

Annual Report 2021



PACIFIC HOPE
SCHOOL

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

Pacific Hope School is a Year 1 to Year 12 School, located on the Tweed coast of Northern 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 (ASD) for whom a mainstream 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.

VISION STATEMENT

The purpose of Pacific Hope School (PHS) is to be a Christian Educational Community which provides quality individualised and meaningful education in a caring and supportive learning environment for students with special needs, founded on Biblically based beliefs.

OUR MISSION

We pursue our vision from a Biblical base by aiming to be authentically Christian, to provide quality education and to practise Christian community that is rigorous, authentic and collaborative.

From the Executive Principal

2021 was a strong year for Pacific Hope School under the fine leadership of Director, Mr Kyle LaMarre. The School continues to attract great interest in enrolments of students and has grown significantly in numbers and in quality of operation. The new School buildings have been a great boon with additional classroom preparations made for hospitality studies for the students to include working in the School café.

The School continues to engage with the wider community through various activities of service as well as adventures in various places outside the School.

Pacific Hope School continues to be an attractive place for visiting educators and this activity of hospitality has assisted the School in its growth as a community in terms of reinforcing and enriching what they do. The links of the School with Pacific Coast Christian School have allowed the School to include the Special Needs students in various common endeavours with the students of Pacific Coast Christian School.

The Board of the School continues to display great interest in reaching the vulnerable in the community and is always seeking to consider ways to build the Christian character of the School.

Dr E J Boyce
Executive Principal

From the Director

2021 continued to be a year of change and challenges. COVID-19 had a tremendous impact on school and the community. Despite the challenges, we managed to stay connected. Whilst the year was disrupted by multiple challenges, we all moved forward and experienced new and exciting ways of learning. Educators were provided with new opportunities to be innovative and engage in different teaching styles to continue to provide a high quality of educational opportunities for our students.

We are proud of what we achieved in 2021 and are very excited for what 2022 and beyond holds for our School. I would like to thank the community for its support thus far and look forward to continuing a fruitful and productive relationship.

God has blessed the community and we are thankful for the opportunity to act justly, love mercy and walk humbly with our God – Micah 6:8.

In His service,
Kyle LaMarre
Campus Director

OUR ACHIEVEMENTS

PHS NAPLAN Testing 2021 – Did not happen due to COVID-19

POST SCHOOL DESTINATIONS

Senior Secondary Outcomes					
Destination From Year Level:	Workforce	Further Study	Unknown	HSC (Life Skills)	Total Number of Students
Year 10	N/A	10	N/A	N/A	10
Year 11	N/A	3	N/A	N/A	3
Year 12	1	N/A	1	N/A	2

GRANTING OF RECORD OF SCHOOL ACHIEVEMENTS-

Year Level	Record of School Achievement (ROSA)	HSC Life Skills	Total Number of Students
Year 10	10	N/A	10
Year 11	3	3	3
Year 12	2	2	2

OUR STAFF

Professional Learning

Professional Learning is core to enabling staff to improve their practice. Professional Learning includes 15 Professional Development days and induction programs for staff new to our School. These days are used to improve the capacity of teaching and non-teaching staff in line with our Annual Action Plan and Strategic Goals. One main Professional Development Day was Berry Street Educational Model training for staff.

Teacher Accreditation

All teachers at Pacific Hope School have accreditation with the NSW Educational Standards Authority. In 2021 we employed teaching staff in a range of different teaching and non-teaching roles:

We currently have:

- No teachers seeking accreditation (TSA 1)
- 2 teachers seeking accreditation (TSA 2)
- 8 teachers maintaining accreditation (TMA)
- 1 casual teacher maintaining their accreditation (TMA)
- 1 casual teacher seeking their accreditation (TSA)

Workforce Composition

Director	1
Assistant Director	1
Classroom Teachers	10
Youth Support Workers	16
School Administration and Support Staff	9
2021 Aboriginal and Torres Strait Islander representation	13.51%

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 School's Attendance and Course Completion policy (available from the School), which requires, at the Director's 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.

2021 ATTENDANCE

Breakdown of current student ages calculated as of 8.6.2021.

Grade 3 -	83.78%
Grade 4 -	89.75%
Grade 5 -	88.15%
Grade 6 -	85.42%
Year 7 -	78.62%
Year 8 -	87.52%
Year 9 -	76.34%
Year 10 -	82.9%
Year 11 -	65.84%
Year 12 -	79.12%

OUR POLICIES

All of our policies can be found on our website: www.pacifichope.nsw.edu.au

Student Enrolment Policy

Vision Statement	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.
Rationale	<p>This policy provides guidelines for enrolment. It seeks to acknowledge and continue the 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.</p> <p>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 Director's responsibility to decide the appropriate course to take in the circumstances.</p>
Our Policy	Pacific Hope 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 School Vision and Mission Statements.
Principles	<p>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.</p> <ul style="list-style-type: none">• Diagnosis of disabilities must be provided in writing at the time of application and must be issued from a registered medical practitioner.• The Director carries final responsibility for decisions regarding enrolment positions.
Definitions	<p>Throughout this policy, unless the context requires otherwise:</p> <p>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.</p> <p>disability, in relation to a student, includes a wide range of impairments including physical, intellectual, psychiatric, sensory, neurological and learning disabilities.</p>
Information for Register of Enrolments	<p>The register of enrolments records the following information for each student: name, age and address</p> <ul style="list-style-type: none">• name and contact telephone number of parents/guardians• date of enrolment• date of leaving the School and the student's destination, where appropriate• for children older than six years of age, previous school or pre-enrolment situation• where the destination of a student under seventeen years of age is unknown, evidence that the Department of Education has been notified of:<ul style="list-style-type: none">• the student's full name• the student's date of birth• the student's last known address• the student's last date of attendance• parents' /guardians' names and contact details• an indication of possible destination• any other information that may assist officers to locate the student• any known work health and safety risks associated with contacting the parents/guardians or student.

Records of the Register of Enrolments

The register is retained for a period of seven years after the last entry is made and copies of information in the register are stored off-site at regular intervals.

Enquiries

All enquiries are recorded. The Registrar will also forward relevant information to the students' parents or carers. This includes:

- prospectus
- information letter directing them to the school website for further information
- Enrolment Application form (including enrolment process information)
- 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 class vacancies
- schedule a collaborative planning meeting with the Director or delegate and the Allied Health Professional (AHP) team
- place student's name on waitlist, pending Enrolment Interview outcome
- schedule Enrolment Interview with Director or Director's delegate.

Requirements for Entry

Pacific Hope School 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 has identified with NESAs that it will provide education for students who are diagnosed with Autism Spectrum Disorder or Mild to 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 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 nonverbal 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 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 that parents provide medical, psychological or other reports from specialists outside the school that outline the student's disability. The school may also request additional assessments to determine appropriate support and adjustments. Any assessments or reports required from non-school personnel will be at the parents' expense.

The school also requires a BASC assessment.

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 an interview with the Registrar and the Director of Pacific Hope School (or delegates). The Director 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 Director 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.

