



PACIFIC COAST
CHRISTIAN SCHOOL

Annual Report 2021

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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INCLUSIONS

OUR SCHOOL COMMUNITY

- Overview and General Information
- From the Principal
- From the Executive Principal

OUR COMMUNITY SATISFACTION

- General Comments

OUR STAFF

- General Comments
- Teaching Standards – Staff Qualifications and Professional Learning

OUR STUDENTS

- Enrolments Profiles
- 2021 Attendance

OUR ACHIEVEMENTS

- Literacy and Numeracy Action Plan (LNAP)
- Literacy & Numeracy Goals 2021-2022
- Student Performance and Higher School Certificate Results

OUR POLICIES

- Enrolment Policy
- Student Welfare Policy
- Bullying Prevention and Intervention Statement
- Student Discipline Policy Statement
- Student Code of Conduct
- Complaints Handling Policy

PROGRAMS PROMOTING RESPECT AND RESPONSIBILITY

- Mission and Service

OUR GOALS

- 2021 Improvement Targets
- 2022 Improvement Targets

OUR FINANCES

- Summary of Financial Information



*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 2021 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.

Despite the impacts of the COVID-19 pandemic on school operations, the School flourished in 2021. This was due to the combined efforts of staff, students and families as they worked together to build a strong Christian learning community.

We developed a Parent Engagement in Learning Model with the aim to build sustainable and effective partnerships between home and school to improve student engagement, achievement, faith and wellbeing. This is a joint approach between the School and families, increasing parental agency. The verse that underpins this model is 1 Corinthians 3:19 - "For we are co-workers in God's service; you are God's field, God's building." One key strategy that has helped us develop family-school partnerships and empower positive parent engagement is Parent Learning Safaris. Early in Term 2, we held our first Safari, which was a huge success, and the overall feedback was very positive. Parents were invited to come and explore PCCS at a twilight safari, where they were led on an interactive expedition through different stations.

We have an exciting initiative that is about to begin in Week 2 of Term 3. We are committed to ensuring students can engage in a wide range of activities as we believe that success in learning involves the development of the whole child. This is achieved by offering a broad curriculum and adopting a holistic approach to each student's academic, spiritual, physical, cultural, social and emotional development. To assist with this commitment, we introduced a range of new opportunities for our students, which was called Coast Connect. These new Clubs helped students develop emotional and social skills and advance physical and academic abilities. Some of the Clubs included: freestyle soccer, crochet, sign language, board games and running. These Clubs proved to be very popular with students who enjoyed the new co-curricular activities.

I would like to thank all School staff for their perseverance and commitment throughout 2021. We have an incredible team at Pacific Coast Christian School and I am thankful to God for His blessings and provision.

Mr James van Gelderen
Principal

From the Executive Principal

2021 was a strong year of consolidation for the School, both in staffing and student enrolments. The leadership and management team for the School has strengthened significantly and good systems are now in place with regard to administration, organisation and pastoral care.

After a strong commitment over several years to the School, Mr Patrick Donnelly stepped aside as the Principal, leaving a good legacy in School culture and his replacement, Mr James van Gelderen has continued to strengthen the culture of the School through his strong service to all members of the School community.

The School continues to excel in sporting endeavours and in service to the community. In the academic sphere, the School became established in various performance measures both internal and external. Professional Development continued to be provided through The Excellence Centre at Pacific Hills Christian School. The support for the School by the Group of Schools included excellent efforts by the Lead Principal, Dr Tina Lamont, Assistant Lead Principal, Ms Kaya Lombaard and a significant number of others in specialist areas. The coalition with Pacific Hope School enabled a partnership to form amongst the staff and common connections for the students.

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-centred 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 exhibit typical diversity of age, gender and ethnicity. Number of Teaching staff was 35. 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 2021 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 Contentment Conference in January 2021.

Staff completed mandatory CPR training, with a number of Staff also completing first aid training. Another major focus of our 2021 Professional Development was training and supporting teachers to fully implement a blended learning approach.

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 our Policies and Procedures. All staff completed mandatory First Aid and CPR face to face.

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

- Teaching from a Christian Perspective – Dr E Boyce
- Hope Conference – Hope with Contentment. Key speaker Sheridan Voysey, Writer, Speaker and Broadcaster
- Teacher Preparation for Remote learning &/or Blended Learning
- Understanding Cultural Practice, Social Justice & Aboriginal History – William Dumas and Sinead Dumas

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:

- 31 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: 78.46%

PCCS Staff Attendance: 95.70%

OUR STUDENTS

Enrolment Profiles

Pacific Coast Christian School had a total enrolment of 378 students on 6 August 2021.

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.

