The following report is prepared according to the School’s Educational and Financial Reporting Policy and the NSW Government’s Education Act. It provides general information to the community about this 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 June 2016
INCLUSIONS

Principal’s Report
Executive Principal’s Report
Board Chairman’s Report
Building Academic Results
Literacy and Numeracy Benchmarks
Raising Academic Standards
School Improvement Report for 2015
Staff Composition and Teacher Standards
Professional Learning
Attendance
Post School Destinations
Our Students
School Determined Improvement Targets
Actions Taken to Promote Respect and Responsibility
Our Community Satisfaction
Our Achievements
Missions
Community Events
International Links
Chaplaincy Report
Policy Information
Summary of Financial Information
Pacific Coast Christian School is a Pre-Kinder – Year 12 School located on the Tweed coast of Northern NSW and borders NSW and Queensland. The school is a trans-denominational coeducational Christian School that has been operating since 2008. Our students travel from as far north as Mudgeeraba in Queensland as well as from the south, Pottsville and Murwillumbah. 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. The School is growing at 11% per annum and strongly committed to service, leadership and excellence in all areas of endeavour.

**PRINCIPAL’S REPORT**

This year has been a reminder of the exciting challenges a community can face with rapid growth and change. Dr Tina Lamont decided to move back to Sydney and head up The Excellence Centre based at Pacific Hills Christian School. I am thankful that we enrolled 87 new students at the beginning of the year. With this new group of students, I was again reminded that 20% of our students do not know our culture. Coupled with five new staff members, it is imperative; we do not become complacent about engaging in activities that reinforce the vision and mission of the school. We are blessed to face these challenges because we are a new school. We praise God for His goodness and abundance. Who would have thought that we could have grown in numbers from 121 to 405 in seven years. The Lord has equipped us to grow an amazing school. A school that is Christian in name and in outworking of the vision.

I am blessed with the staff God has called to continue the mission. The diversity and range of gifted staff make Pacific Coast Christian School a unique and dynamic Christian Community.

We started 2015 off with more building works. Our classrooms were bursting while four new Senior School classrooms were being completed. Later in the year work started for a further four classrooms, an Amphitheatre and new car parking. By the end of 2015 we had eight classrooms filled to the brim and newly landscaped and surfaced car park. God is good!

The Pacific Hope School has begun and we are all delighted with its start up. Praise God for six students and supportive families.

The news of Tina Lamont’s departure was accepted and the community was sad to see her go. The School is thankful and forever changed because of her obedience and service to God.

The School was delighted in the new executive structure, Mr Krahe as Principal, Mr Donnelly as Assistant Principal, Mr Knobloch as Head of Junior School, Mr Zylstra as Head of Senior School and Mrs Underwood, Principal’s PA. With a community of many students who have absent fathers, it is quite pivotal that we have men of justice and mercy role-modeling how God has enabled men to support children and families. This structure should enable the school to move towards 700, depending upon the student numbers the Tweed Shire Council allows with our new D. A. (Development Application).

The School Musical, Hairspray Jr., was an outstanding success and I am thankful for Mrs Wendy Hawkins and her team. So many gifts, so much talent and all to the glory of God.

Also a big thank you to the marketing team Ms Allen, Mrs Eve Krahe and Mr Byrt Mallanyk from Sydney who continues to inspire and support our mission. Dr Boyce continues to support and encourage our staff and we thank him for contributing to our Binna Burra Conference Retreat along with Mr Samson Makhado. I would also like to thank the Board of this School. They are a great support both spiritually and as a board.

It has been great to transition into this role from Dr Tina Lamont. I have really embraced and enjoyed every day immensely. The School community has been very supportive of me in this new role.

Once again sport has played a vital role in the life of the school. During the year, students in Years Two to 12 represented the school in a broad range of carnivals and gala days as part of our commitment to Christian Schools Sports Association (CSSA) and Combined Independent Schools (CIS).

I would like to thank Mr Gavin Boardman and Mr Malcolm Muir for their commitment to coordinate and provide excellent opportunities for our students in sport throughout 2015.

Mr Benjamin Krahe  |  Principal

**EXECUTIVE PRINCIPAL’S REPORT**
We continue to thank God for the Board of Pacific Coast Christian School. Under the leadership of Mr Max Maddock and with a new member in 2015, Mr Greg Mashiah, the Board continues to grow in its governance capacity and its support for the ethos of the School. During that time Mr Scott McSwan resigned from the Board due to relocating a long distance from the School.

On Friday 14th August 2015 Dr Tina Lamont after seven years of service resigned as Principal. Her service to the School community was a wonderful example of commitment and generous service and she has left a strong legacy for the future. On Monday 17th August 2015 Mr Ben Krahe was appointed as the new Principal having been involved with the School since its beginning in both teaching and leadership roles. We thank God for both Dr Lamont and Mr Krahe and continue to entrust both to God’s care as they continue to lead the School.

As a member of the Association of Independent Schools (AIS) and as part of the ministry of Pacific Group of Schools Pacific Coast Christian School is well supported. The School continues to be thankful for the continuing financial support from the Commonwealth Government.

A great strength of Pacific Coast Christian School is the commitment and practice of service in the local community and abroad, including several overseas locations. The beliefs and values of the School are on display through growing as a School community and serving others.

Dr E J Boyce | Executive Principal

BOARD CHAIRMAN’S REPORT

Pacific Coast Christian School is a place where we aim to develop and environment where Christian principles and lifestyle go hand in hand with education and excellence.

We aim to encourage each student to become the person that God wants them to be in every area of their lives. This involves not only learning in the classroom, but also sporting and artistic activities as well as service in the community and on mission both at home and overseas. We also encourage respect and integrity in the classroom, the playground and in the community.

The staff and teachers of PCCS work hard to support, encourage and help all students and their families to become valued members and vibrant school community.

The latest development of the Pacific Hope School which provides education for student with special needs, has been a great encouragement to many families.

Mr Max Maddock | Board Chairman

BUILDING ACADEMIC RESULTS

The results from 2015 demonstrated growing strength in some areas of the school curriculum, but there is definitely the opportunity to grow in each of the subject areas. One significant area to look at is the development of Mathematics through years 7-10 to develop sound skills and confidence.

HSC 2015

There were 40 students who completed HSC courses in 2015. Of those, the 18 Year 12 students completed the requirements for the award of Higher School Certificate. The other students were not eligible as they were still in Year 11 and had only completed the first year of the two-year focused program.

Overall Achievement:
24 students (26%) received a Band 4
46 students (50%) received a Band 3
16 students (17%) received a Band 2
6 students (7%) received a Band 1

<table>
<thead>
<tr>
<th>Year</th>
<th>Number of subjects</th>
<th>Band 1</th>
<th>Band 2</th>
<th>Band 3</th>
<th>Band 4</th>
<th>Band 5</th>
<th>Band 6</th>
</tr>
</thead>
<tbody>
<tr>
<td>2015</td>
<td>9</td>
<td>6</td>
<td>12</td>
<td>25</td>
<td>4</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>2014</td>
<td>7</td>
<td>12</td>
<td>24</td>
<td>35</td>
<td>16</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>2013</td>
<td>6</td>
<td>4</td>
<td>25</td>
<td>35</td>
<td>16</td>
<td>3</td>
<td>6</td>
</tr>
<tr>
<td>2012</td>
<td>4</td>
<td>17</td>
<td>39</td>
<td>44</td>
<td>12</td>
<td>3</td>
<td>6</td>
</tr>
<tr>
<td>2011</td>
<td>3</td>
<td>12</td>
<td>35</td>
<td>35</td>
<td>12</td>
<td>3</td>
<td>6</td>
</tr>
<tr>
<td>2010</td>
<td>11</td>
<td>18</td>
<td>37</td>
<td>16</td>
<td>18</td>
<td>8</td>
<td>3</td>
</tr>
<tr>
<td>2009</td>
<td>7</td>
<td>35</td>
<td>42</td>
<td>23</td>
<td>4</td>
<td>3</td>
<td>6</td>
</tr>
</tbody>
</table>
HSC Achievement by Subject

<table>
<thead>
<tr>
<th>Business Studies</th>
<th>Design and Technology</th>
<th>Drama</th>
<th>English (Standard)</th>
<th>Mathematics General</th>
<th>Mathematics</th>
<th>Physics</th>
<th>Studies of Religion II</th>
<th>Visual Arts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Band 6</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Band 5</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Band 4</td>
<td>3</td>
<td>3</td>
<td>5</td>
<td>5</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>Band 3</td>
<td>10</td>
<td>7</td>
<td>6</td>
<td>8</td>
<td>3</td>
<td>1</td>
<td>2</td>
<td>9</td>
</tr>
<tr>
<td>Band 2</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>5</td>
<td>4</td>
<td>0</td>
<td>4</td>
</tr>
<tr>
<td>Band 1</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>No# Students</td>
<td>14</td>
<td>10</td>
<td>11</td>
<td>17</td>
<td>9</td>
<td>6</td>
<td>2</td>
<td>17</td>
</tr>
<tr>
<td>Median Band</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>2</td>
<td>2</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Average Score</td>
<td>63.87</td>
<td>65.84</td>
<td>68.18</td>
<td>63.00</td>
<td>59.16</td>
<td>51.5</td>
<td>63.3</td>
<td>59.39</td>
</tr>
</tbody>
</table>

English and Studies of Religion II are compulsory subjects within our community and are completed over the course of two years. Mathematics will become a course studied over two years from 2016. The other subjects are focused electives, completed within a single year.

