

PACIFIC COAST
CHRISTIAN SCHOOL

Annual Report 2020

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.

Published May 2021

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*He has shown
you, O mortal,
what is good.
And what
does the LORD
require of you?
To act justly and
to love mercy
and to walk
humbly with
your God.
- Micah 6:8*

OUR SCHOOL COMMUNITY

Overview and General Information

Pacific Coast is a transdenominational Christian School that has been in operation since 2008.

Its vision is to provide a Christian educational community as a centre of teaching, learning and serving excellence, founded on Biblically-based beliefs, values and behaviour.

It is committed to authentic Christianity, to excellence in education and to genuine community.

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.

Seeking to transform the hearts and minds of its students through instruction in the Truth and the experience of gracious Christian care within the bounds of high expectations, the School prioritises stewardship of individual talent for the glory of God and in service of others.

From the Principal

I am pleased to present the 2020 Annual Report for Pacific Coast Christian School. The School continues to build an authentic Christian learning community that is Christ-centred, Bible-based and Spirit-led.

As with all education systems in Australia and worldwide, Pacific Coast suffered the impact of the COVID-19 Pandemic throughout much of the 2020 academic year. The inability of our community to engage in regular fellowship and participate in the events of a normal school calendar year was an unprecedented result of COVID-19 restrictions. Sporting Carnivals, Assemblies, Missions, Camps and Excursions were all adversely affected. Despite this, Pacific Coast was able to adapt and respond to the challenges with professionalism, that provided ongoing care and academic support to all students. The Canvas Learning Management System (LMS), introduced in 2019, was deployed immediately to support a blended working from home model for several weeks during COVID-19 lockdown. This new phase of Canvas LMS continued to be a focus for staff Professional Development as we reviewed course progress and identified areas of need and priority.

I would like to thank all teachers and support staff for the manner in which they rallied together to provide excellent academic and wellbeing support to all students at Pacific Coast. This would not have been possible without the work of the Assistant Principal, Mr Gavin Nancarrow and Dean of Curriculum, Mr Doug Zylstra. Their leadership of staff professional learning was outstanding. Allied to this was the unwavering support of Pacific Hills Christian School, led by Dr Ted Boyce and the Lead Principal of Regional Schools, Dr Tina Lamont.

The Junior School (Years K to 4) embarked on its fourth year of the Literacy and Numeracy Action Plan (LNAP) supported by funding from the NSW Association of Independent Schools (AIS). My thanks to the Head of Junior School, Mrs Shirley Mazzone, for her instructional leadership of this program. In Senior School, Mr Andrew Pauly is commended for his development of a Student Leadership Program in 2020, that has enhanced student agency and inclusion, involving all students from Years 5 to 12.

While 2020 was influenced by circumstances outside the control of the School, I thank God for the blessings He provided Pacific Coast. The fellowship with God in our community sustained the School during this difficult period and remains our core foundation for the future.

Mr Patrick Donnelly
Principal

From the Board Chair

Looking back over 2020, we could never have imagined how our lives would change. Words like lockdown and border closures and home learning coming into our vocabulary where they had never existed. Despite the challenges that Covid-19 brought, it has been a great encouragement as a Board to see the perseverance of our students, parents and teachers at Pacific Coast Christian School to not only get through the year but thrive, with increases in school enrolments, continued financial stability, and innovations in delivery of education.

Pacific Coast continues to grow strength by strength, especially in the area of online learning. I'd like to thank the expertise of Assistant Principal Gavin Nancarrow, and Dean of Curriculum/Group Director of Educational Technologies Doug Zylstra for the uptake of the online digital platform and staff training in the area of Learning Management Systems. Due to Covid-19, individual staff had to be trained to a certain level of expertise to roll out online learning. The commitment of the staff in the face of new challenges to quickly adapt to new systems for the benefit of the students has been something that has stood out during the year.

As we reflect on where our hope lies in times of change, we are reminded of Isaiah's words "But those who hope in the Lord will renew their strength. They will soar on wings like eagles; they will run and not grow weary, they will walk and not be faint." Isaiah 40:31 (NIV). Our school is built on that Hope, and our prayer is that as a community we will also soar like eagles and we depend on God for his provision and guidance.

Mr Max Maddock
Board Chairman

From the Executive Principal

Under the leadership of Principal, Mr Patrick Donnelly, Pacific Coast Christian School has functioned with great perseverance during the pandemic and the associated challenges. The School has maintained its enrolment, and this is due to the significant degree of enthusiasm and commitment of the School staff. The parents of the School have developed a strong appreciation for the School and became involved in a number of different ways, even with the social distancing that has been needed on the School site.

Planning has continued for new facilities at the School and this together with the professional functioning of the School has been led by the group leadership namely; Dr Tina Lamont, Lead Principal of Pacific Regional Schools, Ms Kaya Lombaard, Assistant Lead Principal of Pacific Regional Schools and Mr Chris Baldry, Pacific Group Business Manager.

The involvement of the professional development arm of Pacific Group of Schools through The Excellence Centre, has been highly significant in the quality of training of teachers and therefore, the benefits to the students. The School has also been blessed with a strong Board under the leadership of Mr Max Maddock.

Dr E J Boyce
Executive Principal

OUR COMMUNITY SATISFACTION

General Comments

- Pacific Coast Christian School is a loving, caring, supportive school community in which Christ-centered learning, Bible-based character development and excellence in education combine to raise up a dynamic generation of young people who love and serve Jesus Christ and who want to change their world for the better.