Director

The Director (or delegate) will conduct an interview which explores the issues of faith with the family and explains the distinctives of the school, including:

- Christian education in all key learning areas, policies and procedures
- entirely staffed by Christians
- trans denominational nature
- faith, critical awareness and character development as primary goals
- service and mission
- partnership with parents
- vision and proposed future development
- other ministries of Pacific Hope School.

Allied Health Professional

- Team (AHP)

The Director or delegate and the AHP team will meet with parents in a collaborative planning context 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 service, Pastoral Care system, etc.
- request for the student to be observed in an appropriate learning environment.
- 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
- the identified disability and the relevant medical reports, including a BASC assessment. The school may also request additional assessments to determine appropriate support and adjustments.
- the School's academic curriculum and other activities
- the opportunities available for integration in Pacific Coast Christian School courses or Pacific Coast Christian School activities
- the practical implications on the School-Parent partnership
- the expectations and commitments of the parents being 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 Director authorises enrolment of all students into the school after considering recommendations by the AHP team 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 Director may decline to proceed any further with the enrolment process.

Consideration will be given to behaviour manifestation that is part of the disability.

- Where information obtained by the School indicates that the student has a disability, the Director will ensure that the school complies with the requirements of the Disability Standards in Education 2005.
- The AHP team will seek to identify the exact nature of the student's needs and the strategies required to address them. Having obtained this information, the Director 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 Director determines that the student would require such services or facilities, the Director will determine whether enrolling the student would impose unjustifiable hardship on the School. In making this assessment, the Director 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.

The school will follow the provisions of the Disability Discrimination Act.

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.

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

Acceptance of Enrolment

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

- 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 a Uniform Shop appointment, provide Student Information Pack, 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 may grant a deferment for compassionate and compelling circumstances following receipt of a written request by the parent or guardian.

Enrolment in Stage 6

Pacific Hope School offers an alternative to traditional schooling for students with disabilities. In Stage 6 the School is able to offer placements to students who are eligible for a full HSC Life Skills Program.

Life Skills courses in Stage 6 are particularly designed for students with an intellectual disability. Students will be eligible for a Life Skills course if it is deemed that adjustments to regular outcomes will not provide the student with sufficient access to some or all of the outcomes in regular courses.

A student studying any Stage 6 Life Skills course will usually have completed one or more courses based on Life Skills outcomes and content in Years 7–10.

In special circumstances, a student who has not undertaken one or more courses based on Life Skills outcomes and content in Years 7–10 may wish to enrol in Life Skills courses for Stage 6. These special circumstances might include situations where:

- a student has attempted regular courses in Years 7–10 but has experienced significant difficulty;
- a student has a deteriorating condition.

Collaborative planning process

The School will assess a student's eligibility for a full Stage 6 Life Skills course through a Collaborative Planning Meeting. Ordinarily, this will be completed in Term 3 of the previous year, so students can explore the range of options available to them.

The Collaborative Planning Meeting will include the Director or delegate and the AHP team, the student's current teacher (if they are already enrolled at Pacific Hope School) and the parent(s)/carer(s).

The meeting will assess:

1. Whether the student is currently achieving any outcomes in their age-appropriate stage
2. What adjustments may be required for the student to achieve those outcomes
3. Whether it is likely that the student would be able to achieve any outcomes in standard Stage 6 courses if adjustments were made for their disability.

Offer of a Place

The Director will make a decision whether to offer a place to a student. The Director will take into account:

1. The eligibility of the student to enrol in a full Life Skills program
2. The capacity of the School to provide the necessary adjustments for the student.

Transition Program to Pacific Coast Christian School

Current students who are not eligible for Stage 6 in Pacific Hope School may be offered a transition program to complete Stage 6 at Pacific Coast Christian School. The Collaborative Planning Process will determine which courses would be most appropriate for the student and what adjustments would need to be made for the student to achieve success in some or all of the outcomes.

The offer of a place at Pacific Coast Christian School will be at the discretion of the Principal (PCCS) who will follow the enrolment policy of PCCS.

Where an offer is made to a student the school will arrange a transition period to help them settle into their new environment. This transition period will normally be in the second half of the fourth term.

Transition Program from Pacific Coast Christian School

Any student transitioning from PCCS to Pacific Hope School must follow the same procedures as any new student to the school.

Conditions of Ongoing Enrolment

Removal from class

- Pacific Hope School 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 the Student Discipline Policy/Student 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.
- 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 Pacific Hope School.
- 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.
- Removals from class will be recorded in the school data base (Edumate) and in the student file.
- Periods of 'removal from class' will not be included in attendance calculations.

School initiated Suspension of Studies

- Pacific Hope 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 Student Discipline Policy/Student Code of Conduct.
- 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 of Pacific Hope School or their delegate.
- Suspensions will be recorded on the school's Information Management System.
- Students will not return from suspension until after a satisfactory interview between the Parents and the Director of Pacific Hope School.

Procedures for Suspension

- The Director completes School Discipline Form (exit form) with Parent/Guardian and student.
- The Director schedules a Re-entry Meeting using a Behaviour Support plan with Parent/Guardian and student.
- For more information please refer to the Staff Handbook.

Student Initiated Suspension of Studies

- 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.

Cancellation of Enrolment

- Pacific Hope 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 is identified as being unlawful.

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iv) where a parent continues to act in a manner that is contrary to the School values.

Examples may include:

- o inappropriate verbal or physical interactions or intimidation with any member of our School community (including students, staff, parents, volunteers etc)
- o encouraging their child to act contrary to the values of the School
- o endangering the safety and wellbeing of members of the community

Conclusion of Enrolment Follow Up Procedures:

Where the location of a child/ young person of mandatory school ages are unknown or the enrolment destination is unknown, the Director must use the form Student Enrolment Destination Unknown Notification to notify the Department of Education. The Department will act on behalf of the minister through a Home School Liaison Officer (HSLO) who will attempt to locate the student and take appropriate action to ensure school attendance.

The following procedures will be followed in relation to following up of students where the destination school is unknown:

- The Registrar on being informed of a student leaving will ring the parent and request information in relation to the new school into which the student is being enrolled. A follow up email will be sent if contact is not initially made.
- The Director will be notified by email from the Registrar of the student/s who are leaving the school and into which school they are to be enrolled.
- Where the student destination is unknown and there are concerns for their safety, welfare or wellbeing the Director will notify the Department of Education and other government departments e.g. DCJ or Police within 24 hours.
- Where there is no indication of immediate risk identified, the Registrar will make two further attempts by phone and email to ascertain the destination school for the student. After 3 weeks if the destination of the student remains unknown the Registrar will contact the Director who will make a notification to the Department of Education and complete the Student Enrolment Destination Unknown Notification located on RANGS.
- The Enrolment Register can be listed as Destination Unknown once the notification has been made.

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 Hope School 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 Hope School.

Student Code of Conduct

Vision Statement

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.

