

# Annual School Report 2025



**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.

Published June 2026

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## Theme 1: Our Context

From the Principal: Sandi Aleman

This year marked a significant milestone for Pacific Hope Christian School as the school celebrated 10 years of God's faithfulness. It was a wonderful opportunity to reflect with gratitude on the journey of the school community and all that has been accomplished with Christ at the centre of the vision and purpose. During this tenth year, Pacific Hope Christian School continued to grow, reaching 86 students across the year—the largest enrolment in the school's history. This growth reflects the trust families place in the school's mission and the continued strengthening of the Pacific Hope community.

Pacific Hope Christian School also celebrated the progress and development that has taken place over the past decade. From its humble beginnings to the vibrant learning community it is today, the school has continued to grow in both size and impact, remaining committed to providing a Christ-centred education that nurtures each student academically, spiritually, and socially.



This year also brought significant achievements for staff and students. One notable highlight was the successful completion of the school's first Nationally Consistent Collection of Data (NCCD) audit. This was a tremendous team effort, with every staff member working diligently to ensure documentation and processes were clear and aligned. The positive outcome of this audit reflects the professionalism, commitment, and care shown in supporting every student at Pacific Hope Christian School.

Throughout the year, many important milestones were celebrated for students, culminating in the Year 12 Graduation, a proud and memorable occasion for the entire school community. Staff also engaged in valuable professional learning, with a strong focus on developing writing across the school, strengthening teaching from a biblical perspective, and refining strategies to better support all learners.

Student leadership has continued to flourish, with the Student Representative Council (SRC) growing in strength and leading meaningful initiatives that encourage student voice and community engagement. The Pathways program for Years 10–12 continues to expand, equipping students with practical experiences and opportunities as they prepare for life beyond school. Within the staff team, both the Senior Leadership Team (SLT) and SWAT teams have strengthened, with several staff members stepping into new leadership roles.

Two exciting physical developments have also enhanced the campus this year. The creation of the Outdoor Learning Area has provided a valuable space for students to learn, collaborate, and enjoy the natural environment. In addition, the completion of the Hope, Pray, Love Prayer Garden offers a special place for reflection, quiet conversation, and prayer within the school grounds.

Through every challenge and every celebration, Pacific Hope Christian School continues to be reminded of God's goodness and faithfulness. As a community of staff, students, and families, His hand is seen at work each day, and the school remains grateful for the privilege of nurturing young people in a Christ-centred learning environment.

*"Give thanks to the Lord, for He is good; His love endures forever."*  
— Psalm 107:1



From the Executive Principal: Dr E J Boyce

### **Pacific Group of Christian Schools**

In 2025, the Pacific Group of Christian Schools has continued to grow as a community committed to Christ, to one another, and to the careful nurture of young lives. Across all our Schools, we give thanks for the strong trust shown by families who seek an education shaped by faith, compassion, and a clear sense of purpose. Our Schools remain places where students are known, valued, and encouraged to grow academically, socially, and spiritually.

Throughout the year, there has been a deepening sense of unity across the Group. Staff, students, and leaders have increasingly shared in learning, service, and encouragement, reflecting our call to be one body serving together. Our teachers and leaders have faithfully pursued excellence in their vocation, seeing their work as service unto the Lord, and our students have responded with creativity, diligence, and generosity.

Service to others continues to be a defining mark of our Schools. Through local community engagement and broader outreach, students have been reminded that learning is not only for personal achievement but for loving God and serving others. As we look ahead, we do so with gratitude for God's provision, confidence in His guidance, and prayer that our Schools would continue to be places of peace, hope, and faithful witness, as we seek to honour Christ in all that we do.



### **Pacific Hope Christian School**

During 2025, Pacific Hope Christian School continued to meet the needs of students with additional learning requirements through a caring and community-focused approach. Families remain appreciative of a school environment where students are supported with patience, understanding, and respect.

The School community has continued to grow in confidence, with staff, students, and parents working closely together in the shared task of supporting each child's learning and wellbeing. The faithfulness of those involved continues to be evident in the strong sense of trust and belonging within the School.

From the Board Chair: Mr Mark McCrindle



This Annual Report of the Pacific Group of Christian Schools offers a snapshot of our vibrant Christian culture across ten school communities. While these pages provide an overview of our schools through key figures, financial information, and reports, the true health of our community is seen in the daily interactions between our students, staff, and families.

In 2025, we experienced both the excitement of new beginnings and the significance of transition. A particular highlight was the official opening of our new Early Learning Centre at Dural early in the year. It has been a joy to see our youngest learners begin their journey with us.

We trust this report provides insight into the character of our communities, reflected in our name: *Pacific*. Derived from the Latin relating to peace, the name speaks to the peace-making character we seek to embody as a community, grounded in Jesus' promise: "*Peace I leave with you; my peace I give you*" (John 14:27).

We are thankful for the leadership teams and dedicated staff who faithfully navigate the complexities of our schools while continually prioritising the growth and wellbeing of our students. We are also grateful to our families, who partner with us in the education and care of their children.

### From the SRC Representative in Year 12: Sebastian Mirana

My name is Sebastian and my time at Pacific Hope Christian School my years at the school have been outstanding. My teachers and youth support workers have supported me from my first day, through to my last term of school. Some of the things I have enjoyed while being a student at Pacific Hope Christian School have been making new friends and enjoying all of the excursions and school activities. The best camp we did was CYC Burleigh, it was so much fun. We were able to go tubing, kayaking and watch movies.



I want to thank all of my teachers and youth support workers who have supported me at PHoCS. I want to thank my friends for getting me through some of the busiest days at school and I really want to thank my parents for choosing the right school for me. I've really enjoyed this school I've come so far. I remember teachers just helping me all the time, but those days are over because I am so independent compared to when I started.

I'm really going to miss basketball club on Fridays. The games were always so competitive and fun. I am going to miss all of the staff and students at Hope as they are my family. Psalm 20:4 "May he give you the desire of your heart and make all your plans succeed" (NIV) This verse serves as a beautiful reminder of God's promise, to grant the desires of our hearts and bring success to our plans.

### About our 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.

### 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

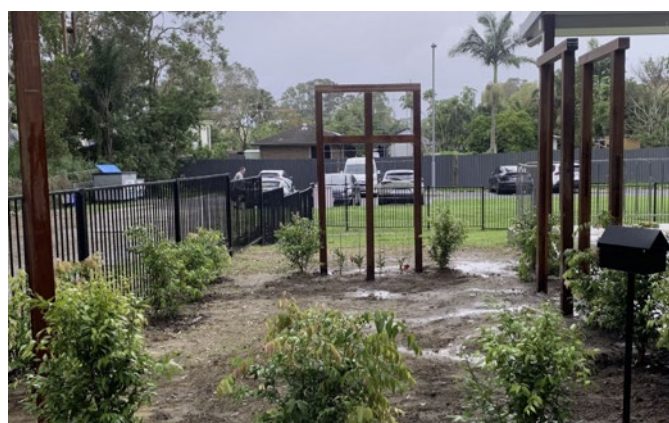
In 2025, the school improvement priorities at Pacific Hope Christian School focused on strengthening teaching and learning practices, streamlining learning support processes, and ensuring the School remained responsive to the evolving needs of students within the PHoCS context.