OUR STAFF

General Comments

The staff of Pacific Coast Christian School exhibits typical diversity of age, gender and ethnicity. Number of Teaching staff was 30. National backgrounds include Anglo-Saxon, Asian, African and Afrikaans, and European.

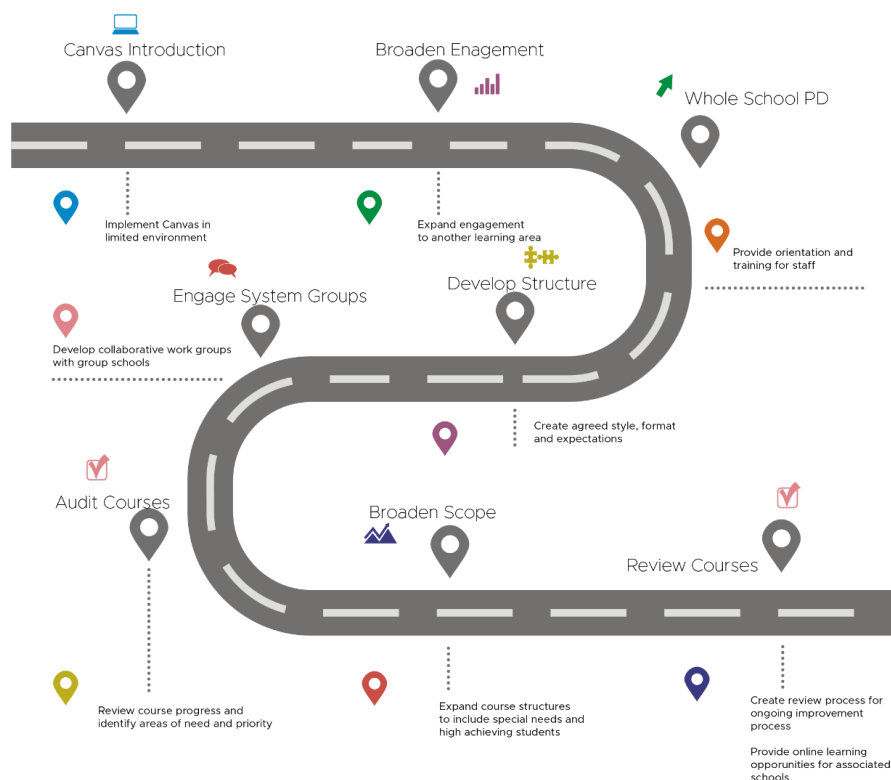
Teaching Standards – Staff Qualifications and Professional Learning

All teaching staff have completed tertiary qualifications in Education and specialists have had additional specific education in appropriate areas. This is category (i) in respect of the NSW Institute of Teachers classifications.

During 2020 a range of Professional Development (PD) was approved and undertaken by teaching staff. This included individual and small group learning, selected according to need and interest. Additionally, there were twelve days of Professional Development conference which was via zoom this year, organised by the School and The Excellence Centre, including the Hope Through Perseverance conference in January 2020.

The wellbeing of our staff is an important aspect of our core values and integral to the purpose of Christian education. We are seeking to build on the School's collegial culture by clearly communicating and sharing information using a structured form. This structure will provide transparency and access to information across the School and minimise communication issues. The School Leadership Team has been looking for opportunities to recognise and support our staff as they diligently speak into the lives of our students.

The Canvas LMS Platform was introduced to all staff and was implemented throughout the year as a blended learning program.



A continuation of Complispace training with our new online training and reporting system covered Annual Mandatory Training and Child Protection modules. This is also our platform for all of our Policies and Procedures. All staff completed mandatory First Aid and CPR online.

Teachers from K-12 were also involved in the following Professional Learning workshops:

- ICT publications workshop: how to create engaging activities that have a focus on differentiation
- Canvas – Best Practice Showcase with Micah Chua (Pacific Group of Schools)
- Sue Larkey Workshop via zoom – Supporting Students with ASD. Making it a Success. Teaching and Behaviour Support Strategies for Students.
- Christian Education & Middle Schooling – Dr Stephen J Fyson (The Excellence Centre)

Teacher Accreditation

All teachers at Pacific Coast Christian School have accreditation with NSW Educational Standards Authority (NESA). The School currently employs teaching staff in a range of different teaching and non-teaching roles:

- 26 teachers are accredited at the level of Proficient Teacher
- 4 teachers are accredited at the level of Provisional Teacher
- 0 teachers who deliver curriculum are category (i) teachers
- 0 teachers who deliver the curriculum are category (ii) teachers

Teaching Standards – Staff Attendance and Retention

PCCS Staff Retention: 81.16%

PCCS Staff Attendance: 95.24%

OUR STUDENTS

Enrolment Profiles

Pacific Coast Christian School had a total enrolment of 362 students on 2 August 2020.

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, learning and serving excellence founded on Biblically-based beliefs, values and behaviour.

2020 Attendance

The School adopts an attitude of close liaison with families in managing student attendance. Absences are noted and followed up both by phone and by written correspondence. Long term unexplained absences are processed under the Schools Attendance and Course Completion policy (available in full from the School) which requires, at the Principal'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.

