

Annual School Report **2024**



PACIFIC HOPE

CHRISTIAN SCHOOL

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

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Theme 1: Our Context

From the Principal: Sandi Aleman

In 2023, Pacific Hope Christian School experienced many significant events as documented in the previous Annual Report. In May 2023, I was honoured to step into the role of Director. With God's guidance, the school navigated staffing challenges, celebrated our first Year 12 graduates, and strengthened student wellbeing through the appointment of an Assistant Director - Welfare. These foundations laid the groundwork for a year of growth, stability, and renewed purpose in 2024.



The 2024 school year was characterised by strong and stable leadership, supported by the continued contributions of the Assistant Director and the appointment of a new Dean of Curriculum. This dynamic leadership team collaborated to refine school operations, strengthen our Christ-centred teaching and learning programs, and foster the development of both students and staff. With a unified vision, we remained committed to promoting student growth, academic achievement, and spiritual formation within a nurturing, inclusive environment. A notable highlight was the successful introduction of the inaugural Student Representative Council (SRC), placing students at the heart of leadership and school decision-making.

Enrolment remained steady, reaching 82 students at the August census, reflecting growing trust and confidence from our families. Partnerships with parents and the broader community were strengthened, contributing to a vibrant and supportive school culture. Notably, 10 Year 10 students successfully completed a Certificate I in Active Volunteering, equipping them with practical skills and a heart for service. Our first student completed a Certificate II in Animal Care through Kingscliff TAFE, and three students participated in Certificate II Automotive, earning Statements of Attainment, with two securing apprenticeships as a direct result—an outstanding outcome for our vocational pathways program.

Another major milestone for the school in 2024 was the successful completion of our five-year registration through NESA, securing our standing as a registered school from Years 1 to 12 and as a Special Assistance School. As we reflect on a year of growth, achievement, and God's faithful provision, we give thanks for the ongoing journey of Pacific Hope Christian School. We remain committed to equipping students with hope and purpose, anchored in Christ.

“We wait in hope for the Lord; He is our help and our shield.” – Psalm 33:20

From the Executive Principal: Dr E J Boyce



2024 has seen continuous interest in enrolments and at the same time a continued sense of internal growth in staff and students and parents for the students at the school with their special needs. School numbers have doubled in the past few years and we are thankful.

From the Board Chair: Mr Mark McCrindle

This Annual Report of the Pacific Group of Christian Schools gives a great snapshot in numbers, finances and reports of a system of ten thriving schools. Growth is an evident theme in all of this, from student enrolments and building programs to the financial wellbeing of our schools for which we are thankful to God. It is interesting to note that many of our schools are located on land that once was used for farming. Land that was once cultivated to grow trees which produced fruit is still being used to grow things: now children, nurtured and sustained by the Living Water, that they might be fruitful.



We trust that this report gives you an overview of our schools and an insight into the character of our communities, summed up in the name of this group: Pacific. Pacific comes from the Latin word for Peace the true source of which comes from Jesus who said: "Peace I leave with you, my peace I give you" (John 14:27).

From the school Captain(s): Josephine Carter

Josephine Carter

2024 Pacific Hope Christian School Graduate

Josie graduated in 2024 and is currently working part-time at Spotlight while pursuing further studies. Below, she shares her journey and how her time at Pacific Hope helped her navigate this transition.

"I did my work experience at a childcare center in Tweed. When I first started, everyone was nice to me, but I noticed they didn't seem to have a lot for me to do, as working in the kitchen was usually a one-person job. I thought I might enjoy working with children, but after four days there, I realized I wouldn't like it. It was loud a lot of the time, and very demanding.



I currently work part-time at Spotlight, which I am really enjoying. Everyone is super nice and helpful, but I know I couldn't do it as a full-time job. It can get very noisy and busy, but I can handle it since I'm only working 1-2 shifts a week.

While looking for a job, I knew I needed to do something I would enjoy, or else I wouldn't want to stick with it. I really enjoy working at Spotlight because they sell things I'm interested in, like crafts, painting, and crocheting.

I knew I wanted to pursue further study after school, but I wasn't sure what I wanted to do. I considered university for a while but decided to go with TAFE instead because they offered more support options. I've decided to study for a Certificate III in Animal Care Services, which starts in February 2025. I do have the option to study vet nursing the following year, but I'm not sure if I want too yet.

I've learned a lot from the teachers and support workers at Hope. One important lesson is to always ask questions, even if you feel embarrassed. It's better to ask than to stay unsure. I've also learned to push myself. Even if something seems too hard, I should always give it my best shot.

My biggest challenge has been my self-confidence. I often doubted myself and my abilities. I felt the need to ask questions about topics I already knew the answer to because I couldn't stop thinking that I might be wrong. Mrs. Power helped me overcome this by always supporting and encouraging me to do more, because she knew I could.

Keep trying and don't give up on your dreams. Don't think your dreams are too big or hard to achieve. Don't settle for anything less than what you want just because it's easier. Anything is possible if you set your mind to it. I've spent years trying to figure out what I want to do, and I'm still not entirely sure. Just keep trying different things until you find something you enjoy."

About Pacific Hope Christian School

Pacific Hope Christian School is an inclusive and caring Christian education community, delivering the NESA curriculum for Years 1-12. We provide compassionate support for students with Autism Spectrum Disorder or mild to moderate intellectual disabilities. Our mission is to create a Christian educational community that excels in teaching, learning, and serving, all founded on Biblically based beliefs, values, and behaviour.

