

Annual Report 2023



PACIFIC HOPE

CHRISTIAN 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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Theme 1: Our Context

From the Campus Principal: Sandi Aleman



In 2023, Pacific Hope Christian School saw a many significant events and transitions documented in its Annual Report. Following the former Director falling ill, Sandi Aleman stepped in as Director on 1st May 2023.

In September 2023, the school celebrated a significant milestone as its inaugural cohort of eight Year 12 students successfully completed their Non-ATAR HSC, earning their Certificate II in Hospitality. Throughout Term 2, 2023, the school experienced staffing challenges due to teacher absences, occasionally impacting full staffing levels.

However, by Term 3, 2023, the appointment of an Assistant Director - Welfare led to significant improvements in support services for students, staff, and families, emphasising the school's commitment to holistic education within a Christian framework.

In 2023, Pacific Hope Christian School made significant strides towards enhancing its operations, including website updates, process streamlining, and increased enrolments, all aimed at fostering consistency and growth for staff, students, and the broader school community. With a primary emphasis on fostering stability, enhancing communication, and developing a robust curriculum to promote academic progress, the year also saw celebrations of events like Book Week, Grandparents Day, NAIDOC Day, and a memorable end-of-year gathering, highlighting the school's resilience and unity.

We take great pride in the achievements of 2023 and eagerly anticipate the opportunities and successes that 2024 will bring.

We wait in hope for the Lord; He is our help and our shield. Psalm 33.20

Sandi Aleman

Director

Pacific Hope Christian School

On behalf of the Pacific Group of Christian Schools Board: Dr E J Boyce



The School has continued in its growth in 2023 with numbers rising for 2024 to 80 students. This is indicative of the value perceived by the community of Special Needs education, particularly involving children with Autism. The strong relationship continues with the Schools on the site being Pacific Coast Christian School and Pacific Gulgangali Jarjums Christian School.

The staff of the School continue to serve the wider community and engage its parents in much community service. The staff and students at the School, continue to look outside of themselves and this has increased cultural understanding and awareness and to allow the students particularly, to grow in their service opportunities and commitments.

About Pacific Hope Christian School

Pacific Hope Christian School is an inclusive and caring Christian education community, delivering the NESA curriculum for Years 1-12. We provide compassionate support for students with Autism Spectrum Disorder or mild to moderate intellectual disabilities. Our mission is to create a Christian educational community that excels in teaching, learning, and serving, all founded on Biblically based beliefs, values, and behaviour.

Our Christian Ethos

At Pacific Hope Christian School, we are committed to being authentically Christian and serving our community in the following ways:

- We start and end every endeavour with a focus on knowing God.
- We live under the authority of God's Word, interpreting it thoroughly and reasonably with the guidance of His Holy Spirit.
- We staff the school with individuals committed to living worshipfully under God.
- We nurture and encourage students to develop a reconciled relationship with God through Christ.
- We work as the Body of Christ, composed of those of faith within the school community.

Quality Education

Our commitment to providing quality education involves:

- Encouraging and training students to develop a love of learning.
- Equipping students to understand God's perspective in all areas of learning.
- Helping each child achieve their God-given potential by offering appropriate educational opportunities according to their abilities, including those with intellectual deficits, learning disabilities, and giftedness, as well as those from diverse ethnic backgrounds.
- Fulfilling all government requirements to maintain our status as an accredited educational institution.
- Instilling in students the Biblical principle of stewardship regarding their gifts.
- Encouraging and training students in work habits that produce outstanding results across all school programs—spiritual, academic, cultural, and physical.
- Supporting staff in developing their understanding of God's perspective on Christian education.

Practicing Christian Community

Our vision of a Christian community is built on:

- Creating safe relationships by being just and fair according to Biblical principles.
- Being compassionate and merciful, as God is to us.
- Nurturing and training community members to accept personal responsibility, act within an ethos of service towards others, and demonstrate care for the environment.
- Encouraging involvement from those who support the school's ethos to assist in teaching and learning at Pacific Hope Christian School.
- Developing a curriculum that explicitly addresses relational issues.
- Fostering community life across all activities of the school.
- Promoting unity throughout the school from Year 1 to Year 12.

At Pacific Hope Christian School, we are dedicated to creating an environment where every student can thrive academically, socially, and spiritually, supported by a community grounded in Christian values.