2021 Attendance

Pacific Coast adopts an attitude of close liaison with families in supervising students' attendance. Absences are noted and followed up both by phone call with the class teacher or if one week absence and by written correspondence. Long term unexplained absences are clarified with the Assistant Principal scheduling a meeting with the family to work with the family to organise Course Completion policy (available in full of 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	31	84%
Year 1	27	87%
Year 2	22	88%
Year 3	36	87%
Year 4	30	89%
Year 5	38	86%
Year 6	20	88%
Year 7	46	84%
Year 8	44	79%
Year 9	42	81%
Year 10	34	84%
Year 11	17	83%
Year 12	13	77%

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, high levels of student retention for all Schools in the area.

OUR ACHIEVEMENTS

Literacy, Numeracy Action Plan (LNAP)

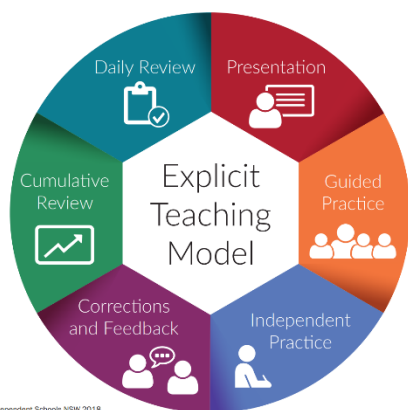
The Phase 2 NSW Literacy and Numeracy Action Plan

Phase 2 Action Plan is a Kindergarten to Year 2 cross sectoral (Australian Independent Schools, Catholic Ed. and State Schools) initiative that ran across the 2017 – 2020 quadrennium. This program was extended into 2021 due to the impact of the Covid-19 pandemic in 2020.

The program, within the Australian Independent Schools (AIS) sector continued with 38 schools, over 130 Instructional Leaders (IL's) and encompassed over 6500 students across Kindergarten to Year 2. LNAP focused on both Literacy and Numeracy improvement in student outcomes through enhancing both school leaders and teacher capacity with the key elements underpinning the program being the teacher delivery and quality of the lessons. These elements include Instructional Leadership, Diagnostic Assessment, Differentiated Teaching, and Tiered Interventions.



In 2020 and 2021 there were significant impacts with unexpected school closures and changes to student learning with the introduction of Home Learning skills. This introduced another medium (technology) to the delivery of lessons across the School. Junior School teachers were particularly impacted resulting in unexpected skill development in the use of on-line learning systems such as CANVAS.



A positive aspect of this season was the on-line classroom with most of our Junior School students regularly joining and meeting via Zoom for mini **explicit direct instruction** lessons and catch-ups with fellow students – quite novel for them. The most surprising outcome, at this time, has been the **continued steady growth** of the students reflecting that those who engaged in the online learning opportunities demonstrated **significant progress** primarily attributed to the active engagement and dedication of staff to see *children succeed – no matter what*. A big thank you to our parents who facilitated this at-home learning.

Whilst at school the students continued to engage in the whole class Explicit Teaching Model (Tier 1) together with Tier 2 & 3 teacher and small group interventions, furthering consolidating children's skills. The Explicit Teaching (direct instruction) Model has not only continued to enhance the quality of the teaching delivered to the students but is key to the ongoing positive learning of individual students as reflected in data collected across the year.

We are thankful for the opportunity to see the Kindergarten to Year 2 students grow both academically and socially across the 2021 year.

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 2021

2021	Year 3	Year 5	Year 7	Year 9
Cohort Number	26	23	39	34

Summary of students in Top 2 bands:**Year 3****Percentage of students in top 2 bands**

Test Domain	% 2019	% 2021	% State 2019	% State 2021
Reading	26.7	30.8	55.7	57.7
Writing	33.3	48.0	58.0	61.8
Spelling	20.0	28.0	54.3	55.7
Grammar & Punctuation	40.0	36.0	60.3	59.4
Numeracy	20.0	16.0	43.2	41.6

Year 5**Percentage of students in top 2 bands**

Test Domain	%2019	% 2021	% State 2019	% State 2021
Reading	25.0	26.1	40.0	43.2
Writing	20.8	22.7	19.5	25.8
Spelling	21.7	26.1	40.2	45.5
Grammar & Punctuation	21.7	13.0	40.7	38.6
Numeracy	8.3	8.7	32.2	34.1

Year 7**Percentage of students in top 2 bands**

Test Domain	% 2019	% 2021	% State 2019	% State 2021
Reading	12.8	30.8	32.1	31.7
Writing	10.5	17.5	19.1	25.9
Spelling	23.1	20.0	35.2	36.1
Grammar & Punctuation	10.3	22.5	32.6	31.8
Numeracy	10.5	23.1	37.6	37.4

Year 9**Percentage of students in top 2 bands**

Test Domain	% 2019	% 2021	% State 2019	% State 2021
Reading	8.6	17.6	25.4	25.0
Writing	2.9	11.8	13.8	15.2
Spelling	5.7	21.2	25.7	25.4
Grammar & Punctuation	2.9	18.2	22.1	23.7
Numeracy	2.9	9.4	28.6	26.4

Comments:

The school remains below the state average for the top 2 bands in every measurement. The most obvious pattern is the lack of high achievement in numeracy across all year levels.

