



# Annual Report 2022

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

Published June 2023

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## Inclusions

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## Message from our Key School Bodies

### *From the Campus Principal: Pam Lewsey*

Pacific Brook Christian School maintains an active presence in the Muswellbrook community, where it is known as 'the Christian school' and is sought after for its small size, caring nature and Christian values. The distinctly Christian purpose of the school is striking, and we are grateful for the support of several pastors in the area, who have led devotions and chapel as the need has arisen.



As a school staff we are invested in devotions, prayer and a Biblical worldview of all our key learning areas. Our desire is to see every student grow up into God's calling on their lives, vocationally, relationally and spiritually. We are continually working on equipping ourselves to meet every challenge on the road to that goal. My prayer is that every student is shown how much they are loved by the Lord, and that this ultimately leads to salvation, but also gives them confidence in pursuing a good life. We want them to learn and be exposed to a rich store of ideas and thinking skills, and be challenged to be disciplined enough to put the best of these into practice.

The upcoming move to Maitland Street is not only practical but symbolic of the school's intention to grow and have an impact on the area. In the meantime, we are thankful for the Presbyterian Church property, and thank God that it continues to be used to glorify Him! The growth of the school into Year 10 in 2023 means that the church itself, with its stained glass and soaring eaves, is being used as a classroom, leaving us with space for Learning Support in other buildings.

We pray for God's perfect timing for the move, and look forward to all the future holds.

### *From the Executive Principal: Dr E J Boyce*

This School continued to grow in enrolments in 2022 under the leadership of Mr Damien Gainsford for the second half of the year. The School is looking forward to moving to a new property for which we are seeking planning approval from the government. The local community has embraced the School and its operations so that the School has formed a strong educational partnership with the local community.



Pacific Brook Christian School continues to win favour in the community surrounding the School with its increased enrolments. This has been supported by the proposed transfer of the School to a new site to enable further growth. The School has established good relationships with the local Aboriginal community and that has assisted the School community with celebrating differences in ethnicity and culture.

*From the Board Deputy Chair: James A Dugan*

Pacific Brook Christian School continued to grow in 2022. As of 30 May 2022, there were 104 students enrolled in the school. A coffee wagon was installed at the school and is open 3 days a week. The school was blessed to have several local pastors help run the coffee wagon and to help meet and greet the parents of the school.

Find teaching staff in rural areas of NSW continues to be a problem and Pacific Brook is no exception. In 2022 our principal Chad Kentwell resigned, and we were pleased to have Damien Gainsford return for a brief time as principal. Damien also resigned at the end of the year. Praise the Lord that He already working to bring Pam Lewsey to lead the school as principal for 2023.

The spirit of the school is well and truly a blessing to us all. We praise the LORD for the faithful teachers and staff who are working hard to see to school continue to grow and reach the community of Muswellbrook. We are looking forward to seeing the school move to the new site in 2023.

It has been a privilege for me to serve on the board of Pacific Brook Christian School. We had our last board meeting in December as the One Company One Board will be taking place in 2023.

On behalf of the board,

## Our contextual Information

### *About our school*

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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 four classroom blocks. One was built using BER funding, the other was added in 2019. The school now has six classrooms. The church building is used as a library. We also have two toilet blocks, reception area, office, Learning Support 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 9. 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 and Music. 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 during Pastoral Care times and class discussion.

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.

2022 was a year of growth and development at Pacific Brook Christian School. This was the fifth 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.

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. We want to engage students in what they are learning and foster their interest in each subject.

Teaching English and Mathematics (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. Learning Aide will work with students who need extra support in literacy and numeracy, as well as in overcoming learning difficulties.

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
- Music
- Japanese



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 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 2022 school year where the current pandemic restrictions have 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. During chapel, classes will have a joint dedication.

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.

At the Commonwealth census in August 102 students were enrolled at Pacific Brook Christian School. This allows the school to employ the equivalent of 8.2 full-time teachers. In 2022, Pacific



Brook Christian School offers the following classes:



| <b>Year Level</b>   | <b>Teacher</b>                                                                                                                                                                                                                                            |
|---------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Kindergarten        | Term One taught by Mrs Lorelei Wainiqolo<br>Terms Two to Four taught by Miss Joanne Power<br>Biblical Studies taught by Mr Damien Gainsford                                                                                                               |
| Stage 1<br>Year 1-2 | Terms One taught by Mr Michael Manwaring<br>Term Two and Three taught by Miss Courtney Chetty<br>Terms Four taught by Mrs Janet Walsh and Mr Damien Gainsford<br>Japanese taught by Mrs Betty Kamusiime<br>Biblical Studies taught by Mr Damien Gainsford |
| Stage 2<br>Year 3-4 | Terms One and Two taught by Mrs Janet Walsh and Mr Chad Kentwell<br>Terms Three and Four taught by Mrs Janet Walsh and Mrs Sarah Matthews<br>Japanese taught by Mrs Betty Kamusiime<br>Biblical Studies taught by Mr Damien Gainsford                     |
| Stage 3<br>Year 5-6 | Taught by Mr Daniel Ebert<br>Japanese taught by Mrs Betty Kamusiime<br>Biblical Studies taught by Mr Damien Gainsford                                                                                                                                     |
| Stage 4<br>Year 7-8 | Taught by Mr Chris Merx, Mrs Betty Kamusiime, Mr Michael Manwaring, Mr Tim Cairns<br>Japanese taught by Mrs Betty Kamusiime<br>Biblical Studies taught by Mr Damien Gainsford                                                                             |
| Stage 5<br>Year 9   | Taught by Mr Chris Merx, Mrs Betty Kamusiime, Mr Michael Manwaring, Mr Tim Cairns<br>Biblical Studies taught by Mr Damien Gainsford                                                                                                                       |

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 2022 Pacific Brook Christian School successfully passed the initial registration with NESAs for the commencement of Year 10. Year 10 will begin at the start of 2023. It is planned that Year 11 will begin in 2024, 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 2024.

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

**Report prepared by 2023 Campus Principal:** Pam Lewsey

Please note: Written by Pam Lewsey in retrospect of the Year 2022

## Characteristics of our student body

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 2022, there were 102 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, 2022

|              | Total Enrolments | Boys | Girls |
|--------------|------------------|------|-------|
| Kindergarten | 16               | 9    | 7     |
| Year One     | 15               | 5    | 10    |
| Year Two     | 4                | 4    | -     |
| Year Three   | 14               | 6    | 8     |
| Year Four    | 12               | 4    | 8     |
| Year Five    | 9                | 4    | 5     |
| Year Six     | 9                | 4    | 5     |
| Year Seven   | 6                | 3    | 3     |
| Year Eight   | 7                | 5    | 2     |
| Year Nine    | 10               | 9    | 1     |
| Total        | 102              | 53   | 49    |

### Register of Enrolments

Pacific Brook Christian School complies with NESAs 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.