Our Christian Ethos

At Pacific Hope Christian School, we are committed to being authentically Christian and serving our community in the following ways:

- We start and end every endeavour with a focus on knowing God.
- We live under the authority of God's Word, interpreting it thoroughly and reasonably with the guidance of His Holy Spirit.
- We staff the school with individuals committed to living worshipfully under God.
- We nurture and encourage students to develop a reconciled relationship with God through Christ.
- We work as the Body of Christ, composed of those of faith within the school community.

Quality Education

Our commitment to providing quality education involves:

- Encouraging and training students to develop a love of learning.
- Equipping students to understand God's perspective in all areas of learning.

- Helping each child achieve their God-given potential by offering appropriate educational opportunities according to their abilities, including those with intellectual deficits, learning disabilities, and giftedness, as well as those from diverse ethnic backgrounds.
- Fulfilling all government requirements to maintain our status as an accredited educational institution.
- Instilling in students the Biblical principle of stewardship regarding their gifts.
- Encouraging and training students in work habits that produce outstanding results across all school programs—spiritual, academic, cultural, and physical.
- Supporting staff in developing their understanding of God's perspective on Christian education.



Practicing Christian Community

Our vision of a Christian community is built on:

- Creating safe relationships by being just and fair according to Biblical principles.
- Being compassionate and merciful, as God is to us.
- Nurturing and training community members to accept personal responsibility, act within an ethos of service towards others, and demonstrate care for the environment.
- Encouraging involvement from those who support the school's ethos to assist in teaching and learning at Pacific Hope Christian School.
- Developing a curriculum that explicitly addresses relational issues.
- Fostering community life across all activities of the school.
- Promoting unity throughout the school from Year 1 to Year 12.

At Pacific Hope Christian School, we are dedicated to creating an environment where every student can thrive academically, socially, and spiritually, supported by a community grounded in Christian values.

Characteristics of our student body

At Pacific Hope Christian School, we are dedicated to supporting a diverse student body, including those with special needs such as Autism Spectrum Disorder (ASD) and intellectual impairments. We implement Individualised Education Plans (IEPs) to address the unique academic, social, and emotional needs of each student with tailored strategies and resources. Serving approximately 85 students from Year 1 to Year 12, our school attracts families from both sides of the NSW/QLD border due to our specialised support for students with additional needs. The transient nature and socio-economic status of our community contribute to fluctuations in enrolment.

To further support our students, Pacific Hope provides additional academic, social-emotional, and other specialised support services within the school community. Our school comprises 10 classes, each with no more than approximately 10 - 11 students, allowing for personalised attention and a supportive and nurturing learning environment.

Pacific Hope Christian School employs Youth Support Workers who play a crucial role in assisting with the specific needs of our students. These professionals work closely with teachers and students to provide additional guidance and support, ensuring that every student has the opportunity to thrive academically, socially, spiritually, and emotionally. At Pacific Hope Christian School, we are committed to fostering an inclusive, Christian and nurturing environment where all students can succeed.

Priority Areas for School Improvement

2024 School Improvement Priorities

In 2024, our school improvement plan prioritised strengthening policies and procedures and ensuring a robust, differentiated curriculum to support the diverse needs of students in our special education setting. A key initiative was the comprehensive update of whole-school handbooks, which now clearly articulate curriculum frameworks, assessment policies, and expectations for students, staff, and parents—promoting consistency of practice across all areas.

We placed a strong emphasis on re-engaging our school community by welcoming families and community members back on-site and enhancing communication and partnerships. This renewed connection aimed to foster a collaborative and supportive environment for all stakeholders.

Supporting students holistically remained central to our mission. We expanded professional learning opportunities for staff in areas such as Mental Health First Aid, CPI (Crisis Prevention Intervention), and specialised training in autism spectrum disorder (ASD), pathological demand avoidance (PDA), and other areas relevant to our student cohort. These efforts were designed to equip our team with the skills and understanding necessary to meet each student's unique needs with compassion, consistency, and competence.

At the heart of all initiatives was our commitment to providing a Christ-centred education, supporting students and families with grace, care, and high expectations.



STRATEGIC OBJECTIVE 1 - TEACHING

Teaching as a relational activity that engages a school community to know God and His Word.