Characteristics of our student body

At Pacific Hope Christian School, we are dedicated to supporting a diverse student body, including those with special needs such as Autism Spectrum Disorder (ASD) and intellectual impairments. We implement Individualised Education Plans (IEPs) to address the unique academic, social, and emotional needs of each student with tailored strategies and resources. Serving approximately 85 students from Year 1 to Year 12, our school attracts families from both sides of the NSW/QLD border due to our specialised support for students with additional needs. The transient nature and socio-economic status of our community contribute to significant fluctuations in enrolment.

To further support our students, Pacific Hope provides additional academic, social-emotional, and other specialized support services within the school community. Our school comprises 10 classes, each with no more than 10 students, allowing for personalised attention and a supportive learning environment.

Moreover, we employ Youth Support Workers who play a crucial role in assisting with the specific needs of our students. These professionals work closely with teachers and students to provide additional guidance and support, ensuring that every student has the opportunity to thrive academically, socially, and emotionally. At Pacific Hope Christian School, we are committed to fostering an inclusive, Christian and nurturing environment where all students can succeed.

Priority Areas for School Improvement

The consistent leadership and staffing at Pacific Hope Christian School have facilitated the achievement of strategic goals. The increased enrolment from 2022 to 2023 necessitated the implementation of additional formal processes, protections, and policies. The appointment of a new Director and Assistant Director, along with the introduction of a Curriculum Support Teacher, has significantly enhanced the school culture. At Pacific Hope Christian School, areas for improvement centre around Teaching, Learning, Service, and the development of Christian Character within the community.

STRATEGIC OBJECTIVE 1 - TEACHING	
<u>Teaching</u> as a relational activity that engages a school community to know God and His Word.	
Develop a culture of respect while demonstrating a passion for teaching and pastoral care	Continue mentoring Youth Support Workers; WBO to lead Chapel services, take on pastoral care, conduct daily in-class devotions and announcements, oversee structured play during breaks, and emphasize ALERT strategies and SERVE during assemblies.
Analyse qualitative and quantitative measures to grow students in wisdom and knowledge encompassing student feedback, assessment of performance and approaches for diverse learners	The Learning Support Teacher will regularly assess students' numeracy and literacy, provide feedback to teachers and YSWs, conduct CAMS, STAMS, and Reading Tutor assessments, utilise a Therapy Dog, support senior students with basic skills, create IEPs and transition plans, and ensure accurate assessments for reporting and teaching.

Develop quality teaching programs in response to curriculum reform with Christian perspectives and literacy as priority areas	Allocate time for teachers to develop teaching programs and provide professional development focused on programming with Christian perspectives, prioritising literacy.
Provide staffing to support curriculum reform	The Dean of Welfare will support teachers in program development.
STRATEGIC OBJECTIVE 2 – LEARNING	
Further develop <u>learning</u> as a lifelong process informed by research data, personal testimonies, feedback, various modes of communication and the Bible.	
Further develop the use of blended learning underpinned by Biblical beliefs and values	Ensure that all students have access to digital devices, implement an ICT User Agreement, and provide professional development for staff on integrating devices effectively in classrooms.
Provide opportunity for Aboriginal education and cultural awareness	Facilitate visits from Aboriginal community members, integrate Aboriginal perspectives into educational programs, and sustain Aboriginal celebrations such as NAIDOC.
Continue to implement strategies for academic improvement	The Learning Support Teacher focuses on continuously improving teaching programs.
STRATEGIC OBJECTIVE 3 – SERVING	
Further develop <u>servicing</u> as an expression of the gifts given by our community (locally, nationally and globally).	
Provide opportunities for people to use their gifts to serve through Christian Education Development Program (CEDP), musicals, fairs, mission, community service, and/or open days	Initiate a basketball team comprising students from Hope/Coast to compete against other Pacific Schools, organize community service excursions for students to visit and volunteer at local organizations, and involve Year 12 students in volunteer activities during Term 4.
Develop and implement schoolwide parent communication strategy that uses The Alpha School System (TASS) and associated software applications	Communicate well with parents through TASS
STRATEGIC OBJECTIVE 4 – CHRISTIAN CHARACTER IN COMMUNITY	
Further develop the <u>Christian character</u> of each member of the community as an act that glorifies God.	
Engage the staff in personal Christian formation in community	Encourage and publicize service and mission opportunities.
Develop the spiritual formation of each community	Continue daily and weekly staff Devotions to celebrate God
Engage with the Pacific Group of Christian Schools, Sister Schools and other Christian communities to build our culture of community service	Organise meetings between staff and students from other Hope schools and arrange basketball games with teams from other Pacific Schools.

