



Annual Report 2021

The following report is prepared according to the School's Annual Reporting Policy and the NSW Government's Education Act. It provides general information to the community about the School's ethos and character and its performance in Academic and Financial terms. More specific information can be obtained by contacting the school directly.

Published June 2022



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OUR SCHOOL COMMUNITY

Overview and General Information

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Pacific Brook Christian School is part of the Pacific Group of Schools, which began in 1979 with the founding of Pacific Hills Christian School (formerly Pennant Hills Christian School) in Sydney. Pacific Brook Christian School began operations in January 2018.

The vision statement of Pacific Brook Christian School, and all the Pacific Group of Schools 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 seeks to uphold this vision statement in all it does.

The School is currently located in the St John's hall and two classroom blocks. One was built using BER funding, the other was added in 2019. The school now has five classrooms (one which is also used as a library), a toilet block, reception area, office and kitchen.

Muswellbrook is a country town with a local economy based on coal mining. Pacific Brook Christian School's aim is to provide affordable Christian education to local families. A condition of enrolment is that families are expected to accept the School's Statement of Faith (which can be obtained from the School office) and agree to abide by all policies.

Pacific Brook Christian School strives to provide an environment that encourages a loving, caring, Christian atmosphere, where students support each other, particularly new enrolments and younger children.

Pacific Brook Christian School is fully registered with the NSW Education Standards Authority (NESA) and offers courses from Kindergarten to Year 8. All mandatory subjects are taught including English, Mathematics, Human Society and Its Environment, Science and Technology, Creative Arts and Personal Development, Health and Physical Education, as well as Japanese. Our curriculum also includes study of the Bible during Devotions, and teachers teach their subjects from a Christian perspective.

Discussions are encouraged amongst students concerning aspects of the Christian faith and how it applies to contemporary life.



The School has gained initial registration from NESA to begin Year 10 in 2023.

We strive to give every assistance to each student to develop:

- Their spiritual awareness
- Their academic gifts
- Their social abilities
- Their physical endeavours.

We encourage students to pursue success in all their undertakings in order to prepare them for a life of contribution to the community while serving Christ.

Pacific Brook Christian School exists to serve students and families from Muswellbrook and the surrounding area.

The School seeks to honour God at every level by:

- Honest Governance and management practices
- The development and implementation of all policies and procedures
- The employment of dedicated Christian staff
- The provision of quality curriculum programs
- Nurturing and caring for everyone in the school community
- Being a positive witness for Christ both within the school and the wider community
- Encouraging the whole school community to grow in their individual relationships with God
- Maintaining a high standard of integrity, honesty and compassion in all areas.

Campus Principal: Mr Damien Gainsford

2021 was a year of growth and development at Pacific Brook Christian School. This was the Fourth year the school has been part of the Pacific Group of Schools.

Pacific Brook Christian School strives to:

Know each child

Teach each child

Care for each child.

The staff know each individual child very well, so they recognise their unique talents and gifts.

Teaching each child means that the staff will provide each child with the appropriate instruction and support so that they can reach their academic goals. The School strives to provide each student with a challenging and stimulating educational experience. A Learning Aide will work with students who need extra support in literacy and numeracy.

Caring for every child means that staff want every child to feel valued. Schools create a safe and supportive environment for all children because when a child is safe and supported, they learn better and make friends more easily.

Pacific Brook Christian School strive to provide high-quality academic training. With small class sizes, teachers can focus on the individual needs of their students and help students progress, further develop their skills, and overcome areas where they struggle.

Teaching English and math (literacy and math) continues to be a top priority at the school. Students' progress in literacy and numeracy. This was measured by a series of assessments, including formal assessments such as PAT and NAPLAN.



The School trains our Learning Aides who specifically assist in providing literacy and numeracy programs and provide support to students who may have difficulty in these areas.

Another aspect of teaching literacy and numeracy is engaging students in what they are learning and fostering their interest in each subject.

Teachers use a variety of hands-on activities in the classroom and use high-interest resources. The school also organizes a number of special events such as Book Week

activities. Recognizing and acknowledging student achievement is also important in developing a student's love of reading and writing.

Students also experience learning opportunities in each of the other Key Learning Areas set by NESAs:

- Science
- Geography
- History
- PDHPE
- Creative Arts.

Through a variety of learning activities, students develop their knowledge and skills in each of these subjects. Students learn Japanese from kindergarten through 6th grade. In our increasingly diverse global community, it is important that students not only develop skills in learning another language,

but also learn to type, appreciate different cultures. Students from Year 3 to Year 6 learn violin. Research has shown that there are many benefits to learning an instrument. The students are making good progress in their violin lessons, and they enjoy playing together.

Students from across the grades have participated in a range of extra-curricular activities through the 2021 school year where the current pandemic has allowed.

These have included:

- Power FM School's Breakfast
- Service Projects
- PHCS Year 12 Visit

We begin each school day with dedicated time, including Bible reading, teaching, and prayer, as students learn about God, how He loves each person, and how we can serve Him. Every Friday, classes will have a joint dedication. Meetings have been cancelled due to the pandemic.

School culture is an important part of life at Pacific Brook Christian School. The school has a welcoming and friendly atmosphere. Children learn to respect each other and be kind to each other, and this shows in the way students interact both in the classroom and on the playground.



The school has a small, dedicated Parents and Friends (P and F) committee. In addition to running the canteen every week, P and F also organizes a Mother's Day and a Father's Day stall.

At the Commonwealth census in August 96 students were enrolled at Pacific Brook Christian School. This allows the school to employ the equivalent of 6.2 full-time teachers. In 2021, Pacific Brook Christian School offers the following classes:

Year Level	Teacher
Kindergarten	Term One taught by Anna Loiterton Terms Two to Four taught by Mrs Lorelei Wainiqolo
Year 1-2	Terms One to Three taught by Mrs Leisa Gainsford Term Four taught by Michael Manwaring
Year 3-4	Terms One to Three taught by Mr Guido & Mrs Lucy Fischer Term Four taught by Miss Anna Loiterton
Year 5-6	Terms One to Three taught by Ms Alice Fischer Term Four taught by Mr Daniel Ebert
Year 7-8	Taught by Chris Merx and Betty Kamusiime.

The School was not able to run a Play and Learn (PAL) class due to Covid-19 restrictions but was able to commence a Kinder orientation in Term Four.

In 2021 Pacific Brook Christian School successfully passed the initial registration with NESA for the commencement of Year 9. Year 9 will begin at the start of 2022. It is planned that Year 10 will begin in 2023, and a new year of schooling can be added each year after that, through to Year 12.

A new Stage Four and Five classroom was established in the old office admin area, and the office was moved to a temporary demountable in the school carpark. Additional temporary bathroom were also bought in to cater for the growth and predicted growth.

Pacific Brook Christian School has purchased a new site for the School. This site will be developed, and it is hoped the School can move to the new site in 2023.

This sure was exciting and productive year at Pacific Brook Christian School.

Report prepared by Interim Campus Principal: Kaya Lombaard





From the Executive Principal: Dr E J Boyce

2021 was a year of significant growth for Pacific Brook Christian School during which the enrolments almost doubled and high quality staff were brought into the community. Under the leadership of Mr Damien Gainsford, the School had a vision for growth and a commitment to strengthening as a Christian educational community. Plans were being made for movement to a new site to allow substantial growth for the School into the future, so much time was spent on plans and preparation to that end.

The school strengthened the engagement with the parents of the School and also with the Churches and service organisations of the local community. The School's reputation has been growing so that there is an increase of enrolment applications with the School community. Also, parent groups within the School have been joining together to build up the community and also to reach the wider community.

During this year, the School has been very committed to being part of the Pacific Group of Christian Schools learning from one another and supporting one another. The Board under the leadership of Board Chair, Max Maddock, has developed a vision for the School to see continuing growth in quantity and quality of its members.

Dr E J Boyce - Executive Principal



From the Board Deputy Chair

Pacific Brook Christian School remembers 2021 for many delightful reasons and one incredibly sad reason. The school continued to grow: the year began with 76 students, peaked at 93 and ended with 86 students. The staff has continued to grow and develop both in numbers and skills. In preparation for 2022, a temporary office and toilet block were organized and installed in January.

Once again Covid affected the school. The teachers worked extremely hard as they quickly moved to teaching on Zoom and Canvas. The Board is so appreciative of all our teachers, staff, and leadership as they continue to care for and instruct the students.

We are very grateful for the leadership of our principal, Damien Gainsford. With the blessing of the Board, Damien sought to be relieved of his contract with us to pursue the principalship of an Aboriginal school in Queensland. We were also saddened as Anna Loiterton finished her teaching time with us at the end of the school year.