A key priority was the streamlining of Learning Support, with a focus on upskilling both Youth Support Workers (YSWs) and teachers in targeted literacy intervention. Staff completed training in the MultiLit intervention program, equipping the team with evidence-based strategies to support students requiring additional literacy assistance and ensuring greater consistency in the delivery of intervention programs.

A significant improvement in learning spaces was the development of the Outdoor Learning Area, addressing the limited campus space. Funding support from a NSW Government grant enabled the area to be fully fitted out and completed. The space is now widely used for learning activities, special events such as Year 10 birthdays, Year 6 Graduation, table tennis, the Careers Expo, staff meetings and devotions, and even therapy sessions.



The addition of the Prayer Garden further enhanced the area, providing a reflective and peaceful environment. Final works, including a sandpit and shade sail, are earmarked for completion in 2026.



Curriculum development continued to be a focus, ensuring teaching programs aligned with the latest NSW curriculum reforms. Attention was given to creating robust, differentiated programs tailored to the PHoCS context, enabling teachers to deliver engaging, accessible learning experiences that meet the diverse needs of students.

Staff professional development remained a priority. All staff completed Mental Health First Aid training, strengthening the School's capacity to support student wellbeing and reinforcing a safe, responsive, and nurturing learning environment.

The School also consolidated Transformation by Design, embedding a Christ-centred curriculum across all learning areas. Biblical worldview and Christian values continue to be integrated into teaching, learning, and the culture of the School.

Through these initiatives, Pacific Hope Christian School continues to strengthen educational practices and supports students academically, emotionally, and spiritually within a nurturing Christ-centred community.

## Theme 2: Our Outcomes and Results:

Student outcomes in standardised national literacy and numeracy testing

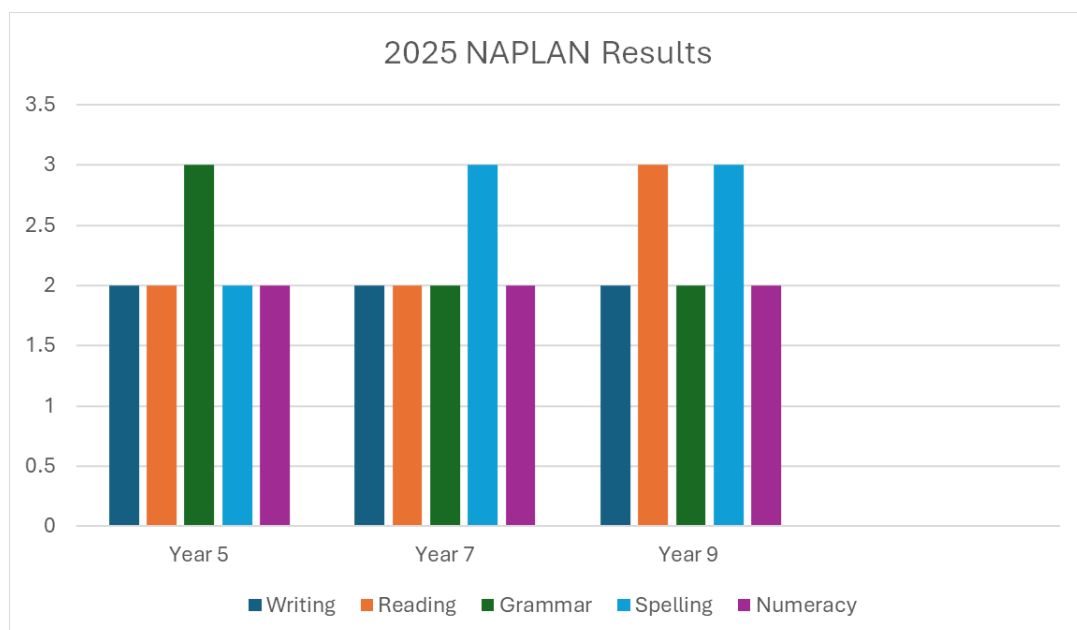
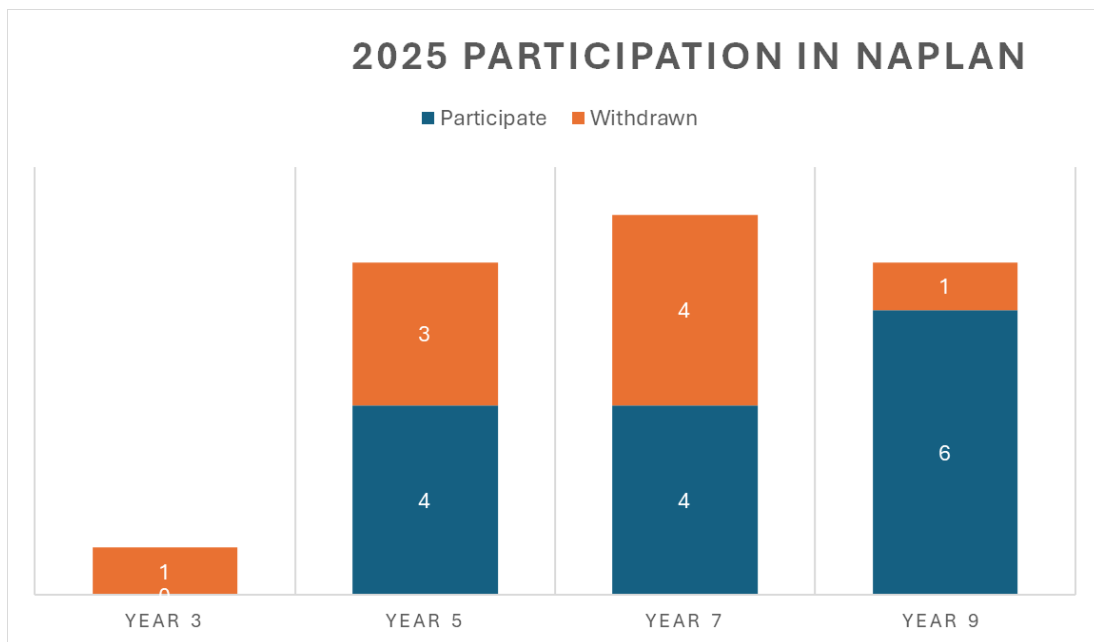
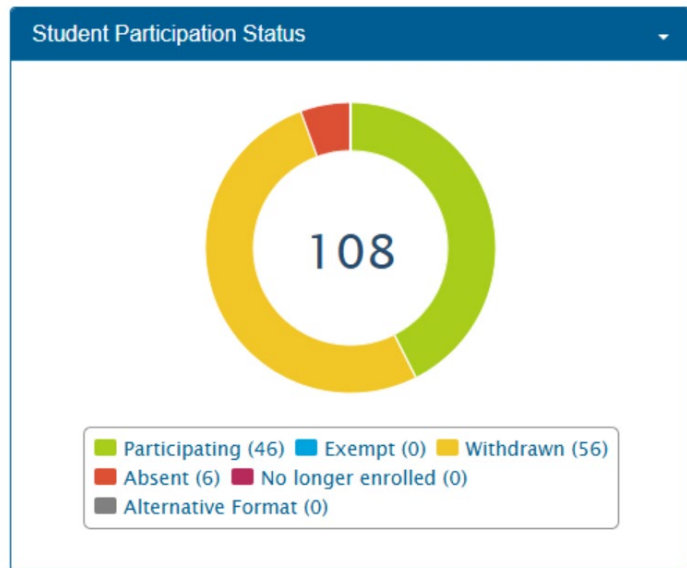
### **NAPLAN Participation PHoCS 2025**