Develop a culture of respect while demonstrating a passion for teaching and pastoral care	A more structured mentoring program for Youth Support Workers was implemented, with regular team meetings led by the Student Support Services Coordinator, and formal mentoring opportunities expanded for all staff. The Pacific Hope Well-being Framework was developed, with the introduction of Well-being Officers and dedicated Pastoral Care time to support social-emotional growth and spiritual development. Community partnerships were strengthened through collaboration with Northern NSW Mental Health services, Headspace, and local Police Liaison Officers. Additionally, RightNow Media was reintroduced as a pastoral resource, and all staff completed Crisis Prevention Intervention (CPI) training and Mental Health First Aide training.
Analyse qualitative and quantitative measures to grow students in wisdom and knowledge encompassing student feedback, assessment of performance and approaches for diverse learners	Targeted learning support was strengthened to address specific academic needs, and a Life Skills curriculum was introduced in Years 7 and 11 through collaborative planning. Teachers received professional development on using PAT and WARP data for differentiated instruction, along with instructional coaching in explicit teaching methodologies. Curriculum Support Time was dedicated to case management, IEPs, and planning with the Dean of Curriculum. The Certificate I in Active Volunteering was launched with a Christian perspective, while staff development was supported through TEC PD sessions, Monday meetings, timely TASS notices, and a renewed focus on effective RFF time.
Develop quality teaching programs in response to curriculum reform with Christian perspectives and literacy as priority areas	Staff stayed informed about PD opportunities through TASS Notices and TEC sessions during Monday meetings. RFF time was consolidated for efficiency, and CST schedules aligned with the Dean of Curriculum and Learning Support Teacher. Instructional Coaching was implemented, and staff completed <i>Teaching from a Christian Perspective</i> modules. A Certificate I in Active Volunteering was introduced, with a focus on Transformation by Design from a biblical perspective. Transformation by Design PD was completed by all staff.
Provide staffing to support curriculum reform	Staff meetings focused regularly on curriculum development and updates, with participation in NESA and AISNSW PD. Curriculum updates were communicated through the Head of Curriculum, and ongoing collaboration between the Dean of Curriculum, Director, and Head of Curriculum guided planning for Years 1–12, supported by scheduled CST meetings. All YSWs at Pacific Hope and CSWs at PGJCS received Special Education training.

STRATEGIC OBJECTIVE 2 – LEARNING

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

Further develop the use of blended learning underpinned by Biblical beliefs and values	a comprehensive audit of student devices was conducted, with upgrades considered where necessary. TEC PD sessions supported staff in blended learning strategies, and the Transformation by Design program was implemented with a focus on Biblical Threads programming. RightNow Media resources were integrated into Biblical Perspectives teaching.
Provide opportunity for Aboriginal education and cultural awareness	The school promoted 'Love' Harmony Day to celebrate cultural diversity and continued shared PD and meetings with PGJCS. NAIDOC and Reconciliation Day were celebrated as key events.
Continue to implement strategies for academic improvement	A standardised assessment process was established using tools like PAT, Dibels, WARP, and RENFREW, with YSWs trained to administer these screeners and collect data. Teachers were upskilled in using PAT resources and supported through targeted coaching by the Dean of Curriculum and Learning Support Teacher. Intervention programs such as MiniLit, Support A Talker, and AIS Numeracy Screening were implemented to support student needs. The Pathways program was further developed in consultation with the REIP Coordinator and community members, building on the foundation set in 2023.

STRATEGIC OBJECTIVE 3 – SERVING

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

Provide opportunities for people to use their gifts to serve through Christian Education Development Program (CEDP), musicals, fairs, mission, community service, and/or open days	The Friday Clubs expanded with the successful introduction of a 'Volunteering' club, and sports offerings grew to include volleyball and soccer, alongside a new mixed basketball team. Student leadership was strengthened through the establishment of Year 12 and Year 6 leaders and a School Representative Council (SRC), with each class represented and actively engaged in community service. The school launched its first mission trips to Valley Hope, began planning for future overseas missions with Pacific Coast, and introduced a buddy system pairing Year 6 students with Year 1. Additional initiatives included End of Term "Celebration of Learning" days, MiniLit training for parent helpers, support for staff completing <i>Teaching from a Christian Perspective</i> , and enhancements to the Boat Area to better support students' holistic needs, with staff contributing creative ideas through a "Shark Tank" initiative.
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Develop and implement schoolwide parent communication strategy that uses The Alpha School System (TASS) and associated software applications	In 2024, parents received training to improve their proficiency in using TASS, with a dedicated information session held during the Term 1 Networking Morning. The Parent Lounge was introduced to both new and existing families, enhancing communication and engagement with the school.
STRATEGIC OBJECTIVE 4 – CHRISTIAN CHARACTER IN COMMUNITY Further develop the <u>Christian character</u> of each member of the community as an act that glorifies God.	
Engage the staff in personal Christian formation in community	Morning CLUBS were established, offering a range of options including breakfast, prayer, and relaxation. The introduction of informal girls' clubs to foster student engagement amongst girls was also introduced. Stronger connections were cultivated with staff who also serve as Youth Pastors, contributing to the management of chapels, class devotions, and staff meetings. Closer ties were also formed with local pastors to strengthen community connections.
Develop the spiritual formation of each community	In 2024, connections with joint church initiatives were expanded, and local pastors were invited to a community networking morning tea to strengthen relationships and enhance collaboration.
Engage with the Pacific Group of Christian Schools, Sister Schools and other Christian communities to build our culture of community service	Buddy systems were successfully implemented, pairing Year 6 students with Year 1 to foster mentorship and community. Students were encouraged to get involved in buddying and volunteering at PGJCS, and a community survey using the Christian Character tool was conducted to assess values. Mission trips to Valley School were explored, alongside collaborative missions with Pacific Coast and other schools within the Pacific Group. The feasibility of a Hope Schools Network Meeting was also explored and started.
Consistently monitor the stewardship of our resources utilising environmentally sustainable practices, innovative strategies and respect for our community	Key initiatives included celebrating World Environment Day and Clean up Australia Day. Volunteering opportunities were provided for students from Years 1 to 12, with active promotion and support for community initiatives such as Fred's Place, ongoing collaboration with You Have A Friend, and continued support for the local community.

Our Initiatives Promoting Respect and Responsibility

At Pacific Hope Christian School, we are committed to cultivating a culture of respect and responsibility through our comprehensive SERVE model. As a core component of our Wellbeing Framework, SERVE is grounded in Christian values and restorative practices, providing tailored support that meets the unique needs of each student.