## Our Achievements

### *Student Outcomes in standardised national literacy and numeracy testing*

NAPLAN tests were implemented in 2022 for students in Years Three, Five, Seven and Nine.

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      | 3      | 3      | 3      | 1      | 1      |        |
| Year 5 |        |        | 2      | 4      |        | 2      | 1      |        |
| Year 7 |        |        |        | 1      | 1      | 2      | 2      |        |
| Year 9 |        |        |        |        | 2      | 2      |        | 2      |

### Writing

|        | Band 1 | Band 2 | Band 3 | Band 4 | Band 5 | Band 6 | Band 7 | Band 8 |
|--------|--------|--------|--------|--------|--------|--------|--------|--------|
| Year 3 |        |        | 1      | 6      | 3      | 1      |        |        |
| Year 5 |        | 2      |        | 1      | 3      | 2      |        | 1      |
| Year 7 |        |        |        | 1      | 2      | 3      |        |        |
| Year 9 |        |        |        |        | 1      | 1      | 4      |        |

### Spelling

|        | Band 1 | Band 2 | Band 3 | Band 4 | Band 5 | Band 6 | Band 7 | Band 8 |
|--------|--------|--------|--------|--------|--------|--------|--------|--------|
| Year 3 | 1      | 1      | 2      | 5      | 3      |        | 1      |        |
| Year 5 |        | 1      | 1      | 1      | 3      | 1      |        | 1      |
| Year 7 |        |        |        |        | 1      | 3      | 2      |        |
| Year 9 |        |        |        |        | 1      |        | 3      | 1      |

### Grammar and Punctuation

|        | Band 1 | Band 2 | Band 3 | Band 4 | Band 5 | Band 6 | Band 7 | Band 8 |
|--------|--------|--------|--------|--------|--------|--------|--------|--------|
| Year 3 |        | 2      | 3      | 1      | 4      | 2      | 1      |        |
| Year 5 |        | 1      | 1      | 1      | 2      | 3      |        |        |
| Year 7 |        |        |        |        | 1      | 3      | 1      | 1      |
| Year 9 |        |        |        | 1      |        | 2      | 1      | 1      |

### Numeracy

|        | Band 1 | Band 2 | Band 3 | Band 4 | Band 5 | Band 6 | Band 7 | Band 8 |
|--------|--------|--------|--------|--------|--------|--------|--------|--------|
| Year 3 |        |        | 9      | 4      |        |        |        |        |
| Year 5 |        |        | 1      | 2      | 2      | 4      |        |        |
| Year 7 |        |        |        |        | 1      | 1      | 2      | 2      |
| Year 9 |        |        |        |        |        | 1      | 3      | 2      |

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

|                                                                                                                                                                                                                            |                                                                                                                                                                                                                                              |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Year 3 Reading</b><br>42% Above School Average<br>42% Below School Average<br>16% At School Average<br>15% Above National Average<br>62% Below National Average<br>23% At National Average                              | <b>Year 3 Writing</b><br>36% Above School Average<br>18% Below School Average<br>46% At School Average<br>36% Above National Average<br>18% Below National Average<br>46% At National Average                                                |
| <b>Year 3 Language Conventions Spelling</b><br>31% Above School Average<br>31% Below School Average<br>38% At School Average<br>31% Above National Average<br>62% Below National Average<br>7% At National Average         | <b>Year 3 Language Conventions Grammar &amp; Punctuation</b><br>54% Above School Average<br>38% Below School Average<br>8% At School Average<br>31% Above National Average<br>46% Below National Average<br>23% At National Average          |
| <b>Year 3 Numeracy</b><br>31% Above School Average<br>0% Below School Average<br>69% At School Average<br>23% Above National Average<br>69% Below National Average<br>8% At National Average                               |                                                                                                                                                                                                                                              |
| <b>Year 5 Reading</b><br>33% Above School Average<br>67% Below School Average<br>0% At School Average<br>11% Above National Average<br>89% Below National Average<br>0% At National Average                                | <b>Year 5 Writing</b><br>33% Above School Average<br>33% Below School Average<br>33% At School Average<br>33% Above National Average<br>67% Below National Average<br>0% At National Average                                                 |
| <b>Year 5 Language Conventions Spelling</b><br>25% Above School Average<br>37.5% Below School Average<br>37.5% At School Average<br>12.5% Above National Average<br>87.5% Below National Average<br>0% At National Average | <b>Year 5 Language Conventions Grammar &amp; Punctuation</b><br>37.5% Above School Average<br>37.5% Below School Average<br>25% At School Average<br>12.5% Above National Average<br>75% Below National Average<br>12.5% At National Average |
| <b>Year 5 Numeracy</b><br>45% Above School Average<br>33% Below School Average<br>22% At School Average<br>33% Above National Average<br>56% Below National Average<br>11% At National Average                             |                                                                                                                                                                                                                                              |

|                                                                                     |                                                                                     |
|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| <b>Year 7 Reading</b>                                                               | <b>Year 7 Writing</b>                                                               |
| 33% Above School Average<br>33% Below School Average<br>33% At School Average       | 50% Above School Average<br>17% Below School Average<br>33% At School Average       |
| 33% Above National Average<br>67% Below National Average<br>0% At National Average  | 0% Above National Average<br>83% Below National Average<br>17% At National Average  |
| <b>Year 7 Language Conventions Spelling</b>                                         | <b>Year 7 Language Conventions Grammar &amp; Punctuation</b>                        |
| 33% Above School Average<br>17% Below School Average<br>50% At School Average       | 33% Above School Average<br>67% Below School Average<br>0% At School Average        |
| 33% Above National Average<br>67% Below National Average<br>0% At National Average  | 31% Above National Average<br>46% Below National Average<br>23% At National Average |
| <b>Year 7 Numeracy</b>                                                              |                                                                                     |
| 83% Above School Average<br>17% Below School Average<br>0% At School Average        |                                                                                     |
| 33% Above National Average<br>67% Below National Average<br>0% At National Average  |                                                                                     |
| <b>Year 9 Reading</b>                                                               | <b>Year 9 Writing</b>                                                               |
| 33% Above School Average<br>33% Below School Average<br>33% At School Average       | 66% Above School Average<br>17% Below School Average<br>17% At School Average       |
| 33% Above National Average<br>67% Below National Average<br>0% At National Average  | 0% Above National Average<br>33% Below National Average<br>67% At National Average  |
| <b>Year 9 Language Conventions Spelling</b>                                         | <b>Year 9 Language Conventions Grammar &amp; Punctuation</b>                        |
| 20% Above School Average<br>20% Below School Average<br>60% At School Average       | 40% Above School Average<br>20% Below School Average<br>40% At School Average       |
| 20% Above National Average<br>60% Below National Average<br>20% At National Average | 20% Above National Average<br>80% Below National Average<br>0% At National Average  |
| <b>Year 9 Numeracy</b>                                                              |                                                                                     |
| 33% Above School Average<br>17% Below School Average<br>50% At School Average       |                                                                                     |
| 17% Above National Average<br>66% Below National Average<br>17% At National Average |                                                                                     |