Sixteen students participated in NAPLAN testing at Pacific Hope Christian School. Eleven were withdrawn by their parents, with the primary reason cited as anxiety.

At the Year 3 level, only one student was enrolled at the time of testing, however, this student was withdrawn from the assessment and as a result, no data was recorded for this cohort. In Year 5 and Year 7, approximately half of the students enrolled were withdrawn by parents which significantly impacted the sample size and representativeness of the results for those year groups. Conversely, in Year 9, the majority of students enrolled participated, with only one student out of a total of seven being withdrawn, allowing for a more complete data set at that level.

A key goal for 2026 is to increase student participation across all year levels. One strategy to support this objective is to adopt an opt-out approach, where participation is promoted as the expected norm. This can be reinforced through consistent, positive communication with students and families, highlighting the value and benefits of engagement.

To further support students, the testing environment will continue to incorporate wellbeing supports such as access to Youth Support Workers (YSWs) and the use of fidget tools. Additional reasonable adjustments, such as access to a designated chill-out space, can also be made available to ensure all students feel comfortable and capable of participating to the best of their ability.



- 1 – Needs additional support
- 2 – Developing
- 3 – Strong
- 4 – Exceeding

The data indicates progressive development across the year levels, with overall growth in foundational skills by Year 9.

In Year 5, improvements begin to emerge, particularly in Grammar, where a strong performance is recorded. Gradual strengthening continues through Years 7 and 9, with Spelling showing the most notable growth—moving from Developing in Year 5 to Strong in both Years 7 and 9.

Reading also demonstrates improvement, with performance strengthening steadily to reach a Strong level by Year 9. Writing and Numeracy remain consistently in the Developing range across all year levels, highlighting these as potential focus areas for targeted support.

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

In 2025, Pacific Hope Christian School (PHoCS) had seven students enrolled in Year 12. All seven students successfully completed their Year 12 studies, each following an individualised and appropriate pattern of study.

Of the cohort, six students were credentialed through NESAs according to their approved patterns of study.

#### **HSC Life Skills Pathway**

Four students completed their Higher School Certificate through HSC Life Skills courses, with their individual patterns of study outlined below. Of these four students, three also successfully completed the Certificate II in Hospitality (VET) as part of their senior studies.

#### **Non-ATAR HSC Pathway**

Two students successfully completed a Non-ATAR HSC pattern of study. Notably, these students were the first at PHoCS to undertake and complete the Design and Technology course. This course included the development of a major design project portfolio and the completion of an external HSC examination. Both students achieved sound outcomes in this subject, receiving a Band 3 and a Band 2, respectively. Throughout both their trial and external examinations, these students accessed approved Disability Provisions. In addition to their HSC studies, both students also successfully completed the Certificate II in Hospitality (VET).

#### **Alternative Year 12 Completion**

One student returned to PHoCS in March 2025 after being absent from formal schooling for eighteen months. While this student did not return to be credentialed through NESAs, he completed internally assessed Life Skills outcomes and was supported to reconnect socially with his Year 12 cohort. He was awarded a PHoCS Year 12 Graduation Certificate in recognition of his achievements and commitment.

## Overall Outcome

Overall, PHoCS is pleased to report that all seven students successfully completed Year 12 in 2025. The cohort, comprised entirely of young men, demonstrated perseverance, growth, and commitment to their individual pathways. It was a privilege and a blessing to support and celebrate each student's success as they concluded their senior schooling at PHoCS.

Student Number	Name	Course Number	Course	School Assess	Moderated Assess	Exam Mark	HSC Mark	Band	Award
38233920	DRAPER ASHTON	16601	2 unit English Life Skills						STQ6H
		16611	2 unit Mathematics Life Skills						
		16558	2 unit Visual Arts Life Skills						
		16671	2 unit Work and the Community Life Skills						
		16682	2 unit Design and Technology Life Skills						
		26521	2 unit Hospitality						
38233866	GIDDINGS REIGNER	16601	2 unit English Life Skills						STQ6H
		16611	2 unit Mathematics Life Skills						
		16558	2 unit Visual Arts Life Skills						
		16671	2 unit Work and the Community Life Skills						
		16682	2 unit Design and Technology Life Skills						
		26521	2 unit Hospitality						
38233807	LAVELLE ASHER	15080	2 unit Design and Technology	53	63	63	63	3	STQ6H
		15125	2 unit English Studies	C					
		15231	2 unit Mathematics Standard 1	B					
		26521	2 unit Hospitality						
		35103	2 unit Visual Design	48					
		35202	1 unit Work Studies	26					
38233963	MIRANA SEBASTIAN	16601	2 unit English Life Skills						STQ6H
		16611	2 unit Mathematics Life Skills						
		16558	2 unit Visual Arts Life Skills						
		16671	2 unit Work and the Community Life Skills						
		16682	2 unit Design and Technology Life Skills						
		26521	2 unit Hospitality						
37892106	MOORE BRAIDEN	16601	2 unit English Life Skills						STQ6H
		16611	2 unit Mathematics Life Skills						
		16558	2 unit Visual Arts Life Skills						
		16671	2 unit Work and the Community Life Skills						
		16682	2 unit Design and Technology Life Skills						
		26521	2 unit Hospitality						
38233831	WATTS MITCHELL	15080	2 unit Design and Technology	33	57	57	57	2	STQ6H
		15125	2 unit English Studies	D					
		15231	2 unit Mathematics Standard 1	D					
		26521	2 unit Hospitality						
		35103	2 unit Visual Design	47					
		35202	1 unit Work Studies	18					

## PHoCS Design and Technology Results: Two Students 2025

### Band Results

Course	Name	Included Students	Omitted Students	Band 6	Band 5	Band 4	Band 3	Band 2	Band 1
15080	Design and Technology	2					1	1	
<b>Band Total</b>							1	1	

State vs School Mark Distribution compares the HSC Mark distribution of a particular course at both school and state level. The percentage of students in the state on an individual HSC mark is shown by hovering over the graph.