Year	No of students at Census Date	Total %
Kinder	22	86%
Year 1	25	82%
Year 2	28	84%
Year 3	32	83%
Year 4	19	84%
Year 5	31	87%
Year 6	29	86%
Year 7	46	85%
Year 8	42	85%
Year 9	22	76%
Year 10	34	77%
Year 11	20	78%
Year 12	10	86%

Student Retention and Year 12 Completion Rates

There is a high value placed on education by families in the local area and within Pacific Coast Christian School. Therefore, there are high levels of student retention for all Schools in the area.

OUR ACHIEVEMENTS

Literacy, Numeracy Action Plan (LNAP)

The Phase 2 NSW Literacy and Numeracy Action Plan

Phase 2 Action Plan is a cross sectoral initiative designed to improve student outcomes through enhancing capacity of school leaders and their staff across New South Wales.

- 38 Schools
- 130 Instructional Leaders
- 230 K-2 teachers
- 626 K-6 teachers
- 4090 K-2 Students in 2020
- 6354 K-2 Students from 2017 until now



The key elements underpinning the Phase 2 Action Plan in Kindergarten to Year 2 literacy and numeracy include:

- Instructional leadership
- **Diagnostic assessment**
- Differentiated teaching, and
- Tiered interventions.



Across 2020, teaching staff have continued to develop their skills in the direct instruction approach pedagogy with a specific focus of using the **diagnostic data** collected to enhance student learning outcomes. This model of instruction is endorsed by both the Australian Independent Schools Association (AIS) of New South Wales and the NSW Education Standards Authority (NESA). NESA and AIS have been actively involved in providing PD and Instructional Leadership through regular training opportunities in **diagnostic data analysis** and application of this information to Literacy and Numeracy planning and programming.

Diagnostic assessment data is a crucial element of the instructional decision-making process. Through the identification of the acquired skills of individual students a *baseline* is provided. The *baseline* enables the teachers to identify gaps in student knowledge and clearly identify the level of intervention required to best support individual students such as one-on-one, small group etc. (Rowe, 2006).

Research reflects that informed instructional decisions centered on quality evidence-based assessments improve both student performance and achievement.

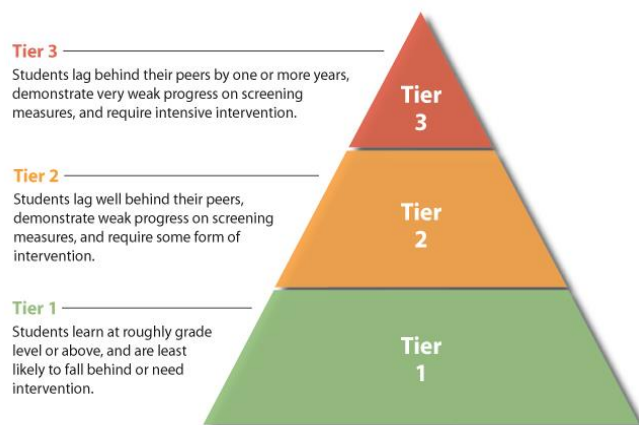
Through the LNAP program staff have become more acutely aware of individual strengths and / or weaknesses. As a result, they are providing opportunities for **all** students to complete the educational puzzle by building solid foundations in both Literacy and Numeracy.



Diagnostic assessment data used to inform teaching enables for specific planning of both supplementary and extension programs within the classroom. The adjustments are provided via the **Tiered Intervention** model using the **explicit direct instruction** as the preferred delivery methodology.

Diagnostic assessment data is regularly used to inform day-to-day teaching practice and delivery via the ESTA-L Literacy screener, InitialLit progressive assessments and cumulative reviews in Literacy and Numeracy screener data. Within the LNAP program teachers continuously assess and review data

collected to inform their **Tiered Interventions**. These interventions include amendments to curriculum delivery (slow down or increase the pace of lessons).



- Tier 1 focus 80-85% of class
 Tier 2 focus 15-20% of class
 Tier 3 focus 1-5% of class

Key benefits of regular **diagnostic assessment** are the **early detection** of students that struggle to grasp concepts. This early detection enables us to readily identify students in need of **Tier 2** (double dose) and **Tier 3** (triple dose) interventions enabling us to close or reduce the gaps/holes in the educational puzzle.

Tier 2 and Tier 3 additional programs for individual students are most beneficial when supporting, corresponding with and reflective of the whole class curriculum. This method requires students to remain with their class for their year level instruction from the core literacy and numeracy teaching program. (Hollingsworth & Ybarra, 2018).

Quality teaching is the key to successful learning and occurs when teaching staff *know their students* and can identify their needs in all areas socially & emotionally, spiritually and academically. Diagnostics helps teachers to address one of these areas well.

With a collaborative approach between Pacific Coast Christian School, AIS & NESA excellence in quality teaching and improved support programs, meaningful gains in curriculum outcomes have been made by individual students.