Our Positive Behaviour Intervention System (PBIS), known as SERVE, offers a clearly defined and consistent approach to teaching and reinforcing expected behaviours across the school. The SERVE Matrix outlines what these behaviours look, sound, and feel like in different settings, helping students understand and embody positive conduct in a range of contexts.

To celebrate and encourage these behaviours, SERVE awards are presented weekly at school assemblies. These awards highlight students who consistently demonstrate the core values within the SERVE framework. Each week, a specific SERVE behaviour is spotlighted, allowing the school community to focus on and recognise examples of that value in action.

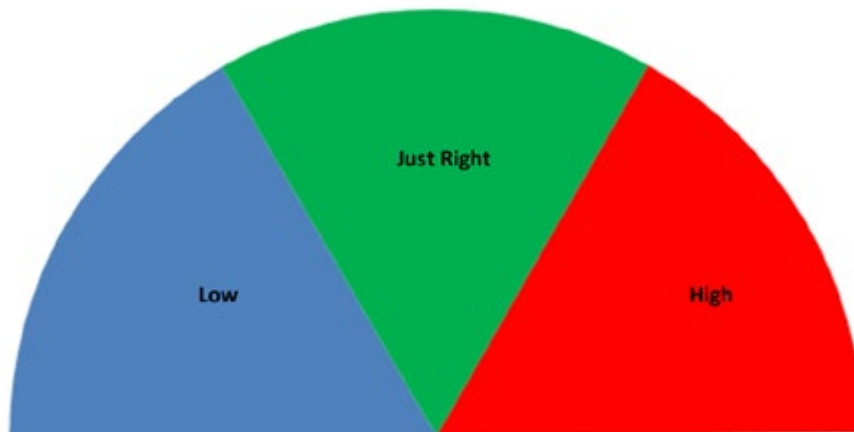
In 2024, the introduction of mascots representing each SERVE behaviour added a creative and engaging dimension to the program. These mascots, designed and voted on by students, were successfully implemented throughout the year, further strengthening student ownership, participation, and enthusiasm for living out the SERVE values.



At Pacific Hope Christian School, we implement the ALERT Program across all classrooms to support student self-regulation. This program encourages students to utilise sensory strategies to maintain a steady and regulated state throughout the day, thereby reducing the "roller-coaster effect" of fluctuating emotions and behaviours.

The ALERT Program employs an engine analogy to help students identify and understand their internal feelings. By conceptualising their emotions as running "fast," "slow," or "just right," students learn to recognise their own states of regulation and apply appropriate strategies to maintain balance. This approach fosters a consistent and conducive learning environment, supporting the overall wellbeing and academic success of our students.

Image of ALERT Tracker

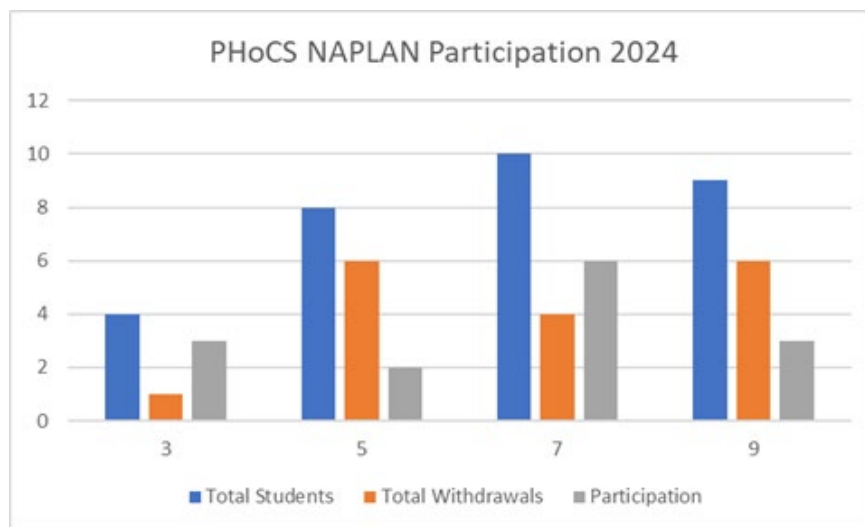


Theme 2: Our Outcomes and Results:

Student outcomes in standardised national literacy and numeracy testing

NAPLAN Participation PHoCS 2024

Year Level	Total Students	Total Withdrawals	Participation
3	4	1	3
5	8	6	2
7	10	4	6
9	9	6	3



Year 3 Results:

- 75% of the cohort participated in the NAPLAN testing, with all three students completing the four tests.
- All students who completed the test received Disability Adjustments, including additional time, rest breaks, and support personnel.
- One student achieved the "Developing" level, while two students required "Needs Support" in Reading.
- All three students achieved "Needs Support" in Grammar and Punctuation, as well as Numeracy.
- One student achieved "Developing," and two students achieved "Needs Support" in Spelling.

Year 5 Results:

- 25% of the cohort participated in the NAPLAN testing.
- The two students who participated completed all four NAPLAN tests."
- All students received Disability Adjustments during the testing.
- One student achieved a "Strong" result, while one achieved "Needs Support" in Reading and Grammar and Punctuation.
- Two students achieved "Strong" results in Spelling.
- One student achieved "Strong," and one achieved "Developing" in Numeracy.