The highest performing courses were Drama and Visual Arts. These will be offered again in 2017. The lowest performing courses were General Mathematics and Mathematics, Studies of Religion II. A review of how Mathematics is taught from years 7-10 and a change of delivery will be implemented to ensure higher levels of achievement in the next cohort. Studies of Religion II will become an optional course from 2016. Programs, resources and teaching methods for Studies of Religion II are currently under review.

RoSA 2015
Twenty-nine students completed Year 10 at PCCS in 2015 and were eligible for the Record of School Achievement (RoSA).

LITERACY AND NUMERACY BENCHMARKS

NAPLAN Analysis 2015: Percentages in Bands
Year 3 – 19 students

<table>
<thead>
<tr>
<th>Subject</th>
<th>Below minimum standard – Band 1</th>
<th>At minimum standard – Band 2</th>
<th>Above minimum standard</th>
<th>Proficient – Band 6</th>
<th>Students absent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>0</td>
<td>1</td>
<td>16</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Writing</td>
<td>0</td>
<td>2</td>
<td>16</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Spelling</td>
<td>0</td>
<td>5</td>
<td>13</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Grammar</td>
<td>3</td>
<td>3</td>
<td>10</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>Numeracy</td>
<td>2</td>
<td>2</td>
<td>14</td>
<td>1</td>
<td>0</td>
</tr>
</tbody>
</table>

In Year 3 100% of students are at or above minimum standard in Reading, Writing and Spelling. 100% of students are at or above minimum standard in Reading, and 95% are above minimum standard. 100% of students are at or above minimum standard in Writing, and 89% are above minimum standard. 100% of students are at or above minimum standard in Spelling, and 74% are above minimum standard. In Grammar, 84% are at or above minimum standard and 70% are above minimum standard. In Numeracy, 90% are at or above minimum standard and 79% are above minimum standard. At least 54% of students who sat the tests are above minimum standards in all aspects of the NAPLAN testing.

Year 5 – 25 students

<table>
<thead>
<tr>
<th>Subject</th>
<th>Below minimum standard – Band 3</th>
<th>At minimum standard – Band 4</th>
<th>Above minimum standard</th>
<th>Proficient – Band 8</th>
<th>Students absent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>5</td>
<td>11</td>
<td>8</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Writing</td>
<td>5</td>
<td>8</td>
<td>11</td>
<td>1</td>
<td>0</td>
</tr>
</tbody>
</table>
In Year 5, more than 60% of students who sat the tests are above minimum standards in aspects of Grammar, Spelling and Numeracy. Most students performed well in Numeracy.

80% of students are at or above minimum standard in Reading, and 36% are above minimum standard
80% of students are at or above minimum standard in Writing, and 48% are above minimum standard
92% of students are at or above minimum standard in Spelling, and 64% are above minimum standard
72% of students are at or above minimum standard in Grammar, and 60% are above minimum standard
96% of students are at or above minimum standard in Numeracy, and 72% are above minimum standard

<table>
<thead>
<tr>
<th></th>
<th>Below minimum standard – Band 4</th>
<th>At minimum standard – Band 5</th>
<th>Above minimum standard</th>
<th>Proficient – Band 8</th>
<th>Students absent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>1</td>
<td>10</td>
<td>26</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Writing</td>
<td>1</td>
<td>17</td>
<td>19</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Spelling</td>
<td>3</td>
<td>4</td>
<td>29</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Grammar</td>
<td>4</td>
<td>9</td>
<td>22</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Numeracy</td>
<td>1</td>
<td>12</td>
<td>24</td>
<td>0</td>
<td>1</td>
</tr>
</tbody>
</table>

In Year 7, more than 65% of students who sat the tests are above minimum standards in aspects of Reading, Grammar, Spelling and Numeracy. More than 80% of students performed well in Spelling.

97% of students are at or above minimum standard in Reading, and 71% are above minimum standard
97% of students are at or above minimum standard in Writing, and 51% are above minimum standard
92% of students are at or above minimum standard in Spelling, and 81% are above minimum standard
89% of students are at or above minimum standard in Grammar, and 65% are above minimum standard
97% of students are at or above minimum standard in Numeracy, and 87% are above minimum standard

<table>
<thead>
<tr>
<th></th>
<th>Below minimum standard – Band 5</th>
<th>At minimum standard – Band 6</th>
<th>Above minimum standard</th>
<th>Proficient – Band 9</th>
<th>Students exempt/absent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>3</td>
<td>14</td>
<td>20</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Writing</td>
<td>7</td>
<td>15</td>
<td>16</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Spelling</td>
<td>2</td>
<td>10</td>
<td>26</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Grammar</td>
<td>6</td>
<td>9</td>
<td>22</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Numeracy</td>
<td>0</td>
<td>16</td>
<td>22</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

In Year 9, more than 55% of students who sat the tests are above minimum standards in aspects of Reading, Grammar, Spelling and Numeracy. ALL students are above minimum standard in Numeracy.

92% of students are at or above minimum standard in Reading, and 55% are above minimum standard
82% of students are at or above minimum standard in Writing, and 42% are above minimum standard
95% of students are at or above minimum standard in Spelling, and 68% are above minimum standard
84% of students are at or above minimum standard in Grammar, and 60% are above minimum standard
100% of students are at or above minimum standard in Numeracy, and 84% are above minimum standard

**Trend Data**

**Year 3**

<table>
<thead>
<tr>
<th>Trend</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>Since 2013, in Reading, the numbers of students have decreased in Bands 1 and 2 and increased in Bands 3 and 4. Trend data shows school results similar to 2014.</td>
</tr>
<tr>
<td>Writing</td>
<td>Since 2013, in Writing, the numbers of students have decreased in Bands 1, 2 and 3, and increased in Bands 4, 5 and 6. Trend data shows school results continuing improve.</td>
</tr>
<tr>
<td>Spelling</td>
<td>Since 2013, results show similar number of students in each band except Band 1 where there are no students. Trend data shows similar results to 2014.</td>
</tr>
<tr>
<td>Grammar</td>
<td>Since 2013, results show similar number of students in each band except there are less students performing below minimum standard in Band 1. Trend data shows school results continuing to move closer to state mean.</td>
</tr>
<tr>
<td>Numeracy</td>
<td>Since 2013, results show similar number of students in each band. Trend data shows school results continuing to move closer to state mean.</td>
</tr>
</tbody>
</table>
### Year 5

<table>
<thead>
<tr>
<th>Trend</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Reading</strong></td>
</tr>
<tr>
<td><strong>Writing</strong></td>
</tr>
<tr>
<td><strong>Spelling</strong></td>
</tr>
<tr>
<td><strong>Grammar</strong></td>
</tr>
<tr>
<td><strong>Numeracy</strong></td>
</tr>
</tbody>
</table>

### Year 7

<table>
<thead>
<tr>
<th>Trend</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Reading</strong></td>
</tr>
<tr>
<td><strong>Writing</strong></td>
</tr>
<tr>
<td><strong>Spelling</strong></td>
</tr>
<tr>
<td><strong>Grammar</strong></td>
</tr>
<tr>
<td><strong>Numeracy</strong></td>
</tr>
</tbody>
</table>

### Year 9

<table>
<thead>
<tr>
<th>Trend</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Reading</strong></td>
</tr>
<tr>
<td><strong>Writing</strong></td>
</tr>
<tr>
<td><strong>Spelling</strong></td>
</tr>
<tr>
<td><strong>Grammar</strong></td>
</tr>
<tr>
<td><strong>Numeracy</strong></td>
</tr>
</tbody>
</table>

### Student Growth

**Year 5** – 25 students

<table>
<thead>
<tr>
<th>Below expected growth</th>
<th>Greater than, or equal to expected growth</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>10 (40%)</td>
<td>13 (50%)</td>
</tr>
<tr>
<td>Writing</td>
<td>6 (25%)</td>
<td>10 (40%)</td>
</tr>
<tr>
<td>Spelling</td>
<td>10 (40%)</td>
<td>13 (50%)</td>
</tr>
<tr>
<td>Grammar</td>
<td>10 (40%)</td>
<td>8 (30%)</td>
</tr>
<tr>
<td>Numeracy</td>
<td>6 x (25%)</td>
<td>10 (40%)</td>
</tr>
</tbody>
</table>

In Reading, 50% of students achieved greater than or equal to expected growth. Average school growth is greater than the state average. 20% of students had greater than 75<sup>th</sup> percentile in growth. **40% grew less than the 25<sup>th</sup> percentile.**

In Writing, 40% of students achieved greater than or equal to expected growth. Average school growth is greater than the state average. 25% of students had greater than 75<sup>th</sup> percentile in growth. **25% grew less than the 25<sup>th</sup> percentile.**

In Spelling, 50% of students achieved greater than or equal to expected growth. Average school growth is greater than the state average. 20% of students had greater than 75<sup>th</sup> percentile in growth. **40% grew less than the 25<sup>th</sup> percentile.**

In Grammar, only 30% of students achieved greater than or equal to expected growth. Average school growth is greater than the state average. 10% of students had greater than 75<sup>th</sup> percentile in growth. **40% grew less than the 25<sup>th</sup> percentile.**
In Numeracy only 40% of students achieved greater than or equal to expected growth. Average school growth is greater than the state average. 15% of students had greater than 75th percentile in growth. 25% grew less than the 25th percentile.