Literacy and Numeracy Goals 2020-2021

Steps	Target	Strategies/SMART Goals
PD	Teachers K-6 Teachers & 7-12 English and Maths teachers to have training on the use of Scout for data analysis.	<ul style="list-style-type: none"> Report to curriculum meeting on NAPLAN results and data in Term 4 Provide training on a JS and SS meeting day for all staff to access Scout in Term 4 All teachers to change one part of a teaching program to meet a cohort need Each teacher to add one activity to meet the need of an identified student using the NAPLAN data
K-6 Maths, English, Learning Support teachers	Develop Year based goals based on NAPLAN data using the individual and School based Item Analysis apps	<ul style="list-style-type: none"> Each curriculum leader needs to develop Year based goals with their teams in relation to using the data to inform practice. Learning Support to recommend how this data will best be used as part of a co teaching model Diagnostic tests from Education Perfect run and individual tasks set for students
7-12 Maths, English and Learning Support	Develop Year based goals based on NAPLAN data using the individual and School based Item Analysis apps	<ul style="list-style-type: none"> In consultation with Pacific Group Dean of Curriculum develop Year based goals in relation to using data to inform practice. Learning Support to recommend how this data will best be used to support small group instruction Spell-It in All English classes from Year 5 Small group instruction Response to Intervention Model
Whole School Focus	Cross KLA understanding of all teachers as teachers of literacy	<ul style="list-style-type: none"> The role of process of reading and deconstructing of questions and focus on comprehension

Developing Blended Learning

Pacific Coast has continued to embed blended learning from K-12 as part of our Strategic Education Plan. This was expedited through the Covid lockdown period when all teachers were required to move to Canvas LMS as their learning platform for students. A template was established for teacher instruction to ensure that use of the platform reflected our learning pedagogy.

Data technologies formed an important part of our strategic teaching and learning plan for 2020. Monthly staff meetings introduced teachers to a variety of features within Canvas LMS, and teachers progressed from distributing lessons and resources to developing assessment tasks, rubrics, and keeping a mark book on Canvas. From 2021 the official mark book for the school will move to Canvas LMS.

Technology in the Classroom

The School decided to move to laptops for 2021, so parents were informed that they should not purchase new iPad devices. This was the same guidance that parents had been given in 2019. During the year the school examined the possibility of developing a 1:1 school device program, but eventually settled on a BYOD (Laptop) program after parent feedback about the value of the 1:1 program.

Student Performance 2020

Student Performance in Standardised Literacy and Numeracy Testing

Students did not complete NAPLAN in 2020.

The Granting of Records of School Achievement

32 students completed the requirements for ROSA in Year 10 in 2020.

31 students completed the minimum numeracy standard in Year 10.

31 students completed the minimum reading standard in Year 10.

31 students completed the minimum writing standard in Year 10.

Higher School Certificate Results

27 students completed HSC exams in 2020. 18 were Year 11 students and 9 were in Year 12. All of our Year 12 students completed the requirements for their HSC.

13 students also completed units in VET courses, including 12 students who achieved their Certificate 3 in Early Childhood Education.

Modern History and Music both achieved highly, with their top students achieving Band 5s.

HSC Achievement by Subject: 2020

Course	Name	Students	Band 6	Band 5	Band 4	Band 3	Band 2	Band 1
15030	Biology	7	0	0	0	4	3	0
15040	Business Studies	6	0	0	3	3	0	0
15139	English Standard	9	0	0	2	5	2	0
15200	Industrial Technology	11	0	0	0	7	2	2
15236	Mathematics Standard 2	1	0	0	0	1	0	0
15255	Mathematics Advanced 2	1	0	0	0	1	0	0
15279	Modern History	5	0	2	2	1	0	0
15290	Music 1	6	0	1	3	2	0	0
15390	Textiles and Design	5	0	0	1	2	2	0

The best performing subject was Visual Arts, with the highest percentage of students scoring Band 4 and above.

In 2019 Students struggled with Legal Studies and English Standard. The poor result in English Standard was a key data point for the school's current improvement plan which focusses on literacy as the vehicle for enhancing achievement across all subject areas. There was some improvement from 2019 to 2020, with

some students achieving in the Band 4 range, and a smaller percentage of students achieving in the Band 2 range.

Year	Course	Students	Band 6	Band 5	Band 4	Band 3	Band 2	Band 1
2019	English Standard	16	0	0	0	7	9	0
2020	English Standard	9	0	0	2	5	2	0

The goal for this year's cohort is to extend some students into the Band 5 range, and to reduce the percentage of Band 2 results.

The reduction of students in the Band 2 range is also the target for all HSC courses in 2021.

HSC Achievement by Subject: 2020

Comparison to State Mean

Course		Students		M.A.	M.A.	Assessment		E.M.	E.M.	E.M.	E.M.	State
Number	Course Name	Included	Omit- ted	Mean	S.D.	Mean	S.D.	Mean	S.D.	Mean	S.D.	Variation
15030	Biology 2 unit	7	0	60.89	4.42	48.86	9.73	60.86	4.16	72.39	11.72	11.53-
15040	Business Studies 2 unit	6	0	70.60	2.26	63.50	11.73	70.60	2.66	71.99	14.61	1.39-
15130	English Standard 2 unit	9	0	65.56	7.07	55.11	15.00	63.87	7.23	69.93	8.52	6.06-
15200	Industrial Technology 2 unit	11	0	58.33	6.43	49.91	9.84	57.64	7.48	69.45	14.27	11.81-
15236	Mathematics Standard 2 2 unit	1	0	69.40	0.00	63.00	0.00	69.40	0.00	68.40	14.61	1.00
15255	Mathematics Advanced 2 unit	1	0	68.60	0.00	60.00	0.00	68.60	0.00	79.20	12.12	10.60-
15270	Modern History 2 unit	5	0	77.08	3.76	75.80	9.87	74.44	8.06	72.53	15.38	1.91
15290	Music 1 2 unit	6	0	74.90	6.58	70.33	7.18	72.80	6.04	81.56	9.87	8.76-
15390	Textiles and Design 2 unit	5	0	63.48	6.04	57.60	14.51	63.52	5.94	79.78	10.16	16.26-