Rationale	<p>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.</p> <p>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.</p> <p>The result of implementing this policy should be the disciplining 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.</p>
Introduction	<p>Pacific Hope School recognises that effective learning can only occur in a secure environment where the rights and responsibilities of others are known and respected and where standards and rules are fairly and consistently applied.</p> <p>This Student Code of Conduct has been developed to clearly set out standards of behaviour that students are expected to meet.</p> <p>Managing the Code of Conduct is a shared responsibility between the student, parents/guardians and the School. All students and families have ready access to support offered by School teachers and staff.</p>
Values	<p>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.</p> <p>The basic code of conduct at the 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. Students are expected to do as they are asked; and that each has the privilege, if done respectfully, to ask questions of another.</p>
Student Code of Conduct	<p>At Pacific Hope School, expected student code of conduct is summarised in the School Diary under the heading "Code of Conduct on and off campus":</p>
Culture of Respect	<p>Show proper respect to everyone; Love the brotherhood of believers, fear God, honour the king. 1 Peter 2:17</p> <p>As a Christian Community we believe that God's Word teaches us to respect one another as people created in God's image and also to respect our School buildings and environment, which God has provided for us.</p>
Respect Others	<p>Teachers</p> <ul style="list-style-type: none">• Year Group• Other Students
Respect Property	<p>Classrooms</p> <ul style="list-style-type: none">• Buildings• Playground Respect
Yourself	<p>Wear uniform well</p> <ul style="list-style-type: none">• Speak well• Work well in class

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This code of conduct will include:

- respectful language;
- respectful body language;
- respectful facial expressions;
- respectful written language, including drawings;
- respectful behaviour in the playground with teacher and other students;
- respectful, drug-free environment;
- respecting people's bodies and feelings;
- respecting personal space;
- respectful, harassment free environment;
- respecting the safety of self and others;
- respecting self, others, community and individual property;
- respecting the privacy of others;
- respectful behaviour in the classroom towards the teacher and other students;
- reporting all breaches of the conduct code honestly;
- integrity and honesty and care for each other;
- punctual attendance for all activities, school and lessons;
- respectful use of all social media.

School Rules and Policies

Students are expected to abide by the directions of teachers and School rules and policies. These rules and policies include:

Alcohol (Student Use Of)
Bullying Prevention and
Intervention
Cyber Safety
Drugs - Illicit
(Student Use Of)
Truancy
Student Leadership

Breach of Code of Conduct

A breach of this code of conduct will be dealt with according to our Student Discipline Policy.

Student Discipline Policy

Vision Statement

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.

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 this policy will strengthen understandings about 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 disciplining 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.

Source of Obligation

The NSW Registration Manual (3.7.1 and 3.7.2) requires the School to have policies relating to discipline of students attending the School that

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are based on principles of procedural fairness and that do not permit corporal punishment of students.

Discipline Policy

Every student has the right to a learning environment free from bullying and intimidation and to feel safe and happy at school. They also have the right to be treated fairly and with dignity. Discipline is necessary to ensure the safety and welfare of all our students, teachers and staff and to provide a conducive learning environment. This policy sets the framework through which Pacific Hope School manages student discipline.

Strategies to Promote Good Discipline

The School seeks to develop a culture of positive discipline by setting clear expectations of students and encouraging positive behaviour. Strategies for developing this culture include: clearly setting behaviour expectations establishing specific teaching and learning programs communicating expectations with the wider School community acknowledging positive behaviours in a range of ways from informal verbal acknowledgement through to structured merit awards maintaining records with respect to student behaviour.

Prohibition of Corporal Punishment

It is our policy that we prohibit corporal punishment. We do not explicitly or implicitly sanction the administering of corporal punishment by non-school persons, including parents, to enforce discipline at the School. The use of any corporal punishment by a staff member is strictly prohibited. Any staff member who breaches this rule will be subject to disciplinary proceedings which may include dismissal.

Procedural Fairness

Students have a right to procedural fairness in dealings that involve their interests. This includes disciplinary decisions. The principles of procedural fairness include the right of students to: know what the rules are and what behaviour is expected of them, have decisions determined by a reasonable and unbiased person, be informed of and have an opportunity to respond to any allegations against them be heard before a decision is made, have a decision reviewed (but not to delay an immediate punishment). Pacific Hope School is committed to ensuring procedural fairness when disciplining a student.

School Rules and Expected Standards of Behaviour

Students are expected to abide by the rules of the School and the directions of teachers and staff. Examples of written rules that students are expected to follow are dealt with in Student Code of Conduct, Bullying Prevention and Intervention Drugs - Illicit (Student Use Of)

Consequences

There are a range of consequences that students will face if they breach School rules or are disobedient. These include: warnings or reprimands (verbal or written) time outs, clean up duties, cancellation of privileges withdrawal from School activities, lunch time detentions, suspension expulsion. Details about procedures in relation to discipline are outlined in the Staff Handbook. The decision to suspend a student may only be made by the Director or the Assistant Director. The decision to expel a student may only be made by the Director.

Procedures for Suspension, Expulsion and Exclusion

Suspension Procedures

Removal from class

The School may remove a student from class studies on the grounds of misbehaviour by the student. Removal will occur as the result of any behaviour contrary to the Student Code of Conduct including but not limited to repeated or aggressive defiance of teachers' instructions; behaviour that puts the safety of other students at risk; ongoing disruption of learning. Removed 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. Where the student is provided with homework or other studies for the period of the removal, the student must continue to meet the academic requirements of the course. Removals from class will be recorded in the school database and in the student file by the Director. Periods of 'removal from class' will not be included in attendance calculations.

School initiated Suspension of Studies

The School may initiate a suspension of studies for a student on the grounds of misbehaviour by the student for grounds including: i) 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. ii) 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. iii) Any unacceptable behaviour outlined in the Student Code of Conduct. 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 and/or the Assistant Director. Suspensions will be recorded on the school's database and in the student file. Students will not return from suspension until after a satisfactory interview between the Parents and the Director and/or the Assistant Director. Guidelines in relation to procedural fairness will be followed in relation to all suspensions. This will include an opportunity for students to respond to any allegations and for parents to be involved in the process. Steps are outlined in the Student Parent Handbook.

Expulsion

The School may assert its right to expel a student for: 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. 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.

Expulsion Procedures

Where a disciplinary issue arises which may result in expulsion the School will investigate the circumstances surrounding the issue. The Director and/or the Assistant Director may direct the student not to attend school while the investigation takes place. An investigation will include the student being provided with information about the nature of the allegations and being given an opportunity to respond. If after receiving the results of the investigation and hearing representations from the student, the Director and/or the Assistant Director forms the view that the student should be expelled, the Director and/or the Assistant Director will make a recommendation to that effect to the Director and advise the student and parents/carer that this recommendation has been made. The

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parents/carer or student may appeal against that recommendation to the Director, setting out the reasons why the Director should not act on the recommendation. Any appeal must be provided to the Director no later than 7 days after the parents/carer have been advised of the recommendation. If no appeal is made within the time specified, the Director will advise the student and parents/carer of the decision. If the student or parents/carer have lodged an appeal, the Director will consider the recommendations and the reasons provided by the student or parents/carer for not following the recommendation and will decide whether the decision will stand. The Director will then advise the student and parents/carer of the decision. The decision made by the Director will be final.