## Our teaching staff

### *Summary of Professional Learning undertaken*

During 2022, 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 2022, teachers at PBCS undertook the following professional development:

- Focus of Hope with Belief
- Teaching from a Christian Perspective
- Effective Teaching and Learning Series
- Executive PA's
- PBIS - Positive Behaviour Interventions and Supports
- TASS Modules as SMS Training
- TEAMS Training
- NSW Curriculum Reform (K – Y2)
- Indigenous Training
  - Cultural Awareness
  - Cultural Safety
  - Cultural Security
  - Community Engagement
  - Practical application of bringing Aboriginal cultural awareness, histories and culture into your every-day teaching and programming
- Senior First Aid and CPR
- MultiLit training (including InitialLit and MiniLit)
- Junior Elementary Maths Mastery (JEMM) training

### *Accreditation status*

All teachers at Pacific Brook Christian School have accreditation with the NSW Educational Standards Authority.

| <b>Level of Accreditation</b>         | <b>Number</b> |
|---------------------------------------|---------------|
| Conditional                           | 1             |
| Provisional                           | 2             |
| Proficient                            | 7             |
| Highly Accomplished (voluntary level) | 0             |

## Summary of qualifications

All teachers at Pacific Brook Christian School have tertiary qualifications to teach in NSW.

| Type of Qualification                                                                                                                                                                                                            | Number |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------|
| Teachers having teacher education qualifications from a higher education institution within Australia or recognized within the National Office of Skills Recognition (AEI-NOOSR) Category i                                      | 8      |
| Teachers having a bachelor's degree from a higher education institution within Australia or recognized within the National Office of Skills Recognition (AEI-NOOSR) but lack formal teacher education qualifications Category ii | 0      |

## Our workforce composition

In 2022, Pacific Brook Christian School employed nine teachers to the equivalent of 8.2 full-time teachers at the August Census. One teacher has a known Aboriginal background or heritage. All teachers hold appropriate qualifications as required by NESA. In addition to qualified teaching staff, PBCS employed six support staff with a 4.6 Full time equivalent workload in 2022.

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

### Staff Summary

This is a summary of reported staff at this location by function and gender.

| Type                        | Gender | ALL STAFF |             | Indigenous |            |
|-----------------------------|--------|-----------|-------------|------------|------------|
|                             |        | Headcount | FTE         | Headcount  | FTE        |
| Principal                   | Male   | 1         | 1.0         | 1          | 1.0        |
| Teaching Staff              | Male   | 4         | 3.6         | -          | -          |
|                             | Female | 4         | 3.4         | -          | -          |
| Specialist Support          | Male   | 1         | 0.2         | -          | -          |
| Administrative and Clerical | Male   | 1         | 0.8         | -          | -          |
|                             | Female | 5         | 3.8         | -          | -          |
| <b>TOTAL</b>                |        | <b>16</b> | <b>12.8</b> | <b>1</b>   | <b>1.0</b> |



## Our student attendance, and retention rates and post-school destinations in secondary schools

### *Student attendance rates per year level and whole school*

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

| <b>Year Level</b> | <b>Attendance Rate</b> |
|-------------------|------------------------|
| Kindergarten      | 83.47%                 |
| Year One          | 82.84%                 |
| Year Two          | 86.03%                 |
| Year Three        | 82.30%                 |
| Year Four         | 80.56%                 |
| Year Five         | 78.14%                 |
| Year Six          | 78.21%                 |
| Year Seven        | 79.37%                 |
| Year Eight        | 75.40%                 |
| Year Nine         | 61.50%                 |
| Whole School      | 83.47%                 |

### *Description of how school manages student non-attendance*

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.

### *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](mailto: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 by 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.

# Our Enrolment Policies

## *Full text of enrolment policies*

### **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
- Trans-denominational nature
- Faith, Critical Awareness and Character Development as primary goals
- Service and Mission
- 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.

### **Conclusion of Enrolment Follow Up Procedures: Destination Unknown**

Where the whereabouts of a child/ young person of mandatory school ages are unknown or the enrolment destination is unknown, the Principal must use the form Student Enrolment Destination Unknown Notification to notify the Department of Education. The Department will act on behalf of the minister through a Home School Liaison Officer (HSLO) who will attempt to locate the student and take appropriate action to ensure school attendance.

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

- The 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 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.

## *Including all prerequisites for continuing enrolment*

### **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:

- Failure to pay course fees or to settle outstanding financial accounts;
- Where a parent continues to act in a manner that is contrary to the School values. Examples may include:
  - inappropriate verbal or physical interactions or intimidation with any member of our School community (including students, staff, parents, volunteers etc)
  - encouraging their child to act contrary to the values of the School
  - endangering the safety and wellbeing of members of the community
- Student expulsion (see **Student Discipline Policy**)



# Summary of our School 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 2022. This was undertaken by the School Principal in collaboration with Group 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*

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*

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

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

## *Complaints and Grievances*

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.

# Our priority areas for school improvement

## Priority Areas

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

Strategic Objective 1: 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.

## Our initiative promoting respect and responsibility

### *Actions undertaken*

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 consequences. 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 2022 to promote respect and responsibility in the School community have been:

- Participation in the ANZAC Day March
- Indigenous Events, NIADOC Day, flag-raising
- Clean-up Australia (Stage 2)
- 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
- Positive Behaviours Intervention Support (PBIS)





## School perceptions and strengths

### Pacific Brook's top strength is its nurturing environment.

The top perceived strengths of Pacific Brook have shifted slightly in 2022. Stakeholders believe the key strength of Pacific Brook in 2022 is the School's nurturing environment (69%), consistent with the last two years (cf. 75% 2021, 68% 2020, 85% 2019). The Christ-centred community (58% cf. 79% 2021, 56% 2020) and the quality teaching staff (46% cf. 71% 2021, 60% 2020, 90% 2019), remain key areas of strength for the School.

Positive learning culture was the top strength from 2021 and has also dropped substantially from 79% of stakeholders who saw this as a key strength to 31% in 2022.

The areas stakeholders are least likely to believe are key strengths of the School remain similar to previous years, including students' academic development (15% cf. 14% 2021, 32% 2020, 55% 2019), reputation (15% cf. 18% 2021, 12% 2020, 30% 2019) and innovative use of technology (8% cf. 11% 2021, 12% 2020, 25% 2019).

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Staff are more likely than parents to consider the Christ-centred community a key strength of the School (75% staff cf. 50% parents).

#### The morals and values of Pacific Brook stand out to parents

The top three most influential factors that drew Pacific Brook parents to the School remain similar to last year, with morals and values (56% cf. 56% 2021, 56% 2020, 93% 2019), the Christian staff (50% cf. 56% 2021, 25% 2020) and the Christ-centred focus (50% cf. 63% 2021, 38% 2020, 43% 2019) having the biggest influence.

The only notable change since 2021 is a decrease in influence that affordability has on parents' decisions (33% cf. 50% 2021).