Comparison of Minimum Standards:**Achievement Range:**

Year	Band Achievement range	Minimum Achievement Standard
3	7	1
5	6	3
7	8	3
9	7	3

Percentage Below Minimum Standard

2020– black

2021- Red

Years	Year 3 School	Year 3 State	Year 5 School	Year 5 State	Year 7 School	Year 7 State	Year 9 School	Year 9 State
	Band 1		Below Band 3		Below Band 4		Below Band 5	
Reading	20.0 0.0	2.2 2.6	0.0 0.0	0.5 0.5	2.6 0.0	0.3 0.6	2.9 0.0	0.9 1.8
Spelling	13.3 0.0	4.7 4.6	0.0 0.0	1.0 0.9	10.0 2.5	1.2 1.3	5.7 6.0	1.4 1.7
Writing	6.7 0.0	1.2 1.9	0.0 13.6	1.1 1.9	0.0 7.5	2.0 2.9	0.0 5.8	2.7 2.8
Grammar & Punctuation	13.0 4.0	3.5 4.4	0.0 0.0	1.1 0.9	2.6 5.0	0.9 2.5	2.9 6.1	1.4 2.9
Numeracy	6.7 0.0	2.8 2.7	0.0 0.0	0.2 0.3	0.0 0.0	0.3 5.1	0.0 0.0	0.0 0.1

Higher School Certificate Results 2021

The HSC results were released to schools on 20th January 2022. Congratulations to each of the 15 students of the 2021 cohort who completed their HSC at PCCS.

2021 Highlights**Overall Results**

- The top ATAR at PCCS was 71.85
- PCCS students achieved 5 band 5 results

Overall Results

- PCCS presented 9 subjects for this year's HSC. 10% of subjects were at or above State average.
- Students in the cohort completed 18 subjects across the 2 years of compressed HSC.
- These subjects received results below State average.
 - Ancient History
 - Design and Technology
 - Personal Development, Health and Physical Education

Current ATAR Results

ATAR	% 2021	% 2020	% 2019	% 2018	% 2017	% 2016	% 2015
90-100	0%	0%	0%	0%	0%	0%	0%
80-90	0%	0%	0%	4%	6%	0%	0%
70-80	7%	11%	0%	14%	0%	5%	0%
60-70	7%	0%	15%	7%	12%	10%	0%
50-60	0%	11%	11%	4%	12%	30%	35%
40-50	33%	11%	15%	18%	12%	20%	30%
30-40	27%	11%	12%	21%	18%	20%	15%
15-30	0%	0%	0%	0%	0%	10%	5%
No ATAR	27%	56%	39%	32%	41%	5%	10%
# Stud	15	9	26	28	17	20	20

The last 2 years have seen a disappointing decrease in the number of students in our year 11-12 cohorts, and those completing ATARs. We are pleased to have more students completing their HSC and ATAR in 2021, after the low of 2020.

The goal over the next two years is three fold:

- Increase the number of students who complete ATAR
- Increase the proportion of students achieving above 50
- Stretch the highest students into the band above 80.

Senior Secondary Outcomes

- Number of students undertaking vocational, or trade training is 12. This is a positive outcome. This is the second year in a row of a high percentage of students completing 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 the School Management System.

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), and with other relevant staff (or delegates)
- The student to attend an educational assessment with the relevant staff.

The Principal may exercise full discretion in varying the procedures relating to the interview process.

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
- Transdenominational nature
- Faith, Critical Awareness and Character Development as primary goals
- Service and Mission
- Partnership with Parents
- Inclusion of students with Special Needs
- Vision and proposed Future Development
- Other ministries of Pacific Coast Christian School.

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 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 Head of School.
- 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 Head of School.
- 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) 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

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

- The Enrolment Register can be listed as Destination Unknown once the notification has been made.

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 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.

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 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.

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 by.

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**

Respect **Property**

- Respect **Yourself**
- Teachers
 - Year Group
 - Other Students
-
- Classrooms
 - Buildings
 - Playground
-
- 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 Handling Policy (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 are 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

2021 Improvement Targets

Strategic Objective 1

TEACHING: Further develop 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 Missions:

- 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.

2022 Improvement Targets

Strategic Objective 1

TEACHING: Further develop 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
- 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.

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.