	50	51	52	53	54	55	56	57	58	59	60	61	62	63	64	65	66	67	68	69	70	71	72	73	74	75	76	77	78	79	80	
School							1							1																		
State	3	3	7	5	5	7	15	14	12	15	18	31	25	42	43	38	70	79	83	112	96	111	117	130	139	150	180	161	196	185	172	

Post-school destinations (secondary schools only)

Year Level	Completed	Left school during 2024
Year 10	9 students Year 10 ROSA	
Year 11	8 students complete Year 11	1 – employment
Year 12	7 students completed Non ATAR HSC	

Of the seven students who graduated from Year 12, post-school pathways have varied. One student continues to be fully supported through their NDIS supports and is the student who did not complete the HSC as previously mentioned.

One student has gained full-time employment as a labourer, while another has obtained employment at Pacific Hope Christian School within the cleaning and maintenance department. One student continues to receive NDIS support while actively seeking employment opportunities, and another student has successfully obtained an apprenticeship.

The post-school destinations of the remaining two students are currently unknown.

#### The granting of Records of Student Achievement (RoSA)

In 2025, nine students at Pacific Hope Christian School successfully completed their Record of School Achievement (RoSA) in Year 10. This cohort included four new students who transitioned very well with strong support from staff. 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, eight out of the nine students actively participated in the Certificate I in Active Volunteering, providing a meaningful vocational learning experience alongside their academic studies and fostering both community engagement and practical skill development.

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

In 2025, Pacific Hope Christian School achieved strong outcomes in vocational education and training (VET) programs at part of their Pattern of Study and taught at PHoCS.

- Year 12: All seven students successfully completed the Certificate II in Hospitality.
- Year 11: Seven out of eight students successfully completed the first year of their Certificate II in Hospitality and will continue this program into 2026.
- Year 10: Nine out of ten students successfully completed the Certificate I in Active Volunteering.

External VET courses continued to be a strength across PHoCS in 2025. One Year 12 student successfully completed a Certificate III in Digital Technology through Kingscliff TAFE.

Among Year 11 students, three successfully completed the Certificate II in Animal Care, and two completed Certificate II in Baking. Additionally, two students commenced the first year of Certificate III in Digital Technology, and one student began Certificate III in Early Childhood, all of which will continue into 2026.

These external VET courses complement the students' academic studies at PHoCS and provide opportunities to pursue individual areas of interest, all delivered through Kingscliff TAFE.

## Theme 3: Our Staffing

### Teacher Accreditation

Seeking Accreditation	Proficient
6 permanent staff	10 permanent staff
	4 casual staff

### Workforce composition

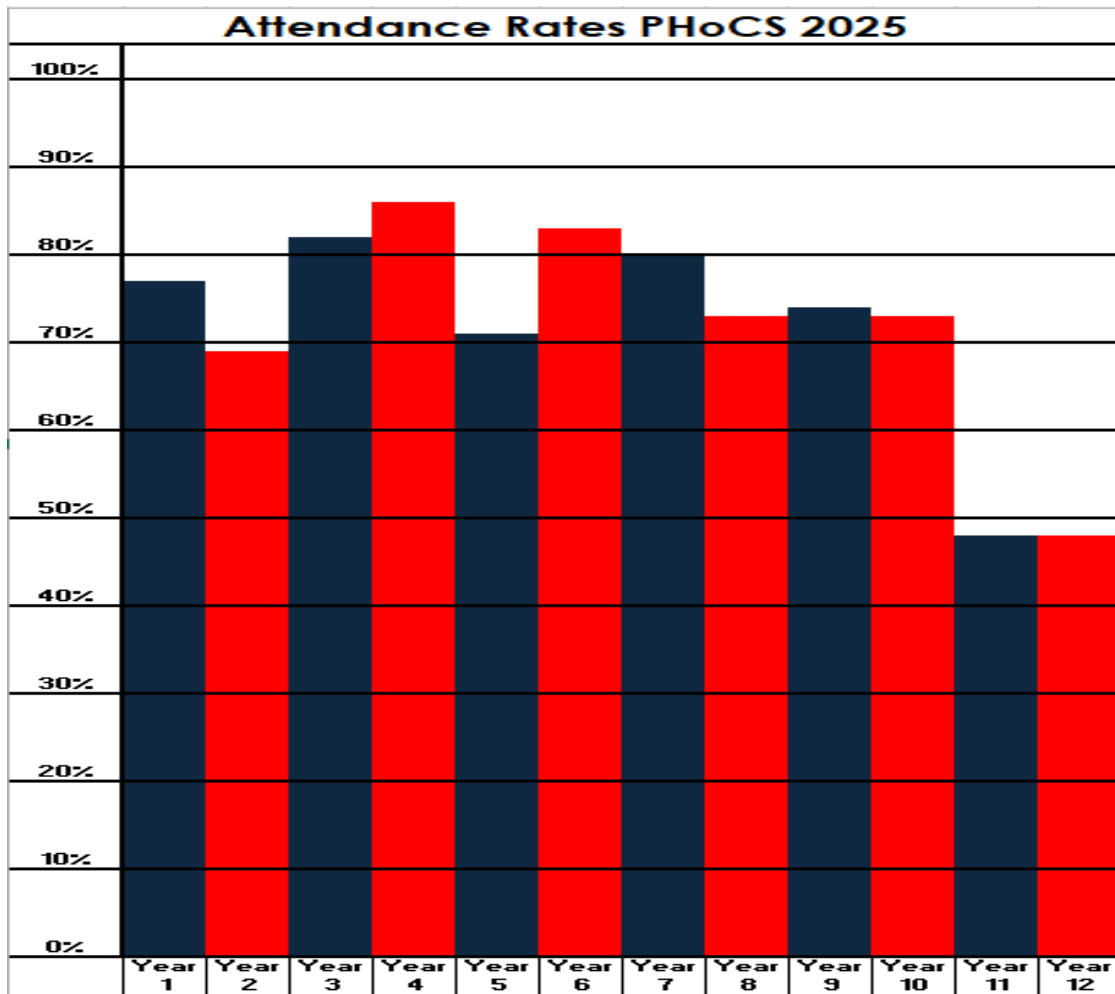
FTE	Position
FTE 1.0	1 Principal
	1 Assistant Principal of Welfare
	1 Dean of Curriculum
	8 Classroom Teachers
	2 Administration (PA to Principal & Registrar Reception & First Aid)
	12 Youth Support Workers
	1 Special Education Mentor and Engagement Officer
	1 Student Support Services Coordinator
	1 Cleaner
	1 IT
FTE 0.8	2 Classroom Teachers
	1 Youth Support Worker
FTE 0.7	2 Youth Support Workers
FTE 0.6	2 Classroom Teachers
FTE 0.4	1 Youth Support Workers
	1 Pathways Coordinator
	1 Well-Being Officer
FTE 0.2	1 Admin
	1 Librarian
	1 Classroom Support Teacher (VET)