**Year 7 – 38 students**

<table>
<thead>
<tr>
<th></th>
<th>Below expected growth</th>
<th>Greater than, or equal to expected growth</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>11 (30.3%)</td>
<td>15 (39.4%)</td>
<td>26</td>
</tr>
<tr>
<td>Writing</td>
<td>12 (31.3%)</td>
<td>21 (56.3%)</td>
<td>33</td>
</tr>
<tr>
<td>Spelling</td>
<td>10 (28.1%)</td>
<td>21 (56.3%)</td>
<td>31</td>
</tr>
<tr>
<td>Grammar</td>
<td>17 (43.8%)</td>
<td>14 (37.5%)</td>
<td>31</td>
</tr>
<tr>
<td>Numeracy</td>
<td>7 (18.8%)</td>
<td>24 (62.5%)</td>
<td>31</td>
</tr>
</tbody>
</table>

In Reading, 39.4% of students achieved greater than or equal to expected growth. Average school growth is below the state average. 15.2% of students had greater than 75th percentile in growth. 30.3% grew less than the 25th percentile.

In Writing, 56.3% of students achieved greater than or equal to expected growth. Average school growth is greater than the state average. 25% of students had greater than 75th percentile in growth. 31.3% grew less than the 25th percentile.

In Spelling, 56.3% of students achieved greater than or equal to expected growth. Average school growth is just under the state average. 18.8% of students had greater than 75th percentile in growth. 28.1% grew less than the 25th percentile.

In Grammar, only 37.5% of students achieved greater than or equal to expected growth. Average school growth is less than half the state average. 15.6% of students had greater than 75th percentile in growth. 43.8% grew less than the 25th percentile.

In Numeracy 62.5% of students achieved greater than or equal to expected growth. 46.9% of students had greater than 75th percentile in growth. 18.8% grew less than the 25th percentile.

**Year 9 – 38 students**

<table>
<thead>
<tr>
<th></th>
<th>Below expected growth</th>
<th>Greater than, or equal to expected growth</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>12 (31%)</td>
<td>16 (41.4%)</td>
<td>28</td>
</tr>
<tr>
<td>Writing</td>
<td>13 (33.3%)</td>
<td>19 (50%)</td>
<td>32</td>
</tr>
<tr>
<td>Spelling</td>
<td>13 (33.3%)</td>
<td>23 (60%)</td>
<td>36</td>
</tr>
<tr>
<td>Grammar</td>
<td>11 (30%)</td>
<td>22 (56.7%)</td>
<td>33</td>
</tr>
<tr>
<td>Numeracy</td>
<td>16 (41.4%)</td>
<td>18 (48.3%)</td>
<td>34</td>
</tr>
</tbody>
</table>

In Reading, 41.4% of students achieved greater than or equal to expected growth. Average school growth is below the state average. 6.9% of students had greater than 75th percentile in growth. 31% grew less than the 25th percentile.

In Writing, 50% of students achieved greater than or equal to expected growth. Average school growth is significantly below the state average. 16.7% of students had greater than 75th percentile in growth. 33.3% grew less than the 25th percentile.

In Spelling, 60% of students achieved greater than or equal to expected growth. Average school growth is just under the state average. 23.3% of students had greater than 75th percentile in growth. 33.3% grew less than the 25th percentile.

In Grammar, 56.7% of students achieved greater than or equal to expected growth. Average school growth is above the state average. 23.3% of students had greater than 75th percentile in growth. 30% grew less than the 25th percentile.

In Numeracy 48.3% of students achieved greater than or equal to expected growth. Average school growth is below the state average. 6.9% of students had greater than 75th percentile in growth. 41.4% grew less than the 25th percentile.

**Areas of Strength**

**Year 3**

**Literacy**

- Infers the reference for a response
- Infers the cause of a character's fear
- Comprehends vocabulary in context
- Interprets a character's thoughts

**Numeracy**

- Addition: Total up to 3 digits
Year 7
Literacy
Spelling
Correctly spells the word – bought

Areas of Weakness

Year 3
Literacy
Reading
Identifies main purpose of a simple text; Locates directly stated information; Locates a synonym in a poster; Infers a fact from a poster; Draws an inference in selected texts; Connects common information; Interprets and summarises details in a text; Infers a character’s actions in a folktale; Identifies the purpose of a folktale; Interprets details in a narrative; Identifies effect of figurative language; Identifies the reference for a pronoun; Identifies the purpose of two paragraphs

Grammar
Identifies a question; Identifies the adverb – carefully; Identifies correct punctuation of a list; Identifies a singular/plural noun - sheep

Numeracy
Number
Money; problem solving; division

Measurement and Geometry
3-D Space; reflections; time in words

Data and Chance

Year 5
Literacy
Reading
Identifies the purpose of a photograph; Recognises author’s position in vocabulary; Draws an inference in selected texts; Infers the purpose of using pronouns; Identifies contrasting tone; Infers a character’s actions in a folktale; Infers a problem with a character’s actions; Locates directly stated information; Identifies the text type of a folktale; Identifies change in character’s attitude; Infers a leadership role in a narrative; Locates directly stated information; Identifies the reference for a description; Identifies persuasive technique in a review; Identifies reason for a fact in a review

Grammar
Identifies correct plural pronoun – we; Identifies a thinking verb – wondered; Identifies adverb in a compound sentence; Identifies the correct word – next; Identifies punctuation - direct speech; Identifies correct main clause; Identifies a correctly punctuated sentence; Identifies the correct verb form – show; Identifies sentence containing an adjective; Identifies pronoun reference in a text; Identifies correct sentence boundary; Identifies the correct indefinite article; Identifies a singular/plural noun – sheep; Correctly identifies indirect speech; Identifies words that form a contraction; Identifies correct noun/pronoun agreement

Numeracy
Number
two digit division; identifying patterns; equivalent fractions; word problems; money

Measurement and Geometry
3-D Space; elapsed time; mass; perimeter

Data and Chance
interpreting picture graph

Year 7
Literacy
Reading
Identifies change in a character’s attitude; Infers a leadership role in a narrative; Infers background to the action in a myth; Identifies the purpose of brackets; Locates directly stated information; Synthesises the main idea of a paragraph; Identifies a persuasive strategy in a text; Connects information across a factual text;
Identifies meaning of an idiomatic phrase; Infers meaning of an idiom in an extract; Interprets a character’s motivation; Interprets the effect of pronoun selection; Interprets a character’s stance
Interprets an explanation in a text; Identify quote supporting a point of view; Identifies the main purpose of a paragraph; Locates information in a persuasive text

Grammar
Identifies correct speech punctuation; Identifies use of clause and list comma; Identifies the correct suffix, -ful
Identifies the correct use of paired commas; Identifies punctuation of indirect speech; Identifies a compound sentence; Identifies the correct use of an adverb; Identifies correct noun/ pronoun agreement

Numeracy
Number
calculating unit cost; money-change; missing number in table; identifying factors; fraction of a quantity; equivalent expressions in algebra; ascending order of fractions; solving equations;

Measurement and geometry
distance and scale on map; counting cubes in 3-D shape; tessellation; properties of squares; compass direction; multiplication and division; word problems; area; length in scale height;

Data and Chance
interpreting histogram; most likely events; calculating probability; interpreting train timetable

Year 9
Reading
Locates a stated detail in a poster; Locates a stated detail in a poster; Infers the purpose of inverted commas; Infers attitude in the retelling of a myth; Identifies purpose of brackets in a myth; Interprets the effect of pronoun selection; Interprets the meaning of a phrase; Locates information indirectly stated; Interprets the effect of an expression; Identifies bias in a persuasive text; Interprets a character’s insight; Identifies the purpose of inverted commas; Interprets the main character’s feelings; Interprets information in an extract

Grammar
Identifies correct reference for a pronoun; Identifies correct clause commas/brackets; Identifies correct use of commas in a list; Identifies the correct main clause; Identifies correct use of capital letters; Identifies correct use of its and it’s; Identifies a compound sentence; Relates introductory element to the subject; Identifies the use of research as a noun; Identifies participle used as an adjective

Numeracy
Number
word problems; equation solving; rates; decimals; scientific notation; show quantity as percentage; indices; simplifying expressions; identifying pattern in table; creating pattern from rule; ratio word problem; fraction word problem.