Exclusion

Pacific Hope School does not act to exclude students.

Implementation

Details in relation to the Discipline procedures in the School are found in the Staff Handbook

Risk Assessment Form

- Counsellor Referral Form
- Mental Health Plan
- Individual Plan

A decision to suspend or expel a student may only be made by the Director of Hope School.

Bullying Prevention and Intervention

The Hazard – Bullying

As a Christian community, we are committed to saying and doing that which builds others up, rather than tears them down, or intimidates them (e.g. Ephesians 4:25-32). This includes providing an environment where bullying is not accepted, and alternatives are taught and demonstrated. Bullying is the repeated and intentional behaviour of causing fear, distress or harm towards another person that involves an imbalance of power. It can involve humiliation, domination, intimidation, victimisation and harassment. In any bullying incident there can be up to three parties involved: the bully, the person being bullied, and bystanders. Bullying can take many forms including: Physical bullying which involves physical actions such as hitting, pushing, obstructing or being used to hurt or intimidate someone. Damaging, stealing or hiding personal belongings is also a form of physical bullying. Psychological bullying which is when words or actions are used to cause psychological harm. Examples of psychological bullying include name calling, teasing or making fun of someone because of their actions, appearance, physical characteristics or cultural background. Indirect bullying which is when deliberate acts of exclusion or spreading of untrue stories are used to hurt or intimidate someone. Cyber bullying which is the ongoing abuse of power to threaten or harm another person using technology. Cyber bullying can occur in chat rooms, on social networking sites, through emails or on mobile phones.

What Isn't Bullying?

There are many negative situations which, whilst being potentially distressing for students, are not bullying. These include: Mutual Conflict Situations which arise where there is disagreement between students but not an imbalance of power. Mutual conflict situations need to be closely monitored as they may evolve into a bullying situation One-Off Acts (of aggression or meanness) including single incidents of loss of temper, shouting or swearing do not normally constitute bullying.

Signs of Bullying

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Major behaviour changes in a student may be indicative of bullying. Such behavioural changes may include: crying at night and having nightmares refusing to talk when asked “What’s wrong?” having unexplained bruises, cuts or scratches an unwillingness or refusal to go to school feeling ill in the mornings a decline in quality of school work becoming withdrawn and lacking confidence beginning to bully siblings acting unreasonably. Parents/guardians are encouraged to recognise signs of bullying and notify the School through a trusted staff member immediately (such as a class teacher or School counsellor), if they suspect their child is a victim of bullying.

Pacific Hope School's Policy

Pacific Hope School recognises its duty to students to provide a safe and positive learning environment where individual differences and diversity within the School is respected and accepted. Bullying is not tolerated at Pacific Hope School. It is our policy that: bullying be managed through a ‘whole-of-School community’ approach involving students, staff and parents/guardians, bullying prevention strategies are implemented within the School on a continuous basis with a focus on teaching age-appropriate skills and strategies to empower staff, students and parents/guardians to recognise bullying and respond appropriately bullying response strategies are tailored to the circumstances of each incident staff establish positive role models emphasising our no-bullying culture bullying prevention and intervention strategies are reviewed on an annual basis against best practice.

Bullying Prevention Strategies

Pacific Hope School recognises that the implementation of whole-School prevention strategies is the most effective way of eliminating, or at least minimising incidents of bullying within our community. The following initiatives form part of our overall bullying prevention strategy and our strategy to create a ‘no-bullying’ culture within the School: a structured curriculum and peer group support system, that provides age-appropriate information and skills relating to bullying (including cyber bullying) and bullying prevention, to students over the course of the academic year education, training and professional development of staff in bullying prevention and response strategies regular provision of information to parents/guardians, to raise awareness of bullying as a School community issue to equip them to recognise signs of bullying, as well as to provide them with clear paths for raising any concerns they may have relating to bullying directly with the School promotion of a supportive environment that encourages the development of positive relationships and communication between staff, students and parents/guardians promotion of responsible bystander behaviour amongst students, staff and parents/guardians reporting of incidents of alleged bullying by students, bystanders, parents/guardians and staff are encouraged, and made easy through the establishment of multiple reporting channels (as specified below) records of reported bullying incidents are maintained and analysed, in order to identify persistent bullies and/or victims and to implement targeted prevention strategies where appropriate statements supporting bullying prevention are included in students’ School diaries education of staff, students and parents/guardians on health conditions to promote understanding and to reduce stigma and fear anti-bullying posters are displayed strategically within the School promotion of student awareness and a ‘no-bullying’ environment by participating in events such as the National Day of Action Against Bullying and Violence. Additionally, 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.

Reporting Bullying

Students and their parents/guardians are sometimes reluctant to pursue bullying incidents, for fear that it will only make matters worse. A key part of the School’s bullying prevention and intervention strategy is to encourage reporting of bullying incidents as well as providing assurance to students who experience bullying (and parents/guardians) that: bullying is not tolerated within the School their concerns will be taken seriously the School has a clear strategy for dealing with bullying issues. Bullying incidents can be advised to the School verbally (or in writing) through any of the following avenues: informing a trusted

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teacher informing the School counsellor informing a student's year co-ordinator informing the Assistant Director or the Director.

Responding to Bullying

Bullying behaviours vary enormously in their extent and intent and, as a consequence, each incident needs to be dealt with on its facts. In all circumstances the School takes bullying incidents seriously, provides assurance to the victim that they are not at fault and their confidentiality will be respected takes time to properly investigate the facts including discussing the incident with the victim, the bully and any bystanders takes time to understand any concerns of individuals involved maintains records of reported bullying incidents will escalate its response when dealing with persistent bullies and/or severe incidents, notification of/consultation with parents/guardians offering counselling to persistent bullies/victims implementing effective follow up strategies disciplinary action, at the Director's discretion, including suspension and expulsion of persistent bullies, or in cases of severe incidents.

Bullying and Other Support Services

The following support services are available to students and staff: School Liaison Police School Liaison Police are NSW Police officers who work with schools to reduce crime, violence and anti-social behaviour. School Liaison Police are a point of contact for the School community and the NSW Police Force. Our students are encouraged to contact the School Liaison police if they have any concerns. Our School Liaison Police Officer is stationed at the Tweed Heads Police Station, 83 Wharf Street, Tweed heads, NSW, 2485. The School Liaison Police Officer can be contacted on 07 5506 9499. Other Support Services at Pacific Hope School also provides access to Counselling Services

Staff Responsibilities

All staff are responsible to: model appropriate, respectful and supportive behaviour at all times deal with all reported and observed incidents of bullying in accordance with this policy ensure that any incident of bullying that they observe or is reported to them, is recorded appropriately be vigilant in monitoring students that have been identified as either persistent bullies or victims acknowledge the right of parents/guardians to speak with the School if they believe their child is being bullied.