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	76.75%
Year 2	68.56%
Year 3	82.20%
Year 4	86.22%
Year 5	71.77%
Year 6	83.29%
Year 7	80.47%
Year 8	73.24%
Year 9	73.71%
Year 10	73.2%
Year 11	48.76%
Year 12	48.19%



## 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 2025, Year 10 started with six students, during the year we lost one and gained four. At the end of the year we finished with nine students and all nine students continued into Year 11 in 2026, resulting in a 100% retention rate.

From the 2025 Year 11 cohort, two students out of ten left the school in the middle of the year. The cohort finished as a group of eight and they all progressed to Year 12 in 2026, resulting in a 100% retention rate.

Seven students graduated from Year 12 in 2025, 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 Safe tile required for the particular policies included.

- [Roles and Responsibilities \(Child Safe\) Policy and Procedures](#)

### 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

The 2025 Thriving Schools Index highlights the strengths and growth areas at Pacific Hope Christian School.

**Community and Belonging:** Connection and belonging remain the School's greatest strengths, with parents scoring 95 and staff 88, well above national benchmarks. Alignment with School values and pride in the community are consistently high, reflecting a supportive, caring environment where students grow academically, in character, and in faith.

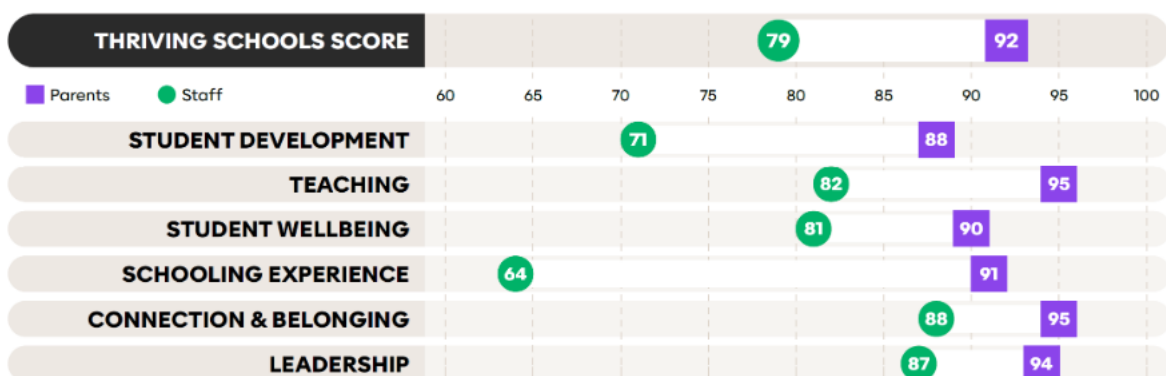
**Teaching and Learning:** Teachers effectively create engaging, personalised learning environments, supporting diverse student needs. Staff report strong performance but note workload pressures, highlighting the importance of continued support to sustain high-quality teaching.

**Facilities and Resources:** Parents rate facilities and technology highly, while staff identify these as growth areas. Enhancing resources will support staff to deliver more engaging and inspiring learning experiences.

**Student Development and Engagement:** Academic preparation and life skills development are strong but remain opportunities for growth. Strengthening student engagement and communicating classroom achievements will further align parent and staff expectations.

The results reaffirm Pacific Hope Christian School's Christ-centred culture of community, care, and excellence, while identifying opportunities to support staff, optimise resources, and enhance student outcomes.

### THRIVING SCHOOLS SNAPSHOT



## Parent Satisfaction

The parent feedback was outstanding and has provided valuable insights to help Pacific Hope Christian School celebrate our strengths and identify areas for growth. The feedback has been shared with both parents and staff body, and below is a summary:

### Overall Satisfaction

- **TSI Score from Parents: 92**  
This is **35 points above the national benchmark**, reflecting strong satisfaction with the school experience.
- **Net Promoter Score (NPS): +92**  
Indicates that most parents would enthusiastically recommend Pacific Hope to other families.
- **Net Repeater Score (NRS): +89**  
Shows that nearly all parents would choose Pacific Hope again if given the chance.

### Key Strengths Identified by Parents

#### 1. Connection & Belonging

- **98%** of parents are proud to be part of the school community.
- **98%** align with the school's values.
- **88%** feel a strong sense of belonging (compared to 49% nationally).

*"We've seen our child grow not just academically, but also in character and faith. The teachers genuinely care, and the sense of community is something we truly value."*

#### 2. Teaching Quality

- **97%** say teachers create a classroom environment where students can learn and participate easily.
- **93%** feel teachers support the different learning needs of each student.
- **95%** believe the school community cares about student wellbeing.

#### 3. School Culture & Leadership

- Parents trust the school's leadership and support its goals and plans.
- Leadership is seen as living out the school's values and listening well.

#### 4. Facilities & Technology

- **97%** of parents rate the quality of equipment and facilities highly.
- **92%** say technology is used effectively to enhance the schooling experience.

## Opportunities for Growth

### 1. Student Academic Development

- While scores are above benchmark, they are lower than other domains:
  - **85%** say students are growing academically.
  - **83%** say students are being prepared for life after school.

We aim to further strengthen academic engagement and better communicate how we're preparing students for future success.

### 2. Student Social Connections

- **80%** of parents feel students have strong social connections (compared to 56% nationally).
- This is an area we will continue to nurture to enhance student wellbeing and belonging.

### Character & Skill Development

Parents believe the school is highly effective in developing:

- **Character qualities** like leadership, persistence, and adaptability.
- **Core competencies** such as communication, teamwork, and digital skills.
- **Holistic development** across academic, emotional, social, physical, and spiritual domains.

## Summary

### Overall Satisfaction:

- TSI score: **92** (35 points above national benchmark)
- Parents are highly satisfied with their experience at Pacific Hope Christian School.