Measurement and geometry
Volume; Nets; lapsed time; angle relationships; properties of trapeziums and parallelograms; compass direction; length using scale; converting time units;

Data and Chance
interpreting graphs; matching graph to data; calculating probabilities

General Comments
At Pacific Coast Christian School, 80-100% of students are achieving at or above minimum standards in all aspects of the NAPLAN testing. The exceptions to this, is Year 5 Grammar.

Year 3 were the strongest performing cohort with 100% of students achieving at or above benchmark in Reading, Spelling and Writing; 84% at or above in Grammar; and 90% at or above in Numeracy. The trend data shows this cohort continuing to move toward state averages in almost all aspect of the NAPLAN testing.

Lower performing students are generally performing better, but we still have few students who are achieving at the proficient level (top band in each year level).

The healthiest area of growth in student achievement is Year 7 Numeracy, with 46.9% of students having growth greater than 75th percentile.
The poorest area of growth is from Year 3 to 5 with 40% of these students growing less than the 25th percentile in reading, Spelling and grammar. Trend Data shows the school cohort performance decreasing over the past two years.

Year 7 Grammar and Year 9 Numeracy have more than 40% of students achieving less than the 25th percentile in growth. The average growth in these areas is significantly less than the state average growth. The mean score of Year 3 girls was higher in all aspects of Literacy than boys; and the mean score of boys was higher in Numeracy. The mean score of Indigenous students was lower than this cohort in all aspects of the NAPLAN test.

The mean score of Year 5 girls was higher in all aspects of Literacy than boys; and the mean score of boys was higher in Numeracy. The mean score of Indigenous students was lower than this cohort in all aspects of the NAPLAN test.

The mean score of Year 7 boys was higher than for girls in Reading and Numeracy. The mean score of Indigenous students was lower than this cohort in all aspects of the NAPLAN test.

The mean score of Year 9 girls was higher in all aspects of Literacy and Numeracy than the boys.

RAISING ACADEMIC STANDARDS

- Tutoring was available in numeracy and literacy after school for targeted students.
- Homework Club ran once a week after school for any students to receive assistance
- Senior school focused on the assessment process and was working with students to meet deadlines.
- The decision was made to change from Morphographics to the Corrective Reading Program in the Senior School in 2015, Years Seven to Ten.

SCHOOL IMPROVEMENT REPORT FOR 2015

Literacy and Numeracy Action Plan 2015

Below is a brief report outlining major changes that have occurred in the Junior School because of the 2015 NSW Literacy and Numeracy Action Plan implementation:

1. What are the outcomes for teachers as a result of their participation in the Action Plan?
   - Teachers are using more effective teacher instruction programs in English for students learning to read.
   - The programs are the same with the same language and goals as they flow through to each grade.
   - Teachers are embracing the whole school testing methods to collect and analyse the data to determine what needs to be modified to teach the students effectively.
   - There are more professional discussions occurring in the staffrooms at lunchtime and in meetings.
   - Teachers are empowered and equipped from the programs and the training related to the programs.
   - Teachers are teaching instructional, explicit lessons for at least 77 minutes each day of the week related to English and Mathematics

2. What are the outcomes for students?
   - The students are learning how to read based on the data that teachers have collected and analysed.
   - Teachers modify their programs to ensure that it relates to what the students need based on the data collected.
   - The teachers are able to make more objective decisions related to student progress using the data collected.

3. What changes to student outcomes focused on literacy and numeracy have you noticed?
   - Improvement in reading, writing and spelling across the school.
   - Smaller groups of students that sit in the tier 2 and tier 3 regions in English, especially reading and spelling.
   - A big improvement in the students that were below or well below benchmark in English.
   - More attendance each day by students and students being on time in the morning for the start of the school day due to 77 minute English block.
   - A big improvement in Reading skills with Indigenous students
   - A big shift in NAPLAN results in 2015

4. What strategies have been used to strengthen home, school and community partnerships?
   - We have had several parent information sessions related to English and Mathematics with our
consultants, Jan Stone and Claire Scott, Donna Dressman.
- Parent information session earlier in the year to share with parents the new English programs.
- Community building afternoon teas with the indigenous support aide and parents of indigenous students.
- Teacher Newsletters to keep parents informed of the programs and information on what the parent can do at home with their child to support them in learning Math and English.

5. What are the key changes that have resulted from the Action Plan?
   - A big change in HOS leading the curriculum and ensuring quality control measures are in place to ensure effective programs, teaching and learning are in place for Math and English.
   - Overall improvement of achievement in English and Mathematics K to 6.
   - The ability to buy literacy and numeracy resources for teachers to use in classrooms has enhanced the learning.
   - Teachers being empowered and equipped using effective programs and being able to collect and analyse data.
   - Collection of data to make decisions related to teaching and learning.
   - The ability to provide PD from Literacy and Numeracy consultants to equip staff

**Embedding Excellence Program 2015**
The Embedding Excellence program was running as a school improvement tool throughout 2015. The program used data from surveys and student result to identify a number of strategic pillars, and enact action plans for those pillars.

The strategic pillars that were identified were:
1. The development of an academic attitude for success
2. The development of a safe, enjoyable learning environment
3. The development of better communication with all sectors of the community

The action plans have resulted in various initiatives including:
- The expansion of academic subjects in stage 6
- The expansion of electives in stage 5
- The implementation of a vocabulary extension program throughout all subjects
- The implementation of data collection (PAT testing) at the beginning of year 7
- The establishment of a Spiritual Welfare Coordinator
- The implementation of an academic extension program in Maths

The program will continue into 2016 and the first half of 2017.

**STAFF COMPOSITION AND TEACHER STANDARDS**

Pacific Coast Christian School employs 52 staff in total, including 30 teaching staff of whom eight are part-time, drawing strongly from the local community. The staff represent an appropriate range of experience and there is an appropriate gender mix. All staff are committed Christians and affiliated with many local evangelical churches.

The school regards very highly the level of training and qualification of its staff. A number of the staff hold higher degrees at Masters level and one at Doctoral level.

In the primary school there were ten full-time teachers and one full-time support teacher. All staff have appropriate teaching qualifications.

In the secondary school the established teachers (12 full time) all have appropriate teaching qualifications with substantial experience in their subject specialisations covering the NSW Board of Studies curriculum.

In terms of qualifications the teachers who are responsible for the curriculum fall into the following categories:
1. Teachers with teaching qualification from a higher education institution within Australia or as recognised within the National Office of Overseas Skills Recognition (AEI-NOOSR) guidelines.
   Number in this category = 30 teachers
2. Those with graduate qualifications yet lack formal teaching qualifications.
   Number in this category = 0 teachers
3. Those who do not have qualifications as described in 1 or 2 but have successful teaching experience.
   Number in this category = 0 teachers
PROFESSIONAL LEARNING

The continued professional learning of teachers remains a high priority for the school and an extensive range of opportunities are sought out and provided for staff to improve their professional knowledge and skill. All teaching staff undertake a minimum of nine days of focused professional development each year in those periods of the school year when students are not required to be in attendance. In addition, teachers can attend courses directly related to their teaching are from other course providers.

In 2015 professional development opportunities, focused on:
- Direct Instruction for literacy and numeracy;
- Positive Behaviour Intervention Strategy;
- First Aid Training;
- ASD (Autism Spectrum Disorder) Training;
- Chemical Safety in School;
- Learning in Early Numeracy and Learning in Numeracy;
- Behaviour management training
- Integrating students with special needs
- Crisis intervention training
- Differentiated learning;
- Technology Training – Google drive, Notability, edumate.

All members of the teaching staff and non-teaching staff have participated in professional learning in 2015. This training relates to such matters as those listed below:
1. Mid-year conference held at Binna Burra focused on Faith, Hope and Love.
2. The expenditure on professional learning in 2015 was $97,763 from the school budget.

ATTENDANCE

Staff Attendance
The percentage of days of teacher attendance was 97%. The proportion of staff retained from 2014 to 2015 was 80%.

Student Attendance
The average student attendance from Pre-Kinder to Year 12 in 2015 was 91.18% of school days.