Year 7 Results:

- 60% of the cohort completed the NAPLAN testing.
- Participation levels varied, with six students completing the Reading test, and five students completing the Grammar and Punctuation, Spelling, and Numeracy tests.
- All participating students received Disability Adjustments, including additional time, rest breaks, and support personnel.
- In **Reading**, one student achieved an *Exceeding* result, three achieved *Strong*, and two achieved *Needs Support*.
- In **Grammar and Punctuation**, four students achieved *Strong* and one achieved *Needs Support*.
- In **Spelling**, results included one *Exceeding*, two *Strong*, one *Developing*, and one *Needs Support*.
- In **Numeracy**, one student achieved *Exceeding*, two achieved *Developing*, and two required *Needs Support*.

Year 9 Results:

- 33% of the cohort completed the NAPLAN testing.
- All participating students were provided with Disability Adjustments, including additional time, rest breaks, and support personnel.
- Participation levels varied: three students completed the Reading test, two completed Grammar and Punctuation and Spelling, and four completed the Numeracy test.
- In Reading, all three students achieved a *Strong* result.
- In Grammar, Punctuation, and Spelling, two students achieved *Strong* results.
- In Numeracy, two students achieved a *Strong* result, and one student achieved *Developing*.

National Literacy and Numeracy Testing for HSC

In 2024, 100% of Year 12 students successfully completed their National Literacy and Numeracy Standards testing. Two year 11 students completing their Non ATAR HSC continued to work towards completing their National minimum standards tests for literacy and numeracy. Five Year 11 students started their Year 11 Life Skills pattern of study. The class teachers and support staff provided support and Disability Provisions to Year 11 and 12 students during the standardised testing.

Post-school destinations (secondary schools only)

Year Level	Completed	Left school during 2024
Year 10	10 students Year 10 ROSA	1 - relocated
Year 11	7 students complete Year 11	1 – employment
Year 12	7 students completed Non ATAR HSC	1 – apprenticeship

Of the seven students who completed Year 12, two successfully commenced apprenticeships in the automotive industry. In February 2024, one Year 12 student made the decision to leave school early to begin an apprenticeship in butchery. Additionally, two former students are now employed in part-time roles, while another has taken the initiative to launch his own car detailing business. Two students are currently travelling, and the post-school destination of one student remains unknown.

The granting of Records of Student Achievement (RoSA)

In 2024, ten students at Pacific Hope Christian School successfully completed their Record of School Achievement (RoSA) in Year 10. One student relocated and withdrew from the school in August 2024. All students met the requirements for mainstream subjects and completed the necessary hours in accordance with NESA standards. The Year 10 curriculum included English, Mathematics, Science, History, PDHPE, Visual Arts, and Biblical Studies. Notably, 2024 also saw the successful introduction of the Certificate I in Active Volunteering, providing students with a valuable vocational learning opportunity alongside their academic studies.

Results of the Higher School Certificate (HSC) (secondary schools only)

In 2024, seven students completed Year 12 at Pacific Hope Christian School. All students attained their Non-ATAR Higher School Certificate (HSC) through NESA and successfully completed a Certificate II in Hospitality. Their Pattern of Study included English Studies, Mathematics Standard, Visual Design, Marine Studies, Work Studies, and Certificate II in Hospitality. In addition, three students earned a Certificate of Attainment for the modules they completed in Certificate II Automotive through Kingscliff TAFE, further broadening their vocational skills and post-school opportunities.

Senior Secondary Outcomes (VET or equivalent) (secondary schools only)

Seven out of the seven students successfully completed the Certificate II Hospitality in Year 12. Ten out of ten students successfully completed the Certificate I Active Volunteering in Year 10.



Theme 3: Our Staffing

Seeking Accreditation	Proficient
6 permanent staff	11 permanent staff

Workforce composition – Staffing FTE

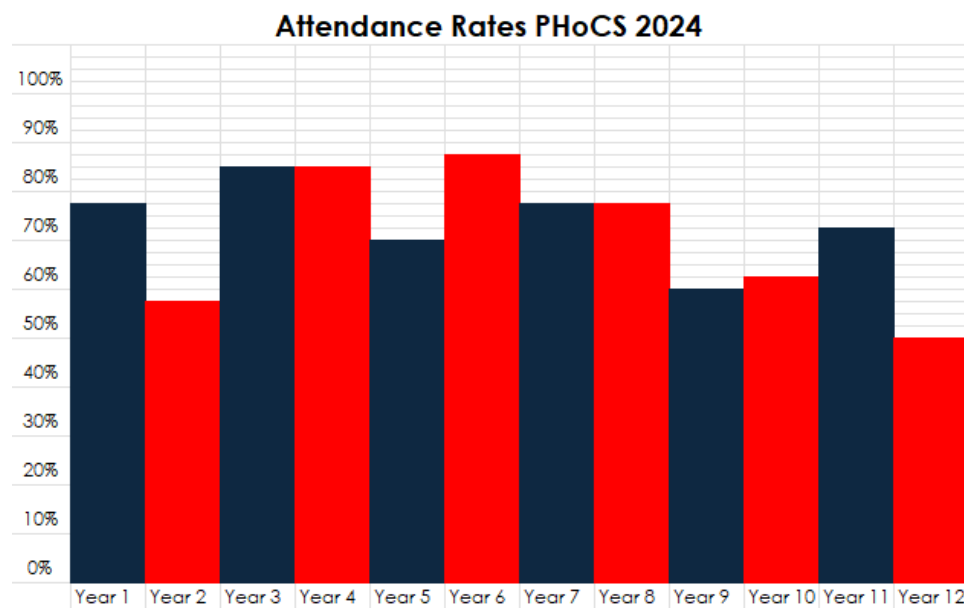
FTE	Position
FTE 1.0	1 Director
	1 Assistant Director of Welfare
	1 Dean of Curriculum
	10 Classroom Teachers
	2 Administration (includes – PA to Director, Registrar, Marketing – and Reception & First Aid)
	13 Youth Support Workers
	1 Special Education Mentor and Engagement Officer
	1 Student Support Services Coordinator
	1 Cleaner
	1 IT
FTE 0.8	2 Youth Support Workers
	1 Classroom Teacher
FTE 0.6	1 Youth Support Workers
	2 Classroom Teachers
FTE 0.4	1 Youth Support Workers
	1 Classroom Support Teacher (VET)
	1 Well-Being Officer
FTE 0.2	1 Admin
	1 Librarian
	1 Classroom Teacher