<p>Consistently monitor the stewardship of our resources utilising environmentally sustainable practices, innovative strategies and respect for our community</p>	<p>Conduct termly budget meetings and make forecasts as necessary.</p>
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Pacific Hope Christian School's Initiatives Promoting Respect and Responsibility

At Pacific Hope Christian School, our focus is on fostering respect and responsibility among our students through our comprehensive SERVE model. This model is an integral part of our Wellbeing Framework, which is grounded in Christian values and restorative practices, addressing the individual needs of each student.

Our Positive Behaviour Intervention System, known as SERVE, is a meticulously structured program that allows educators to clearly teach and reinforce the expected and desired behaviours throughout the school. The SERVE Matrix outlines the standards for behaviours, illustrating what they should look, sound, and feel like in various contexts within the school.

To recognise and reward these positive behaviours, we present SERVE awards weekly during assemblies. These awards celebrate students who exemplify the core values and behaviours promoted by the SERVE model.



At Pacific Hope Christian School, we implement the ALERT Program across all classrooms to support student self-regulation. This program encourages students to utilize sensory strategies to maintain a steady and regulated state throughout the day, thereby reducing the "roller-coaster effect" of fluctuating emotions and behaviors.

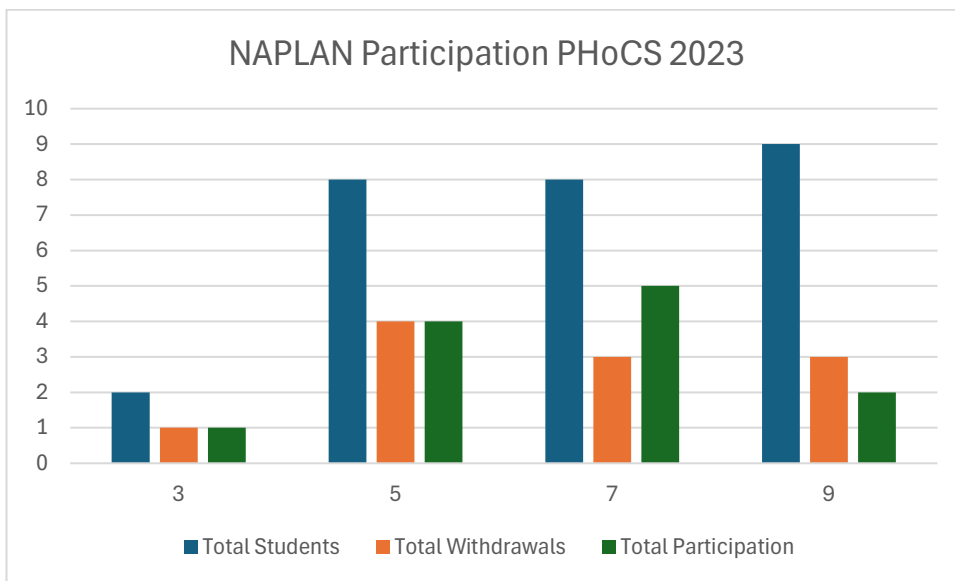
The ALERT Program employs an engine analogy to help students identify and understand their internal feelings. By conceptualizing their emotions as running "fast," "slow," or "just right," students learn to recognise their own states of regulation and apply appropriate strategies to maintain balance. This approach fosters a consistent and conducive learning environment, supporting the overall wellbeing and academic success of our students.

Theme 2: Our Outcomes and Results:

Student outcomes in standardised national literacy and numeracy testing

NAPLAN Participation PHoCS 2023

Year Level	Total Students	Total Withdrawals	Total Participation
3	2	1	1
5	8	4	4
7	8	3	5
9	9	3	2



Year 3 Results:

- 50% of the cohort completed the NAPLAN testing.
- This student received a "Developing" rating in all sections of the test.

Year 5 Results:

- 50% of the cohort completed the NAPLAN testing.
- All students had Disability Adjustments for their testing.
- Three students required additional support in all areas, with one student receiving a "Developing" rating in all areas.

Year 7 Results:

- 62.5% of the cohort completed the NAPLAN testing.
- All students who completed the test had access to Disability Adjustments, such as additional time, rest breaks, and support personnel.
- Two students performed strongly, even excelling in Numeracy, Reading, Writing, and Spelling.
- Two students received a "Developing" rating in most areas.