<table>
<thead>
<tr>
<th>FORM</th>
<th>ATT OVERALL</th>
<th>ATT MALE</th>
<th>ATT FEMALE</th>
<th>ATT IND MALE</th>
<th>ATT IND FEMALE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-Kindergarten</td>
<td>86.2%</td>
<td>80.8%</td>
<td>89.1%</td>
<td>87.7%</td>
<td>94.2%</td>
</tr>
<tr>
<td>Kindergarten</td>
<td>91.5%</td>
<td>93.5%</td>
<td>88.5%</td>
<td>95.6%</td>
<td>91.8%</td>
</tr>
<tr>
<td>Year 01</td>
<td>89.8%</td>
<td>90.3%</td>
<td>92.9%</td>
<td>84.3%</td>
<td>93.1%</td>
</tr>
<tr>
<td>Year 02</td>
<td>93%</td>
<td>93.1%</td>
<td>95.8%</td>
<td>96.2%</td>
<td>98.7%</td>
</tr>
<tr>
<td>Year 03</td>
<td>94.9%</td>
<td>94.5%</td>
<td>96.2%</td>
<td>98.7%</td>
<td></td>
</tr>
<tr>
<td>Year 04</td>
<td>92.9%</td>
<td>89.9%</td>
<td>94%</td>
<td>92.8%</td>
<td>93.6%</td>
</tr>
<tr>
<td>Year 05</td>
<td>93.1%</td>
<td>93.4%</td>
<td>92.7%</td>
<td>92.9%</td>
<td>94%</td>
</tr>
<tr>
<td>Year 06</td>
<td>93.7%</td>
<td>93.2%</td>
<td>94.4%</td>
<td>96.7%</td>
<td>93.7%</td>
</tr>
<tr>
<td>Year 07</td>
<td>91.5%</td>
<td>93.4%</td>
<td>90.5%</td>
<td>94%</td>
<td>90.1%</td>
</tr>
<tr>
<td>Year 08</td>
<td>89.1%</td>
<td>89.7%</td>
<td>88.5%</td>
<td>94.1%</td>
<td>96.4%</td>
</tr>
<tr>
<td>Year 09</td>
<td>90.7%</td>
<td>90.9%</td>
<td>90.6%</td>
<td>71.1%</td>
<td>90.7%</td>
</tr>
<tr>
<td>Year 10</td>
<td>90.1%</td>
<td>90.2%</td>
<td>90%</td>
<td>97.9%</td>
<td>100%</td>
</tr>
<tr>
<td>Year 11</td>
<td>90.8%</td>
<td>90%</td>
<td>91.5%</td>
<td>90.2%</td>
<td>91.5%</td>
</tr>
</tbody>
</table>
The school monitors the attendance of all students and there is a follow-up procedure for all unexplained absences. Parents and carers of students who have unexplained absences will be contacted and reminded of their responsibility under the NSW Education Act. The measures that are used to address non-attendance are addressed on an individual case. The measures may include but are not limited to:

- Interviews with students
- Counseling for the student
- Interviews with parent or carers
- Encouragement or reward
- Sanctions, such as school or after school detentions
- Notification to relevant authorities
- Exclusion for failure of the attendance requirements as agreed upon enrolment.

**POST SCHOOL DESTINATIONS**

In 2015 eighteen students graduated from Year 12 and here are their destinations:

<table>
<thead>
<tr>
<th>Student – Graduates (gender)</th>
<th>Destination</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student one (female)</td>
<td>Seeking employment</td>
</tr>
<tr>
<td>Student two (female)</td>
<td>Bethel Bible College (America) - working</td>
</tr>
<tr>
<td>Student three (male)</td>
<td>TAFE – Diploma Graphic Design</td>
</tr>
<tr>
<td>Student four (male)</td>
<td>Deferred one year - working</td>
</tr>
<tr>
<td>Student five (female)</td>
<td>Working</td>
</tr>
<tr>
<td>Student six (female)</td>
<td>Internship Elevation Church - working</td>
</tr>
<tr>
<td>Student seven (male)</td>
<td>Seeking employment</td>
</tr>
<tr>
<td>Student eight (female)</td>
<td>PSP Course</td>
</tr>
<tr>
<td>Student nine (female)</td>
<td>PSP Course</td>
</tr>
<tr>
<td>Student ten (female)</td>
<td>Film Academy</td>
</tr>
<tr>
<td>Student eleven (male)</td>
<td>Bachelor of Science, Griffith University</td>
</tr>
<tr>
<td>Student twelve (male)</td>
<td>Bio Medicine, Griffith University</td>
</tr>
<tr>
<td>Student thirteen (male)</td>
<td>Seeking employment</td>
</tr>
<tr>
<td>Student fourteen (male)</td>
<td>Seeking employment</td>
</tr>
<tr>
<td>Student fifteen (female)</td>
<td>Bachelor of Arts majoring in writing Philosophy</td>
</tr>
<tr>
<td>Student sixteen (female)</td>
<td>Master Trainer, Cert IV in Fitness, Aust. Inst.</td>
</tr>
<tr>
<td>Student seventeen (male)</td>
<td>Bachelor in Social Science majoring in youth</td>
</tr>
<tr>
<td>Student eighteen (male)</td>
<td>Internship Elevation Church</td>
</tr>
</tbody>
</table>

**OUR STUDENTS**

**Enrolments – Profiles**

Pacific Coast Christian School is committed to providing an authentic Christian education to all who desire to have that. We are committed to being an example and demonstrating the love and character of Christ through education to our community.

Because of this core value and belief there is no criteria for enrolment apart from desiring to be a part of our community and that we are able to provide the necessary resources and support to be the best place for each individual child.

Whilst all of our staff are Christian and actively participating in church life and service we have approximately 40% of our families who are not. We cover a broad range on the socio economic spectrum, we are a Christian community who truly values every family and individual regardless of where they fit in spectrum. We currently have 23% Indigenous.
Student Retention Year Ten to Year 12
Of the 18 students who graduated from Year 12 in 2015, 16 of these continued through from Year 10 therefore the cohort retention rate 89%

VET/Trade Courses
There were NO (0%) Year 12 students undertaking Trade or VET courses.

Year 12 Certificate
Of the eighteen students who finished their Year 12 studies 100% received a Year 12 Higher School Certificate.

Enrolments JS 2015 (As at August Census)
K to 6 = 185 students

Enrolments SS 2015 (As at August Census)
7 to 12 = 181 students

SCHOOL DETERMINED IMPROVEMENT TARGETS

Our targets for 2015 included:
1. Implement Australian NSW Curriculum in K – 10.
2. To write integrated units using tasks that are multidisciplinary and meet outcomes across all KLAs.
3. Enhance iPad technology and develop a creation/content mindset.
4. To utilize the curriculum as a vehicle for pushing out community service and mission.
5. To develop and demonstrate an understanding of Christian Education based on Biblical principles and some engagement with relevant ideas, issues or research.
6. To embed the CSA Christian Distinctives into our programming.
7. To meet all requirements for BOSTES inspection for Registration.
8. To promote passion in KLAs of English, Maths, Science and Music
9. Implement sustainable after school training for students in Years 3 – 12 targeting Rugby Union (Years 9 – 12), indoor Basketball and outdoor soccer.
10. Implement a sustainable dance/drama studio for K – 4 students and establish a Senior School drama room.
11. Expansion of community choir for Year 3 and older students to adults.
12. Establishment of extra-curricular interest groups with Executive support, e.g. ICT, canoeing, chess.
13. To strengthen swimming and athletics.
14. To provide additional mission opportunities for students, staff and parents.
15. To provide collaborative activities that build relationships, equip families and bring honour and glory to God, e.g. School Events.
16. To strengthen Student Leadership in Junior School and Senior School
17. Embed effective formative learning practices in the context Reading and Number K – 10 through State Partnership funding using Direct Instruction Program in Numeracy, Reading, Spelling and Writing.
18. Embed iPad technology into Years 3 – 12 teaching programs focusing on literacy (e.g. fluency, reading comprehension and vocabulary).
19. Evaluation of ICT infrastructure and policies, to ensure a first rate environment of effective teaching including upgrading full-time teaching staff iPads to iPad 4s.
20. Develop an embedding excellence project with AIS support in conjunction with the School Improvement Plan.
21. To develop a whole school (K – 12) approach to Positive Behaviour Intervention System (PBIS).