At Pacific Hope Christian School, we have a diverse team of staff. Many of our teachers are trained in Special Education or are currently pursuing this specialisation. Additionally, all our Youth Support Workers completed a Special Education training course to better support our students. Our staff, ranging in age from their early twenties to early sixties, bring a wealth of experience, expertise, and support. Regular professional development ensures we stay current with trends and evidence-based practices for supporting students with additional needs. All staff members uphold Christian values which they embody throughout the school.

Theme 4: Our Student Attendance

Student attendance rates per year level and whole school

Year Level	Attendance Rate
Year 1	78.67%
Year 2	57.45%
Year 3	86.65%
Year 4	84.10%
Year 5	70.17%
Year 6	88.55%
Year 7	77.44%
Year 8	77.61%
Year 9	59.44%
Year 10	61.78%
Year 11	72.51%
Year 12	49.85%



Description of how school manages student non-attendance

Daily Attendance Register

The School keeps a register of the daily attendance of all students at the School in electronic form within TASS. Attendance registers are in a form approved by the Minister for Education, and compliant with the Attendance Register Codes. The register of daily attendance records the following information for each student: daily attendance or absence; reason for absences; evidence to support reason for absences.

The attendance register also includes information about any students granted an exemption from attending school. Refer to our Exemption from Attending School Policy and Procedures.

Procedures

Monitoring Daily Attendance

The School has implemented the following systems and procedures in order to monitor the daily attendance of students and identify absences from the School:

- Class rolls must be marked by the class teacher in the School Management System using the codes required by legislation.
- Primary class rolls to be marked each morning.
- Secondary class rolls to be marked each morning.
- Period 1
- Class teachers to mark roll in School Management System before 9am.
- If device unavailable, teachers, including replacement teachers, to notify the office of absences by 9am.
- An email is sent to class teachers where the Period 1 roll remains unmarked at 9am.
- Event supervising teacher to mark Event roll or advise the office of students absent by 9.30am.
- School Office to enter Late Arrivals, Early Leavers and absences advised by parents.
- School Office to mark Event rolls.
- School Office should consult with any teachers, or replacement teachers, during Period 2 if rolls are not marked, to ensure accuracy.
- Each day, parents will receive communication from the School by text on the day of absence enquiring about unexplained absence from that day. Parents are required to respond to this communication and provide written explanation of absences within seven days. Written explanation by letter, email, text, or School Management System will be accepted.
- Attendance records will be available each day through the School Management System for all teachers to confirm attendance of students in individual classes.
- Written explanation notes from parents must be returned by students to the Class teacher or to the School Office. Teachers must ensure that these notes are provided to the School Office.
- Absentee notes should be entered into the School Management System daily by the School Office.
- Digital communications explaining absence will be stored electronically in the School Management System and written notes filed.
- Individual Attendance Plans are developed in consultation with parents/carers, students, Allied Health staff (if applicable), class teachers and the Assistant Director and/or Director to support students struggling with attendance and needing additional personalized assistance.

Procedures are reviewed annually.

Retention of Year 10 to Year 12

In 2024, one student out of 11 departed from Year 10. All remaining students continued into Year 11 in 2025, resulting in a 100% retention rate.

From the 2024 Year 11 cohort, two students out of eight left the school, with six students progressing to Year 12 in 2025—reflecting a 75% retention rate.

Seven students graduated from Year 12 in 2024, all successfully completing their non-ATAR Higher School Certificate (HSC), achieving a 100% completion rate.

Theme 5: Our School Policies

Enrolment policy

- [Student Enrolment Policy and Procedures](#)

Child protection policy

Please scroll down the page to "Policies" and select the Child Protection tile required for the particular policies included.

- [Child Protection Policies](#)

Anti-bullying policy

- [Bullying Prevention and Intervention Policy and Procedures](#)

Discipline policy

- [Student Discipline Policy and Procedures](#)

Complaints policy

- [Complaints Handling Policy](#)

Theme 6: Our Community Satisfaction

Pacific Hope continues to be recognised by both parents and staff for its positive atmosphere and strong sense of community. Stakeholders identified the school's key strengths as its nurturing environment (88%), Christ-centred community (86%), and overall sense of belonging (80%).

All parents surveyed (100%) strongly or somewhat agreed that the school provides value for money—reflecting strong confidence in the quality of education and care offered.