James A Dugan

OUR COMMUNITY SATISFACTION

Student Satisfaction

In 2021, there was no formal survey of students to gauge satisfaction. However anecdotal evidence strongly suggests that students were successfully and profitably engaged in School activities, including but not limited to online learning.

Verbal feedback from students shows their enjoyment of their involvement in Pacific Brook Christian School, and the various lessons and activities at the School, and they feel they are cared for by their teachers

Parent Satisfaction

Communication channels have been provided by the school, so that parents are afforded the opportunity for feedback via means such as the newsletter, Parent/Teacher Conferences, and daily access to teachers via email and in person meetings where Covid-19 health orders allowed. This feedback has been consistently of a positive nature.

Any constructive feedback from parents was welcomed and all actions appropriately implemented in due course.

Due to the Pandemic, there was no parent and wider family involvement in School activities.

In 2021 there was a formal survey of parents and staff conducted by McCrindle Research. The key findings of the survey are presented here.



School perceptions and strengths

Pacific Brook Christian School is strongest in its learning culture and community.

Four in five stakeholders see the positive learning culture (79%) as a key strength. While 79% see the Christ-centred community as a key strength, which has grown by 23 percentage points since 2020 (79% cf. 56% 2020). This is followed closely by a nurturing environment (75%) and quality teaching staff (71%).

Innovative use of technology (11%), student academic achievement (14%) and the reputation (18%) of Pacific Brook are least likely to be perceived as key strengths of the School. The proportion of stakeholders who consider student academic achievement a key strength has decreased by 18 percentage points since 2020 (cf. 32% 2020) and 41 percentage points since 2019 (55% 2019).

Staff are more likely than parents to see the sense of community (82% cf. 35% parents), and emphasis on service to the school community and beyond as key strengths (55% cf. 24% parents).

The greatest motivation for parents to send their children to Pacific Brook is the Christ-centred focus which has grown by 25 percentage points since 2020 (63% cf. 34% 2020). This is followed by Christian staff which has more than doubled as a motivator since 2020 (56% cf. 25% 2020).

Growth in these as key drivers for parents to send their children to Pacific Brook are possibly linked with the growing proportion of stakeholders who see the Christ-centred community as a key strength of the school.

The morals and values (56%), affordability (50%) and holistic approach to education (31%) are other key factors for parents when sending their children to Pacific Brook.

Parents who have been involved with the school for three years or more (86%) are more likely than those who have been involved for two years or less (44%) to send their child to the School because of the Christ-centred focus.

The reputation of the school is growing in the local area

When given an opportunity to provide additional comments about the strengths and perceptions of Pacific Brook, stakeholders are most likely to note the growing reputation of the school in the community alongside the challenges with the length of time the school building is taking.



I can see the reputation of the school growing in the community incredibly.



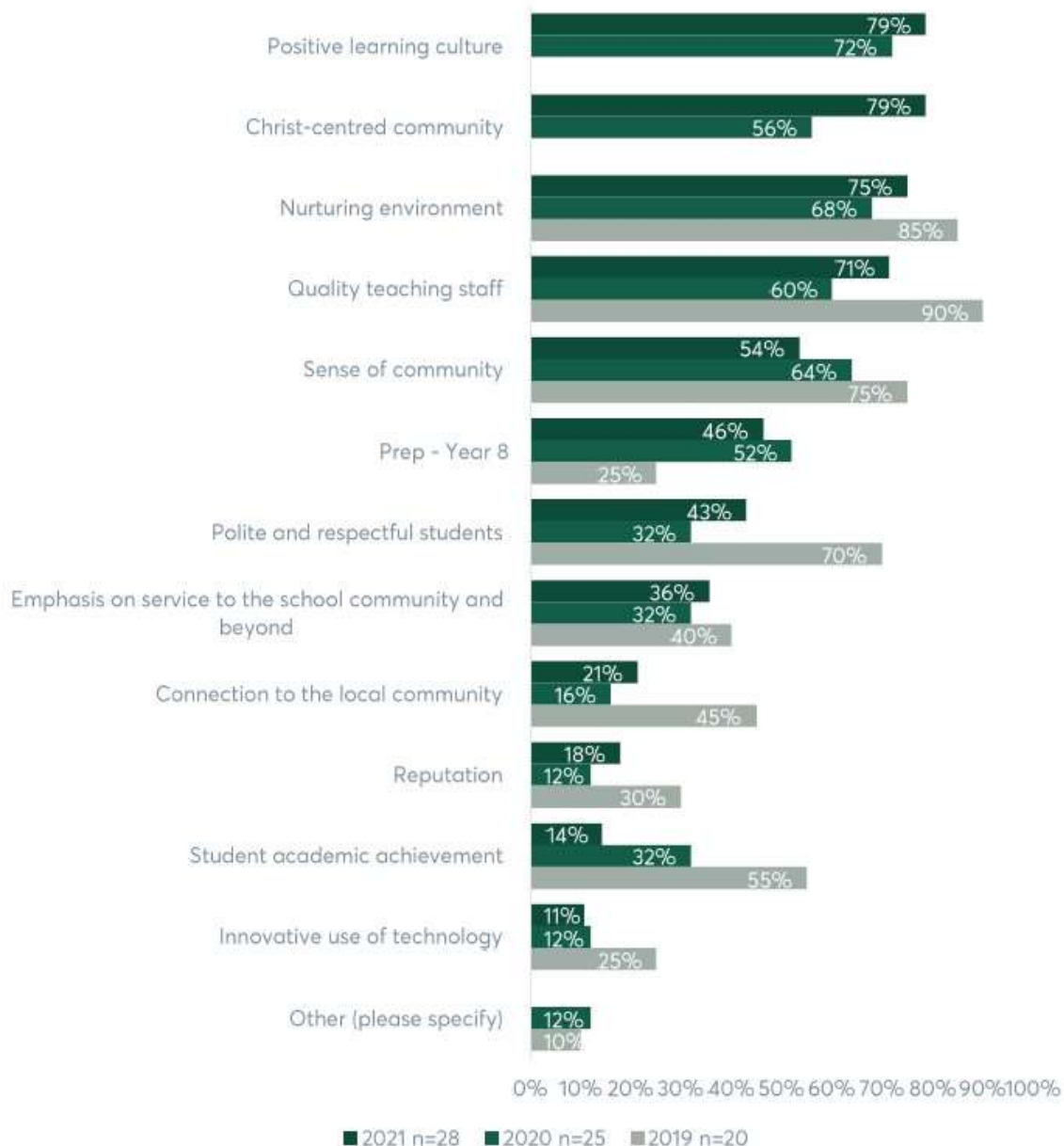
PBCS is a strong small school that is growing rapidly with the potential to be a strong - if not the strongest - school in the Muswellbrook area... PBCS currently has a good reputation but with the new grounds and new school feel, it will garner much more interest and become a sought after place.



A final decision for us to send the children to the school was the purchase of new land and a new school. Have no idea where that is up to and is obviously not going to be on target for what we were initially told.

What do you see as the key strengths of Pacific Brook Christian School?

Please select all that apply.



Student learning

Teachers are motivating students to learn.

All stakeholders strongly/somewhat agree that teachers at Pacific Brook motivate students to learn (100%). Similarly, all stakeholders agree the School is meeting the academic needs of its students (100%), which has grown 24 percentage points since 2020 (100% cf. 76% 2020). A growing proportion also agree the School caters to students' individual needs and differences (97% cf. 80% 2020).

Nine in ten stakeholders see student reports as informative and helpful (93%) and believe the school has high academic standards (89%). There is room to improve the academic standards, however, with only 18% of stakeholders strongly agreeing with this statement.

Four in five stakeholders (79%) strongly/somewhat agree the School is innovative in its approach to educating students. Stakeholders are least likely to strongly/somewhat agree the physical environment is conducive to learning (64%).

Growing by 37 percentage points since 2020, student reports first and foremost tell parents about their child's learning habits (100% cf. 63% 2020 strongly/somewhat agree) and help them understand how their child is going socially (100% cf. 53% 2020). For 94% of parents, student reports assist them to understand their child's strengths. To a lesser degree, student reports provide parents with a plan for improvement (82%) and assist them in understanding their child's weaknesses (82%).

Stakeholders are looking for greater communication from staff and more student support

Stakeholders were given the opportunity to provide any additional comments about student learning and development. Those who provided additional thoughts expressed a desire for more communication and visibility of the leadership team. Additionally, the positive growth plans for the school were mentioned



Staff/principal are accessible via email as phone usually goes to voice mail. If they made an effort to be visible in the playground at the end of the day more that would help people feel part of a community, feel encouraged to contribute ideas etc, it would help parents feel valued.