2015 Achievements
All the targets (goals) were achieved except for:
1. To write integrated units across all KLAs.
2. To embed the CSA Christian Distinctives into our programming.
3. Implement sustainable after school training for Rugby Union.
4. Implement a sustainable drama studio.
2016 Pre-determined Targets (Goals)

1. Implement Australian NSW Curriculum in K – 10.
2. To write integrated unit using tasks that are multidisciplinary and meet outcomes across all KLAs in Senior School.
3. Review technology and experiment with different BYODs.
4. To utilise the curriculum as a vehicle for pushing out community service and mission and each OC class to adopt a project.
5. To develop and demonstrate an understanding of Christian education based on Biblical EE principles and some engagement with relevant ideas, issues or research with students and staff.
6. To meet all requirements for BOSTES.
7. To promote passion and engagement in the KLAs of English, Maths, Science and Music.
8. To invest in STEM review in the school.
9. To embrace the new BOSTES requirement in ADV strategies.
10. To engage with sister schools, partner schools and critical friends to build their school culture.
11. To intentionally partner with TEC to establish and maintain a culture of excellence.
12. Provide opportunity for teachers to develop skills and expertise in their relevant KLA.
13. Implement sustainable after school training for students in Years K – 12 targeting (Years 7 – 12) indoor Basketball and outdoor soccer (K – 6).
15. Expansion of community choir for Year 3 and older students to adults.
16. Establishment of extra-curricular interest groups with Executive support, e.g. ICT, canoeing, chess.
17. To strengthen water activities in the school.
18. To provide additional mission opportunities for students, staff and parents.
19. To provide collaborative activities that build relationships, equip families and bring honour and glory to God, e.g. School Events.
20. To strengthen Student Leadership in Junior School and Senior School.
21. To establish a targeted music program (tutoring and orchestra) in Stage 3.
22. To establish the Principal’s Service Award.
23. Embed effective formative learning practices in the context of Reading and Number (K – 10) through State Partnership funding using Explicit Instruction Program in Numeracy, Reading, Spelling and Writing.
24. Embed technology into Years 5 – 12 teaching programs focusing on literacy (e.g. fluency, reading comprehension and vocabulary) and a balanced approach.
25. Evaluation of ICT infrastructure and policies, to ensure a first rate environment of effective teaching including upgrading full-time teaching staff laptops with an iPads review.
26. Continuation of embedding excellence project with AIS support in conjunction with the School Improvement Plan.
27. To develop a whole school (K – 12) approach to Positive Behaviour Intervention System (PBIS) from AIS.
28. To establish an assessment policy that affirms the use of edumate for record keeping – all school.
29. Creation of new newsletter (termly distribution) with term events on a one-page calendar.
30. Create a whole school daily notice morning email at 8:30 each morning to staff.
31. Effective communication throughout the community by the marketing team.
32. Establish a ‘student voice’ K – 12.
33. Establish a ‘parent voice’ K – 12.
34. Create a high level of aboriginal cultural awareness leading to greater inclusivity for all our aboriginal students
35. Establish a central source of information that is easily accessible and up to date.

ACTIONS TAKEN TO PROMOTE RESPECT AND RESPONSIBILITY

Students received regular advice on respecting each other at daily pastoral care time, assemblies, chapel times and biblical studies lessons. At various times instruction is given about the no tolerance to bullying and harassment. The school also has a system where students can report bullying and teachers address these issues and staff can respond to them at the student welfare section of their weekly staff meetings. The police come in once a term to discuss appropriate behavior, anti-bullying advice and multimedia safety. We also had an expert on Technology safety come in and present to students, staff and parents.

OUR COMMUNITY SATISFACTION

This year (2015) we commissioned our second survey of staff, students and parents using “Encompass Surveys”. Below are the summary results as reported and we are pleased to announce that our school community fared well above the benchmark in the staff survey and parent survey.

The National Sample is 10,000 and here are the results:

**Students**

<table>
<thead>
<tr>
<th>Key Area</th>
<th>Benchmark</th>
<th>2014 Pacific Coast Christian School Mean</th>
<th>2015 Pacific Coast Christian School Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Guidance and Support</td>
<td>69.7%</td>
<td>65.9%</td>
<td>58.2%</td>
</tr>
<tr>
<td>2. School Environment</td>
<td>61.4%</td>
<td>64.0%</td>
<td>51.9%</td>
</tr>
<tr>
<td>3. Teacher Quality</td>
<td>63.0%</td>
<td>66.4%</td>
<td>63.2%</td>
</tr>
<tr>
<td>4. School Curriculum</td>
<td>65.8%</td>
<td>57.1%</td>
<td>49.9%</td>
</tr>
<tr>
<td>5. Learning Opportunities</td>
<td>68.6%</td>
<td>64.7%</td>
<td>60.2%</td>
</tr>
<tr>
<td>6. Personal Development</td>
<td>66.4%</td>
<td>67.0%</td>
<td>61.6%</td>
</tr>
<tr>
<td>7. Student Behavioural Values</td>
<td>66.5%</td>
<td>64.8%</td>
<td>59.2%</td>
</tr>
<tr>
<td>8. Technology and Resources</td>
<td>64.5%</td>
<td>57.5%</td>
<td>52.3%</td>
</tr>
<tr>
<td>9. Student Relationships</td>
<td>62.6%</td>
<td>65.6%</td>
<td>52.0%</td>
</tr>
</tbody>
</table>

**OVERALL**

|                   | 65.4% | 63.7% | 56.5% |

**Parents**

<table>
<thead>
<tr>
<th>Key Area</th>
<th>Benchmark</th>
<th>2014 Pacific Coast Christian School Mean</th>
<th>2015 Pacific Coast Christian School Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Guidance and Support</td>
<td>72.3%</td>
<td>77.0%</td>
<td>74.7%</td>
</tr>
<tr>
<td>2. School Environment</td>
<td>73.3%</td>
<td>81.5%</td>
<td>78.4%</td>
</tr>
<tr>
<td>3. Teacher Quality</td>
<td>68.4%</td>
<td>78.6%</td>
<td>76.5%</td>
</tr>
<tr>
<td>4. School Curriculum</td>
<td>70.3%</td>
<td>70.1%</td>
<td>65.3%</td>
</tr>
<tr>
<td>5. Learning Opportunities</td>
<td>71.7%</td>
<td>75.7%</td>
<td>69.9%</td>
</tr>
<tr>
<td>6. Personal Development</td>
<td>70.6%</td>
<td>78.9%</td>
<td>75.5%</td>
</tr>
<tr>
<td>7. Parent Communication</td>
<td>67.6%</td>
<td>72.4%</td>
<td>67.9%</td>
</tr>
<tr>
<td>8. Technology and Resources</td>
<td>74.3%</td>
<td>78.4%</td>
<td>78.0%</td>
</tr>
<tr>
<td>9. Leadership and Management</td>
<td>69.3%</td>
<td>79.2%</td>
<td>78.2%</td>
</tr>
</tbody>
</table>

**OVERALL**

|                   | 70.9% | 76.9% | 73.8% |

**Staff**
Students
Students are settled and safe. They enjoy good relationships amongst peers, between students of different ages and with the staff. A simple stroll through the grounds will show that students are happy, confident and learning to live together with meaning and purpose. A full range of academic subjects and extracurricular activities provides a rich experience of the diversity of school life.

Staff
Staff of Pacific Coast are committed to more than their job. As Christian professionals they each share a deep sense of purpose in playing a part in shaping the lives and characters of the students. This means that they work hard to know the students and to teach them more than just the content of the courses. The growing of community is something that each and every staff member contributes to, prioritises and pursues. It is what draws them to a school like Pacific Coast. Staff give generously of their time beyond that required of their professional duties to support and promote the school.

Parents
At Pacific Coast parents are listened to and supported. Working in partnership with parents, Pacific Coast seeks to assist families to take every opportunity of building strong relationships founded on Biblical principles of mutual care, integrity and responsibility. Parents appreciate the School’s investment into their children’s character and the diverse opportunities that are presented. When parents work together with the School their children experience a very effective influence for their good. Parent involvement is strong, ranging from participation in class activities to support through volunteer programs. Cultural events are well supported and parents show a genuine interest in the life of the School.

OUR ACHIEVEMENTS

Junior School Honour and Gratitude Service
This year in the Junior School we are having a combined Chapel and Assembly Service. This service is to be a time of honouring, thanking and worshiping God. We will pray for our leaders in the world, sing praise and worship to God, honour our students with weekly awards and hear a short message based on God’s Word. Mrs Carol Stubbs and the Year Six Leadership Team coordinate these services.

Music Tutoring
At Pacific Coast Christian School we offer all students the opportunity to access music tutoring. A trained music tutor offers our students the chance to learn most instruments including Piano, Guitar, Percussion, stringed instruments and most brass instruments. In 2015 up to 30 students were taking these lessons.

New Hope Training
In 2015 all of the teachers at Pacific Coast Christian School completed the New Hope International Training, Series One, and Series Two.

Camps
Year 5/6 students spent three days on camp in term two 2015. They went to Kindilian Girl Guide Campsite in Redland Bay, Queensland.

**Basketball Development Program**

In Term One the Pacific Coast Christian School Basketball Development Program was established. Semester One focused on the open boys team. Specialist coach (and Gold Coast Rep coach – Mr Steve Weiland) coached on Mondays with Mr Malcolm Muir and Mrs Catherine Leonard coaching on Tuesday afternoons.

Two friendly games were held between Hillcrest Christian College as a lead-up to the CSSA State Basketball Championships. At the CSSA State Championships, the Pacific Coast Christian School Open Boys team narrowly lost their games by four points, two points and one point. (Narrowly losing to the 2014 and 2015 CSSA State champions [Oxford Falls] by four points).