HSC analysis

Overall Achievement

Year	Number of Subjects	Band 6/ E4	Band 5/E3	Band 4	Band 3	Band 2	Band 1	TOTAL
2020	9	0	2	11	26	9	2	
2019	9	0	6	30	26	21	2	85
2018	13	2	13	19	37	34	12	117
2017	10	0	4	30	37	15	1	87
2016	9	0	5	38	30	17	12	102
2015	9	0	0	24	46	16	6	92
2014	8	0	3	16	24	12	7	62

Overall Achievement

- 27 students completed an HSC course in 2020.
- A smaller number of exams were sat in 2020, with more students choosing either to drop Mathematics, or to do a VET course.
- Bands 2, and 3 were relatively stable with an decrease in Band 4s.
- There was a continuing decline in the overall number of Band 5s.
- There were fewer students scoring Band 1s.
- The high number of students achieving Band 2 (26% of all scores) suggests that the school needs to focus on lifting basic standard of literacy and ensuring that students are enrolled in courses that they are capable of completing at a sound level.
- Our examination mean falls well below the state average in most subjects, the exceptions being Business Studies, Mathematics Standard, Modern History.
- We need to consider whether the compressed approach to courses is hindering our higher achievers from achieving Band 5 or 6 in their electives.

SUMMARY COMMENTS

- In general, it appears that students are not achieving top bands in their electives.
- Many subjects demonstrate a lack of achievement in internal assessment at the lower end of the cohort, which is then moderated to a reasonable examination mark.
- The key to improving grades for most subjects is to empower students to achieve higher marks in their examinations.
- Compressed courses do not appear to be conducive for students to achieve the higher Bands.

Senior Secondary Outcomes

- Number of students undertaking vocational or trade training: 13. This is a substantial increase from the previous year, where only 1 student completed a VET course.

OUR POLICIES

Enrolment Policy

Vision Statement

The purpose of Pacific Coast Christian 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

This policy provides guidelines for enrolment into Pacific Coast Christian School. It seeks to acknowledge and continue the original vision of those who founded the School as a Christian educational community as 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.

Policy

Pacific Coast Christian School seeks to enrol students whose families seek a Christian Education for their children and who support the ethos of the School as encapsulated in the Mission Goals.

Principles

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

Definitions

Throughout this policy, unless the context requires otherwise:

- **Parents** includes guardians or any other person who has applied to have a student entered on the waiting list or enrolled at the School and, where the student has only one parent, means that parent.
- **Disability**, in relation to a student includes a wide range of impairments including physical, intellectual, psychiatric, sensory, neurological and learning disabilities.

Source of Obligation The NSW Registration Manual (3.8) requires the Principal of the School to keep a register, in a form approved by the Minister, of the enrolments of all children at the School.

The NSW Registration Manual (3.6.2) requires the School to provide a safe and supportive environment by maintaining a student enrolment register.

Student Enrolments Pacific Coast Christian School keeps a register of enrolments of all children at the School in electronic form.

Information for Register of Enrolments

The register of enrolments records the following information for each student:

- Name, age and address
- 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 NSW Department of Education has been notified of:
 - 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.

Requirements for Entry It is a requirement of entering the School that all students undertake an academic assessment and all families be interviewed.

As part of the assessment and interview process the School may ask the parents to provide more information about the student.

Where a student has a declared education support need or a disability or other information has come to light indicating a possible need for education support services, the School will make an initial assessment of the student's needs. In addition, the Principal may:

- Require the parents to provide medical, psychological or other reports from specialists outside the School
- Obtain an independent assessment of the student.

Any assessments or reports required from non-school personnel will be at the parents' expense.

In considering all prospective enrolments, the School may ask parents to authorise the Principal or his delegate to contact:

- The Principal of the student's previous school to confirm information pertaining to the student;
- Any medical or other personnel considered significant for providing information pertaining to the needs of the student.

Enquiries All enquiries are recorded. The Registrar will also forward relevant information to local and/or overseas students as applicable. This includes:

- Prospectus
- Information letter directing them to the school website for further information
- Enrolment Application form
- Overseas Student Enrolment Information booklet (if applicable).

Applications Upon receipt of applications the Registrar will:

- Check all relevant documentation is completed
- Forward non-refundable application fee to Front Office for receipting
- Check current class vacancies
- Place student's name on waitlist.

Assessment/Interview Organisation Should a vacancy exist or be pending; The Registrar will:

- Organise a suitable time for the student and their family to attend interviews with the Principal and the Head of School (HOS) with other relevant staff (or delegates)
- The student to attend an educational assessment with the relevant staff.

Interview Process

Registrar

The Registrar will conduct an initial interview to gather relevant family information and details as per the Enrolment Form and to outline the assessment and interview process. Under normal circumstances the subsequent interview will be with the Principal.

Principal

The Principal will conduct an interview in which he explores the issues of Faith with the family and explains the distinctives of PCCS, 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
- Inclusion of students with Special Needs
- Vision and proposed Future Development
- Other ministries of Pacific Coast Christian School.