There is no parent portal available, but this would be helpful, and I would likely engage regularly



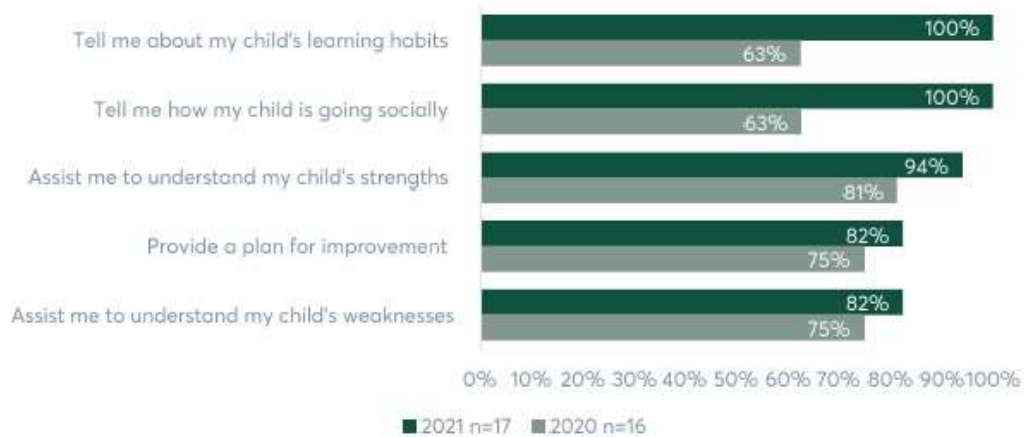
PBCS is very young in terms of learning and development...the school is performing far and above in terms of offering the students strong learning choices and development. But in saying this, there is still a lot of improvement ahead. As a staff member I am very aware that plans are in place and movement is happening - a very positive position - and I believe this is being translated to the school community.



Teachers do an amazing job working with students and providing individualised support. However, training/resources are limited for students with special needs.

To what extent do you agree or disagree student reports do the following?

Parents only
Strongly/somewhat agree



Pacific Brook students are most equipped in personal presentation.

Stakeholders continue to believe that students are equipped in a range of transferrable skills. Almost four in five stakeholders (79%) believe students are extremely/very equipped in personal presentation, while three quarters (75%) believe students are equipped with creativity. Seven in ten stakeholders (71%) believe students are well equipped in responsible stewardship, growing from 52% in 2020. Similarly, seven in ten stakeholders believe students are equipped in collaboration (71%) and communication skills (68%). Growing by 24 percentage points, stakeholders are more likely to believe students are extremely/very equipped with problem solving skills than in 2020 (68% cf. 44% 2020).

The greatest areas for growth, are critical thinking (54%) and digital literacy (57%) with just over half

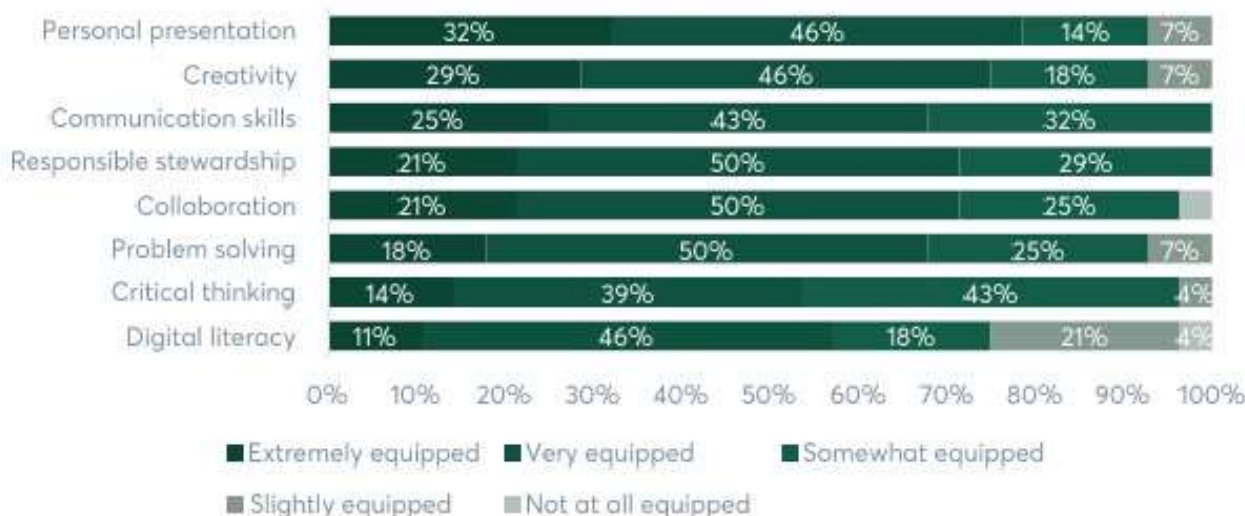
of stakeholders believing students are extremely/very equipped in these areas.

Parents are more likely than staff to believe students are extremely/very well equipped in all of the areas tested. Areas of note are digital literacy (76% cf. 27% staff), critical thinking (71% cf. 27% staff) and problem solving (88% cf. 36% staff).

National comparison

To a greater extent than parents nationally, Pacific Brook parents believe students are extremely/very equipped in digital skills (76% cf. 60% nationally), creativity (82% cf. 57% nationally), communication skills (76% cf. 52% nationally), problem solving (88% cf. 48% nationally) and critical thinking (71% cf. 43% nationally).

How equipped do you believe Pacific Brook Christian School students are in the following areas?



Student support

Students are supported to achieve their best.

Pacific Brook Christian School is effective in supporting students across a range of different areas. The School is most effective in supporting students to achieve their best (93%), growing 21 percentage points since 2020 (cf. 72% 2020). The School is similarly effective in supporting students' spiritual development (89%) also growing since last year (cf. 68% 2020). This is followed by the effective support for emotional wellbeing (68%), service to the community (64%) and leadership (64%).

To a lesser extent than last year, stakeholders believe the School is effective in supporting students to engage with their learning habits (68% cf. 76% 2020). While mental health continues to be the area the School is least effective in supporting students to engage with, this has grown by 21 percentage points in the last 12 months (61% cf. 40% 2020).

Parents are more likely than staff to believe the School is extremely or very effective in supporting students to engage with their mental health (71% cf. 45% staff) and leadership development (76% cf. 45% staff).

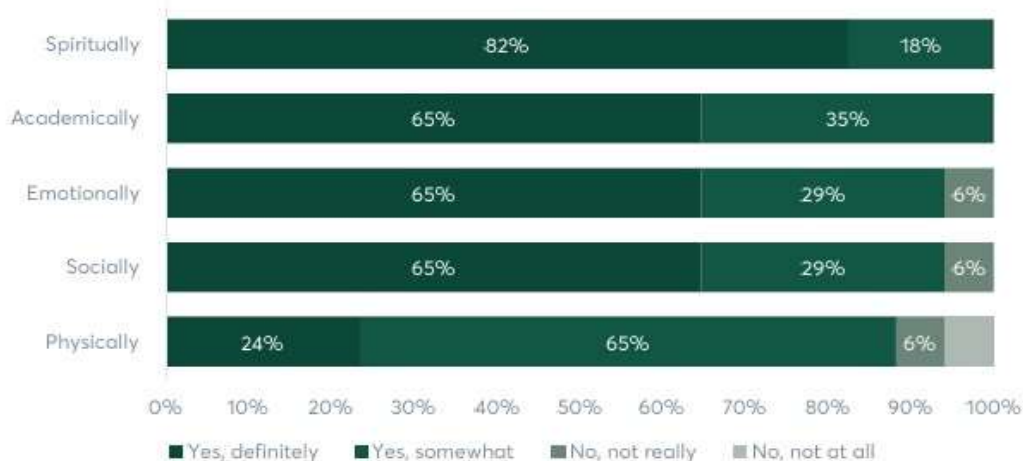
Pacific Brook cares for student welfare

Parents particularly note the support that Pacific Brook provides students with more than nine in ten parents strongly/somewhat agreeing staff care about their child's welfare (94%) and that their children's teachers are excellent role models (94%).

Increasingly parents strongly/somewhat agree their child's experience at the School has equipped them with a strong sense of Christian values, growing 32 percentage points since 2020 (94% cf. 63% 2020). This is followed closely by those who believe their children's teachers are easily accessible (88%) and that their children have opportunities to participate in community service activities (65%).