There are a number of factors which had no influence on parents' choice to send their children to the School. These include the academic results (0% cf. 6% 2021), mission opportunities (0% cf. 0% 2021, 6% 2020), sport (0% cf. 0% 2021, 0% 2020), technology (0% cf. 6% 2021, 0% 2020) and the MySchool website (0% cf. 0% 2021, 0% 2020).

#### There is a desire for greater investment in staff

When stakeholders were given an opportunity to provide a comment regarding the strengths and perceptions of Pacific Brook, some stakeholders express a belief that the School could do more to support staff and engage them more in their roles. Despite quality teaching staff being perceived as the third greatest strength, this has declined from previous years and could be worth exploring more.



*From a parent's perspective, please, please, please lock them (staff) in and keep them and that will go such an amazing way to building, consolidating and growing the school's strengths and perceptions. It is absolutely vital to the long-term success of the school.*



*In my experience of the school being part of the larger group of Pacific Schools, the potential for support is amazing and so advantageous. The reality is, although, that it is of no help whatsoever from my point of view. Although I am extremely grateful of the opportunities I have received and I believe I am blessed to be part of our school staff, I don't believe the group uses their resources to appropriately support the staff.*

## Stakeholders at Pacific Brook support the School's vision for blended learning.

Similar to 2021, more than four in five stakeholders (81%) strongly or somewhat agree they support the School's vision for blended learning (cf. 86% 2021, 76% 2020, 70% 2019). Similarly, more than half of parents and staff (54% cf. 54% 2021, 44% 2020, 55% 2019) continue to believe the School has a clear vision for digital learning.

While the proportion of stakeholders who feel supported by the School in managing the challenges associated with devices used by students is less than in 2021, it has returned to a comparable level to 2020 and 2019 (54% cf. 71% 2021%, 48% 2020, 55% 2019). Similarly, stakeholders are less likely to agree there are useful resources available to help them with devices used by students than last year (38% cf. 57% 2021, 32% 2020, 40% 2019).

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Parents are more likely than staff to agree with each of the statements regarding the School's approach to technology. Parents are more likely to strongly/somewhat agree Pacific Brook shows leadership in the area of technology (72% cf. 0% staff) and that they feel supported by the School in managing challenges associated with devices (72% cf. 13% staff).

### Stakeholders are wanting an improved approach to technology and devices

Stakeholders believe the standard of technology could be improved at Pacific Brook. In particular, there is a desire to see more devices at the School and an improved quality of devices for students to learn and engage with. This will help to continue fostering and preparing students for the emerging digital world of work as they leave school.



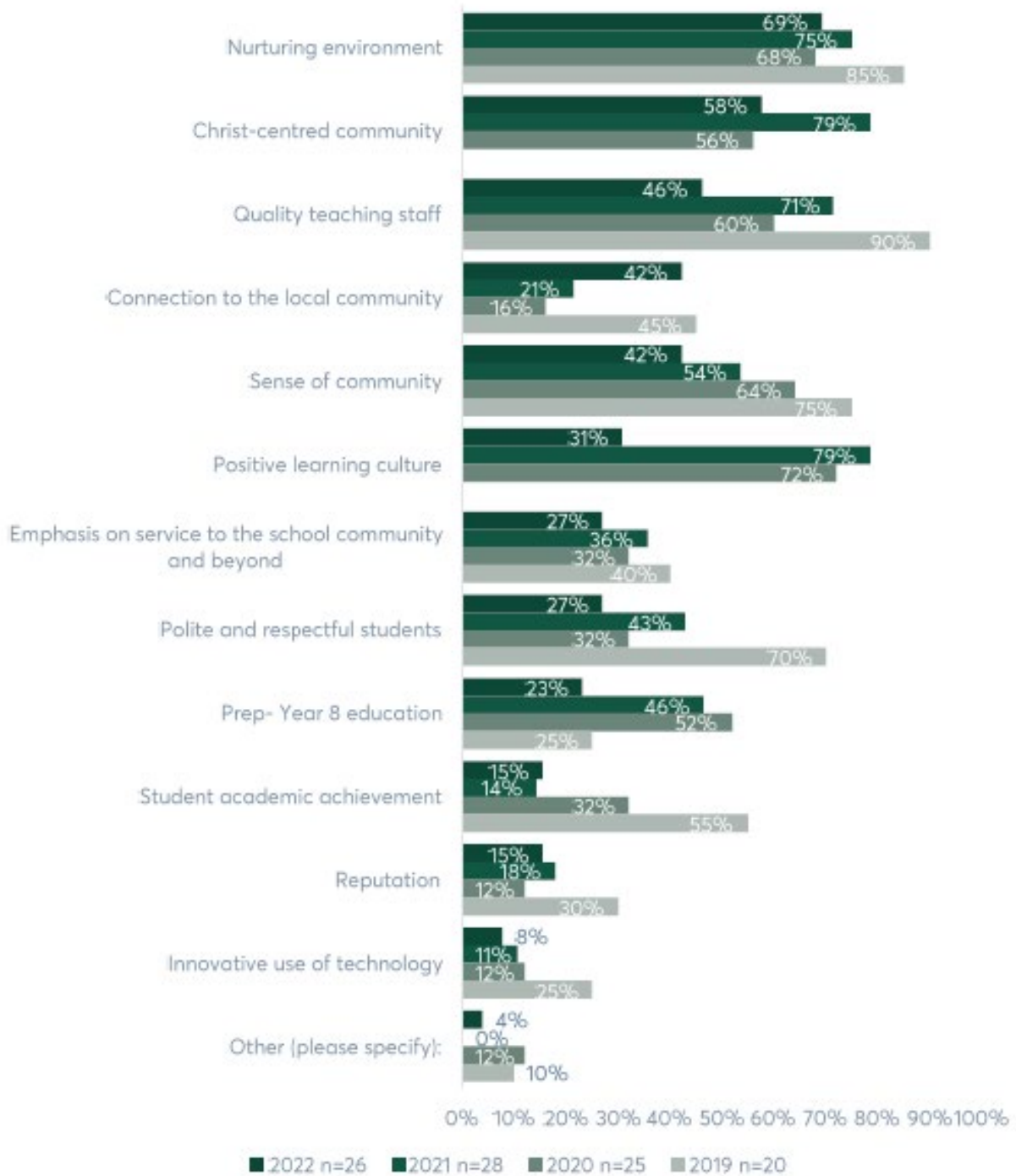
*Nowhere near up to standard for technology. There are not enough devices, and most are old and hard to use. This needs to change - especially as the school moves to the new site.*