In Semester Two, the Open Boys team and Open Girls team joined the Southern Coast Slammers and played in the Gold Coast Basketball Summer Competition in preparation for our 2016 season.

**Athletics**

**North Coast Zone Carnival**

Pacific Coast Christian School had 37 students compete in the North Coast Zone Athletics Championships, which was held at Coffs Harbour Sports Stadium, Coffs Harbour.

Seventeen of our Senior School students and nine of our Junior School students finished in the top two and thereby qualified to represent the North Coast Zone at the CSSA State Track and Field Championships!

Four Pacific Coast students also won their respective ‘Age Championships’.

**CSSA State Athletics Championships**

On Wednesday 26th August, nine Pacific Coast Christian School Senior School students competed in the 2015 CSSA State Athletics Championships.

Four secondary students received medals at the championships and qualified to represent CSSA at the CIS Secondary Athletics Championship (held Wednesday 16th September at Sydney Olympic Park Athletics Centre).

**Running Training Development Program**

Running training was held on Thursday afternoons (Semester One), Tuesday mornings and Thursday afternoons (Term Three – Semester Two).

**North Coast Zone Gala Days**

In 2015 the Senior School competed in the following North Coast Zone Gala Days:

- Touch Football
- Soccer
- Netball (Junior and Senior Girls)
- Cricket (15 and under Boys)
- Athletics

**MISSIONS**

**Overseas Mission**

In 2015 many teams went out on mission from Pacific Coast Christian School. Our Christian Community continues to grow from strength to strength in mission and service. Our students and staff have relationships and partnerships with many local, national and international groups and organisations. We help local charities, dune care, age care facilities as well as indigenous organisations. We have also send students and staff to at least four different countries on mission. This is a great reflection of the spirit and heart of our community. I am thankful for God’s provision and the service of many staff and students in these initiatives.

**Vanuatu**

Mr Ben Krahe, Mr Doug Zylstra, Ms Jo Allen, Mrs Tracy Ritson and Mrs Kimberley Appo (parent) were part of a seven member team that went to Vanuatu to help clean up after Cyclone Pam.

Mrs Julie Ward went with Mr Tony Nott and served schools on Pama Island. Mr Roger Ward and Mr Mike Sutton
went to Tanna Island and assisted Mr Max Maddock and the team with re-building the Trade College.

Mrs Eve Krahe, Miss Brittany Walker and Miss Taylor Long (former-student) went to Sea Side School to help introduce a reading program into the school and travelled to Santo Island to assist Bene Community with building a Christian School.

**China**

Mr Patrick Donnelly and Mr Klaus Knobloch travelled to China with a group from Pacific Hills to assist in presenting some workshops to teachers around Christian Education. Whilst there they had the opportunity to visit a number of schools and gained valuable insight to bring back and share with our Schools.

Sending out our staff, parents and students on local and international mission reminds me of the verse in 1 Samuel 2: 8

“He raises the poor from the dust and lifts the needy from the ash heap; he seats them with princes and has them inherit a throne of honour.”

“For the foundations of the earth are the LORD’s; on them he has set the world.”

My vision is that we are a community that brings love, faith and hope through the Message of Christ to bring Glory to God.

**Outback Mission**

Mrs Carol Stubbs and Ms Joanne Allen along with a group of students and local churches’ youths visited Kalgoorlie, Marapoi Station and Indigenous communities of Mt Margaret and Ninga Mia over a period of 10 days. This was an invaluable opportunity for all involved; whilst there they served these communities, blessing them with their talents, gifts and good works.

**Local Mission**

**Community Service**

Year 7/8 students have been blessing the staff by washing their cars. This was not a fundraiser but an act of generosity to staff who were willing to leave their cars to be washed.

Students have also been using their own money to do ‘random acts of kindness. Some students have blessed residents at Tweed Mall. They pooled their money and bought this lovely lady a coffee and had a wonderful chat......

Another student was able to pray for an elderly man who was going in for an operation.

Senior School students have been completing their community service lessons in the Junior School. They have been assisting JS teachers in a variety of classes by listening to students read and helping out during sport activities.

**Mission Support**

**Beach Walk**

To raise money for You Have a Friend, 78 Senior School students walked 11 kilometres along the beach from Palm Beach to Coolangatta.

Money raised is for feeding the homeless on the Tweed.

The event was reported in the Gold Coast Sun and Pacific Coast Christian School is the only school in the region doing this and supporting the homeless. The Beach Walk has become an annual Senior School event in Term One and is co-ordinated by Mr Patrick Donnelly.

**March – “You Have a Friend” can drive**

The whole of Pacific Coast Christian School participated in a can drive for the homeless people of Tweed. Mrs Wendy Hawkins co-ordinated the event. The school’s relationship with You Have a Friend continues to grow. Mr John Lees accepted over 1000 cans in March when he came to the Senior School Chapel to receive our donations. The class that collected the most cans recived a pizza lunch – Mr LaMarre’s Year 1/2 class.

**Skipathon**
Students in Junior School enjoyed a fun afternoon of Skipping activities at the end of term one. Originally the money raised was to fund the education scholarships for our two Thai students. However, when the cyclone hit Vanuatu we dedicated the monies raised for both causes.

Students raised $1386.30. We were able to donate $1000 to the Vanuatu relief fund and the rest to cover the Thai students’ scholarships.

40 Hour Famine
Senior school students collected sponsorship money for the 40 Hour Famine. They have set themselves a target of $3000.

Samaritan Purse
In 2015, I look forward to continuing our support of Samaritan Purse, Rayan – the JS Compassion Child, You have a Friend and our two students attending High School in Thailand. During February and March all Pacific Coast students will be encouraged to donate a can of food for our Can Drive for You Have a Friend.

Junior School students enjoyed a sausage sizzle lunches in Term 2 and 3 and raised $400 for Samaritan Purse and $300 for our Compassion Child Rayan.

Mr Wayne Hester who works for Samaritan Purse in Cambodia visited Pacific Coast Christian School on Tuesday 4th August. He spoke to both Senior School and Junior School students about the work of Samaritan Purse in Cambodia. He spoke about how most children in Cambodia do not finish High School and are malnourished, live in very simple housing, drink dirty water and have to work to support their family when they are still in Primary School. Levels of Literacy are very low and most children have not heard anything about Jesus and the Gospel.

Thai students
Junior school ran a fundraiser for the Thailand Hilltribe Education Sponsorship Programme during Term 1, 2015. We raised money to pay for the High School Education of Duangtaa and Preecha. Both Duangtaa and Preecha live in the remote hill area of northern Thailand and must travel and board in a bigger town to attend High School.

COMMUNITY EVENTS

Girls Night In
A great night was had by all at the girls night in. The theme was from the movie ‘Frozen’ and lots of the little girls and parents came dressed as characters from the movie.

There were organised activities and tables such as hair braiding and glitter hairspray, colouring in, decorating biscuits in the food technology room and Frozen karaoke.

The guest speakers for the night were Ms Joanne Allen and Mrs Kimberley Appo talking about their trip to Vanuatu to clean up after cyclone Pam. Everyone, parents and children alike, enjoyed bonding with each other during this event.

INTERNATIONAL LINKS

Aoyama Gakuin University Program
PCCS continued its valuable partnership with the Aoyama Gakuin University Japanese program for 2015. The homestay program was organised by the Australian Academy of Educational Studies. The program was hosted at Pacific Coast on February 7-28 and had both an educational and cultural focus.

The educational focus for the 22 students from AGU included daily studies in Speaking, Listening and Writing. They also interacted with PCCS students through a volunteer program with Senior School Sport and Junior School English narratives. Classroom interaction occurred in Music, Design, Drama, Business Studies, Science, English and Art. AGU students regularly attended Chapels and Assemblies at PCCS.

AGU students also undertook field trips and excursions in northern NSW and South East Queensland.

Professor David Reedy from Aoyama Gakuin University also visited PCCS and communicated with the Chancellor from Miyagi Gakuin University (MGU, another Christian university), who is interested in knowing more about the program at PCCS.
The partnership with Ayoama Gakuin University has become a welcome and valuable part of the PCCS calendar.

**CHAPLAINCY REPORT**

My understanding of my role as Chaplain at Pacific Coast Christian School is to faithfully companion students in the ups and downs of life and point them to the redemptive hope that we have through Jesus Christ. So in all the ups and downs of 2015, and in acknowledging how imperfectly I carried out this role, I would like to summarise the year in the following way by linking chaplaincy actions back to the core truths of why we do what we do.

Pastoral care with students, whether as one-on-one pastoral conversations, or in groups or in times of informal “hang out” time with students, my goal is to listen to and encourage students so that they know they are loved and accepted. In listening to them I have tried to expose to them their strengths and passions so that the core truth of knowing they are valued and been created for a purpose would be made known to them. I personally believe that part of our redemptive work involves bringing beauty to our world, and I have loved being able to facilitate students use their creative passions (whether artistic, e.g. painting murals or musical e.g. singing and playing guitar) to add to that beauty and be an opportunity for them to grow in confidence.