Do you believe your child(ren)'s lives have been enhanced in the following ways because of their time at Pacific Brook Christian School?

Parents only n=17



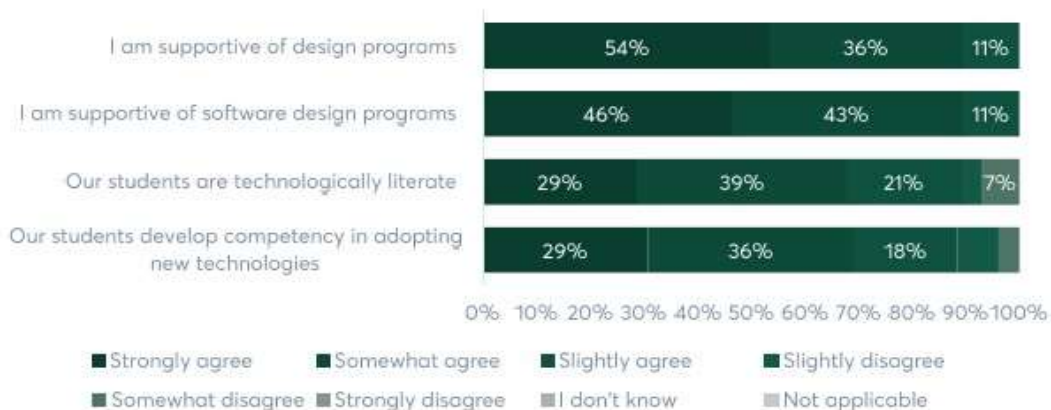
Technology use

Stakeholders are supportive of technology programs

Stakeholders strongly/somewhat agree they support software design programs (89%) and design programs (89%), both consistent with results from 2020. Two in three stakeholders strongly/somewhat agree that students are technologically literate (68%) and that students develop competency in adapting to new technologies (64%), which may be due to the period students have spent learning remotely.

Parents are twice as likely as staff to strongly/somewhat agree that students are technologically literate (88% cf. 36% staff) and that students develop competency in adopting new technologies (88% cf. 27% staff).

To what extent do you agree or disagree with the following statements about students' use of technology?



Stakeholders support the School's vision for blended learning.

Stakeholders were provided with the following explanation of the Pacific Group of School's blended learning approach to education:

Blended learning involves effectively integrating information and communication technologies into course design. The intention is to make strategic use of technology to enhance teaching and learning experiences for students.

Almost nine in ten stakeholders (86%) strongly/somewhat agree they support the School's vision for blended learning, growing since 2019 (cf. 76% 2020, 70% 2019). Growing by 23 percentage points, stakeholders agree they feel supported by the School in managing the challenges associated with devices used by students (71% cf. 48% 2020). Another area that has grown since 2020 is the availability of useful resources for stakeholders to help them with devices used by students (57% cf. 32% 2020).

More than half of stakeholders agree the School has a clear vision for digital learning (54%) and just under half strongly/somewhat agree that the School has shown leadership in the area of technology (47%).

Concerns around screen use

Those who provided additional comments about technology use at the School expressed concern at the limited technology options, although there was also praise for the IT department and the support they have provided.



There is a lack of newer technology in the school



We have very very limited technology options at PBCS and this makes blended learning very difficult currently - but in saying that, we are making it work and we are very supported by the IT staff from the Pacific Group.



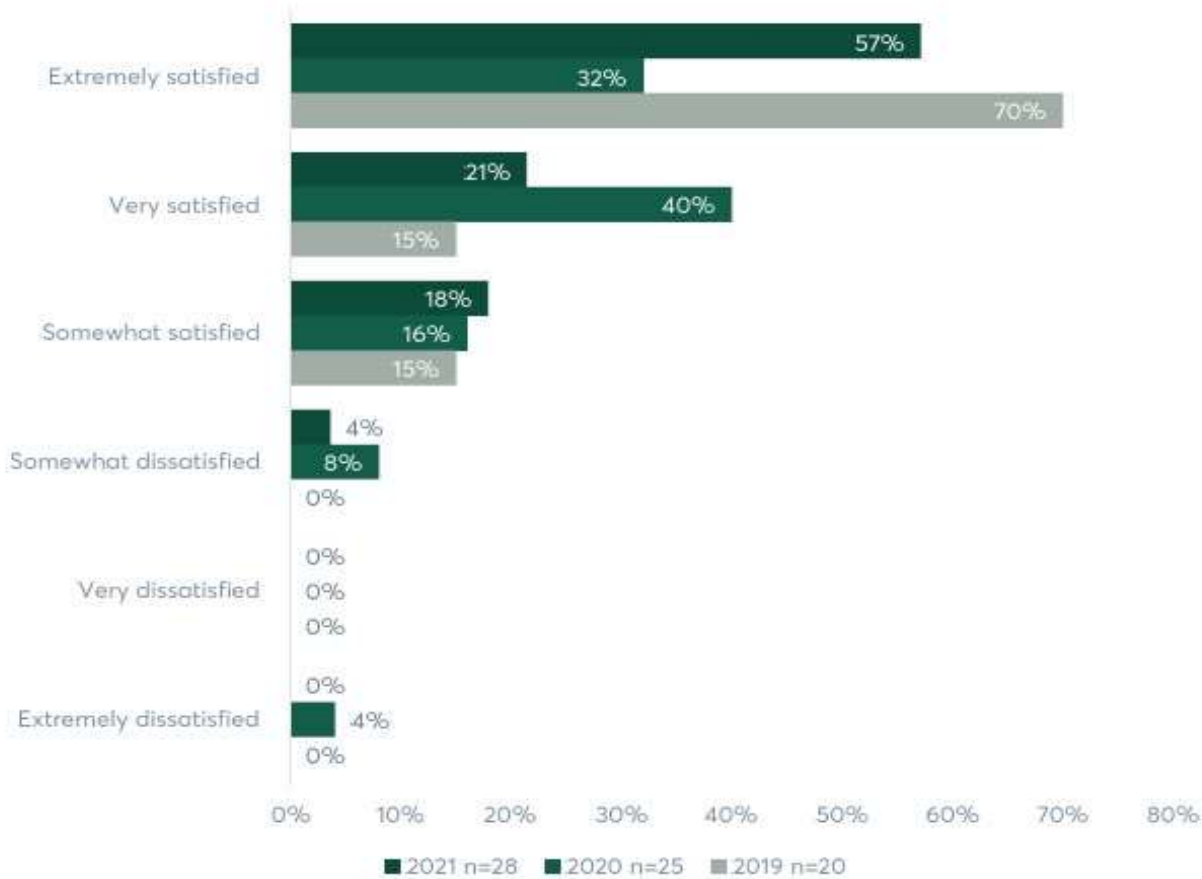
Satisfaction

Stakeholders are extremely satisfied with their experience at Pacific Brook.

Almost four in five stakeholders (79%) are extremely/very satisfied with their experience at Pacific Brook Christian School, remaining consistent with previous years (cf. 72% 2020, 85%

2019). Positively, however, the proportion who are extremely satisfied has grown by 25 percentage points since 2020 (57% cf. 32% 2020).

How satisfied are you with your experience at Pacific Brook Christian School?



Net Promoter Score

The Net Promoter Score (NPS) developed by Bain & Company is based on the fundamental perspective that every organisation's clients can be divided into three categories: Promoters, Passives, and Detractors.

Supporters respond on a 0-to-10-point rating scale and are categorised as follows:

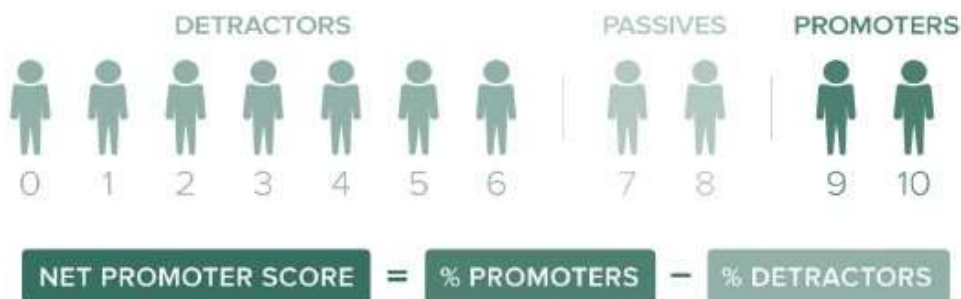
- Promoters (score 9-10) are loyal enthusiasts who will keep engaging and will refer others, fuelling growth.
- Passives (score 7-8) are satisfied but unenthusiastic stakeholders who are vulnerable to competitive offerings.
- Detractors (score 0-6) are unhappy stakeholders who can damage your brand and impede growth through negative word-of-mouth.