Year 9 Results:

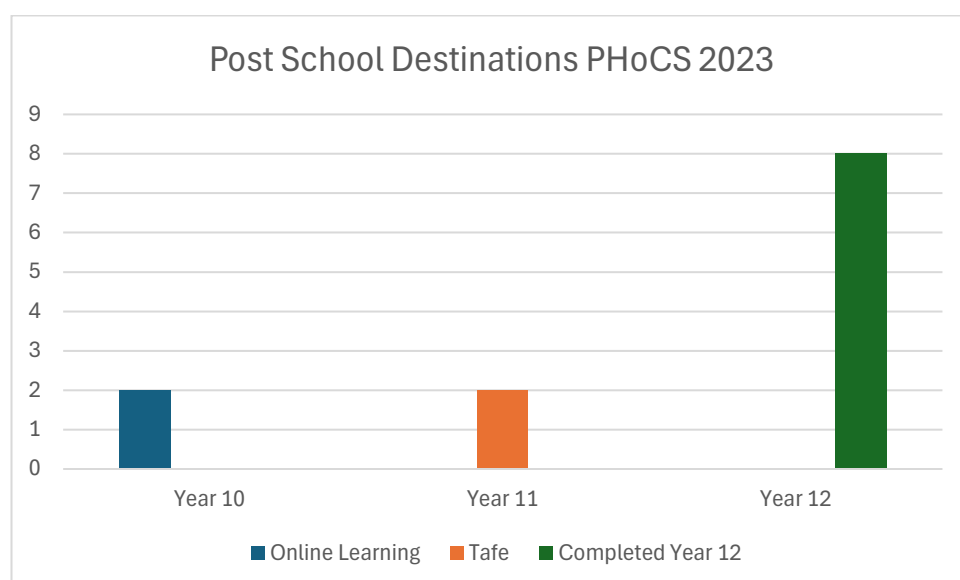
- 22% of the cohort (two out of nine students) completed the NAPLAN testing.
- All students who completed the test had access to Disability Adjustments, including additional time, rest breaks, and support personnel.
- One student received a "Developing" rating in all areas.
- Another student received a "Developing" rating and a "Strong" rating in Writing.

National Literacy and Numeracy Testing for HSC

In 2023, 100% of Year 12 students successfully completed their National Literacy and Numeracy Standards testing. Similarly, 80% of Year 11 students successfully completed their testing. The remaining 20% of Year 11 students are being supported to achieve successful completion in Term 1, 2024. Both the class teacher and the learning support teacher provided support and Disability Provisions to Year 11 and 12 students during this standardised testing.

Post-school destinations (secondary schools only)

Year Level	Online Learning	Tafe	Completed Year 12
Year 10	2 students		
Year 11		2 students	
Year 12			8 Students



From the eight students who completed year 12 we had three that started working straight away, two pursuing sports activities and three that we are unsure of.

The Granting of Records of Student Achievement (RoSA)

In 2023, Pacific Hope had seven students successfully complete their RoSA in Year 10. All students fulfilled the mainstream subjects and required hours according to NESAs standards. The subjects that were studied in Year 10 are: English, Mathematics, Science, History, PDHPE, Visual Art, Biblical Studies.

Results of the Higher School Certificate (HSC (secondary schools only))

In 2023, Pacific Hope Christian School had 8 students in Year 12. Seven of these students obtained their Non-ATAR HSC through NESAs and successfully completed a Certificate II in Hospitality. One student completed all the course components except for the Certificate II in Hospitality. The subjects that were studied were: English Studies, Mathematics Standard, Visual Design, Marine Studies, Work Studies, Certificate II Hospitality. All eight students completed these subjects as their Pattern of Study

Senior Secondary Outcomes (VET or equivalent) (secondary schools only)

Seven out of the eight students successfully completed the Certificate II Hospitality.

