles, as evidenced by the 3% rise in PD (Professional Development) in 2016. Presently there is no interest paid, as buildings are rented from Pacific Coast Christian School, however construction on four (4) General Learning Areas is due to commence mid-2017 and a long-term lease will be held on the Pacific Coast Christian School land for the footprint of the new buildings.



2016 PHS Expenditure Areas



2015 PHS Expenditure Areas

