

Annual Report 2022



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 2023

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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 2022 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. This report highlights the accomplishments, growth, and milestones we have achieved together as a school community over the past year.

At Pacific Coast Christian School, our purpose has always been to provide a Christian educational community as a centre of teaching, learning and serving excellence founded on Biblically based beliefs, values and behaviours. As I reflect on 2022, the Bible verse that comes to mind is Proverbs 3:5-6 “Trust in the LORD with all your heart and lean not on your own understanding; in all your ways submit to him, and he will make your paths straight.”

2022 was a year filled with immense progress and success. We are thankful to God for all that He blessed us with. Our dedicated Staff, along with the unwavering support of our parents, have contributed to the remarkable achievements of our students and the overall development of our School.

In 2022, we made significant strides in enhancing our campus facilities. We expanded and upgraded our library and Junior School playground and built new classrooms which provided students with a modern and conducive environment for learning. Additionally, we continued to integrate technology into our classrooms, equipping our students with the necessary tools and skills to thrive in a rapidly advancing digital world.

Our commitment to community engagement remained at the forefront of our efforts. We actively participated in outreach programs, engaging with local organisations and churches extending our support to those in need. This particularly evident during the floods where our Senior students cooked and distributed meals for those affected by flooding.

In 2022 we were thrilled to accept an invitation from the Association of Independent Schools NSW (AISNSW) to join The Waratah Project. The Waratah Project supported our School to develop and implement strategies that will improve the literacy, numeracy, and other academic outcomes of their Aboriginal and Torres Strait Islander students, including initiatives to support student wellbeing and strengthen relationships with families and communities.

I would like to express my heartfelt gratitude to our exceptional Staff, whose commitment and dedication is inspiring. I extend my appreciation to our parents for their unwavering support and trust in our mission. Most importantly, I want to acknowledge the incredible efforts of our students, whose hard work and passion continue to inspire us all.

I would like to thank all School Staff for their perseverance and commitment throughout 2022. 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
Campus Principal



From the Executive Principal

The School continued to grow throughout 2022 in its enrolments. The School has an excellent staff led by Mr James van Gelderen. The School was heavily engaged in service in the community and the academic results of the students continued to strengthen. The sporting achievements of the students were at a level of excellence.

The School was impacted seriously by COVID 19 during the year but the staff and students adapted well to the circumstances.

The interactions of Pacific Coast Christian School with the local community and with other schools continues to show a sense of strength of spirit and purpose with practices that are attractive to the wider community as well as to the parents of the School. Staff morale is high and there is a great sense of working together amongst teaching and non -teaching staff.

Dr EJ 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.

Parents

Prayer Group – Our prayer group consisted of parents within the school who meet every Monday morning for prayer as well as a community prayer breakfast each term.

New Parents morning tea were provided each Term.

Very friendly and supportive staff and teachers. Lovely family environment. Excellent communication.

A family from Kingscliff Primary School and have heard wonderful feedback from existing families about how wonderful our teaching staff are.

A parent wrote. "We were looking for a school that felt right for our daughter and Pacific Coast was that. From the moment we walked in, we were welcomed by the amazing staffs, our daughter is very happy here, already made friends, her transition was made easier under the guidance of her amazing teacher. The teachers are fantastic. Every day I dropped her off I know she's in good hands. The Registrar has such a bubbly, vibrant personality, always smiling and ready to assist. It has made our Jobs as parents easier. Such a wonderful school would one hundred percent recommend".

It has been overwhelming to hear the amazing feedback we have received from parents and students.
The Registrar, Mrs Kasee Robbie

OUR STAFF

General Comments

The staff of Pacific Coast Christian School exhibit typical diversity of age, gender and ethnicity. National backgrounds include Anglo-Saxon, Asian, African and Afrikaans, and European. We have a Group Aboriginal Advisor that supports our school.

School staff 2022	
Teaching staff	35
Full-time equivalent teaching staff	31.9
Non-teaching staff	22
Full-time equivalent non-teaching staff	18.8
Aboriginal and Torres Strait Islander staff	5

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 2022 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, organised by The Excellence Centre, including the Hope with Belief Conference in January 2022 via zoom.