Theme 3: Our Staffing

Accreditation status

Seeking Accreditation	Proficient
5 permanent staff	13 permanent staff
1 casual	

Workforce composition – Staffing FTE

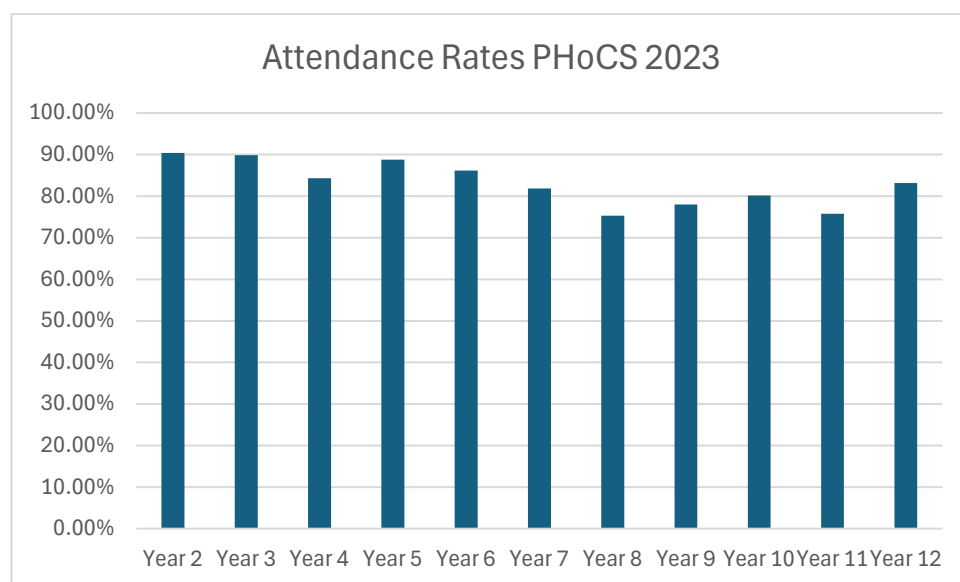
FTE	Position
FTE 1.0	1 Director
	1 Assistant Director of Welfare
	10 Classroom Teachers
	2 Administration (includes – PA to Director, Registrar, Marketing – and Reception & First Aid)
	15 Youth Support Workers
	1 Curriculum Support Teacher
	1 Student Support Services Coordinator
	1 YSW Mentor & Wellbeing Officer
	1 Cleaner
FTE 0.8	1 Learning Support Teacher with Therapy Dogs
FTE 0.6	2 RFF (Relief Face to Face) Teachers
FTE 0.6	1 Pathways Facilitator
FTE 0.2	1 Admin
	1 Librarian

At Pacific Hope Christian School, we have a diverse team of staff. Many of our teachers are trained in Special Education or are currently pursuing this specialisation. Additionally, all our Youth Support Workers completed a Special Education training course to better support our students. Our staff, ranging in age from their early twenties to early sixties, bring a wealth of experience, expertise, and support. Regular professional development ensures we stay current with trends and evidence-based practices for supporting students with additional needs. All staff members uphold Christian values which they embody throughout the school.

Theme 4: Our Student Attendance

Student attendance rates per year level and whole school

Year Level	Attendance Rate
Year 2	90.4%
Year 3	89.9%
Year 4	84.28%
Year 5	88.76%
Year 6	86.13%
Year 7	81.85%
Year 8	75.29%
Year 9	78.00%
Year 10	80.19%
Year 11	75.77%
Year 12	83.15%



Description of how school manages student non-attendance.

Daily Attendance Register

The School keeps a register of the daily attendance of all students at the School in electronic form within TASS. Attendance registers are in a form approved by the Minister for Education, and compliant with the Attendance Register Codes. The register of daily attendance records the following information for each student: daily attendance or absence; reason for absences; evidence to support reason for absences.

The attendance register also includes information about any students granted an exemption from attending school. Refer to our Exemption from Attending School Policy and Procedures.