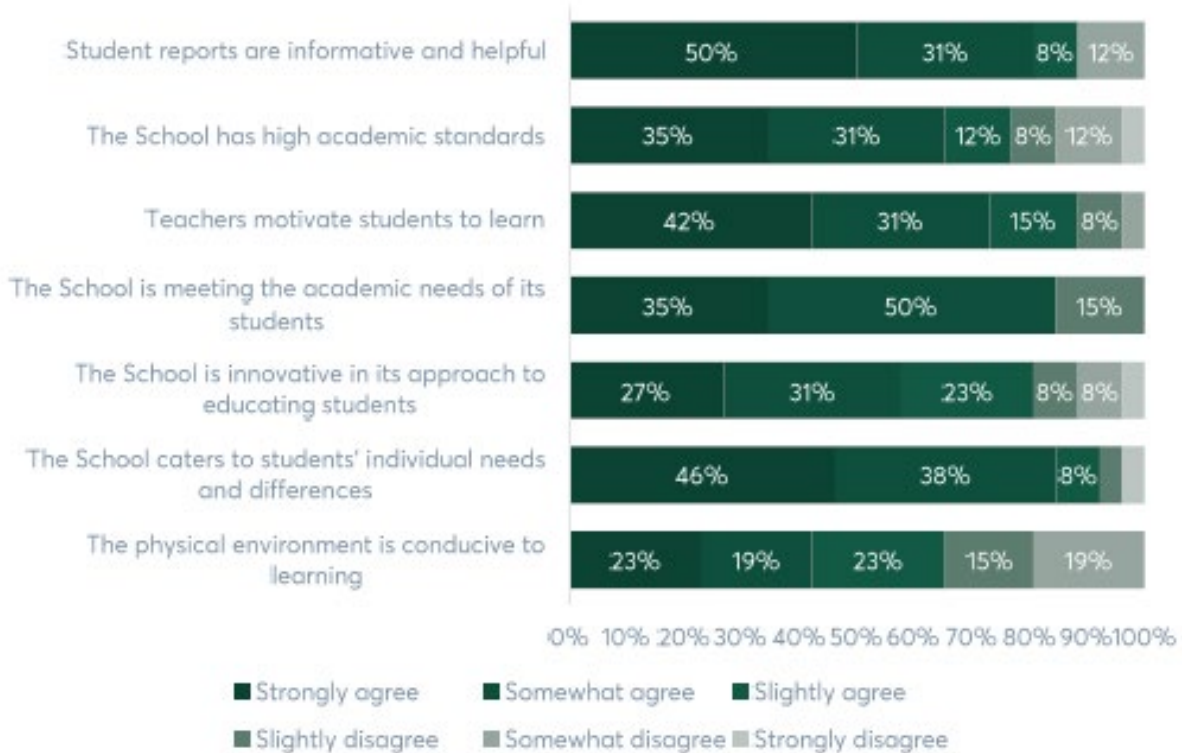
*We do not have enough [technology] and the quality is low. It is extremely hard to do anything innovative and quality and engaging with technology due to poor internet, old devices, not enough devices and poor connectivity of devices. There is always something wrong with our system. We are very well supported by IT - they do a fantastic job, it is just our resources and capability of technology that we struggle with.*

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

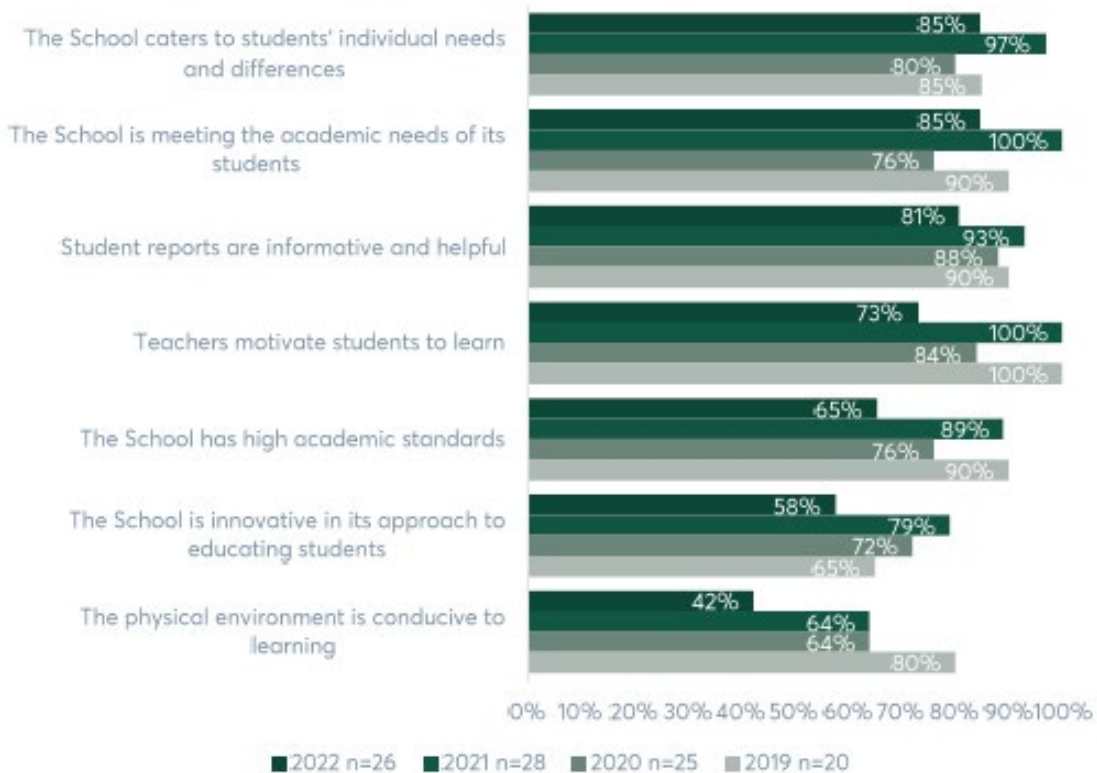
Please select all that apply.



To what extent do you agree or disagree with the following statements about student learning at Pacific Brook Christian School?



To what extent do you agree or disagree with the following statements about student learning at Pacific Brook Christian School?  
*Strongly/somewhat agree*