Signage

Anti-bullying posters may be posted in strategic locations in the School to promote appropriate behaviour and encourage students to respect individual differences and diversity.

Implementation

This policy is implemented through a combination of:

- staff training
- student and parent/guardian education and information
- effective incident reporting procedures
- effective management of bullying incidents when reported
- the creation of a 'no-bullying' culture within the School community
- effective record keeping procedures
- initiation of corrective actions where necessary.

Discipline for Breach of Policy

Where a staff member breaches this policy Pacific Hope School will take disciplinary action, including in the case of serious breaches, summary dismissal

Complaints Handling Policy

Our ability to identify, manage and promptly resolve complaints, received from parents, students, and other key stakeholders, is a key part of our Governance Program.

To manage complaints effectively, we have established a Complaints Handling framework in line with the Australian and International Standard for Complaints Handling (AS ISO10002-2006).

Vision Statement

The purpose of Pacific Hope School is to provide a Christian educational community as a centre of teaching and learning excellence, founded on Biblically based beliefs, values and behaviour.

Rationale

The purpose of Pacific Hope School Complaints Handling Policy is to provide a student or parent(s)/legal guardian with the opportunity to access procedures to facilitate the resolution of a dispute or complaint. These internal procedures are a conciliatory process.

Policy

Pacific Hope 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.

Definition of 'Complaint'

A complaint is:

"An expression of dissatisfaction made to an organisation, related to its products or services, or the complaints handling process itself, where a response or resolution is explicitly or implicitly expected."

The term 'complaint' is used to refer collectively to any inquiry, comment, complaint or dispute raised by a person expressing dissatisfaction as to a particular circumstance, or situation, related to our services or operations.

A complaint can sometimes be difficult to distinguish from other communications such as critical feedback and queries. A complaint should be recorded and actioned where it relates to alleged failures in service delivery or operations, or inappropriate or unprofessional behaviour. Complainants may include both parents and students.

Complaints Management Principles

When managing a complaint or an appeal, the School will:

- provide information to the school community about how and where to complain and to make the complaints management process as simple and accessible as possible
- ensure that complainants are informed as to the progress of their complaint and ensure that complaints are resolved as quickly as possible
- aim to understand the complaint from their point of view and ensure that complaints are thoroughly investigated and that the school understands the complaint from the complainants' point of view.
- make sure all complaints are addressed, on their merits, in an equitable, impartial, objective and unbiased manner
- keep complaints confidential and ensure that personal identifiable information about complainants and about any person that is the subject of the complaints is only available for the purpose of addressing the complaint. Staff members receiving complaints should not discuss these with other students or staff other than with the Complaints Officer.
- keep records of complaints and the information collected in the complaints handling process.

How The School Handles Complaints

Verbal Complaints

Staff members receiving a verbal complaint should listen and acknowledge the complainant's feelings, empathise without agreeing with the complainant and outline to the complainant the complaints handling process, record the information concerning the complaint.

Written Complaints

All written complaints should be acknowledged in writing and responded to as soon as possible. Where it is suitable to organise a face-to-face meeting to resolve the complaint, this should occur.

Process for making complaints

Students

- a) Students should at the first instance approach the staff member and attempt to resolve the concern. Staff members should respond by the end of the next working day.
- b) If this is not resolved, students should approach the relevant staff supervisor. In the case of a Pastoral Care issue, students (Years 5-12) will complete an Incident Report form and the class teacher will initially deal with the complaint. This will be referred to the Director if a resolution is not reached. In the case of a curriculum issue students will be referred to the relevant Curriculum Supervisor who will ask the student to put their concerns in writing. This matter will be referred on to the Assistant Director. Students (Yrs 3&4) should approach their class teacher and may do so with parent support.
- c) If the matter cannot be resolved through mediation, the matter will be referred to the Director.
- d) At this point, the student should notify the school in writing of the nature and details of the complaint.

- e) Each complainant has the opportunity to present his/her case to the Director. Students may be accompanied by a support person. If this meeting is unable to reach a resolution, a formal complaints process would commence.
- f) The formal complaints process will commence within 10 working days of the lodgement of the complaint with the Director.
- g) Once the Director has come to a decision regarding the complaint, the student will be informed in writing of the outcome and the reasons for the outcome.
- h) If the complaints procedure finds in favour of the student, the School will immediately implement the decision and any corrective and preventative action required.
- i) If the complaints procedure does not find in favour of the student or the student is dissatisfied with the result of the complaints procedure, he/she will be informed of the external complaints and appeals process available to them at minimal or no cost.
- j) The School undertakes to finalise all complaints procedures within twenty (20) working days.
- k) For the duration of the appeals process, the student is required to maintain enrolment and attendance at all classes as normal.

Parent(s) / Legal Guardians

- a) In the case of an initial concern, the parent should contact the staff member concerned by phone or email. Staff should respond to this by the end of the next working day.
 - b) If the issue is not resolved, parent(s)/legal guardians should contact the class teacher (Pastoral Care) or the relevant Curriculum Supervisor (Curriculum) in the first instance to attempt mediation/informal resolution of the complaint. This will be referred onto the Assistant Director of PHS. In the case of a curriculum issue, the grievance will also be referred onto the Director of PHS.
 - c) If the matter cannot be resolved, it will be referred to the Director.
 - d) At this point, parent(s)/legal guardians must notify the school in writing of the nature and details of the complaint.
 - e) Each complainant has the opportunity to present their case to the Director. Parent(s)/legal guardians may be accompanied by a support person.
 - f) The School's formal complaints process will commence within 10 working days of the lodgement of the complaint with the Director.
 - g) Once the Director has come to a decision regarding the complaint, the parent(s)/legal guardian will be informed in writing of the outcome and the reasons for the outcome.
 - h) If the complaints procedure finds in favour of the parent(s)/legal guardian, the School will immediately implement the decision and any corrective and preventative action required.
 - i) If the complaints procedure does not find in favour of the parent(s)/legal guardian or the parent(s)/legal guardian is dissatisfied with the result of the complaints procedure, the School will advise of the external complaints and appeals process available to them at minimal or no cost.
- The School undertakes to finalise all complaints procedures within twenty (20) working days.

Complaints Handling Procedures for Misconduct or Reportable Conduct

When a student or parent/caregiver makes a formal complaint regarding misconduct or reportable conduct, the School will follow the procedures outlined in the Child Protection - Reportable Conduct of Staff, Volunteers and Others Policy, including:

- Provide information to the stakeholder to make a written notification to the Director. This can be done using a School email account, posted letter, or hand delivered letter. Verbal accounts must be confirmed in writing.
- The School will provide in writing an acknowledgement of the received complaint and the process to be undertaken to investigate the complaint. This will include interviews with the stakeholder and their support person, interviews with any alleged witnesses, and interviews with the staff member about whom the complaint has been made (and their support person).
- The School will periodically update the complainant on the investigation process (as appropriate).
- Once the investigation has been finalised, the complainant parent/caregivers will receive formal written notification that the process has been finalised. There may be limitations under the Ombudsman's Act and privacy legislation regarding disclosure of information about an investigation and the outcome of an investigation.
- Due to the nature of certain allegations, there may be an external investigator handling the complaint. The School will work with this external investigator to ensure the correct procedure is undertaken. This may increase the length of the investigation.