Staff completed mandatory CPR training, with several Staff also completing first aid training. 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 Belief – Brian Cox
- Indigenous Training – Sono Leone, CEO of Strong Women Talking
- TEC – Conflict Resolution – Helen Blanch
- Understanding the Teenage Brain – Kate Morris
- Practical Behaviour Management Approach – Daniel Ebert and Michael Manwaring
- AIS – Angela Schumacher
- Quality Differentiation – Dr Tina Lamont
- Leadership Trainings throughout the year include – Hope with Belief Engaging Culture and Hope – Brian Cox

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
- 5 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: 91.89%

PCCS Staff Attendance: 95.07%

OUR STUDENTS

Enrolments Profiles

Pacific Coast Christian School had a total enrolment of 421 students on 5 August 2022.

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.

2022 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 at 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	89%
1	29	87.40%
2	24	88%
3	41	86%
4	31	86%
5	41	84%
6	22	80%
7	47	79%
8	47	81%
9	42	75%
10	35	80%
11	17	83%
12	13	80%

Student Retention and Year 12 Completion Rates

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

Required retention reports cover both raw numbers between Year 10 2020 and Year 12 2022 and actual individual student retention between these points.

In 2022 Pacific Coast Christian School had 37 students in Year 10.

In 2022 the School had a Year 12 cohort of 14.

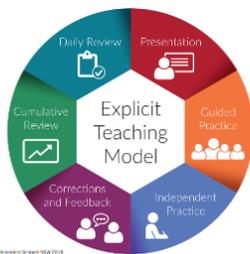
OUR ACHIEVEMENTS

Student Performance in Standardised Literacy and Numeracy Testing

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. Due to the impact of the Covid-19 pandemic in 2020 and into 2021 the program was extended for a second time into 2022.

The Program, within the Australian Independent Schools (AIS) sector continued with 38 schools over 130 Instructional Leaders (IL's) and encompassed over 6500 studnets 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 teach delivery and quality of the lessons. These elements include Instructional Leadership, Diagnostic Assessment, Differentiated Teaching, and Tiered Interventions.



Across 2020-21, the teachers had the opportunity to develop and refine a wide range of IT (Information Technology) skills which became embedded into both their teaching practices and programs. With a full return to face-to-face learning in 2022, opportunites were provided for the children to further develop and consolidate some basic digital literacy and numeracy skills as per the *explicit teaching model*.

The key focus for 2022 was supporting the teacher in *Differentiated Teaching* strategies. This encompassed the *explicit direct instruction* model: fully guided systematic, and explicit.

Prior to introducing the new concepts, it is essential to identify the required pre-skills at a ratio of 30% known concepts, 40% new (modelled explicitly) and 30% complex (advanced) concepts – each building on the previous and thus providing opportunities for all students regardless of ability to master key skills, experience success and to grow.



Teacher's also model (demonstrate) the strategies, providing prompts, 'think aloud', think-pair-share, cue cards, checklists etc. Together with checking for understanding as the lesson progresses then either increasing / repeating the strategies or removing / decreasing the scaffolding as children become independent learners.

The students' ability to succeed are maximised through the delivery of *differentiated* content and the gap between less skilled students and skilled students is decreased. The Pacific Coast K-2 student results, across 2020-2022, have continued to reflect positive individual growth across this season of intriguing educational practices.

From the Director of Borderless Learning: Rowan Garner

In 2022, we successfully delivered 13 stage 6 courses, catering to a total of 76 students from Pacific Coast Christian School and Pacific Valley Christian School, who embarked on the journey of completing cross-campus external provider courses. It is truly commendable to witness the positive impact that our Borderless teaching team has had on our students' learning experience. The feedback we have received from them has been incredibly encouraging, with many highlighting the flexibility that Borderless Learning has brought to their study patterns.

I would like to extend my sincere appreciation to our schools for their unwavering support and investment in the new Borderless teaching spaces. These state-of-the-art facilities have opened endless learning possibilities for our students, enabling them to connect with their teachers and access a wide range of educational resources. The commitment shown by the schools in embracing this innovative approach to education is truly commendable. Furthermore, I would like to recognise and express my gratitude to our exceptional course teachers. Their expertise, passion, and commitment have been instrumental in leading the way through their online course design and assessment strategies. Their tireless efforts have not only enriched the learning experience but have also played a pivotal role in shaping the success of our Borderless Learning program.