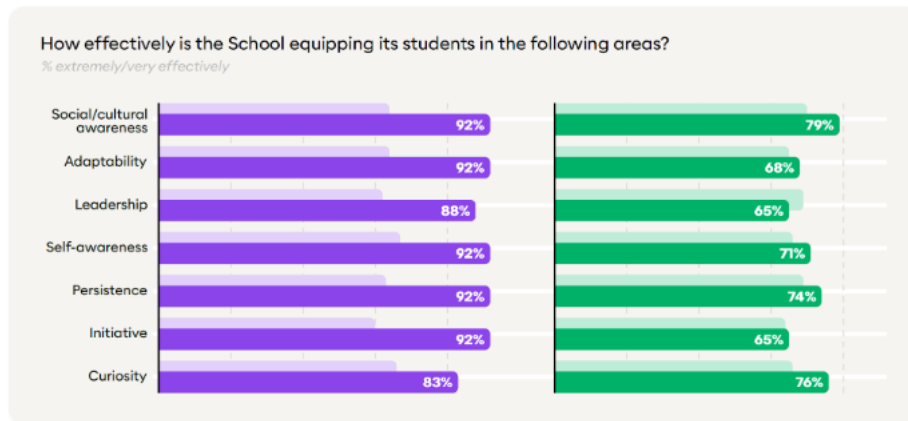
### Key Strengths:

- **Connection & Belonging:**
  - 98% proud to be part of the school community (vs. 57% nationally)
  - 98% align with school values (vs. 60% nationally)
  - 88% feel a sense of belonging (vs. 49% nationally)
- Strong appreciation for the school's caring and faith-based environment.

### Areas for Growth:

- **Student Social Connections:**
  - 80% of parents feel students have strong peer relationships (vs. 56% nationally)
  - Opportunity to further strengthen student-to-student connections.
- **Academic & Life Preparation:**
  - 85% say students are growing academically (vs. 59% nationally)
  - 83% say students are being prepared for life after school (vs. 57% nationally)
  - These scores, while above benchmark, are lower than other strengths.

### CHARACTER QUALITIES



### Looking Ahead

- **92%** of parents are extremely or very satisfied with their experience.
- **92%** believe the school will be even better in three years.

### Conclusion

The Thriving Schools Index results are a powerful affirmation of the heart and dedication within our Pacific Hope community. The exceptional levels of connection, belonging, and trust reflect a school united by shared values, faith, and purpose. Together, parents and staff recognise Pacific Hope Christian School as a place where students are known, cared for, and encouraged to grow in both character and learning.

These outstanding results are a reflection of the commitment, professionalism, and passion of our staff — and the unwavering support of our parents. Every encouraging word, act of partnership, and prayerful involvement helps build the strong sense of community that defines our school.

Looking ahead, **Pacific Hope Christian School** remains committed to continuous improvement—investing in resources and technology, supporting staff wellbeing, and enhancing student engagement. Sincere thanks are extended to parents for their ongoing support, trust, and collaboration, which contribute to the flourishing of students and the broader school community in Christ.

The school is deeply grateful for this partnership and for the valuable feedback provided. Parent and community voices continue to shape the future of **Pacific Hope Christian School**, supporting the ongoing development of a thriving, Christ-centred learning environment.

### Additional Parent Feedback:

Two Year 12 families shared their heartfelt appreciation for the care, support, and faith-filled environment at Pacific Hope Christian School:

#### Student One:

- The family expressed gratitude for the dedication of the staff: *"I just wanted to take this opportunity to thank you and the other staff at Pacific Hope for the wonderful work you do. I am so grateful for PHS and your amazing staff."*

- They highlighted the school's emphasis on individuality and the personal attention given to students: *"From the beginning, I have been impressed with the school's emphasis on the individual, and this was nowhere more evident than in the remarks made at the graduation, where each boy was mentioned by name."*
- They also commended the school's faith-based values: *"I was impressed with the SERVE values and loved the fact that they were all taken from scripture. I cannot think of a better example of practical Christianity in action."*

#### Student Two:

- The family reflected on the nurturing environment and the strong sense of community: *"From the moment he joined in Year 5, he has been embraced with such care, nurture, and encouragement by every single person in this community—Principals, teachers, support staff, and even the bus drivers."*
- They noted the impact of the school on Sebastian's personal growth: *"It has been an incredible privilege to watch him grow under your guidance—from a quiet student into a young man who radiates his love for God and his faith, and who delights in connecting with those around him."*
- They acknowledged the school's adaptability and support through challenges: *"We are especially thankful for the way you walked alongside him through the challenges of home learning during Covid. Your willingness to adapt, your patience, and your ongoing interest in his wellbeing made such a difference."*

Both families highlighted Pacific Hope Christian School as a faith-based, nurturing, and highly supportive environment, contributing significantly to the growth and wellbeing of their children.

### Student Satisfaction

In 2025, student engagement and satisfaction at Pacific Hope Christian School continued to grow. Attendance increased, and students transitioned smoothly to the new school uniform, demonstrating pride in their school and a strong sense of belonging. One student represented the state at state swimming, proudly showcasing the school while challenging perceptions of special needs schools through hard work and dedication.