Key Steps in the School Complaints Handling Process

Complaints must be addressed promptly in accordance with their nature and level of urgency. In all cases the school must aim to acknowledge receipt of a complaint, or dispute, immediately and seek to resolve all complaints internally.

Dealing With Informal Complaints

There are likely to be many occasions where someone makes a statement, or sends an email, that is an expression of dissatisfaction as to some aspect of the School's service or operations (and hence falls within the definition of a "complaint") where a resolution can be quickly and easily achieved, usually through verbal communications. Whilst an individual complaint may on the surface appear to be minor, if the School was to receive 10 such complaints from parents, it would indicate a systemic issue which would require formal rectification action.

Receiving And Logging Complaints

All complaints received (whether verbally or in writing), must be recorded.

In the event that a complaint, whether it be written or verbal, is received and is not an informal complaint that can be resolved immediately, the staff member to whom the complaint was addressed must send a written acknowledgement of the complaint to the complainant.

In less serious instances this acknowledgement may be a relatively informal email communication, phone call, or face to face discussion. As the seriousness of complaint increases the formality of the communication should also increase.

In all circumstances the acknowledgement should be provided as soon as possible.

Immediate Acknowledgement of Complaint

The School should immediately acknowledge the receipt of complaints and address them promptly in accordance with their degree of urgency.

Target Resolution Timeframe

The school aims to resolve all complaints within twenty (20) working days.

Pastoral Care Policy

Vision Statement

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.

Rationale

In the context of a Christian worldview, the wellbeing of students refers to their growth as whole persons created in the image of God. The key to the student's wellbeing is relationship to God and others and so an effective education promotes a safe and supportive community where students are nurtured through the relationships in the community.

Pastoral Care is an important part of the School's commitment to nurture a safe and supportive environment where the relationships and practices support the wellbeing and the holistic development of the students. It relates to the total care of students and involves tending to their spiritual, intellectual, emotional, social and physical wellbeing in the context of community. The School is committed to build an environment where the students belong and are cared for, respected and supported. Relationships based on trust and respect are the foundation of this school community.

Source of Obligation

The NSW Registration Manual (3.6.2) requires the School to have in place and implement policies and procedures in relation to pastoral care.

What is Pastoral Care?

Pastoral care is the support given to students for their development as a person. It relates to the total care of students and involves tending to both the academic and non-academic needs of students, including their spiritual, emotional and social well-being.

Pastoral care recognises the overriding principle of acting in the best interests of the child.

Our Approach

Pacific Hope School is committed to providing a safe, supportive and social environment where students feel nurtured as they learn. To this end, we have developed, and continue to develop, a comprehensive range of pastoral care policies and procedures that are designed to promote the social and emotional wellbeing of our students in areas such as:

- interdependence
- self discipline
- resilience
- social awareness
- personal responsibility
- healthy living
- healthy minds
- empathy and emotional intelligence
- cultural awareness

Who is Responsible for Pastoral Care?

All School staff are responsible for pastoral care, and for administering pastoral care in all classes and extra-curricular activities.

Additionally, we have created a Pastoral Care Team that is responsible for ensuring the proper ongoing administration of pastoral care services at the School.

Our current Pastoral Care Team is:

The School Counsellor, Occupational Therapist, School Chaplain and SLT Team.

Key Pastoral Care Policies and Procedures

Teaching and Learning The School employs quality teaching and learning strategies that address the individual learning needs of students. By engaging students in this way, they are encouraged to become reflective, self-directed learners who accept personal responsibility for their participation in school whilst exercising self-discipline.

Counselling Counselling is an important part of a student's development and allows caregivers to address the needs of students on a one-on-one basis.

Students are encouraged to talk to the counsellor.

Students with Disabilities and Special Needs

The School has implemented detailed policies and procedures for managing students with disabilities and special needs.

Refer to our Disability Discrimination Policy and Students with Special Needs Policy.

Implementation

Pastoral care within the School is implemented through a combination of:

- effective policies and procedures
- staff training in student welfare, mental health and spiritual wellbeing
- effective incident notification procedures
- allocation of the overall responsibility for the effective implementation of pastoral care to a senior staff member.

2021 IMPROVEMENT TARGETS

STRATEGIC OBJECTIVE 1 – TEACHING	
Further develop <u>teaching</u> as a relational activity informed by research data, theory and the Bible	
Strategic Goals (WHAT)	Activities to Support these Goals (HOW)
i. Provide pastoral care to support the wellbeing of students	<ul style="list-style-type: none"> • Mentorship Role for Youth Support Workers • Mentorship Sessions for Teachers with C Stubbs, K LaMarre & experienced teachers • Daily in-class devotions • Focus for whole school Alert Program training • Student mentoring by YSW Mentor
ii. Develop a culture of respect	<ul style="list-style-type: none"> • SERVE model (Safety, Effort, Respect, Volunteering, Excellence) – weekly focus • Assemblies weekly • Alert Program implementation
iii. Analyse NAPLAN data, standardised tests and other research to modify and adjust teaching strategy	<ul style="list-style-type: none"> • Literacy intervention/benchmarking • Training staff in Reading Recovery Program • IEP's (Individual Education Plans) and IP (Individual Plan) for every student as well as Transition Plans for students preparing to leave school
iv. Engage fully in the Visible Learning Program	<ul style="list-style-type: none"> • Whole School approach • Common language • Linking with external supports • Linking with Home • Alert Matrix to be developed
v. Develop Christian perspectives in curriculum	<ul style="list-style-type: none"> • Christ centred programs/people/staff • Encourage daily focus on Biblical teachings
vi. Focus on reading as a teaching priority	<ul style="list-style-type: none"> • Reading time daily • Training in InitialLit/MacqLit and Reading Recovery • Benchmarking • Explicit 1:1 reading recovery instruction