Teaching and Learning

We provided a greater suite of elective course options using both live and on-demand learning connections. This ensured more opportunities for meaningful and engaging pathways for students. Courses are delivered across our campuses using both live and on-demand learning connections, utilising CANVAS as a student management system. The students engage with course teachers and students via video conference at least twice per fortnight.

The weekly learning program for each course includes:

- Check in at the beginning of the week
- Synchronous (Live) learning
- Asynchronous (pre-recorded) learning
- Independent and interactive learning tasks
- Feedback loop to students
- Tutorial with students

Staffing of Borderless Learning

Director: Borderless Learning

Borderless Learning Leader: Pacific Valley campus

Borderless Learning Leader: Pacific Coast campus

Borderless Teachers

The Borderless Learning staff are responsible for management of all aspects of Borderless Learning administration, management of curriculum administration and compliance and supporting teaching staff in curriculum, coordination of operational aspects, including communication between the schools, students and parents involved.

The strongest domain is numeracy.

The Year 5 cohort remained close to the achievement of similar schools in all areas. Year 5 results have become more stable in recent years, and there are no longer any areas that are 'below' or 'well below' similar schools.

The strongest domain is spelling.

The Year 7 cohort remained close to the achievement of similar schools in all areas. Year 7 results are generally stable, but they have declined slightly in all areas except writing. There are no longer any areas that are 'below' or 'well below' similar schools.

The strongest domain is spelling.

The Year 9 cohort remained close to the achievement of similar schools in all areas, though it has declined in a number of domains, notably numeracy, which is below the achievement of similar school populations.

The strongest domain is spelling.

A detailed summary of the NAPLAN data is available through the My School's Website <http://www.myschool.edu.au/>

The Granting of Records of School Achievement

Schools in NSW provide individual assessments for each student enrolled at the conclusion of Year 10. This information is retained by the NSW Educational Standards Authority (NESA) and is issued to students when they leave the secondary schooling system. At this point students will be eligible to apply for a Record of School Achievement (RoSA)

In Year 10, the RoSA grades are allocated by the school using school based assessments and aligning student performance with the Course Performance Descriptors. The School based assessment schedules are issued to students in a Year 10 Assessment Handbook.

On the completion of the Year 11 Preliminary Course, students will be given a Preliminary Course Grade. The grades allocated will be in line with the Preliminary Common Grade Scale and based on student performance in their School Assessment Program. The School based assessment schedules are made available to students in the Preliminary Assessment Handbook. Students who leave at the end of the Preliminary Course are entitled to apply for a Preliminary RoSA. Students who leave the School prior to the completion of the HSC will also be offered the opportunity to complete the Literacy and Numeracy tests offered by NESA. From 2020 a minimum literacy and numeracy standard must be achieved by students in order to receive a Higher School Certificate. Students will be provided with opportunities to meet these standards in the Year 9 NAPLAN testing and subsequent online literacy and numeracy testing.

Higher School Certificate Results 2022

The HSC results were released to schools on 15th December 2022. Congratulations goes to each of the 14 students of the 2021 cohort who completed their HSC at PCCS.

14 HSC courses were offered at Pacific Coast Christian School in 2022. This includes some courses delivered via Borderless Learning and the 6 courses delivered in the Compressed Model.

Our students also accessed 2 compressed courses and 2 extension courses through borderless partnerships.

Number of students who completed HSC subjects

Year 12	14	7 male	7 female
Year 11	16	6 male	10 female

Courses that had higher results

Band 6	Earth and Environmental Science
Band 5	Mathematics Advanced, Biology, Food Technology, Music 1, Legal Studies

Courses Undertaken

Ancient History
Biology
Business Studies (Borderless - PVCS)
Earth and Environmental Science
English Advanced
English Studies
English Extension 1
English Extension 2
Food Technology
Industrial Technology
Legal Studies (Borderless- PVCS)
Mathematics Advanced
Mathematics Standard
Mathematics Extension 1 (Borderless- PVCS)
Personal Development, Health and Physical Education

2022 Highlights

Overall Results

The top ATAR at PCCS was Brynley Zylstra – 76.80
PCCS students achieved 1 band 6 result, and 6 band 5 results.
PCCS presented 14 subjects for this year's HSC.
Students in the cohort completed 21 subjects across the 2 years of compressed HSC.