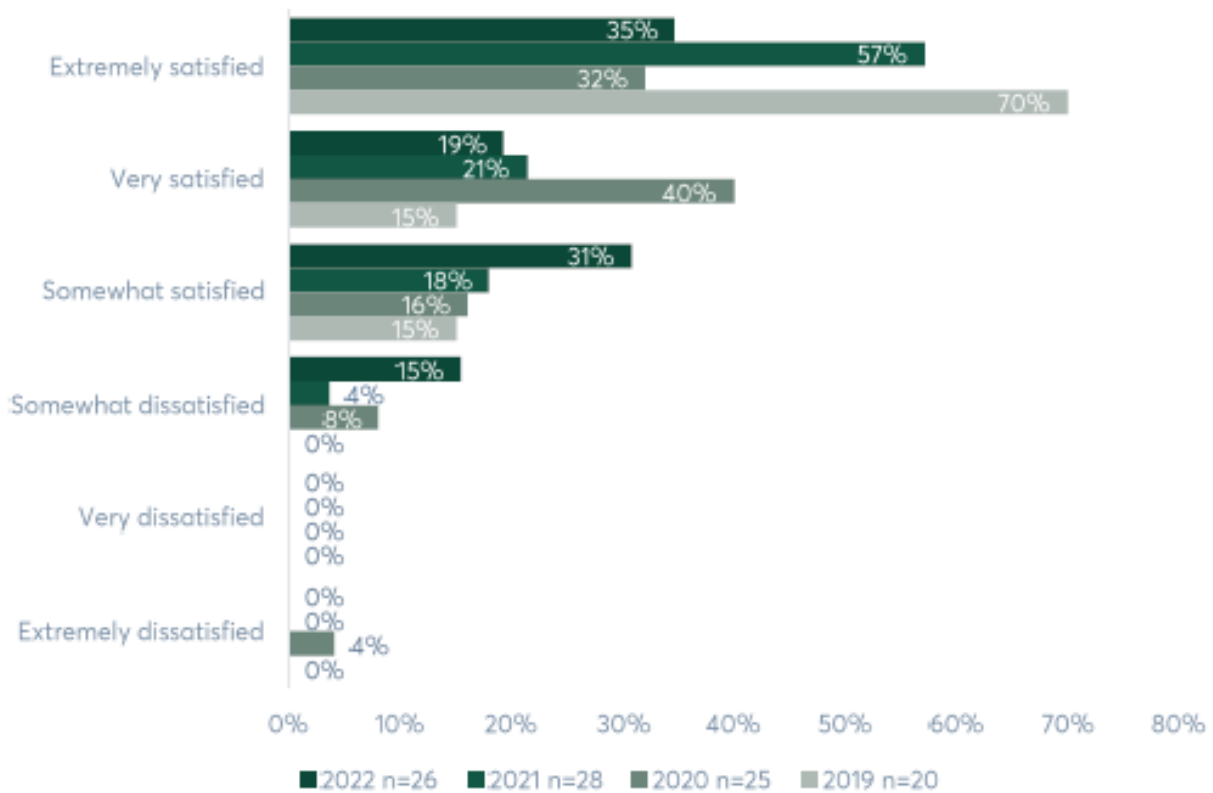
# Satisfaction

Fewer stakeholders than ever before are satisfied with their experience at Pacific Brook Christian School.

Half of stakeholders (54%) are extremely or very satisfied with their experience at Pacific Brook Christian School, which has decreased by 25 percentage points since last year (cf. 79% 2021, 72% 2020, 85% 2019). A further three in ten stakeholders (31%) are somewhat satisfied with their experience, while 15% are somewhat dissatisfied.

Parents display higher satisfaction with their experience at Pacific Brook than staff, with two in three parents (67%) being extremely/very satisfied (cf. 25% staff).

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



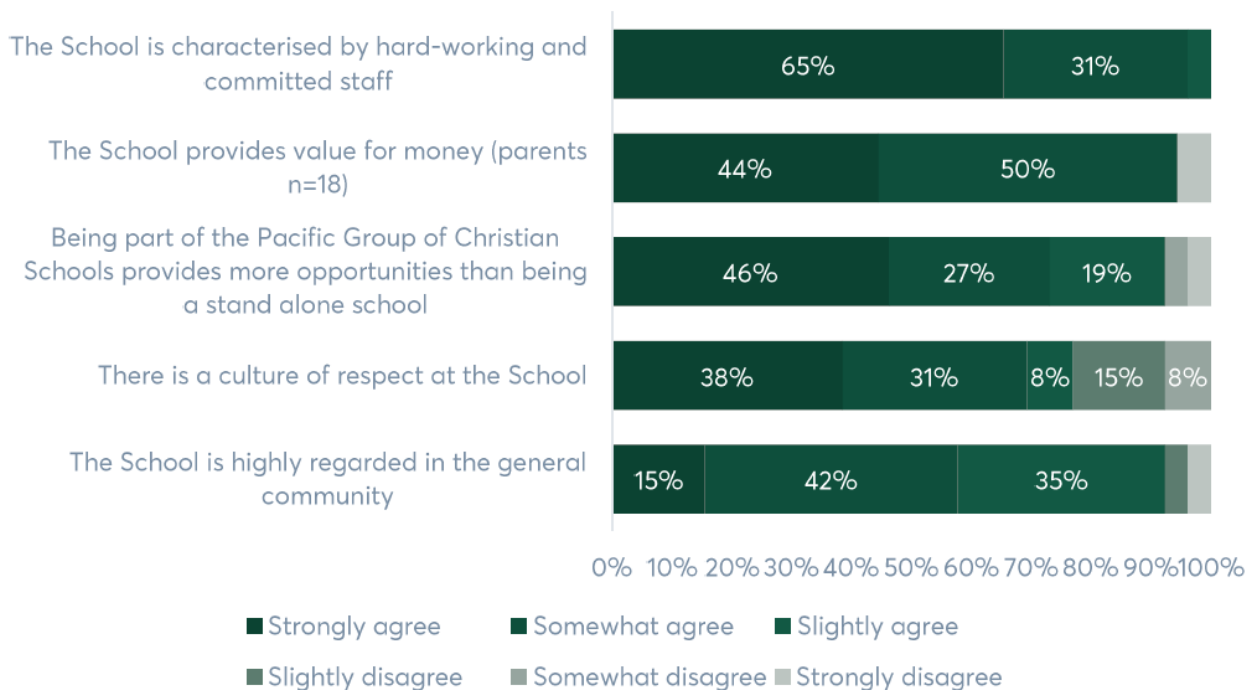
## Parent Satisfaction

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.

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

In 2022 there was a formal survey of parents and staff conducted by McCrindle Research. The key findings of the survey are presented here.

### To what extent do you agree or disagree with the following statements about Pacific Brook Christian School?



## Student Satisfaction

In 2022, there was no formal survey of students to gauge satisfaction. However anecdotal evidence strongly suggests that students' individual and academic needs were being met, though not to as high a standard as previous years.

# Student learning

## Pacific Brook meets students' individual needs.

More than four in five stakeholders strongly or somewhat agree Pacific Brook caters to students' individual needs and differences (85% cf. 97% 2021, 80% 2020, 85% 2019) and that the School is meeting the academic needs of its students (85% cf. 100% 2021, 76% 2020, 90% 2019). A slightly smaller proportion of stakeholders agree student reports are informative and helpful (81% cf. 93% 2021, 88% 2020, 90% 2019).

Overall, stakeholders are less likely to strongly/somewhat agree with each of the student learning statements tested. In recent years, fewer parents and staff agree the School has high academic standards (65% cf. 89% 2021, 76% 2020, 90% 2019) and the School is innovative in its approach to educating students (58% cf. 79% 2021, 72% 2020, 65% 2019). Meanwhile, less than half of the community (42%) believe the physical environment is conducive to learning, also down from previous years (cf. 64% 2021, 64% 2020, 80% 2019).