<p>STRATEGIC OBJECTIVE 2 – LEARNING Further develop <u>learning</u> as a life-long process informed by research data, personal testimonies, varied communications and the Bible.</p>	
Strategic Goals (WHAT)	Activities to Support these Goals (HOW)
<p>i. Intentionally engage students and staff in meaningful evidence-based practices including the work of John Hattie, Guy Claxton and Carol Dweck</p>	<ul style="list-style-type: none"> • Autism-specific goals – external contacts Sue Larkey and Tony Attwood Professional Development courses for staff
<p>ii. Develop the use of 'best practice' with digital devices</p>	<ul style="list-style-type: none"> • Digital devices for all students • ICT User Agreement in place • Update ICT policy regularly
<p>iii. Develop the use of 'best practice' in contemporary learning spaces</p>	<ul style="list-style-type: none"> • Implement Alert program • Create appropriate gross motor areas • Trial guided play rosters/program
<p>STRATEGIC OBJECTIVE 3 – SERVING Further develop <u>servicing</u> as an expression of the gifts given by God to bless our community (locally, nationally and globally) through mission</p>	
Strategic Goals (WHAT)	Activities to Support these Goals (HOW)
<p>i. Communicate effectively in the school community</p>	<ul style="list-style-type: none"> • Tuesday focus meetings on strategic goals • Community events throughout year • Term newsletter to parents, staff, board members & Pacific Group School leaders • Classroom communication via Class Dojo • Use communication platforms to assist – Edumate, Dojo (app)
<p>ii. Maintain a culture of openness to feedback in the community</p>	<ul style="list-style-type: none"> • Termly parent information sessions - Alert training for parents/guardians • Transition Plan Meetings • IEP Meetings

<p>iii. Use the gifts of the school and wider teaching profession to advance the capacity of the Christian Education Development Program (CEDP) on a local, national and global level</p>	<ul style="list-style-type: none"> Local Mission Trip - pending border status
<p>STRATEGIC OBJECTIVE 4 – CHRISTIAN CHARACTER IN COMMUNITY Further develop the <u>Christian character</u> of each member of the <u>community</u> as an act that glorifies God.</p>	
<p>Strategic Goals (WHAT)</p>	<p>Activities to Support these Goals (HOW)</p>
<p>i. Engage the staff in personal Christian formation in community</p>	<ul style="list-style-type: none"> Service activities Mission opportunities
<p>ii. Engage with the Pacific Group of Schools, sister schools, partner schools and other Christian communities to build our culture</p>	<ul style="list-style-type: none"> Christian Special Schools Gathering, hosted by TEC Connection with St Philips Christian College DALE Regularly support & visit Valley Hope School & New Hope School
<p>iii. Maintain a culture of community service, mission and global service through the CEDP</p>	<ul style="list-style-type: none"> Linking in with local Churches for students/families that do not attend services Service excursions (Green team, Beach clean, community gardens etc) Overseas travel if borders open
<p>iv. Consistently monitor the stewardship of our resources</p>	<ul style="list-style-type: none"> Termly budget meetings Forecasts as appropriate

2022 IMPROVEMENT TARGETS

STRATEGIC OBJECTIVE 1 - TEACHING	
Further develop <u>teaching</u> as a relational activity informed by research data, theory and the Bible	
Strategic Goals (WHAT)	Activities to Support these Goals (HOW)
vii. Provide pastoral care to support the wellbeing of students	<ul style="list-style-type: none"> • Mentorship Role for Youth Support Workers- With SS Team • Mentorship Sessions for Teachers with C Stubbs, K LaMarre, B.Walker & experienced teachers • Daily in-class devotions- Structure • Focus for whole school Alert Program training • Structured play- Break times • Special Events- Timetable/ Add to appropriate one • Daily announcements
viii. Develop a culture of respect	<ul style="list-style-type: none"> • SERVE model (Safety, Effort, Respect, Volunteering, Excellence) – weekly focus • Leadership Program • Assemblies
ix. Analyse NAPLAN data, standardised tests and other research to modify and adjust teaching strategy	<ul style="list-style-type: none"> • Mathematics - Standardised testing. Find a relevant program • Training staff in Reading Recovery Program • IEP's (Individual Education Plans) and IP (Individual Plan) for every student as well as Transition Plans for students preparing to leave school.
x. Engage fully in the Visible Learning Program	<ul style="list-style-type: none"> • Whole School approach • Common language • Linking with external supports • Linking with Home • Alert Matrix to be developed • Introduce Learning Intentions
xi. Develop Christian perspectives in curriculum	<ul style="list-style-type: none"> • Christ centred programs/people/staff • Encourage daily focus on Biblical teachings • Explore Biblical Studies Program • Whole school Chapel at Churches
xii. Focus on reading as a teaching priority	<ul style="list-style-type: none"> • Reading time daily • Training in InitialLit/MacqLit and Reading Recovery • Benchmarking • Explicit 1:1 reading recovery instructions

STRATEGIC OBJECTIVE 2 - LEARNING

Further develop learning as a life-long process informed by research data, personal testimonies, varied communications and the Bible

Strategic Goals (WHAT)	Activities to Support these Goals (HOW)
iv. Intentionally engage students and staff in meaningful evidence-based practices including the work of John Hattie, Guy Claxton and Carol Dweck	Autism-specific goals – external contacts Sue Larkey and Tony Attwood Professional Development courses for staff
v. Develop the use of 'best practice' with digital devices	<ul style="list-style-type: none"> • Digital devices for all students • ICT User Agreement in place • Update ICT policy regularly
vi. Develop the use of 'best practice' in contemporary learning spaces	<ul style="list-style-type: none"> • Heavy work area • Create appropriate gross motor areas • Trial guided play rosters/program • Outdoor learning area

STRATEGIC OBJECTIVE 3 – SERVING

Further develop servicing as an expression of the gifts given by God to bless our community (locally, nationally and globally) through mission

Strategic Goals (WHAT)	Activities to Support these Goals (HOW)
iv. Communicate effectively in the school community	<ul style="list-style-type: none"> • Tuesday focus meetings on strategic goals • Community events throughout year • Term newsletter to parents, staff, board members & Pacific Group School leaders • Classroom communication via Use communication platforms to assist – (TASS) • Teaching team-Daily plan
v. Maintain a culture of openness to feedback in the community	<ul style="list-style-type: none"> • Termly parent information sessions - Alert training for parents/guardians • Transition Plan Meetings • IEP Meetings
vi. Use the gifts of the school and wider teaching profession to advance the capacity of the Christian Education Development Program (CEDP) on a local, national and global level	Local Mission Trip - pending border status

STRATEGIC OBJECTIVE 4 - CHRISTIAN CHARACTER IN COMMUNITY

Further develop the Christian character of each member of the community as an act that glorifies God

Strategic Goals (WHAT)	Activities to Support these Goals (HOW)
v. Engage the staff in personal Christian formation in community	<ul style="list-style-type: none"> • Service activities • Mission opportunities
vi. Engage with the Pacific Group of Schools, sister schools, partner schools and other Christian communities to build our culture	<ul style="list-style-type: none"> • Christian Special Schools Gathering, hosted by TEC • Connection with St Philips Christian College DALE • Regularly support & visit Valley Hope School & New Hope School
vii. Maintain a culture of community service, mission and global service through the CEDP	<ul style="list-style-type: none"> • Linking in with local Churches for students/families that do not attend services • Service excursions (Green team, Beach clean, community gardens etc) • Overseas travel if borders open
viii. Consistently monitor the stewardship of our resources	<ul style="list-style-type: none"> • Termly budget meetings • Forecasts as appropriate

INITIATIVES PROMOTING RESPECT AND RESPONSIBILITY

S.E.R.V.E.