Results in Bands (Courses offered by PCCS only)

Course	Name	Included Students	Omitted Students	Band 6	Band 5	Band 4	Band 3	Band 2	Band 1
15020	Ancient History	8	0	0	0	4	0	3	1
15030	Biology	14	1	0	2	0	5	6	1
15100	Earth and Environmental Science	5	1	1	0	2	1	1	0
15140	English Advanced	5	0	0	0	3	2	0	0
15126	English Studies Examination	6	0	0	0	0	3	3	0
15180	Food Technology	6	1	0	1	3	1	1	0
15200	Industrial Technology	10	0	0	0	1	4	5	0
15255	Mathematics Advanced	1	0	0	1	0	0	0	0
15236	Mathematics Standard 2	10	0	0	0	3	3	2	2
15290	Music 1	7	1	0	2	4	1	0	0
15320	PDHPE	1	0	0	0	0	1	0	0
	Band Total	0	0	1	6	20	21	21	4

Results compared with State Means (Courses offered by PCCS only)

Course Number	Course Name	Students Included	Students Omitted	M.A. Mean	M.A. S.D.	Assessment Mean	S.D.	E.M. Mean	State E.M. Mean	State E.M. S.D.	School vs State Variation
15020	Ancient History 2u	8	0	62.08	12.87	51.88	18.16	62.00	71.98	14.43	9.98-
15030	Biology 2u	14	0	60.94	11.85	69.71	14.04	60.84	70.03	13.00	9.19-
15100	Earth and Env Science 2u	5	0	69.96	11.41	69.60	12.71	70.04	73.77	10.46	3.73-
15126	English Studies Examination 2u	6	0	0.00	0.00	0.00	0.00	59.87	56.21	11.47	3.66
15140	English Advanced 2u	5	0	69.56	4.36	68.40	19.22	69.52	81.53	7.95	12.01-
15160	English Extension 1u	3	0	32.77	1.23	36.33	7.59	32.70	41.79	5.12	9.09-
15170	English Extension 2 1u	1	0	28.60	0.00	44.00	0.00	28.60	39.89	6.59	11.29-
15180	Food Technology 2u	6	0	74.70	10.25	82.33	9.39	73.30	71.78	13.21	1.52
15200	Industrial Technology 2u	10	0	61.22	4.61	46.80	15.45	61.08	70.32	11.96	9.24-
15236	Mathematics Standard 2 2u	10	0	61.12	11.27	55.80	15.03	61.42	70.87	13.10	9.45-
15255	Mathematics Advanced 2u	1	0	80.40	0.00	80.00	0.00	80.40	78.31	12.25	2.09
15280	History Extension 1u	1	0	25.00	0.00	30.00	0.00	25.00	39.47	6.48	14.47-
15290	Music 1 2u	7	0	78.20	9.35	62.29	18.34	74.83	81.88	9.91	7.05-
15320	PDHPE 2u	1	0	63.60	0.00	71.00	0.00	63.60	69.75	12.41	6.15-

ATAR Results

ATAR	% 2022	% 2021	% 2020	% 2019	% 2018	% 2017	% 2016	% 2015
90-100	0%	0%	0%	0%	0%	0%	0%	0%
80-90	0%	0%	0%	0%	4%	6%	0%	0%
70-80	7%	7%	11%	0%	14%	0%	5%	0%
60-70	14%	7%	0%	15%	7%	12%	10%	0%
50-60	14%	0%	11%	11%	4%	12%	30%	35%
40-50	7%	33%	11%	15%	18%	12%	20%	30%
30-40	14%	27%	11%	12%	21%	18%	20%	15%
15-30	7%	0%	0%	0%	0%	0%	10%	5%
No ATAR	36%	27%	56%	39%	32%	41%	5%	10%
# Stud	13	15	9	26	28	17	20	20

Our goals last year were to:

- 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.

We have remained roughly steady in the number of students completing ATAR. We have increased the proportion of students achieving above band 2. We have remained steady with the number of students achieving bands 5 and 6. The overall ATAR results however remain disappointing.

Our goals for students will remain the same for next year.

- 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.

As well as:

- Increase the overall ATAR for our highest achieving students (Target – 80+).