An organisation's NPS score can range anywhere between -100 and 100. A score above 0 is considered a good score, with organisations often receiving a negative result.

NPS for Pacific Brook Christian School

The Net Promoter Score for Pacific Brook Christian School is 64, which is an excellent score and has grown since 2020 (52). The growth since 2020 is due to a growing number of promoters (75% cf. 64% 2020) and a decreasing number of passives (14% cf. 24% 2020). This growing group of promoters is positive as it suggests they are likely to be recommending the School to local families and fuelling growth.

Staff are more likely than parents to recommend the school to others, with a higher NPS score (73 cf. 58 parents).





Staff Satisfaction

Feedback from staff continues to be positive. Evidence of this is our meetings which are celebrated with fun and enthusiasm. Staffroom engagement, collegiality, educational risk taking and ongoing commitment to the School's ethos are other items of evidence. Once again, the staff have worked beyond their call of duty.

Staff have displayed a commitment to the School and a high degree of professionalism. There were many times when the self-sacrifice of teachers was evident, especially during the period of lockdowns, and the involvement of Pacific Brook Christian School teachers displayed their commitment to the School and their sense of professional satisfaction.

In 2021, there was a formal survey of parents and staff conducted by McCrindle Research. The key findings of the survey are presented here.

Staff insights and experience

Staff believe Pacific Brook effectively promotes staff wellbeing.

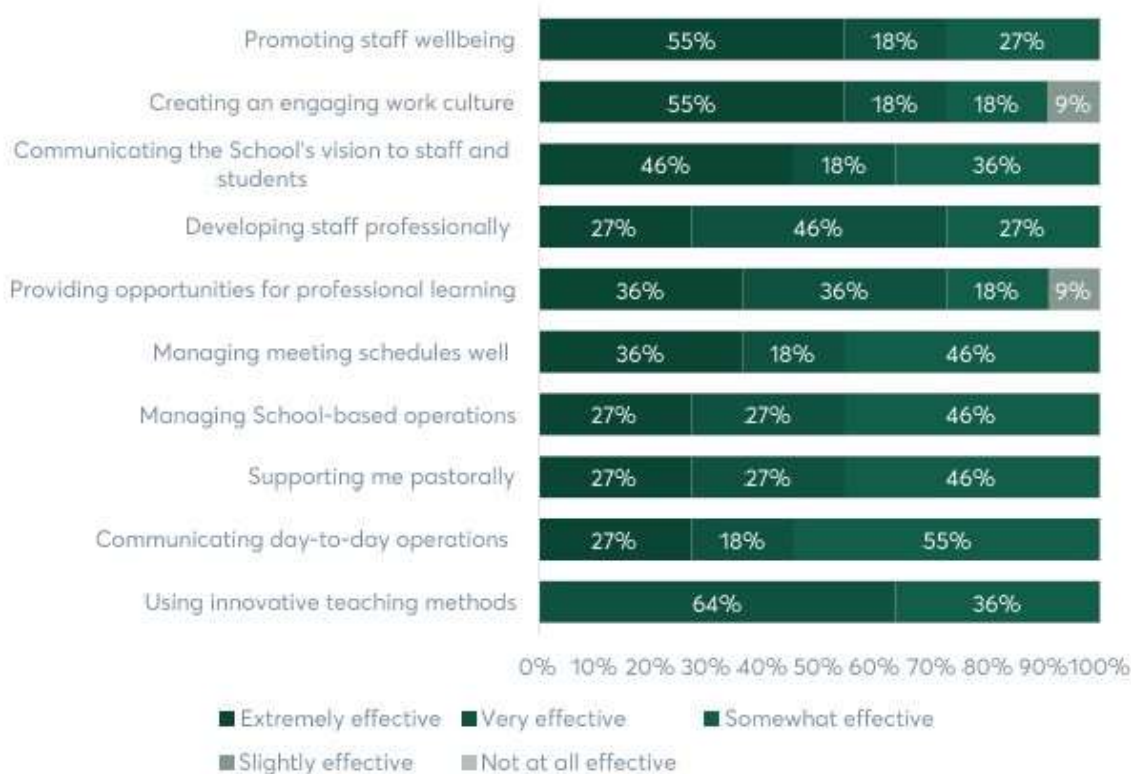
Staff are much more likely to believe Pacific Brook is extremely/very effective at promoting staff wellbeing in 2021 compared to 2020 (73% cf. 22% 2020). Seven in ten staff believe the School is effective in providing opportunities for professional learning (73%), developing staff professionally

(73%) and creating an engaging work culture (73%).

Staff are least likely to believe the School is effective in using innovative teaching methods (64%), however this has grown by 30 percentage points since 2020.

In your opinion, how effective is Pacific Brook Christian School in the following areas?

Staff only n=11



OUR STAFF

Teacher Standards – Staff Qualifications and Professional Development

All teachers hold appropriate qualifications as required by NESAs. All teachers at Pacific Brook Christian School are Category (i), having teaching qualifications from a higher education institution within Australia or recognised within the National Office of Overseas Skills Recognition (AEI – NOOSR) guidelines. All teachers are accredited with NESAs. Most teachers held Proficient level throughout 2021, with two teachers holding a Provisional level.





In 2021, Pacific Brook Christian School employed the equivalent of 6.2 full-time teachers at the August Census. All teachers employed by PBCS in 2021, had teaching qualifications from a higher education institution within Australia, including one teacher with a Master's degree. One teacher has a known Aboriginal background or heritage.

In addition to qualified teaching staff, PBCS employed six support staff with a 4.3 Full time equivalent workload in 2021.

All staff are committed Christians and subscribe to the school's Statement of Faith.

Professional Development

During 2021, teaching staff engaged in a wide range of Professional Learning provided both externally and internally.

Pacific Brook Christian School is committed to ongoing Professional Development (PD) of all staff through participation at in-school activities, regular staff meetings, external courses and conferences. For other Professional Development, staff were released to attend specific training seminars during school hours or have attended workshops held at school.

The Institute of Teachers Act 2004 defines Professional Development as formal and informal learning activities designed to maintain and enhance the knowledge and skills of teachers.

In 2021, teachers at PBCS undertook the following professional development:

- Focus of Hope with Contentment
- Understanding Cultural practice, Social Justice and Aboriginal History
- Leadership training- The Bible, & First Nation People
- Teaching from a Christian Perspective
- Effective Teaching and Learning Series
- Executive PA's
- Everyday Peacemaking
- Heart of Peacemaking
- Teaching from a Christian Perspective
- Senior First Aid and CPR
- Diabetes Level 3 training
- InitialLit



OUR STUDENTS

Enrolments Profiles

The purpose of Pacific Brook 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.

In 2021, there were 96 students enrolled at Pacific Brook Christian School at the time of the Commonwealth Census. These students were predominately from the Muswellbrook township with some from nearby areas. They represented a mix of cultural backgrounds and heritages.

Enrolments at August 5th, 2021

	Total Enrolments	Boys	Girls
Kindergarten	18	7	11
Year One	6	3	3
Year Two	15	6	9
Year Three	12	3	9
Year Four	11	3	8
Year Five	10	2	8
Year Six	6	4	2
Year Seven	6	5	1
Year Eight	12	8	4
Total	96	41	55

Enrolments - Attendance Rates

School attendance rate for the whole school and each year level were as follows in the table below.

Year Level	Attendance Rate
Kindergarten	91%
Year One	91%
Year Two	93%
Year Three	91%
Year Four	86%
Year Five	86%
Year Six	92%
Year Seven	83%
Year Eight	92%
Whole School	90%



Attendance Register

Pacific Brook Christian School has a paper roll where teachers record student absences. The Office Administrator records absences electronically on the school network.

Attendance Registers should reflect the highest professional standards. They are a legal document and can be inspected at any time. Therefore, rolls must be accurate and up to date.

All details including the following are recorded:

- Daily attendance of students which may be noted by recording absences
- Absences
- Reason for absence
- Documentation to substantiate reason for absence
- Common codes (approved by the Minister of Education) of registering absences must be used.

Register of Enrolments

Pacific Brook Christian School complies with NESA requirements by maintaining an enrolment register that includes the following:

- The students
 - Name
 - Age
 - Address
- Parent/caregivers
 - Name
 - Contact address
 - Telephone number
- Date of enrolment and, where appropriate the date of leaving the school and the student's destination
- For children older than 6 years, previous school or pre-enrolment situation
- Where the destination of a student below 17 years is unknown, evidence that the student's details are forwarded to the Director General of Education.