Head of School

The Head of School (or delegate) and relevant staff will meet with parents and discuss the student/s application/s as per the Enrolment Form. The following is to be completed and/or discussed in the interview:

- Student's academic, social, emotional, physical needs.
- The outworking of the School's Christian ethos through staffing, daily devotions, Biblical Studies, worship services, Pastoral Care system, etc.
- Student Discipline Policy and Procedures
- School's academic curriculum, cultural, sporting, competitions, missions, co-curriculum activities, etc.
- Explain the practical implications on the School-Parent partnership.
- Seek to establish that the expectations and commitments of the parents are consistent with the vision, values, goals, policies and resources of the School.
- Clearly state what support the school offers in regard to students with special needs.

Parents with children with learning/physical disabilities, Gifted and Talented may also meet with relevant staff to discuss the available program.

Enrolment Offer At the satisfactory conclusion of the assessment/ interview process, the School may make an offer to the parents to enrol the student. The Principal authorises enrolment of all students into the school after considering recommendations by the Head of School and consideration of available resources.

Notes regarding Offers of Enrolment

- Where information obtained by the School suggests a profile of wilful misconduct, illegal activities or strong anti-social behaviours that indicate that the student's enrolment at the School is likely to be detrimental to other students, the staff or the School, notwithstanding that the student be the sibling of a current student, the Principal may decline to proceed any further with the enrolment process.
- Where information obtained by the School indicates that the student has a disability, the Principal will ensure that the school complies with the requirements of the Disability Standards in Education 2005
- The Principal seeks to identify the exact nature of the student's needs and the strategies required to address them. Having obtained this information, the Principal will determine whether the student, if enrolled, would require services or facilities that are not required by students who do not have the student's disability. Where the Principal determines that the student would require such services or facilities, the Principal will determine whether enrolling the student would impose unjustifiable hardship on the School. In making this assessment, the Principal will take into account all relevant circumstances of the case, including:
 - the nature of the benefit or detriment likely to accrue or be suffered by any persons concerned (including other students, staff, the School, the student, the family of the student, and the School community); and

- the effect of the disability of the student; and
- the School's financial circumstances and the estimated amount of expenditure required to be made by the School.

Where the Principal determines that the enrolment of the student would cause unjustifiable hardship, the Principal may decline the offer of a position or defer the offer as per Disability Standards for Education 2005.

The School reserves the right not to offer any student a place at the School or to defer the offer of a place to any student in its discretion but particularly when the parents, having been aware of their student's specific educational needs, decline to declare those needs or to withhold relevant information pertaining to their student.

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:

- Acceptance of Offer of Enrolment Form, signed by both parents/guardian
- Enrolment Fee as specified in the letter of offer.

For overseas students, please see Overseas Students Program

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.

The School may grant a deferment for compassionate and compelling circumstances following receipt of a written request by the parent or guardian.

Conditions of Ongoing Enrolment

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 identified in the Student Discipline Policy and the 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.
- 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 Assistant Principal.
- 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 data base and in the student file by the Assistant Principal
- Periods of 'removal from class' will not be included in attendance calculations.

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

The 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.
- iv) where a parent continues to act in a manner that is contrary to the School values. Examples may include:
 - inappropriate verbal or physical interactions or intimidation with any member of our School community (including students, staff, parents, volunteers etc)
 - encouraging their child to act contrary to the values of the School
 - endangering the safety and wellbeing of members of the community

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.

Exclusion

Pacific Coast Christian School does not act to exclude students

For overseas students, please see Overseas Students Program

Conclusion of Enrolment Follow Up Procedures: Destination Unknown

Where the whereabouts of a child/ young person of mandatory school ages are unknown or the enrolment destination is unknown, the Principal 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 Principal will be notified by 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 Principal will notify the HSLO and other government departments e.g. FACS 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 Principal will make a notification to the HSLO and complete the Student Enrolment Destination Unknown Notification
- The Enrolment Register can be listed as Destination Unknown once the notification has been made.

Student Welfare Policy

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.

Wellbeing 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 provide a safe and supportive environment by:

- Having in place policies and procedures that provide for student welfare
- Maintaining a student enrolment and attendance register.

Safe Environment

A safe environment for students is one where the risk of harm is minimised, and students feel secure. Harm relates not only to dangers in the physical environment, involving such matters as architecture and construction, lighting, space, facilities and safety plans, but also refers to violence, physical threats, verbal abuse, threatening gestures, sexual harassment and racial vilification.

Supportive Environment

A supportive environment fosters the social, academic, physical and emotional development of students. A supportive environment is one in which:

- Students are treated with respect and fairness by teachers, other staff and other students
- Members of the School community feel valued
- Effective teaching and learning take place
- Positive support and encouragement are provided by members of staff and students
- Non-discriminatory language and behavioural practices are defined, modelled and reinforced by members of the School community
- Consultation takes place on matters relating to students' education and welfare.

Student Welfare and Attendance Policy Framework

Student welfare encompasses the mental, physical and emotional wellbeing of students. Provisions for attendance are integral to providing for student welfare.

Pacific Coast Christian School has developed a comprehensive policy framework designed to provide for student welfare and attendance.