Specific target areas for improvement will be:

- Bands 5 and 6 in English Advanced and Maths Advanced
- E3 and above in English, Maths and History Extension
- Number of students undertaking vocational or trade training: 2
- Number of students attaining Higher School Certificate: 2

Post School Destinations

- 6 university offers
- 5 post school university placements

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 School vision and Mission Statements.

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
- Information regarding documentation required
- Overseas Student Enrolment Information booklet (if applicable).

Families wishing to seek more information about the School prior to the application are invited to have a tour of the School.

Applications Upon receipt of applications the Registrar will:

- Check all relevant documentation is completed and the non-refundable application fee is received
- 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 school is committed to fulfilling our legal obligation including those related to discrimination and disability standards. See Disability Discrimination Policy.

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
- Non-refundable Enrolment Fee and exit bond (refundable – conditions apply) 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

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
- (iii) Student expulsion (See Student Discipline Policy)

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 Registrar will contact the Principal who will make a notification to the Department of Education and complete the Student Enrolment Destination Unknown Notification located on RANGS
- The Enrolment Register can be listed as Destination Unknown once the notification has been made.

Changes to the policy in 2022

There have been no changes to this policy in 2022.

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

Scope

This Policy applies to all school activities, including camps and excursions.

It also applies outside of school hours and off school premises where students have been involved and there is a clear and close connection to the school.

The Hazard – Bullying

As a Christian community, we are committed to saying and doing that which builds others up, rather than tears them down, or intimidates them (e.g. Ephesians 4:25-32). This includes providing an environment where bullying is not accepted, and alternatives are taught and demonstrated.

Bullying is an ongoing and deliberate misuse of power in relationships through repeated verbal, physical and /or social behaviour that intends to cause physical, social and /or psychological harm. It can involve an individual or a group misusing their power or perceived power, over one or more persons who feel unable to stop it from happening.

Bullying can happen in person or online, via various digital platforms and devices and it can be obvious (overt) or hidden (covert). Bullying behaviour is repeated, or has the potential to be repeated, over time (for example, through sharing of digital records).

Bullying of any form or for any reason can have immediate, medium and long-term effects on those involved, including bystanders.

Single incidents and conflict or fights between equals, whether in person or online, are not defined as bullying.

Pacific Coast Christian School's Policy

Pacific Coast Christian School is committed to the safety and wellbeing of all children and young people, to acting in students' best interests and to keeping them safe from harm.

Pacific Coast Christian School recognizes 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 tailored to the circumstances of each incident
- we establish procedures for reporting and responding to child safety concerns, including when the behaviour may be an indicator of child abuse and other harm
- staff establish positive role models emphasizing 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 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

- 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 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.

(end of updated summary of key policie

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.

OUR GOALS

2022 Improvement Targets

Following our 2021 Annual Report the following were identified as goals for 2022. Provided below is a response to the School's achievement in response to each of these goals.

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 servicing 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.

2023 Improvement Targets

Strategic Objective 1

TEACHING: As a relational activity that engages a school community to know God and His Word.

- Develop a culture of respect while demonstrating a passion for teaching and pastoral care
- Analyse qualitative and quantitative measures to grow students in wisdom and knowledge encompassing student feedback, assessment of performance and approaches for diverse learners
- Develop quality teaching programs in response to curriculum reform with Christian perspectives and literacy as priority areas
- Provide staffing to support curriculum reform

Strategic Objective 2

LEARNING: Further develop learning as a lifelong process informed by research data, personal testimonies, feedback, various modes of communication and the Bible.

- Further develop the use of blended learning underpinned by Biblical beliefs and values
- Provide opportunity for Aboriginal education and cultural awareness
- Continue to implement strategies for academic improvement
- Introduce and implement online learning across the Pacific Group of Christian Schools

Strategic Objective 3

SERVING: Further develop serving as an expression of the gifts given by our community (locally, nationally and globally).