Procedures

Monitoring Daily Attendance

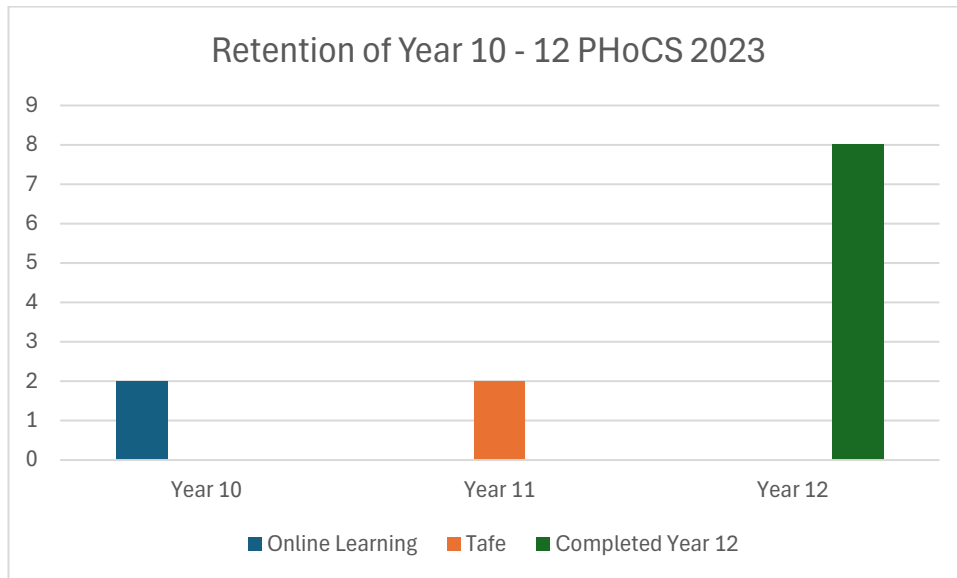
The School has implemented the following systems and procedures in order to monitor the daily attendance of students and identify absences from the School:

- Class rolls must be marked by the class teacher in the School Management System using the codes required by legislation.
- Primary class rolls to be marked each morning.
- Secondary class rolls to be marked each morning.
- Period 1
- Class teachers to mark roll in School Management System before 9am.
- If device unavailable, teachers, including replacement teachers, to notify the office of absences by 9am.
- An email is sent to class teachers where the Period 1 roll remains unmarked at 9am.
- Event supervising teacher to mark Event roll or advise the office of students absent by 9.30am.
- School Office to enter Late Arrivals, Early Leavers and absences advised by parents.
- School Office to mark Event rolls.
- School Office should consult with any teachers, or replacement teachers, during Period 2 if rolls are not marked, to ensure accuracy.
- Each day, parents will receive communication from the School by text on the day of absence enquiring about unexplained absence from that day. Parents are required to respond to this communication and provide written explanation of absences within seven days. Written explanation by letter, email, text, or School Management System will be accepted.
- An email is sent at 2.55pm to Years 7-12 teachers where their class roll remains unmarked for that day.
- Attendance records will be available each day through the School Management System for all teachers to confirm attendance of students in individual classes.
- Written explanation notes from parents must be returned by students to the Class teacher or to the School Office. Teachers must ensure that these notes are provided to the School Office.
- Absentee notes should be entered into the School Management System daily by the School Office.
- Digital communications explaining absence will be stored electronically in the School Management System and written notes filed.
- Individual Attendance Plans are developed in consultation with parents/carers, students, Allied Health staff (if applicable), class teachers and the Assistant Director and/or Director to support students struggling with attendance and needing additional personalized assistance.

Procedures are reviewed annually.

Retention of Year 10 to Year 12

We had two students leave year 10 and 2 students leave year 11. In 2023 we had 8 students graduate year 12.



Theme 5: Our School Policies

[Enrolment Policy: Student Enrolment Policy and Procedures](#)

[Child Protection Policy: Child Protection Home Page](#)

[Anti-bullying Policy: Staff Bullying Policy and Procedures](#)

[Discipline Policy: Student Discipline Policy and Procedures](#)

[Complains Policy: Complaints Handling Policy; Internal Grievance Procedure](#)

Theme 6: Our Community Satisfaction

Parent Satisfaction

In the second semester of 2023, Pacific Hope Christian School experienced enhanced stability, leading to increased satisfaction among parents. Parents appreciated the personalized support their children received and highlighted the strong sense of community at our school, along with the valuable support from leadership, class teachers, and support workers. The end-of-year assembly and Year 12 graduation witnessed improved attendance and garnered positive feedback from both parents and caregivers.

Results from the McCrindle survey suggest the following:

Nine out of ten members of the Pacific Hope community (91%) express high satisfaction with their overall experience at the school, with one-third (33%) reporting extreme satisfaction. When it comes to demonstrating its values, 78% of stakeholders are extremely or very satisfied, while satisfaction with the school's uniform representation in the community stands at 62%. Pacific Hope is perceived as highly effective in supporting students' emotional well-being by 78% of stakeholders. Furthermore, three-quarters of the school community (76%) view Pacific Hope as having a healthy approach to discipline. The nurturing environment remains the

cornerstone of Pacific Hope Christian School's reputation, with 89% of stakeholders identifying it as the school's primary strength.