### Stakeholders believe improved technology engagement could better support students

When reflecting on learning at Pacific Brook, some stakeholders believe there should be more opportunities for students to engage in helpful ways with technology. Additionally, some stakeholders believe further professional development for staff would be of benefit.



*While this is a developing area, moving into the age of computers and technology, PBCS is very poor in this area currently. I would like to see laptops for all Middle School students - and stronger rules around digital rules and expectations.*



*I believe further professional development and sharing professional practice needs to be developed across the school. Quality Teaching Rounds or SLT support of teachers in Quality Teaching would be great for our school - especially in our development stage. Time for staff is needed for this to occur - a relationship established with the University of Newcastle and Quality Teaching would be great too!*

## Pacific Brook students are increasingly equipped with problem solving skills.

Both parents and staff at Pacific Brook believe students are equipped in a range of areas because of their time at the School. Stakeholders believe students at Pacific Brook are most equipped with problem solving skills, increasing by nine percentage points since last year (77% cf. 68% 2021, 44% 2020, 70% 2019). Half of stakeholders believe students are equipped in responsible stewardship (50% cf. 71% 2021, 52% 2020), creativity (50% cf. 75% 2021, 60% 2020, 70% 2019) and communication skills (50% cf. 68% 2021, 56% 2020, 70% 2019). While personal presentation was the core competency in which stakeholders were most likely to believe Pacific Brook students were equipped with in 2021, in 2022, less than half consider students to be equipped in this area (46% 2022 cf. 79% 2021, 68% 2020).

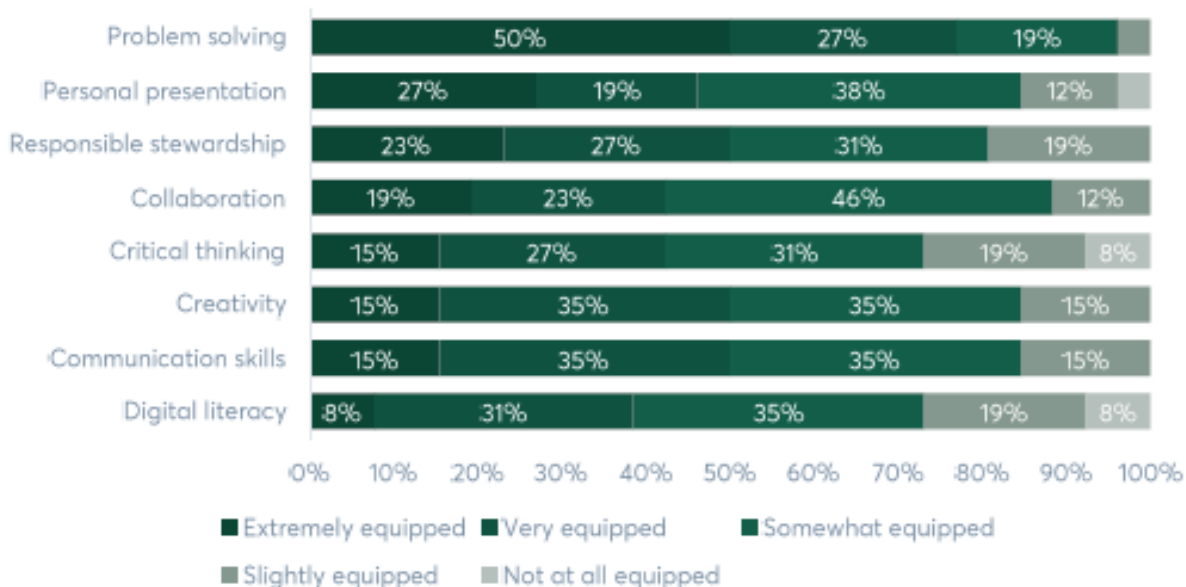
Stakeholders are least likely to believe students are equipped with digital literacy (38%), which has declined by 19 percentage points since 2021 (cf. 57% 2021, 44% 2020, 45% 2019).

Parents are much more likely than staff to believe Pacific Brook is effectively equipping students in digital literacy (56% cf. 0% staff).

### National comparison

Australian parents believe that students are most equipped in digital skills (60% extremely/very),<sup>1</sup> which is slightly higher than Pacific Brook parents (56%). Pacific Brook parents are, however, more likely to believe their children are equipped in problem solving, which is a critical skill for the future (67% cf. 48% Australian parents).

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





# Student support

## Pacific Brook effectively engages students in their spiritual development.

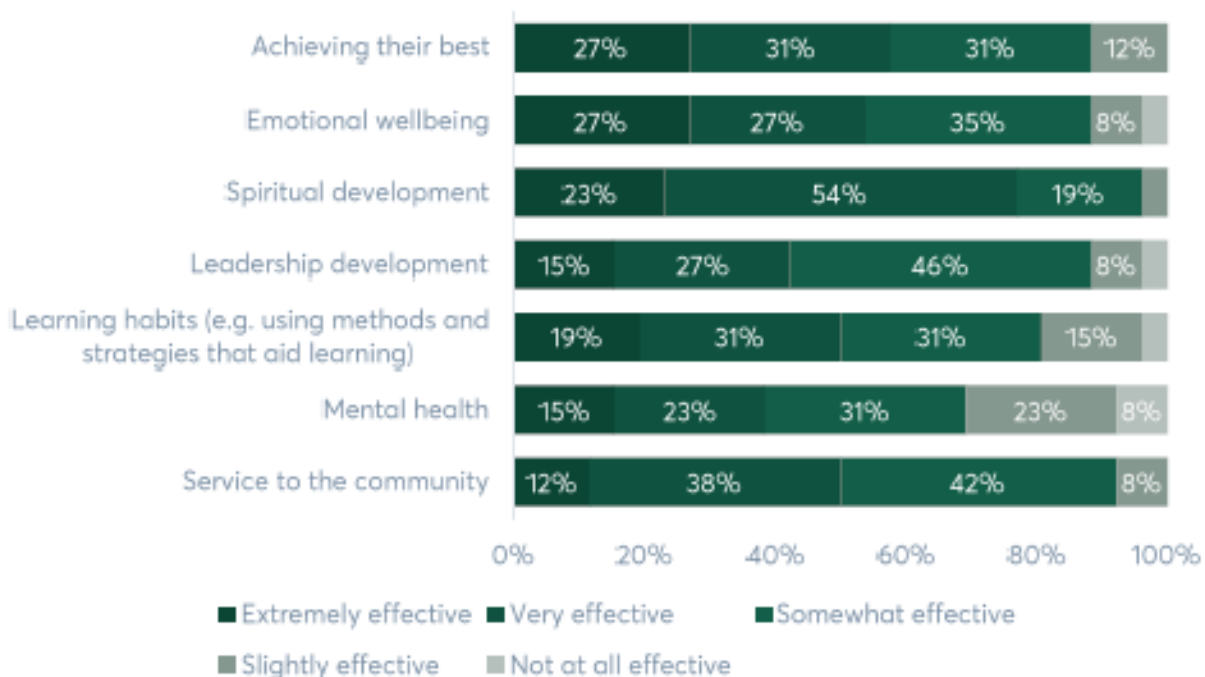
Three in four stakeholders believe Pacific Brook is extremely or very effective in supporting students to engage with their spiritual development (77% cf. 89% 2021, 68% 2020, 95% 2019). While less than in previous years, three in five stakeholders believe the School effectively supports students to achieve their best (58% cf. 93% 2021, 72% 2020, 95% 2019).