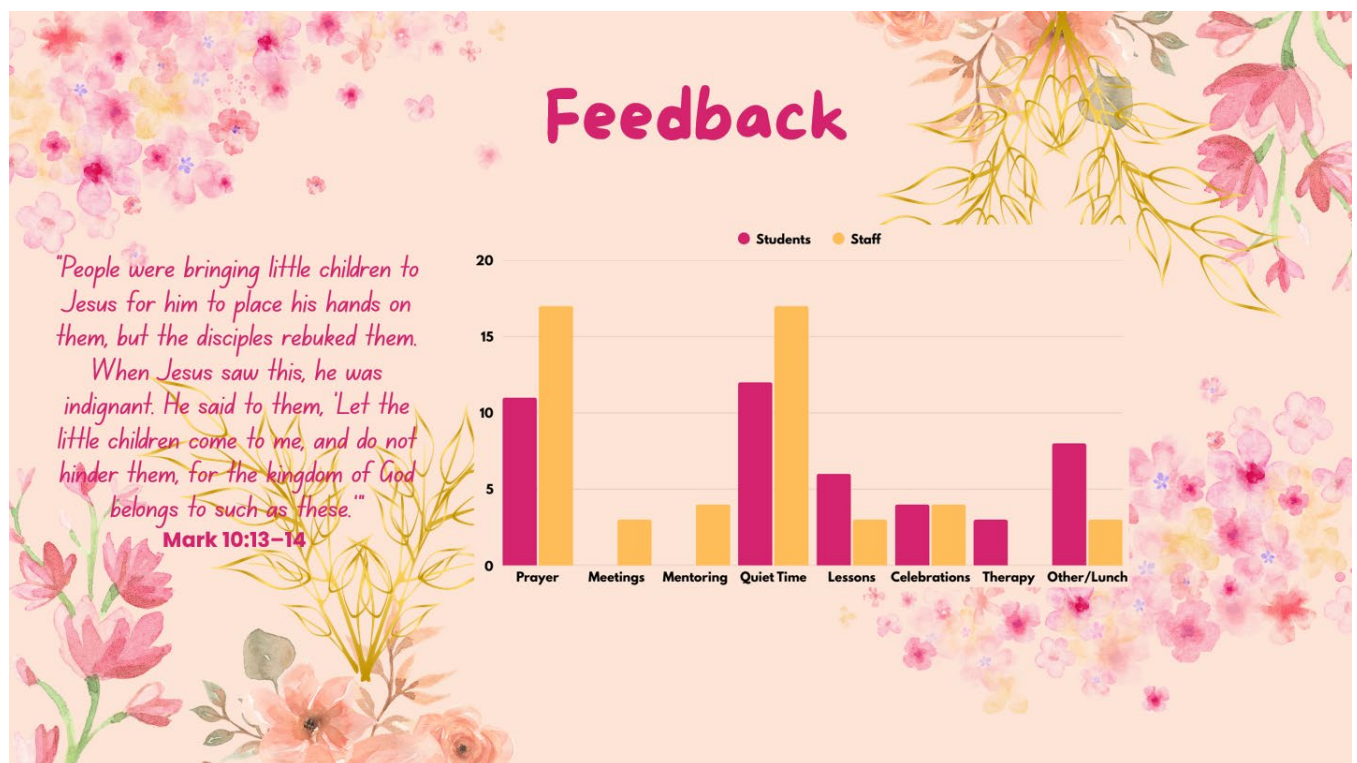


The Student Representative Council (SRC) strengthened throughout the year, providing students with a platform to lead, serve, and contribute positively to the school community. Student pride and engagement were further evident through active participation in chapels, assemblies, and wider school events, as well as successful collaborative initiatives with Year 12 leaders from Pacific Coast Christian School, including Harmony Day and NAIDOC celebrations, which promoted inclusivity and community awareness.

The ongoing Pathways program for Years 10 to 12 continued to enhance senior student engagement. Combined with meaningful work experience placements, the program provided opportunities to develop practical skills, explore post-school pathways, and build confidence for life beyond graduation.

2025 also featured several memorable whole-school celebrations. The Year 12 Graduation was a joyful and proud occasion, marking the culmination of students' senior schooling and celebrating their achievements in the presence of peers, families, and staff. Another memorable whole-school assembly brought the community together to honour student growth and achievement. Year 6 students celebrated their own special Primary Graduation, attended by all students, parents, and staff, while Year 10 students organised an informal social to celebrate the completion of their RoSA, again achieving 100% attendance. These events reflect the school's commitment to celebrating milestones, fostering community, and encouraging student ownership and participation.

Collectively, these celebrations, alongside ongoing programs and initiatives, highlight the Christ-centred culture of love, belonging, and excellence that continues to define Pacific Hope Christian School.



## Staff Satisfaction

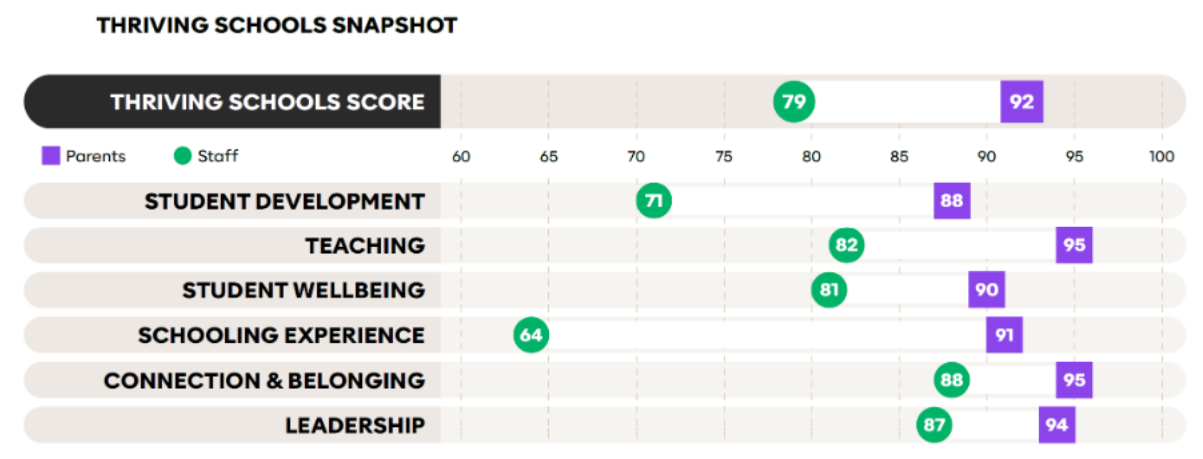
In 2025, staff satisfaction at Pacific Hope Christian School continued to improve, supported by the consistency and stability of the school's leadership. Findings from the McCrindle Report highlight the unique challenges faced by staff in special assistance schools, including the ongoing emotional and social demands associated with supporting students with complex needs—a reality recognised within the PHoCS staff community.

Amid these challenges, initiatives such as Wellbeing Weeks, Wellbeing Thursdays, and activities like lucky dips provided confidential support and contributed positively to staff wellbeing. The Thriving Schools Index (TSI) indicates significant improvement and consistency in staff satisfaction. A summary of the results, which was shared with all staff and the PHoCS community, is provided below.

### About the TSI

The Thriving Schools Index (TSI), developed by McCrindle, evaluates school effectiveness across six domains using feedback from parents and staff. It provides national benchmarks for comparison and highlights areas of excellence and improvement.

### Results Snapshot



### Key Strengths

#### 1. Connection & Belonging

- **Parents:** 95 | **Staff:** 88 (vs. national benchmarks of 55 and 64)
- Both groups feel deeply connected to the school community and aligned with its values.
- Parents describe the school as a “loving community” where their children grow in character and faith.
- Staff express pride in the school and alignment with its mission and culture.

#### Implication for Staff:

This strong sense of belonging is foundational. It supports student wellbeing and staff morale. Continuing to foster this culture will help maintain a safe and nurturing environment for all.

## 2. Teaching Environment

- **Classroom Experience:**
  - Parents: 97 | Staff: 91
  - Teachers are seen as creating inclusive, engaging environments that support diverse learning needs.
- **Support for Learning Needs:**
  - Parents: 93 | Staff: 89

### Implication for Staff:

Your efforts in differentiated instruction and classroom engagement are highly valued. These scores reflect your professionalism and care. Maintaining this standard will require ongoing support and resources.

## 3. Leadership & Culture

- Staff report high trust in school leadership and alignment with school values.
- Leadership is seen as listening well and living out the school's culture.