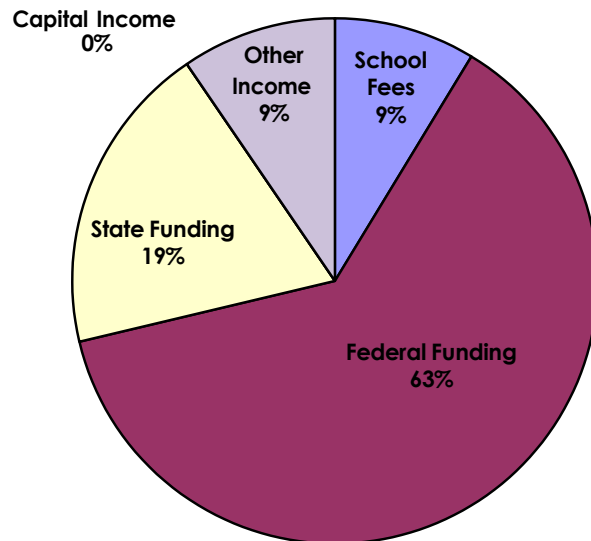
Special Projects for 2022

- Improved outcomes for Indigenous students
- Implement bus strategy to help PCCS to attract more enrolments
- Develop more pathways for Senior students

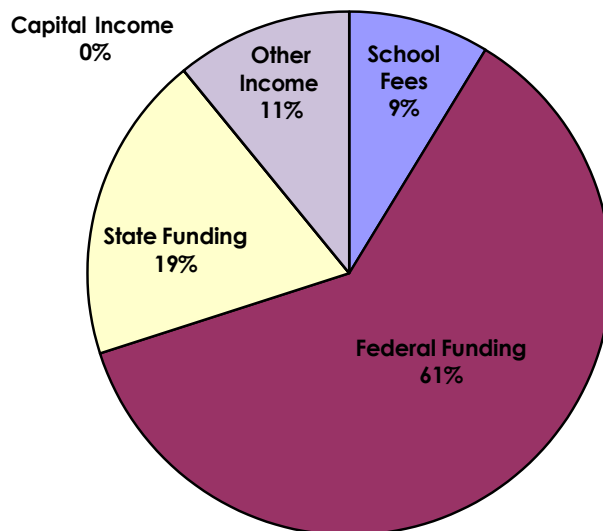
Pacific Coast Christian School Income Expenditure Graphs

INCOME SOURCES

2021



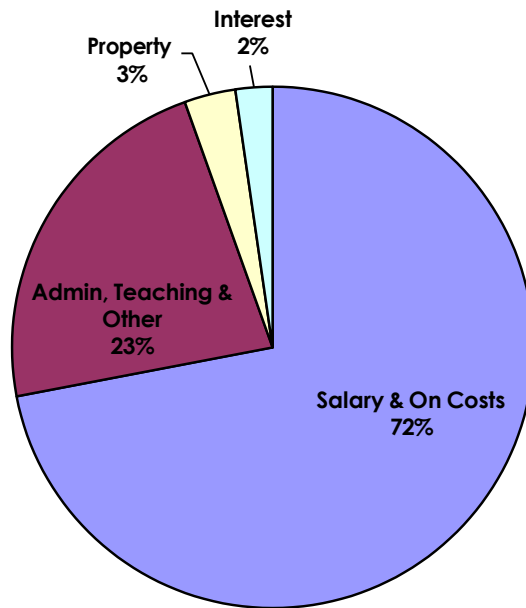
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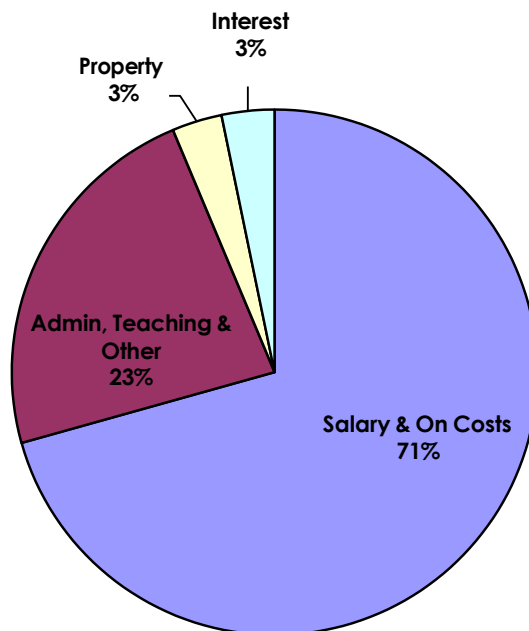
Pacific Coast Christian School Income Expenditure Graphs

EXPENDITURE AREAS

2021



2020



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 02 9651 0700.