Parents and staff in the Pacific Brook community are least likely to believe the School is effectively equipping students to engage with leadership development (42% cf. 64% 2021, 44% 2020, 50% 2019) and mental health (38% cf. 61% 2021, 40% 2020, 60% 2019), both of which have decreased since last year.

### Students have opportunities to learn about and follow Jesus

Stakeholders resonate strongly with the Christian focus at Pacific Brook and see its outworking in the lives of students, although to a slightly lesser extent than in previous years. Four in five parents and staff (81%) strongly or somewhat agree that students learn how to love and follow Jesus at the School, decreasing from 96% in 2021 (cf. 88% 2020, 95% 2019). This is followed by three in four (73%) who agree pastoral care support is effective for students (cf. 96% 2021, 64% 2020). Finally, two in three (65%) agree opportunities are provided for students to serve and support others (cf. 93% 2021, 76% 2020, 80% 2019).

### How effective is Pacific Brook Christian School in supporting students to engage with the following?



## Staff Satisfaction

Despite a decreasing satisfaction with certain aspects of their role, staff still respond positively across several staff experience areas. This includes all staff (100%) feeling accepted and well-regarded by their peers (cf. 100% 2021, 89% 2020, 67% 2019), and being willing to support School initiatives outside their current role for the benefit of the School (100% cf. 100% 2021, 56% 2020). An equal proportion of staff are proud to be a staff member at Pacific Brook (88% cf. 100% 2021, 89% 2020, 83% 2019), feel part of the School's community (88% cf. 91% 2021, 100% 2020, 100% 2019), believe the School is generous with providing them with leave when needed (88% cf. 91% 2021, 89% 2020, 83% 2019) and believe the Principal and School Leadership are accessible to them (88% cf. 91% 2021, 89% 2020, 100% 2019).

In 2022, there was a formal survey of parents and staff conducted by McCrindle Research. The key findings of the survey are presented here.

## Staff insight and experience

Staff believe the school's day-to-day operations and vision is being communicated very effectively.

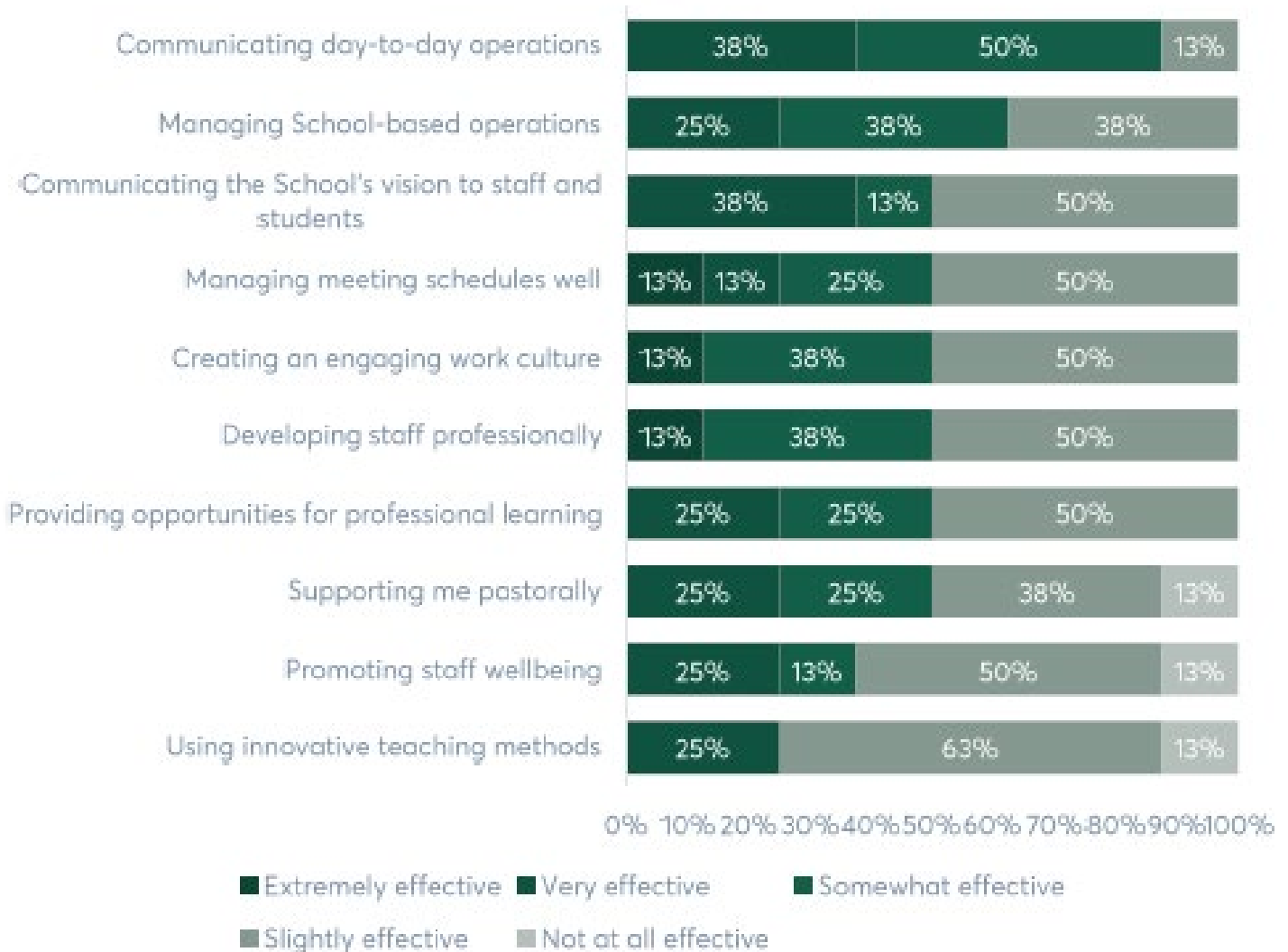
Staff are most likely to believe the School effectively communicates day-to-day operations, being the most effective area in 2022 (38% cf. 46% 2021, 56% 2020). Staff believe the School is equally effective at communicating the School's vision to staff and students (38% cf. 64% 2021, 56% 2020, 67% 2019).

Fewer staff than ever before believe the School is effective in creating an engaging work culture (13% cf. 73% 2021, 78% 2020, 83% 2019) and developing staff professionally (13% cf. 73% 2021, 78% 2020, 83% 2019).

It's important to note, the smaller sample size for staff can cause greater fluctuations in results.

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

*Staff only n=8*



# Summary of our financial Information

## 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