The list of key policies is set out below:

Security

School Security (Building and Grounds)

Evacuation Procedures

Lockdown Procedures

Supervision

Supervision (General)

Supervision and Inspection - Playground

Excursions and Incursions Policy

Code of Conduct and Behaviour Management

Code of Conduct (Staff)
Student Code of Conduct
Bullying Prevention and Intervention
Counselling Referral Procedure
Student Leadership Policy
Critical Incident Response

Complaints Handling

Complaints Handling Policy
Complaints Handling Program

Pastoral Care

Pastoral Care Policy
Students with Special Needs Policy
Medication Administration
Homework Policy

Enrolment and Attendance

Student Enrolment Policy
Student Attendance Policy
Quality of Educational Program (Record of Achievements and Engagement in Learning)
Truancy Policy

Stakeholder Communication

Parent Communication and Involvement Policy

Additional policies can be found in our Student Duty of Care Program and Work Health & Safety Program. Pacific Coast Christian School has also developed a comprehensive Child Protection Policy Framework. Training with respect to student welfare issues is provided to all staff who have direct contact with students.

Bullying Prevention and Intervention Statement

Rationale

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 are likely to be three parties involved: the bully, the person being bullied, and bystanders.

Policy

Pacific Coast Christian 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 Coast Christian 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.

Student Discipline Policy Statement

Rationale

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

With the purpose of strengthening the community 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 discipling of young people to behave in ways that are Christ-like to others and themselves, that show maturity in their response to authority and in their respect within relationships, and that show commitment to the welfare of the community.

Policy

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 Coast Christian School manages student discipline.

Related Policies

This policy should be interpreted in relation to the full complement of Pacific Coast Christian Education policies. Particular attention should be given to the following:

- Bullying Prevention and Intervention
- Child Protection
- Duty of Care
- Student Code of Conduct

Student Code of Conduct Policy

Rationale

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

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

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

Introduction

Pacific Coast Christian 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.

This Student Code of Conduct has been developed to clearly set out standards of behaviour that students are expected to abide.

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.

Values

Self-monitoring of behaviour is an integral part of a safe learning community. It is therefore essential that students are clearly informed about the behavioural expectations of the school community.

The 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.

Student Code of Conduct Pacific Coast Christian School

At Pacific Coast Christian School, expected student code of conduct is summarised in the School Diary under the heading "Code of Conduct On and Off Campus":

Culture of Respect

- Show proper respect to everyone: Love the brotherhood of believers, fear God, honour the king. 1 Peter 2:17
- 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.

Respect Others

- Teachers
- Year Group
- Other Students

Respect Property

- Classrooms
- Buildings
- Playground

Respect Yourself

- Wear uniform well
- Speak well
- Work well in class

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.

Complaints & Grievance (Parents and Students) Policy Statement:

Rationale

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

The policy is intended to reflect the desire of the School to function as a Christian community. If any concerns relating to a staff member then you are required, in the first instance, to consult directly with that person. Should you fail to resolve the problem then contact the Head of School, who will arrange a meeting with all parties.

If the complaint is in relation to Child Protection please contact the Principal. Policies in relation to Complaints Handling and Child Protection are found on Pacific Coast Christian School website.

Policy

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

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 Coast 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 Coast.

PROGRAMS PROMOTING RESPECT AND RESPONSIBILITY

As a Christian community we strive to demonstrate practical care and compassion to others, both those who form part of the community and those beyond. This care extends to students, parents, staff, the local community and to other communities.

Mission and Service

Mission and Service remain central to Pacific Coast Christian School. Mission and Service is faith, active in love. It involves the selfless giving and loving of others and acting without expecting recognition or reward. Mission and Service is not only a personal response to God's love but a broader response as part of one's humanity. Opportunities to serve at PCCS provides students experience in the skills and attitudes necessary for effective lifelong development of a Biblical worldview. Building relationships with people from diverse backgrounds and engaging in active reflection are important dimensions of developing a Biblical worldview in the critical emerging adult years. Due to COVID-19 many overseas and local trips were postponed. Later in the year we commenced Dune Care with minimal students.

OUR GOALS

2020 Improvement Targets

Following our 2019 Annual Report the following were identified as goals for 2020. Provided below is a response to the School's achievement in response to each of these goals.

Strategic Objective 1

TEACHING: Further develop teaching as a relational activity informed by research data, theory, and the Bible:

- Provide pastoral care to support the wellbeing of students
- Develop a culture of respect
- Analyse NAPLAN data, standardised tests, and other research to modify and adjust teaching strategy
- Engage fully in the visible learning program
- Develop Christian perspectives in curriculum
- Focus on reading as a teaching priority.

Strategic Objective 2

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

- Intentionally engage students and staff in meaningful evidence-based practices including the work of John Hattie, Guy Claxton and Carol Dweck
- Further develop the use of Canvas in a blended learning approach to instruction
- Develop the use of best practice with digital devices
- Develop the use of best practice in contemporary learning spaces.

Strategic Objective 3

SERVING: Further develop serving as an expression of the gifts given by God to bless our community (locally, nationally and globally) through Mission:

- Communicate effectively in the school community
- Maintain a culture of openness to feedback in the community
- 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
- Staff Induction.

Strategic Objective 4

CHRISTIAN CHARACTER IN COMMUNITY: Further develop the Christian character of each member of the community as an act that glorifies God.

- Engage the teachers in personal Christian formation in community
- Engage with sister schools, partner schools and other Christian communities to build our culture
- Maintain a culture of community service, mission and global service through the CEDP
- Consistently monitor the stewardship of our resources.