In times of suffering we have grieved together, and I have tried to help students find meaning and purpose in suffering by looking outside of ourselves to how we can make a difference in the lives of others. This is why facilitating students to volunteer with You Have a Friend (working with homeless in Tweed) or participating in the 40 Hour famine is so important. These community service opportunities provide ways for students to experience being in community, provide opportunities to belong, to use their gifts and to find meaning. Seeing students rejoicing in making a difference and experiencing themselves as ethical agents is empowering for them and builds a greater sense of self-worth.

“And let us not grow weary while doing good, for in due season we shall reap if we do not lose heart. Therefore, as we have opportunity, let us do good to all, especially to those that are of the household of faith.” Galatians 6:9-10.

**POLICY INFORMATION**

Below is our Enrolment Policy and a summary of our Anti-Bullying Policy. Both documents as well as the opportunity to obtain additional policies from the school can be located at [www.pacificcoast.nsw.edu.au/policies](http://www.pacificcoast.nsw.edu.au/policies).

The policies for 2015 are available and located on the website link above.

**Enrolment Policy**

**Introduction**

The School’s policies which are made from time to time are made pursuant to the requirements set out in section 47 of the *Education Act* and of the BOSTES for registration of the school.

**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 - 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.

While the policy is as comprehensive as possible, there will inevitably be some situations which are not specifically covered. In such instances, it is the Principal’s responsibility to decide the appropriate course to take in the circumstances.
Policy
Pacific Coast Christian School seek 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. For Overseas Student Enrolment Policy please refer to “PCCS Enrolment (Overseas) Policy Feb 2014”.

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.
- A register of enrolments will be maintained in the School Database management system in accordance with legislative requirements.

Relevant Legislation
- Disability Discrimination Act
- Race Discrimination Act
- Anti-Discrimination Act

These Acts make it unlawful to discriminate against a person on the grounds of their disability or race by refusing to enrol them at the School. The School is committed to fulfilling its obligations under the law in this Enrolment Policy.

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, means:
- total or partial loss of the student’s bodily or mental functions; or
- total or partial loss of a part of the body; or
- the presence in the body of organisms causing disease or illness; or
- the presence in the body of organisms capable of causing disease or illness; or
- the malfunction, malformation or disfigurement of a part of the student’s body; or
- a disorder or malfunction that results in the student learning differently from a student without the disorder or malfunction; or
- a disorder, illness or disease that affects a student’s thought processes, perception of reality, emotions or judgment or that results in disturbed behaviour.

Procedural Guidelines - Pacific Coast Christian School

Enquiries
All enquiries are recorded. The Registrar will forward relevant information to the enquirer and this includes:
- Prospectus
- Information letter directing them to the school website for further information
- Enrolment Application form (including Enrolment Process information)

Applications
Upon receipt of Application Form and supporting documentation the Registrar will:
- Check all relevant documentation is completed
- Receipt non-refundable application fee
- Check current class vacancies
- Place student’s name on waitlist, pending Enrolment Interview outcome
- Schedule Enrolment Interview with Principal or Principal’s delegate

Requirements for Entry
It is a requirement when applying for entry into the School that all students and their families attend an Enrolment Interview with the Principal or Principal’s Delegate.

As part of the 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 her/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.

**Interview Organisation**

Should a vacancy exist or be pending, the Registrar will arrange a suitable time for the family to attend interviews with the Registrar, the Principal, and other relevant staff (or delegates). 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 Interview Form and to outline the interview process. Under normal circumstances the subsequent interview will be with the Principal.

Principal or Principal’s Delegate

The Principal or Principal’s Delegate will conduct an interview in which he or she explores the issues of Faith with the family and explains the distinctives of PHCES, including:

- Christian education in all Key Learning Areas, policies and procedures.
- Entirely staff 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 PHCES.
- 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.
  - Behaviour and 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 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
Where information obtained by the School indicates that the student has a disability, the Principal will seek 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.

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

The School also reserves the right to terminate an enrolment where there are not sufficient resources to deal with a student’s needs and where the parents have not declared or have withheld known information pertaining to their 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 and Exit Bond as specified in the Letter of Offer.
- Upon receipt of Acceptance of Offer, Enrolment Fee and Exit Bond, the Registrar will conduct a Post Enrolment Interview Meeting in order to schedule Uniform Shop Appointment, provide Student Information Pack (including Handbook, Stationery List, etc.), discuss Fee payment options and outline procedures for student’s first day orientation.

Failure to reply within the required time may result in the position being re-offered where other students are waiting for entry to the School.

Conditions of Ongoing Enrolment
1) Suspension from class – in school suspension or out of school suspension
   a) Pacific Coast Christian School may suspend a student from class studies on the grounds of misbehaviour by the student. Suspension will occur as the result of any behaviour identified as resulting in exclusion in Pacific Coast Christian School’s Behaviour Policy/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.
   b) Suspended students must abide by the conditions of their exclusion 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.
   c) Where the student is provided with homework or other studies for the period of the suspension, the student must continue to meet the academic requirements of the course.
   d) Suspensions from class will be recorded in the School’s Information Management System (Student History tab).
   e) Periods of ‘suspension from class’ will not be included in attendance calculations as per Pacific Coast Christian School’s Course Progress and Attendance Policy.

2) School initiated Suspension of Studies (from one or more courses)
   a) Pacific Coast Christian School may initiate a suspension of studies for a student on the grounds of misbehaviour by the student. Suspension will occur as the result of any behaviour identified as resulting in suspension in Pacific Coast Christian School’s Behaviour Policy/Code of Conduct.
b) Suspended students must abide by the conditions of their suspension from studies which will depend on the welfare and accommodation arrangements in place for each student and which will be determined by the Head of School, the Principal or their delegate.

c) Suspensions will be recorded on School’s Information Management System (Attendance)

d) Students will not return from suspension until after a satisfactory interview between the Parents and the Head of School, the Principal or their delegate.

3) Cancellation of Enrolment

a) Pacific Coast Christian School may assert its right to cancel the enrolment of a student under the following conditions:
   i) Failure to pay course fees or to settle outstanding financial accounts;
   ii) Repeated failure to respond appropriately to the authority of the school including in respect to course progress, compliance with school requirements relating to uniform and equipment, and demonstrating acceptable behaviour.
   iii) Any behaviour that puts the safety of other students significantly at risk, that significantly undermines the reputation and good standing of the school or that is identified as being unlawful.

Safe Schools, Anti Bullying Policy Summary

Principles:

- Bullying is a conscious and willful repetitive act of aggression and/or manipulation by one or more people against another person or people. It is an abuse of power by those carrying out the bullying and is designed to cause hurt or intimidation.

- Bullying can be either physical or non-physical:
  - Physical bullying can include: biting, hair-pulling, hitting, kicking, damaging property etc.
  - Non-physical bullying can include: abusive calls, abusive text messages, hurtful emails, cyber bullying, extorting money or material possessions, intimidation, threats, name-calling, teasing, rude gestures, faces, manipulating relationships, excluding, isolating etc.

- The pro-active principles for eliminating bullying are safety, acceptance and care.

- All students will be presented with programs of instruction that make the School’s definition, intolerance, and stated consequences of bullying clear and explicit. This will include explanations of the definitions of bullying, including the roles of perpetrator and bystander, and the sequence of intervention events to manage instances of bullying.

- Bullying is not to be tolerated under any circumstance and every incident should be followed up. Intervention procedures will be in accordance with the Safe Schools procedures and any discipline imposed will be in accordance with the Discipline policy (staff and student).

The full version of this document can be found at: http://www.pacificcoast.nsw.edu.au/policies.

SUMMARY OF FINANCIAL INFORMATION

The 2015 year continued in line with our recent history of increasing enrolment numbers, up 6% from 2014, as demonstrated by the increase in school fee income.

Our operating profit for the year ended was better than our benchmark of 5%, which supports continuing financial stability of the School.

The staffing levels were well matched to suit government funding and parent fees, with the 2.5% increase in salary and on-costs reflecting our desire to continue to rebalance our staff levels to meet student educational needs.

The School continues to closely monitor its banking arrangements in light of ongoing and future building projects to ensure that competitive interest rates are secured and cash flow stability is maintained.

2015 PCCS Income Sources

2014 PCCS Income Sources
2015 PCCS Expenditure Areas

- Commonwealth: 71%
- State: 19%
- Fees: 8%
- Other: 2%
- Salary & On Costs: 60%
- Admin & General: 10%
- Property: 6%
- Interest: 2%

2014 PCCS Expenditure Areas

- Commonwealth: 68%
- State: 19%
- Fees: 9%
- Other: 4%
- Salary & On Costs: 83%
- Admin & General: 9%
- Property: 6%
- Interest: 2%