- Provide opportunities for people to use their gifts to serve through Christian Education. Development Program (CEDP), musicals, fairs, mission, community service, and /or open days
- Develop and implement a schoolwide parent communication strategy that uses The Alpha School System (TASS) and associated software applications
- Expand the provision of Christian Educational Communities through the Pacific Group of Christian Schools

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 staff in personal Christian formation in community
- Develop the spiritual formation of each community
- Engage with the Pacific Group of Christian Schools, Sister Schools and other Christian communities to build our culture of community service
- Consistently monitor the stewardship of our resources utilising environmentally sustainable practices, innovative strategies, and respect for our community

Special Projects for 2024

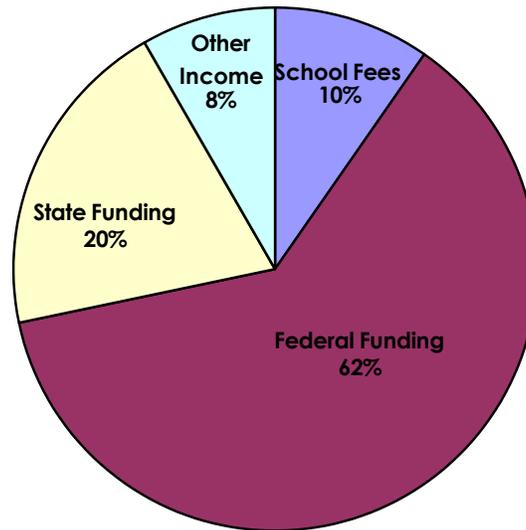
- Improved outcomes for Indigenous students
- Implement bus strategy to help PCCS to attract more enrolments
- Develop more pathways for Senior students

OUR FINANCES

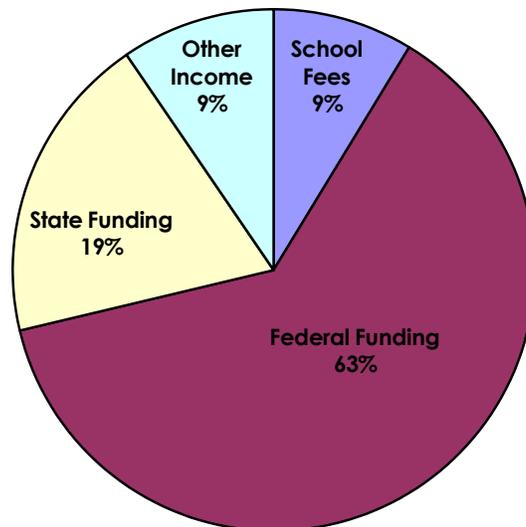
Summary of Financial Information

Income Sources

2022

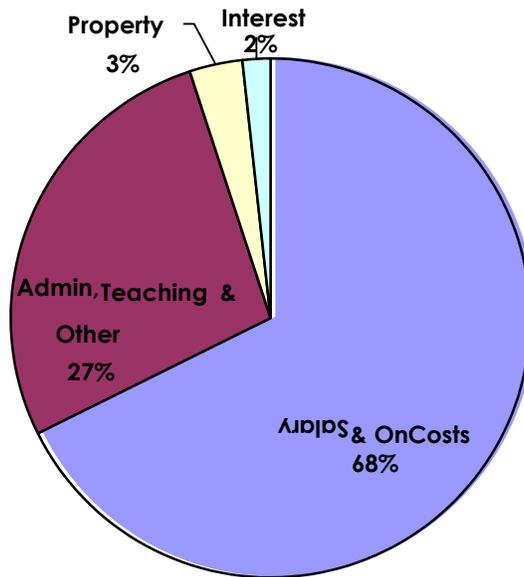


2021

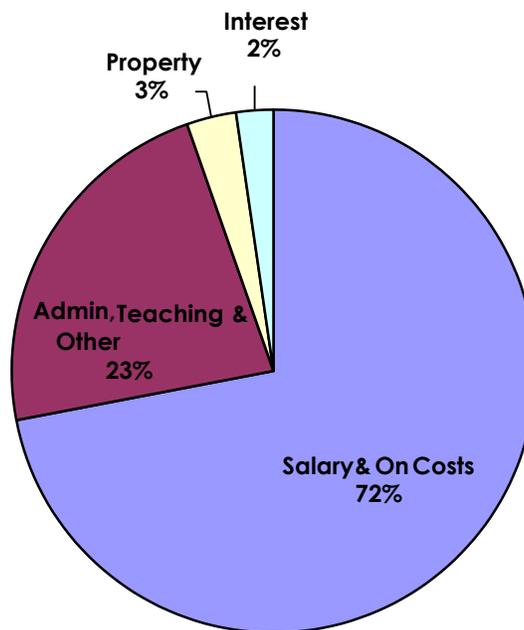


EXPENDITURE AREAS

2022



2021



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.