2021 Improvement Targets

Strategic Objective 1

TEACHING: Further develop teaching as a relational activity informed by research data, theory, and the Bible:

- Provide pastoral care to support the wellbeing of students
- Develop a whole-of-school Wellbeing Framework using **PROSPER** (Noble & McGrath, 2015)
- Analyse NAPLAN data, standardised tests, and other research to modify and adjust teaching strategy
- Engage fully in the visible learning program
- Develop Christian perspectives in curriculum
- Focus on Literacy, Numeracy and STEM as teaching priorities
- Develop the use of 'differentiated teaching' within a variety of settings.

Strategic Objective 2

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

- Intentionally engage students and staff in meaningful evidence-based practices including the work of John Hattie, Guy Claxton and Carol Dweck
- Further develop the use of Canvas in a blended learning approach to instruction **and Office 365**
- Develop the use of 'best practice' with digital devices
- Develop the use of 'best practice' in contemporary learning spaces.

Strategic Objective 3

SERVING: Further develop serving as an expression of the gifts given by God to bless our community (locally, nationally and globally) through Mission:

- Communicate effectively in the school community
- Maintain a culture of openness to feedback in the community
- Building Pacific connections
- Building an effective parent partnership model to include Education / Reading Workshops / Wellbeing / Trauma informed care / resilience.

Strategic Objective 4

CHRISTIAN CHARACTER IN COMMUNITY: Further develop the Christian character of each member of the community as an act that glorifies God.

- Engage the teachers in personal Christian formation in community
- Engage with the Pacific Group of Schools, sister schools, partner schools and other Christian communities to build our culture
- Maintain a culture of community service, mission and global service through the CEDP
- Consistently monitor the stewardship of our resources.

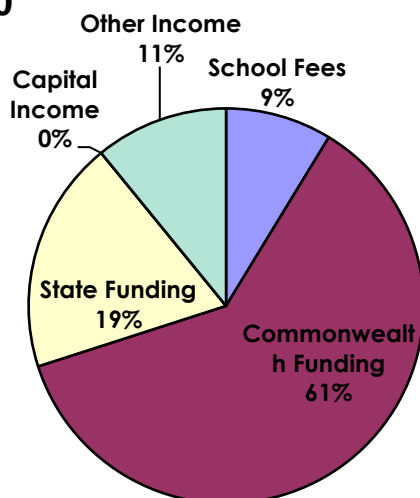
OUR FINANCES

Summary of 2020 Financial Information

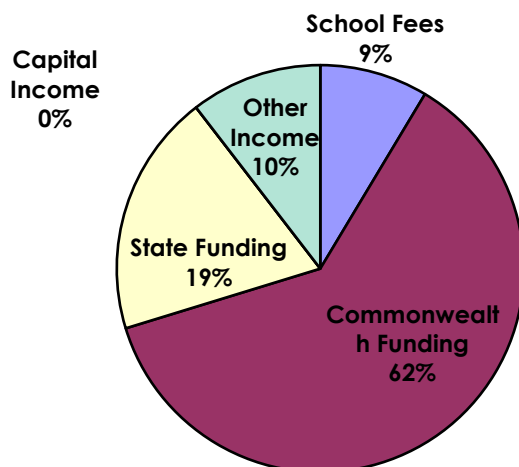
Pacific Coast Christian School Income Expenditure Graphs

INCOME SOURCES

2020

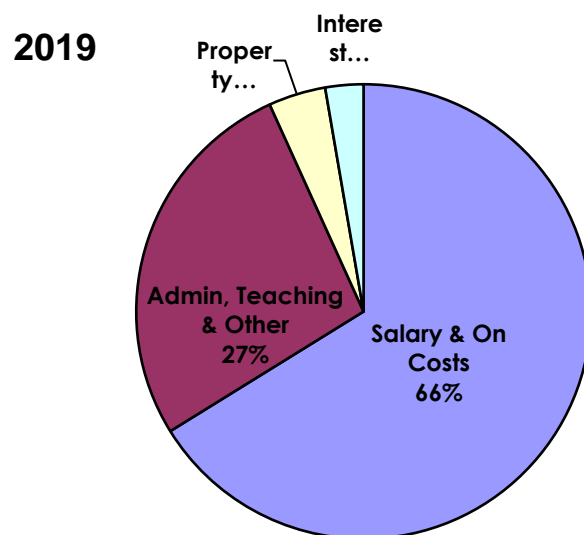
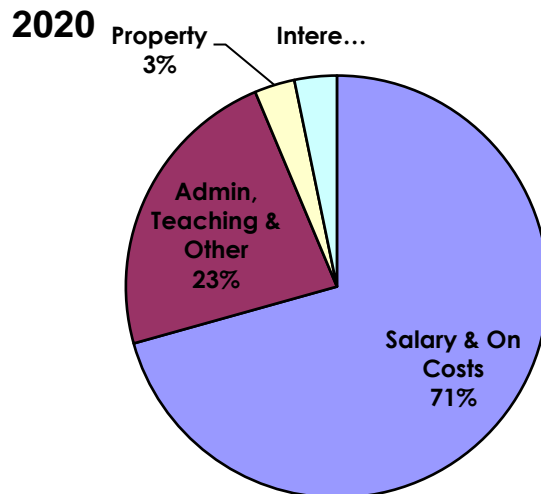


2019



**Pacific Coast Christian School
Income Expenditure Graphs**

EXPENDITURE AREAS



Should you have any particular questions regarding this information or would like other additional information regarding the School, please contact the Executive Principal, Dr E J Boyce, through reception on 9651 0700.