Perceptions of the school's reputation in the wider community have also grown significantly, with 88% of parents and staff agreeing that Pacific Hope is highly regarded up from 71% in 2023.

The school's nurturing environment remains its most consistently celebrated strength, maintaining an 88% satisfaction rating since 2019. Additionally, the positive learning culture (71%) and the quality of teaching staff (63%) were also recognised as key contributors to the school's ongoing success.

Parent Satisfaction

Throughout 2024, Pacific Hope Christian School experienced a season of stability and growth, which contributed to increased parent satisfaction and engagement. Families continued to express appreciation for the personalised support their children received and frequently praised the school's strong sense of community. The dedication of our leadership team, class teachers, and support staff was consistently acknowledged as a key strength. This growing connection with families was clearly evident at the end-of-year assembly and Year 12 graduation, where the hall was filled with joyful and supportive parents, friends, and community members. The events were met with overwhelmingly positive feedback, reflecting the deepening trust and partnership between the school and its families.

Results from the McCrindle survey suggest the following:

"The school is growing in culture and communication with the community."

"Learning and development for our child has improved from commencing at Pacific Hope, the smaller class groups, and the expertise of staff with complex and special needs. Learning (for our child) is received now, which means our child is now able to develop in a calm, engaging environment."

Parent Feedback from the Pacific Hope 10 Year anniversary book, "Our Hope":

"The teachers are so patient. They are always asking what they can do to help support student learning".

"A Christian framework and values create the building blocks for life. At Hope, my children not only grow academically they get a spiritual grounding".

"My children have learned to serve others."

"The best thing about Pacific Hope is it is a community. Everyone is known. Everyone is kind and lovely, and we are proud to be part of this community".

Student Satisfaction

In 2024, student satisfaction at Pacific Hope Christian School remained consistently high. In an end-of-year reflection video, students shared heartfelt appreciation for the school, frequently noting the strong sense of friendship, support, and belonging they experience within the community. Many expressed that they would confidently recommend Hope School to others, highlighting the positive impact of the school environment on their overall wellbeing.

The ongoing Pathways program for Years 10 to 12 significantly enhanced engagement and satisfaction among senior students. Combined with successful work experience placements, the program provided meaningful opportunities to develop practical skills and explore post-school options, helping students feel more confident and equipped for life beyond graduation.

The launch of the Student Representative Council (SRC) was another highlight of 2024, offering students a platform to serve, lead, and develop lifelong skills in leadership and collaboration. Throughout the year, student participation in chapels, assemblies, and school events continued to grow, reflecting increased ownership and enthusiasm for school life.

The year concluded with a memorable final assembly, where every seat in the hall was filled. The event was a powerful celebration of student growth, achievement, and community, with students honoured and encouraged in the presence of their peers, families, and the Lord. It was a joyful testimony to the Christ-centred culture of love and belonging that defines Pacific Hope.

Student Feedback from the Pacific Hope 10 Year Anniversary book “Our Hope”:

“I have loved my experience at Pacific Hope Christian School. If I did not come to Hope, I would not have done as well as I am doing right now.”

“My time here has helped me grow mentally and physically. I met people who became the greatest people I will ever meet.”

“People at school are willing to understand and also forgive.”

“Hope school quite literally saved my life.”

“At Hope, there are good people, and they all want your best.”

Teacher Satisfaction

In 2024, staff satisfaction at Pacific Hope Christian School continued to improve, largely due to the consistency and stability of the school's leadership. The clearly defined roles of the Director, Assistant Director, and newly appointed Dean of Curriculum contributed to a renewed sense of confidence and cohesion among the staff. Revisions to internal processes, enhanced communication, and greater procedural clarity supported all members of the team—administrative, teaching, and support staff alike—leading to a stronger sense of being heard, valued, and supported.

While these improvements were significant, it is important to acknowledge findings from the McCrindle Report, which highlight the unique challenges faced by staff working in special assistance schools. The report notes the ongoing emotional and social toll associated with supporting students with complex needs, an impact also recognised within our own staff community.

Despite these challenges, the introduction of the Employee Assistance Program (EAP) in 2024 was a welcome and timely initiative, providing confidential support and contributing positively to staff wellbeing. Continued focus on staff care and sustainable practices remains a priority as we seek to steward our team with wisdom, compassion, and grace.

Staff Feedback from McCrindle Survey:

“A very supportive and inclusive learning environment. A great community environment. Able to identify individual needs and abilities of each student to obtain the best learning outcome.”

“The staff are great to work with.”

“I only have praise for the Leadership Team. The time, commitment, empathy, love, faith and thought that makes the team what it represents. An excellent Leadership Team that provides support and direction.”

“The school is growing and developing at a great pace and is able to provide a solid Christian education to all.”

Staff Feedback from the Hope 10 Year anniversary book, "Our Hope":

"Each student is treated like an individual. They are given the opportunity to be uniquely themselves."

"One of my best experiences was proudly watching my Year 12 students graduate and being part of their formal celebration."