At Pacific Hope School we implement a Positive Behaviour Intervention System- called S.E.R.V.E. The S.E.R.V.E. program is a highly structured program that enables educators to explicitly teach expected/desired behaviours of our school in multiple areas. The S.E.R.V.E. matrix has been designed to set a standard of what desired behaviours Look, Sound and Feel like, in particular areas of focus.

Example:

Safety - Looks, Sounds and Feels like in:

- The classroom
- Playground
- Office
- Chapel
- Bus lines/Travel
- Toilet area
- Playground Area
- Uniform
- Eating Area
- Using Technology

PARENT, STUDENT AND TEACHER SATISFACTION

Executive summary

Pacific Hope School is known for its nurturing environment

More than four in five stakeholders (88%) believe that the School's nurturing environment is a key strength. This is followed by a sense of community (80%), positive learning culture (78%) and quality teaching staff (73%).

While stakeholders have maintained its nurturing environment is a key strength (88% cf. 85% 2020, 86% 2019), other key strengths have decreased from previous years, with the proportion of stakeholders who believe the school's emphasis on service is a key strength declining (40% cf. 54% 2020, 63% 2019). This decline may come as the result of COVID-19 and associated lockdown's and restrictions which likely reduced community engagement.

Parents are likely to be influenced by the School's tailored care

Parents are most likely to be influenced by the tailored care offered at Pacific Hope School (58%), despite decreasing by 21 percentage points since 2020 (cf. 79% 2020). Other factors of the School that influences parents in their decision to send their child to Pacific Hope, are the School's morals and values (47%) and its holistic approach to education (42%).

Pacific Hope School is well regarded in the community

Not only is the School characterized by hard-working and committed staff (98%) but the majority of stakeholders strongly or somewhat agree there is a culture of respect at the School

(95%) and the School is highly regarded in the general community (93%).

Personalised learning is key to Pacific Hope School

In line with previous years' results, stakeholders believe the School caters to the individual needs and differences of students (98%, 98% 2020). Over nine in ten stakeholders believe the School motivates students to learn (93%) and that the physical environment is conducive to learning (90%).

Parents at the School also believe Pacific Hope keeps them informed about their children. Not only do parents agree (strongly/somewhat) the School assists them in understanding their child's strengths (85%) but also provides a plan for improvement (80%).

Students are believed to be equipped in transferable skills

The world of work is changing, and with it, the educational skills students need to thrive¹. Stakeholders believe students at Pacific Hope School are equipped in creativity (73%), digital literacy (68%) and critical thinking (58%). Half of students are equipped in collaboration skills (50%), however, the proportion of stakeholders who believe students are equipped in this area has decreased since 2020 (74%).

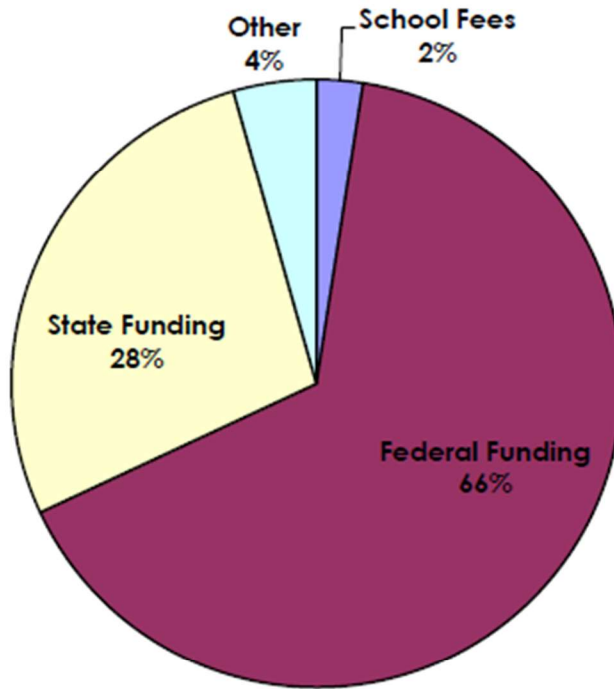
Three in four stakeholders (75%) believe students are extremely/very equipped in curiosity while 53% believe students are equipped with a sense of purpose, decreasing by 24 percentage points since 2020 (77%).

¹ The future of work and the skills needed, McCrindle,

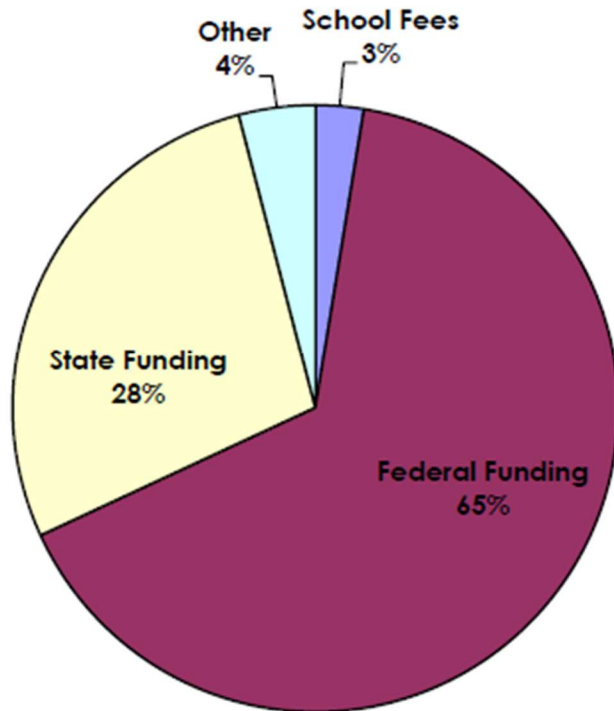
Pacific Hope School Income Expenditure Graphs

INCOME SOURCES

2021



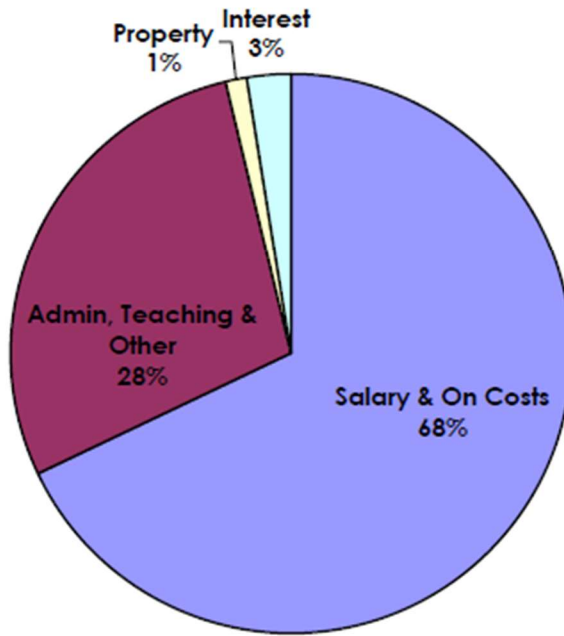
2020



Pacific Hope School Income Expenditure Graphs

EXPENDITURE AREAS

2021



2020