Parent feedback:

- "I am so grateful for the ongoing kindness, support from ALL staff to my kids and myself. The school has been flexible with attitude and curriculum when required and that has made all the difference. Thank you to all involved."
- "Amazing staff unity"
- "I'm very pleased with this school. The school is run very well, the teachers and staff are all incredibly kind and understanding of my child."
- "Students are given a variety of learning opportunities in a variety of areas"
- "Great school, great teachers, great support workers and great community."
- "I am satisfied with the school in providing support with my kids. They are very good with communication and very good at collaborating with external therapists."

Student Satisfaction

Overall, student satisfaction remains notably high, with the majority feeling well-supported, listened to, and catered to. The implementation of the Pathways program for Year 10-12 contributed to increased satisfaction among students in these year levels, as it provided them with enhanced skills and post-school possibilities. Participation in school chapels and assemblies saw improvement from Semester 1 to Semester 2, as did involvement in school events. The final assembly for the year witnessed exceptional encouragement and participation from all students.

Teacher Satisfaction

Staff satisfaction notably improved with the redefining of roles within the school, reflecting increased confidence among the team. Throughout Semester 2 of 2023, there was a significant enhancement in trust in leadership. The introduction of the new Director, Assistant Director, and Curriculum Support Teacher further bolstered this improvement, with teachers feeling more supported and valued. Clarity in procedures, consistency in processes, and improved communication benefited all staff members, including administration, teaching, and support staff, resulting in a greater sense of being heard and supported.

Staff Feedback:

- "Extremely welcoming and supportive of staff. New staff training can be improved but I believe they are addressing that. Administration and organisation of programs and resources is also receiving much – needed attention and it would be great to have this improved".
- "The teaching team, support staff and leadership create an amazing environment to work in and there is an obvious focus on student wellbeing and guiding them to achieve."
- "I love working at Pacific Hope School. Best job I've had. It's a loving and supportive community".

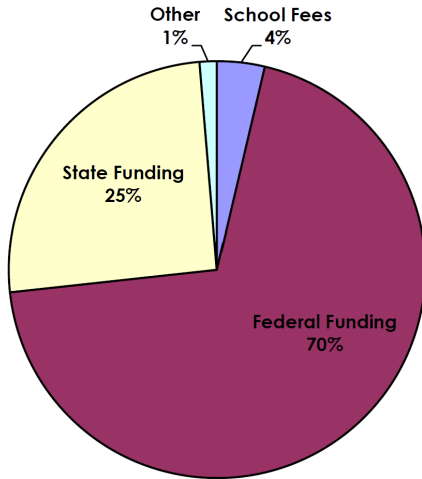
Theme 7: Summary of our Financial Information

Recurrent/Capital Income

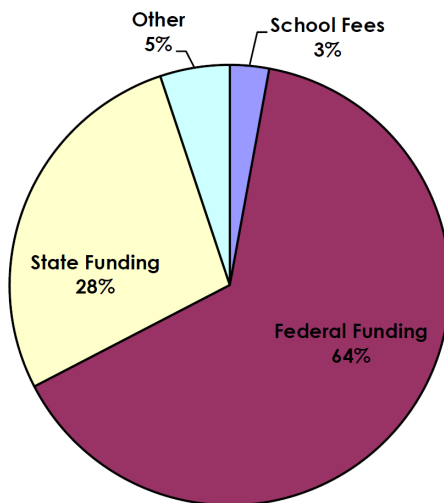
Pacific Hope School Income Expenditure Graphs

INCOME SOURCES

2023



2022



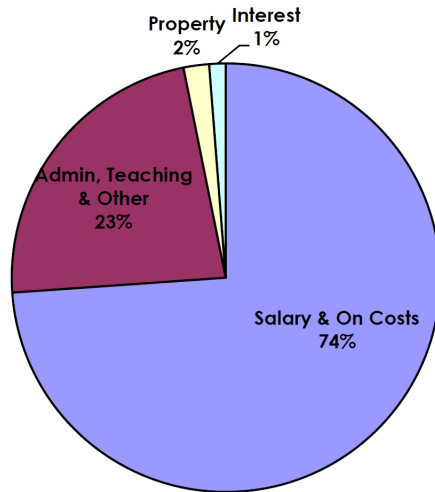
Recurrent/Capital Expenditure

Pacific Hope School

Income Expenditure Graphs

EXPENDITURE AREAS

2023



2022