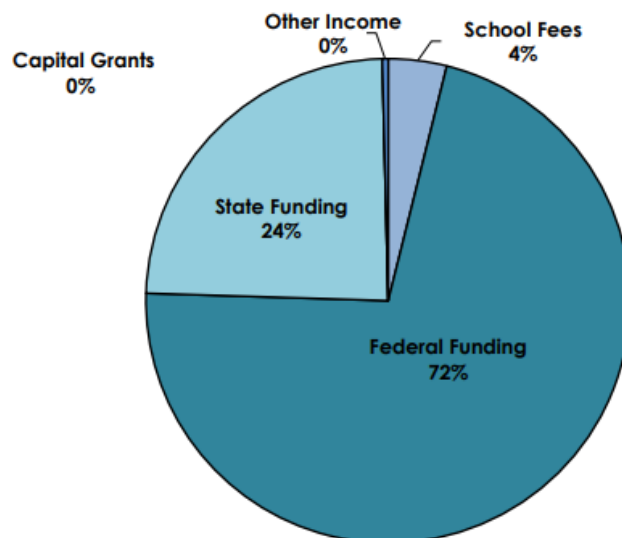
"It brings me joy to see our students move to new opportunities, fully equipped by their experiences at Pacific Hope Christian School, knowing they have a brighter future."

Theme 7: Summary of our Financial Information

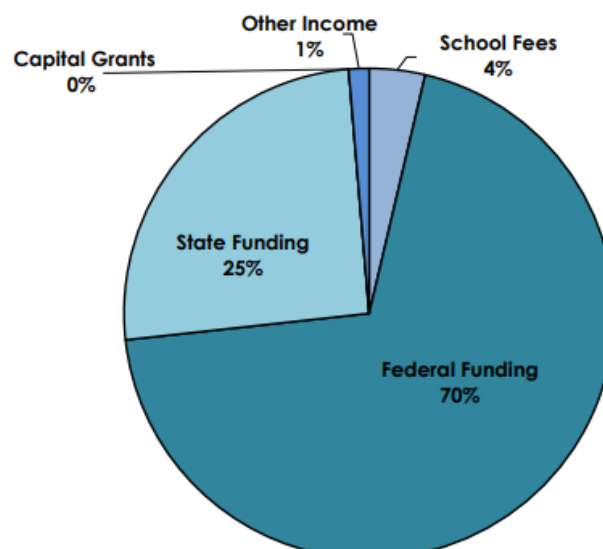
Recurrent/Capital Income

INCOME SOURCES

2024



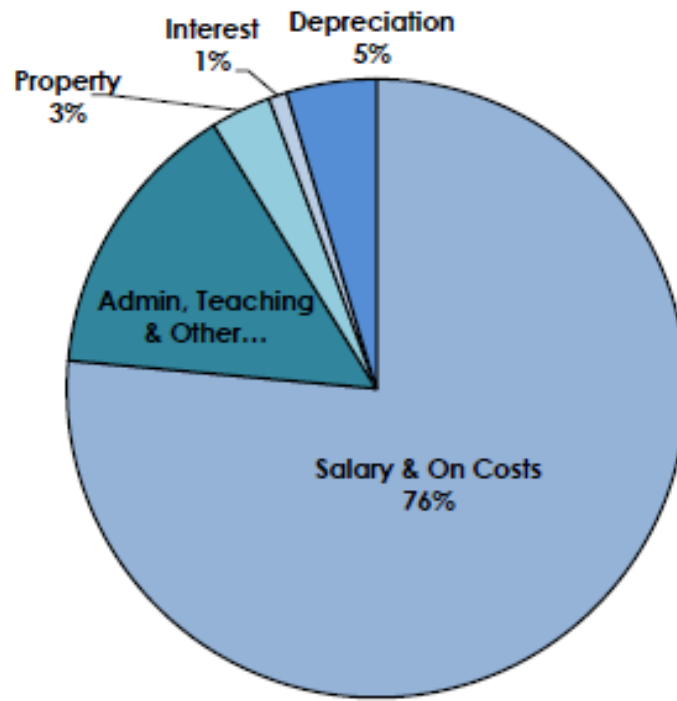
2023



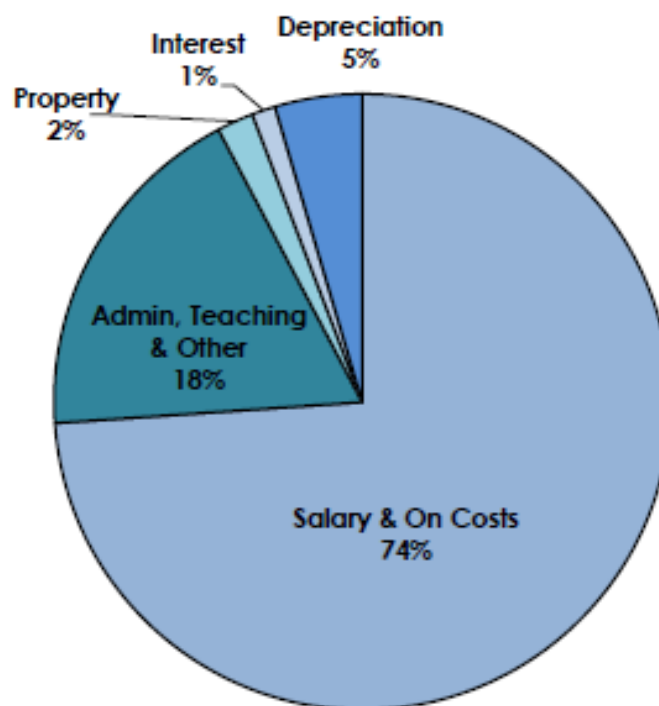
Recurrent/Capital Expenditure

EXPENDITURE AREAS

2024



2023





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