General Roll Marking Procedures

- The roll will be marked on all days that the school is open for instruction, including sports carnivals and excursions
- Students involved in an official school activity must not be recorded as absent

- Students who arrive late or leave early must have the precise time of arrival or departure recorded
- The correct codes must be used by staff maintaining rolls
- If a child is absent, parents or caregivers can notify the school in writing via
 - An email to the school (info@pacificbrook.nsw.edu.au)
 - A letter sent to the school
- If a child is marked as absent and there is no known reason
 - The parents/caregivers will be contacted by phone by 9:30am on the day of absence to alert them to the absence and to notify the school of the reason
 - If no response is received a second contact will be made 3 days after the absence
 - Again, if no response is received a letter is sent from the office
- For partial absences the parents/caregivers need to notify the school of the late arrival or early departure time and the student needs to sign in or out at the administration office
- Parents/caregivers may use the School Absentee Note.



Pacific Brook Christian School welcomes applications for enrolment of students whose parents are seeking education for their children within a Christian context.

Each enrolment decision will be assessed on its individual merit and governed by the School's capacity to support the student's academic, social, psychological, emotional and physical needs.

Students enrolling in Kindergarten will need to turn five before the end of July of the year the child begins school, however, the School may recommend the deferral of enrolment for students if it is deemed that the child is not ready to start school.

It is a requirement of entering the School that all families attend an interview. 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. The Principal may also:

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



At the satisfactory conclusion of the interview process, the School may make an offer to the parents to enrol the student.

Where information obtained by the School suggests a profile of wilful misconduct, illegal activities or anti-social behaviour that indicate that the student's enrolment at the School is likely to be detrimental to other students, the staff or the School, the Principal may decline to proceed any further with the enrolment process.

Where information obtained by the School indicates that the student has further additional needs, 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 additional needs.

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
- The effect of the disability of the student
- The School's financial circumstances and the estimated amount of the 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 the student's specific educational needs, decline to declare those needs or to withhold relevant information pertaining to the student. The School also reserves the right to terminate an enrolment where there are not sufficient resources to deal with a student's needs.

The School will comply with the Education Act 1990 and relevant discrimination legislation.



Student Enrolment Policy

Vision Statement

The purpose of Pacific Brook 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. It seeks to acknowledge and continue the 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.

Our policy

Pacific Brook 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 Brook 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 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 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 the students' parents or carers. This includes:

Prospectus - Information letter directing them to the school website for further information
Enrolment Application form

Information regarding documentation required: 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

Confirm with the Principal regarding 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 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 (or delegate) will conduct an interview which explores the issues of Faith with the family and explains the distinctives of the school, 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 Brook Christian School.

Student's academic, social, emotional, physical needs.

The outworking of the School's Christian ethos through staffing, daily devotions, Devotions, 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 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 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 as per Disability Standards for Education 2005.

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

Where the parents have not declared or have withheld known information pertaining to their student's needs, the School reserves the right to terminate an enrolment where there are not sufficient resources to deal with a student's needs.



Acceptance of Enrolment

To accept the offer, the parents must within fourteen days of receiving it, deliver to the School the:

- Acceptance of Offer of Enrolment Form, signed by both parents/guardian
- 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:
 - o inappropriate verbal or physical interactions or intimidation with any member of our School community (including students, staff, parents, volunteers etc)
 - o encouraging their child to act contrary to the values of the School
 - o 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

The following procedures will be followed in relation to following up of students where the destination school is unknown:

The Principal 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.

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.

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 Principal will make two further attempts by phone and email to ascertain the destination school for the student. After 3 weeks if the destination of the student remains unknown the Principal will make a notification to the 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.

Registrar The Registrar is the Office Manager.

OUR ACHIEVEMENTS

Student Outcomes in Standardised National Literacy and Numeracy Testing

NAPLAN tests were implemented in 2021 for students in Years Three, Five, and Seven.

It is to be recognised that education is more than just test scores. Overall performance of the student, along with the development of character, behaviour and faith-in-action gives a more comprehensive picture of each student and what they have achieved.

Students in Years 3, 5, 7 and 9 were required to participate in the NAPLAN (National Assessment Program - Literacy and Numeracy) tests. NAPLAN data provides the school with a snapshot of student performance in literacy and numeracy at a set time of the year. This has provided feedback to assess the learning needs of the students. Detailed information regarding student results in these assessments can be obtained from the My School website at the following web address: <http://www.myschool.edu.au/>.

As cohort numbers are small, specific performance data cannot be given without infringing on the Privacy Rights of individual students. If more details of this information are legitimately required, it may be obtained from the school administration office upon request.

The tables below show how many students achieved a result in each Band.

Reading

	Band 1	Band 2	Band 3	Band 4	Band 5	Band 6	Band 7	Band 8
Year 3	1	1	1	3	2	2		
Year 5				1	3	5		
Year 7						2		

Writing

	Band 1	Band 2	Band 3	Band 4	Band 5	Band 6	Band 7	Band 8
Year 3		2	4	2	2	1		
Year 5				1	4	3	1	
Year 7						1	1	

Spelling

	Band 1	Band 2	Band 3	Band 4	Band 5	Band 6	Band 7	Band 8
Year 3		2	1	2	4	1		
Year 5				1	5	3		
Year 7						1		1

Grammar and Punctuation

	Band 1	Band 2	Band 3	Band 4	Band 5	Band 6	Band 7	Band 8
Year 3			3	2	3	1	1	
Year 5				2	1	5	1	
Year 7					1	6		

Numeracy

	Band 1	Band 2	Band 3	Band 4	Band 5	Band 6	Band 7	Band 8
Year 3			6	3	1			
Year 5				1	3	3	2	
Year 7				1			1	



Although the School can only publish NAPLAN results, there are many other areas where our students achieve excellent results. These are not always as easy to quantify and measure, and therefore very difficult to report on accurately. NAPLAN only reports on a small part of student achievement.

NAPLAN Analysis

Year 3 Reading 40% Above School Average 30% Below School Average 30% At School Average	Year 3 Writing 50% Above School Average 40% Below School Average 10% At School Average
40% Above National Average 60% Below National Average (30% close to At National Average) 0% At National Average	20% Above National Average 60% Below National Average 20% At National Average
Year 3 Language Conventions Spelling 50% Above School Average 40% Below School Average 10% At School Average	Year 3 Language Conventions Grammar & Punctuation 40% Above School Average 50% Below School Average 10% At School Average
50% Above National Average 50% Below National Average 0% At National Average	40% Above National Average 50% Below National Average 10% At National Average
Year 3 Numeracy 40% Above School Average 40% Below School Average 20% At School Average	
10% Above National Average 70% Below National Average 20% At National Average	

<p>Year 5 Reading 22% Above School Average 44% Below School Average 33% At School Average</p>	<p>Year 5 Writing 44% Above School Average 44% Below School Average 11% At School Average</p>
<p>0% Above National Average 77% Below National Average 22% At National Average</p>	<p>22% Above National Average 55% Below National Average 22% At National Average</p>
<p>Year 5 Language Conventions Spelling 44% Above School Average 44% Below School Average 11% At School Average</p>	<p>Year 5 Language Conventions Grammar & Punctuation 66% Above School Average 33% Below School Average 0% At School Average</p>
<p>11% Above National Average 66% Below National Average 22% At National Average</p>	<p>22% Above National Average 55% Below National Average 22% At National Average</p>
<p>Year 5 Numeracy 44% Above School Average 44% Below School Average 11% At School Average</p>	
<p>44% Above National Average 44% Below National Average 11% At National Average</p>	





OUR POLICIES

Vision Statement

The purpose of Pacific Brook 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.

Summary of Key Policies

All School policies were reviewed in 2021. This was undertaken by the School Principal in collaboration with staff from Pacific Hills Christian School.

A copy of School policies including student welfare, enrolment, discipline, grievances, child protection etc. are available for parents to view on the School website <http://www.pacificbrook.nsw.edu.au/pbcs/index.php/about/about/policies>, or by contacting the administration office at the School.

These policies aim to foster a safe, supportive environment where all School community members (students, staff and parents) are valued, respected and treated fairly. The policies are consistent with the School Core Values Statement, and are based on:

- The mandate to love one another as God has loved us
- God's pure and servant-like love permeating the School community at all levels
- Each person being acknowledged as a unique creation of our Heavenly Father, deserving of our respect and kindness
- The fruit of the Holy Spirit (love, joy, peace, patience, kindness, goodness, gentleness, faithfulness, and self-control) that should be evident and growing in our lives
- The partnership between family, School and church for the complete nurturing and education of children
- Encouraging repentance and restoration.

Some elements of the policies and their implementation include:

- Whole school training and reminding, e.g. during devotions and assemblies
- Teacher mentor approach
- Inclusion of relevant material in PDHPE programs, e.g. self-image, respect, building community
- Merit Award System: positive affirmations and rewards for positive choices and behaviours
- Consequences for poor choices and undesirable behaviour that are appropriate to the situation, age and understanding of the student
- Information for parent helpers



- Maintaining and improving communication and partnership between School and home.

The school has a zero tolerance to bullying. The school values and ethos are intended to promote God honouring and positive relationships.

Child Protection Policies

Childhood holds a special place in time and in society. It should be a time of playing, learning and growing in peace and in the comfort of love and protection of others. Sadly, for many children, this is not the case. Each person in the community has a responsibility for actively ensuring the protection of all the children in our community. In this responsibility, Pacific Brook Christian School (PBCS) is responsible to provide a safe environment for its students and to provide an educational environment and curriculum which fosters healthy growth and development spiritually, emotionally, physically, intellectually and socially.

The aim of these policies is to provide:

1. The guiding principles that underpin child protection at PBCS and
2. The framework for implementing the procedures and practices of child protection at PBCS.

Scripture indicates the nurture of children is a great responsibility given to the community with specific responsibility given to their parents.

All staff at PBCS have a responsibility to love the children in their care. This love will guide staff actions and direction as they stand in the place of parents.

"Love does not delight in evil, but rejoices with the truth. It always protects, always trusts, always hopes, always perseveres." 1 Corinthians 13:6,7 NIV

When a child is enrolled at PBCS the school enters a contract with the parents to assist the parents with the God-given responsibility of the nurture of their children. The school strives to fulfil this contract and support the family unit but never at the detriment of the welfare of the children. In every action related to the child, the best interest of the child is of paramount consideration. This forms the Scriptural and moral basis that will enable the school to be involved in the process of protecting children.



The Child Protection Policy of Pacific Brook Christian School is based on three key pieces of legislation:

- a) The Children and Young Persons (Care and Protection) Act 1998 (NSW) (the Care and Protection Act)
- b) The Ombudsman Act 1974 (NSW) (the **Ombudsman Act**).
- c) The Child Protection (Working With Children) Act 2012 (NSW) (the **WWC Act**)

The Child Protection Policies are:

- Child Protection – Abuse and Harm Definitions, Identification & Initial: This policy sets out that staff are trained to recognise abuse and neglect and when reports need to be made, and to whom
- Child Protection - Detecting, Reporting and Addressing Grooming Behaviours: This policy makes staff aware of what constitutes grooming, and that all grooming behaviours must be reported and addressed
- Child Protection – Duty to Protect Students from Child Abuse or Harm: This policy outlines staff obligation to protect Students from Child Abuse or Harm.
- Child Protection – Information Sharing: This policy details the school's compliance with information sharing requirements
- Child Protection - Mandatory Reporting (Police & DCJ): This policy details the role of staff informing the Principal and making a report if a child is at risk of significant harm or abuse
- Child Protection - Reportable Conduct of Staff, Volunteers & Others: This policy details the policy and procedures in reporting and investigating allegations against staff, volunteers and other members of the school community to ensure the safety of all students and young people
- Child Protection - Working With Children Checks: This policy outlines the school's responsibility in only employing staff with a current and verified Working With Children Check. Volunteers are also required to have a current and verified Working With Children Check
- Child Protection Compliance Policy: This policy sets out policies and procedures to ensure the school is compliant with relevant government legislation
- Code of Conduct – Staff: This code lists the expectations of staff to meet the highest standards of behaviour and integrity
- Employment Policy: This policy shows that Pacific Brook Christian School will employ committed Christians who support the school's statement of faith, who are appropriately qualified to perform their duties in achieving the vision of the school and who meet all legislative requirements in regards to the positions to which they are appointed.
- Volunteer Management Policy: This policy shows that the school welcomes volunteers, but that all legislative requirements including having a current and verified Working With Children Check.

Student Welfare Policies

The health, safety and welfare of students is the highest priority at Pacific Brook Christian School. We are committed to the education of the whole person in a Christian context and seek to nurture our students in the spiritual, intellectual, social/emotional and physical dimensions. We also know that each person is commanded to love each other as we love ourselves. Therefore there will be high expectations, strong instruction and direct meaningful consequences for non-compliance across a range of issues that demonstrate or impact on care for oneself and for others.

Staff are expected to make themselves familiar with the policies regarding the safety and welfare of the students. The following is a summary of the policies that involve the safety and welfare of students:

- Maintain a professional relationship with all students
- Provide an environment which is free from bullying and harassment
- Not be involved in acts of physical, emotional, psychological or verbal abuse towards children
- Report any incidences where a suspected case of child abuse is apparent, to the Principal
- Not place themselves in a position where a student can feel threatened
- Model appropriate behaviour, dress and language at all times
- Respect student's cultural and individual differences
- Maintain an acceptable standard of supervision and discipline both inside and outside the classroom at all times
- Know how to keep children safe in both the classroom and playground in a time of emergency
- Inform the Principal of any children who are unresponsive to usual form of discipline so that appropriate steps can be taken
- Deal with students who are upset or require medical attention in an acceptable fashion according to the school protocols
- Complete child protection assessments for excursions.



The Australian Government has also mandated that all Australian educational institutions are to take steps to ensure that schools are safe and supportive environments (National Safe Schools Framework 2003). The policies of Pacific Brook Christian School support that mandate for schools to develop and implement policies and procedures to particularly address the issues of harassment and discrimination, violence and aggression, bullying and child protection.



These policies are reviewed and implemented annually and full statements of all policies regarding teachers' conduct, and the safety and welfare of children are available from the School office upon request.

Anti-Bullying Policies

Pacific Brook Christian School is committed to a safe environment for all members of the School community. This Policy should also be read in conjunction with the PBCS Discipline Policy. Both these policies are consistent with, and stem from, the Biblical Core Values of our School.

All members of the School community (students, staff and parents) have a responsibility to work towards fostering a safe and positive environment.

Bullying or harassment in any form by staff or students, or to staff or students, will not be tolerated.

Bullying is any repeated and/or serious intentional action or comment of a cruel, demeaning or intimidating nature by a person who is perceived to be more powerful than the person towards whom that action or comment is directed.

Bullying can include harassment, victimisation, sexual harassment, physical abuse and psychological abuse. It may occur in a variety of ways including the use of electronic technology and may take place off-campus.

In investigating these matters the School adheres to the principles of procedural fairness, the right to be heard and the right to an unbiased decision.

The School will ensure that:

- Legislative requirements to protect the safety of staff and students are observed
- Students and staff are aware of the School's Anti-Bullying Policy
- Support is available for victims and perpetrators of bullying/harassment
- There are reporting/recording systems in place for bullying/harassment
- Serious or repeated incidents of bullying/harassment are reported to parents
- The policy and training, information and reporting procedures are reviewed regularly
- Bullying/harassment procedures are compatible with the School's other policies and procedures.



Discipline Policy

The purpose of this policy is to foster a safe and supportive environment where students' attitudes and behaviours are consistent with the culture of the School as expressed in the Code of Conduct.

We believe that:

- Discipline has an important function to play in the development of God's children
- Discipline is meant to be a source of encouragement not despair for God's people (Heb 12:5,6)
- God establishes the pattern for discipline and expects those who have been given authority over children to follow His lead (Ephesians 6:4, Hebrews 12:7)
- Discipline should be seen as contributing to the child's development as part of training for righteousness and peace, and of correcting error. Discipline should never be seen as solely punishment but also and equally as important, as a training of the child's will and nature into a maturity of living in, and relating to, the community around them.

The School believes that all students have the right to:

- Be treated as individuals, with respect, courtesy and kindness
- Feel and be safe
- Express themselves without ridicule
- Learn in a secure environment without intimidation or disruption
- Be given help and discipline if self-discipline fails, and if the privileges of others are abused
- Have rules and their consequences applied consistently and fairly
- Have the principles of Procedural Fairness applied
- Be encouraged toward responsible and cooperative play
- Have enforced the wearing of uniforms (allowing for special circumstances)
- Have peer and cross age sport promoted
- Benefit from regular teacher / parent contact.

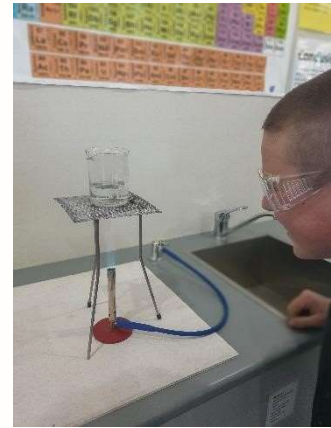
The School believes that all students have the responsibility to:

- Contribute to and be involved in learning situations
- Be thoughtful, respectful and courteous to others
- Develop and exercise self-discipline and self-control
- Care for property (school, others, own)
- Ensure they do not disrupt the learning opportunities of other students
- Be a good ambassador for our School and for Christ
- Respect the rights of teachers, fellow students and the community
- Obey School and classroom rules
- Contribute to the School's clean and healthy environment

- Contribute to maintaining a safe school environment by not physically bullying, hitting or hurting anyone in any way.

In order to ensure students behave in a respectful and responsible way the School staff:

- Manage student behaviour in and out of the class context
- Encourage and reward class behaviour and growth in character
- Nurture a school community in such a way as to prevent negative behaviour arising
- Follow the procedures outlined in the policy in relation to both positive and negative behaviour
- Contact parents where it is appropriate.



Code of Conduct

This Code of Conduct is underpinned by the School's Core Values, and reflects the expected standards of behaviour consistent with a Christian worldview and our Educational Creed. It should be considered in conjunction with other relevant PBCS policies, including

- Discipline
- Anti-Bullying.

The Code seeks to:

- Give guidance on ethical issues and expected standards of behaviour at Pacific Brook Christian School
- Consider the needs of each individual in the school community
- Assist staff and volunteers to make informed choices about personal behaviour
- Encourage a culture of edifying and God-honouring behaviour within the everyday life of our School
- Provide general guidelines to test whether a course of action is consistent with a Christian worldview, as well as giving examples of specific behaviours.

The Code acknowledges:

- The reality of living in a fallen world: mistakes will be made
- We all need the grace and forgiveness of God
- We should extend this grace and forgiveness to others, while at all times protecting the students placed in our care
- Each person is responsible for their own behaviour and needs to take accountability for choices made and the impact on colleagues, students, families and the School as a whole.



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.

Complaints and Grievance Policy

Pacific Brook Christian School seeks to promote a safe and supportive environment leading to relationships that reflect Christian principles. Effective communication within the community is an important aspect of this and is vital to prevent grievances, and to resolve grievances that do occur.

The School encourages students, family members, staff and other members of the School community to express a grievance that they may have to the appropriate member of staff. This will be considered as a complaint. The policy outlines the procedures that will be followed to resolve complaints and restore relationships. Creating a safe and supportive social and learning environment for students and positive working conditions for staff is a priority of the School.

The School will seek to quickly investigate complaints in accordance with the principles of Procedural Fairness, incorporating the right to be treated without bias, the right to be informed of allegations being made against the person, the right to respond to an allegation and the right to information regarding the status of the complaint.

PROGRAMS PROMOTING RESPECT AND RESPONSIBILITY

School Strategies

2021 Strategic Objective	2021 Achievement
<p>1) Further develop teaching as a relational activity informed by research data, theory and the Bible.</p> <ul style="list-style-type: none"> • Provide pastoral care to support the wellbeing of students • Develop a culture of respect • Analyse NAPLAN data, standardised tests and other research to modify and adjust teaching strategy • Engage fully in the Visible Learning Program • Develop Christian perspectives in curriculum • Focus on reading as a teaching priority 	<ul style="list-style-type: none"> • The School completed initial registration with NESAs for the commencement of Year 9 in 2022. The School has provided pastoral care to students and has continued to foster a culture of respect • Students have completed PAT tests (Kindergarten to Year 6, varies for different tests) as well as a wide range of in-class assessments. Assessment data has been assessed and teaching and learning programs modified to better assist students • Staff have conducted PD on Teaching from a Christian Perspective • Reading continues to be, and will remain, a priority. All classes have reading as the central lesson in the literacy block prior to recess. All classes have a home reading program.
<p>2) Further develop learning as a lifelong process informed by research data, personal testimonies, varied communications and the Bible.</p> <ul style="list-style-type: none"> • Intentionally engage students and staff in meaningful evidence-based practices • Further develop the use of Canvas in a blended learning approach to instruction • Develop the use of 'best practice' with digital devices • Develop the use of 'best practice' in contemporary learning spaces 	<ul style="list-style-type: none"> • Staff have completed PD in a number of areas through 2021 • The PAL class for pre-Kindy students had to move to a Kinder orientation program due to Covid-19 restrictions. This was a successful program, introducing students to the school and teaching early Literacy and Numeracy content. • The School has continued to develop teaching and learning through digital technology. Additional laptops were added to the School's digital resources this year.

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

- Create a culture of service at the school
- Communicate effectively in the school community
- Maintain a culture of openness to feedback in the school 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.

- The School has used a range of communication tools in 2021 to communicate with parents
- All staff have worked to create open communication, encouraging parents to contact them and contacting parents when an issue arises.

4) 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
- 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

- All Staff members have completed Professional Development on Christian formation and teaching from a
- Christian point of view
- Staff have had frequent contact with staff from other schools in the
- Pacific Group, particularly Pacific
- Hills Christian School Students
- The School continues to strive to be careful and wise in how we use the School's limited resources.





Respect and Responsibility

Due to the fact that we are a Christian school, we always encourage students to act in a Christ-like fashion. This means that we show respect to older members of the community and for our peers. Students are currently reminded of this through devotions, Personal Development and Health lessons and Bible teaching. Teachers encourage students who act in a caring and loving manner towards others and discipline students who do not respect others.

Students are encouraged to take responsibility for their actions, to admit wrongdoing and mistakes and to accept sanctions and punishment. The demonstration of forgiveness when there has been wrongdoing is an important element in dealing with such matters. This approach helps students to deal directly with mistakes and wrongdoing and to modify behaviour in a supportive atmosphere where reminders of past misdemeanours are not used to pigeonhole or condemn students.

Some of the events and programs Pacific Brook Christian School has run through 2021 to promote respect and responsibility in the School community have been:

- Participation in the ANZAC Day March
- Holding a Remembrance Day Service
- Devotions, both in class and as a whole school, promoting treating each other in a Christ like, kind and caring manner
- School policies which emphasise taking responsibility for our own choices
- PDH units including units on Health, Wellbeing and Relationships and Healthy, Safe and Active Lifestyles.
- Our Hand's Up – Servant Heart award

OUR GOALS

Strategic Goals for 2022

Following our 2020 Annual Report the following were identified as goals for 2021. Provided below is a response to the School's achievement in response to each of these goals.

Strategic Objective 1: Further develop teaching as a relational activity informed by research data, theory, and the Bible:

- Provide pastoral care to support the wellbeing of students
- Develop a culture of respect



- Analyse NAPLAN data, standardised tests, and other research to modify and adjust teaching strategy
- Engage fully in the visible learning program
- Develop Christian perspectives in curriculum
- Focus on reading as a teaching priority.

Strategic Objective 2: Further develop learning as a life-long process informed by research data, personal testimonies, varied communications and the Bible:

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

Strategic Objective 3: 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: Further develop the Christian character of each member of the community as an act that glorifies God.

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

Strategic Goals for 2022

The goals for 2022 are set out fully in the Annual Action Plan. In addition to doing what we are already doing, the Annual Action Plan covers the following strategic objectives:

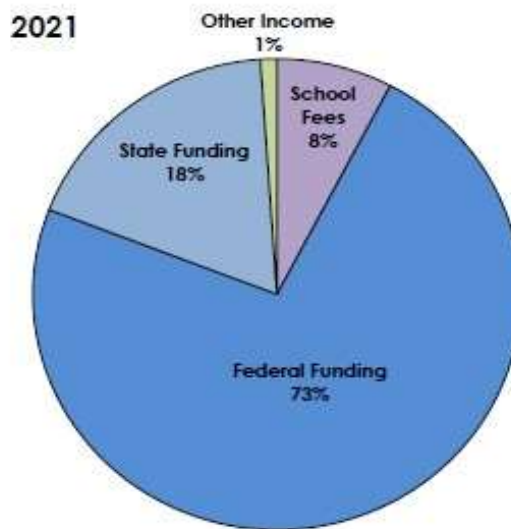
- Focus on the teaching and learning of writing
- Aim to improve student performance and engagement with writing
- Further develop Senior School
- To create and develop a culture of serving
- For students to see the worth of serving others and want to serve others. For Christ to shine through our actions.

OUR FINANCES

Financial Summary

Categories for Financial Information are as required and outlined in the Registered and Accredited Individual Non-Government Schools (NSW) Manual 2004, (Updated Online 2009), under item 3.10.1

INCOME SOURCES



EXPENDITURE AREAS