### Implication for Staff:

Strong leadership contributes to staff satisfaction and school cohesion. Continued transparency, communication, and shared decision-making will reinforce this strength.

## Areas for Growth

### 1. Staff Support & Resources

- **Quality of Equipment & Facilities:**
  - Staff: 47 (vs. national benchmark of 58)
  - Parents rated this much higher (97), indicating a perception gap.
- **Technology Use:**
  - Staff: 58 | Parents: 92

### Implication for Staff:

Staff feel current resources and digital tools are not meeting expectations. Addressing this gap is essential for sustaining high-quality teaching and reducing frustration.

### 2. Workload & Wellbeing

- **Staff Experience Survey Highlights:**
  - 53% feel overwhelmed weekly.
  - 56% say they lack adequate preparation time.
  - 82% report access to professional development.
  - 79% feel work/life boundaries are respected.

### Implication for Staff:

While overall satisfaction is high, workload concerns are significant. Prioritising time for planning, reducing administrative burden, and enhancing PD opportunities will support staff wellbeing and retention.

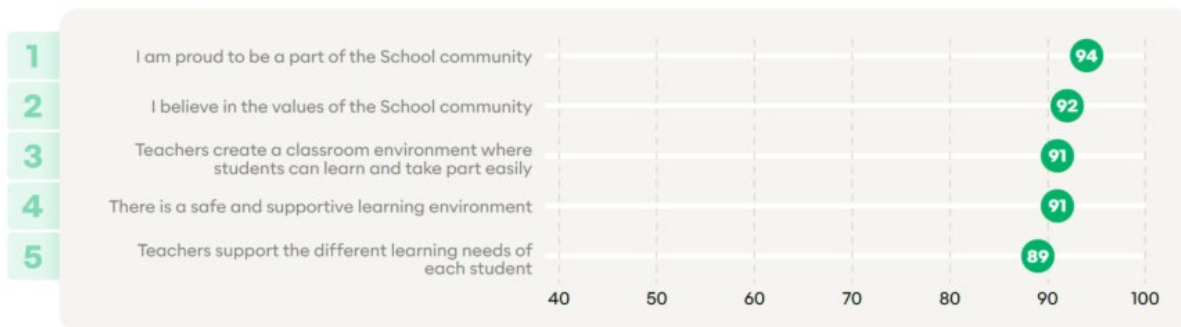
### 3. Student Academic Development

- **Parents:**
  - Academic Growth: 85
  - Life Preparedness: 83
- **Staff:**
  - Inspiring Students to Learn: 66

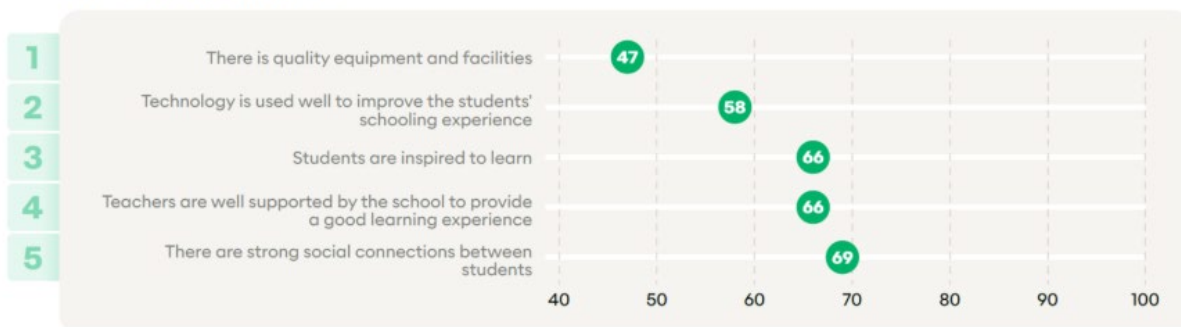
#### Implication for Staff:

Though above benchmark, these scores are lower than other domains. There's an opportunity to enhance academic engagement and better communicate classroom efforts to parents.

#### TOP 5 STRENGTHS



#### TOP 5 GROWTH AREAS



#### Additional Insights

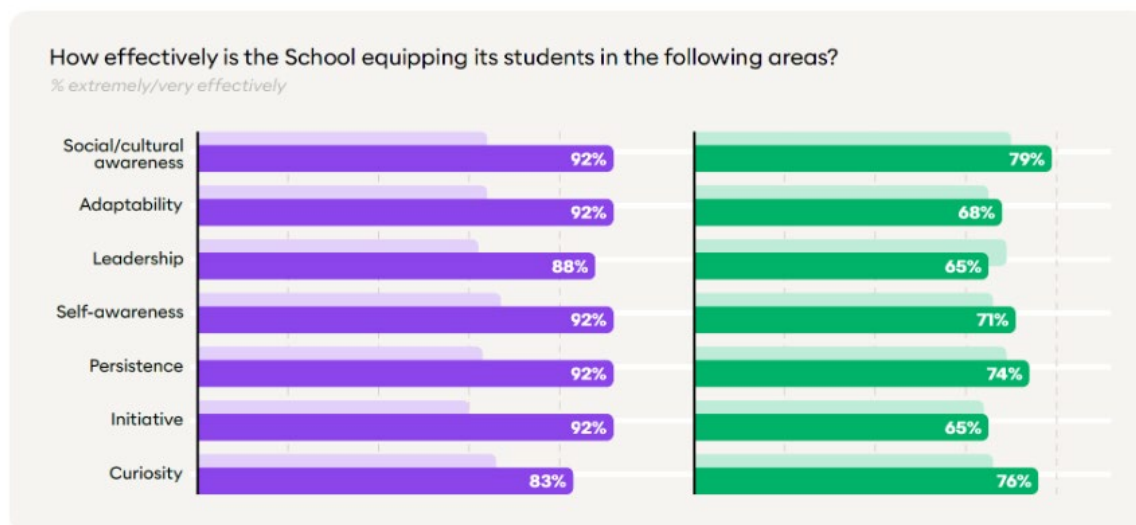
##### Character & Competency Development

- Staff and parents agree the school is highly effective in developing:
  - Social/cultural awareness, adaptability, leadership, and persistence.
  - Communication, teamwork, and digital skills.

##### Net Promoter & Engagement Scores

- **Parent NPS:** +92
- **Staff NPS:** +76
- **Staff Culture Score:** +53
- These scores reflect strong satisfaction and likelihood to recommend the school.

## CHARACTER QUALITIES



### Recommendations for Action

1. **Celebrate and build on community strengths** – Continue fostering belonging and pride.
2. **Invest in resources and technology** – Address staff concerns about facilities and digital tools.
3. **Support teacher wellbeing** – Prioritise workload management and professional growth.
4. **Enhance academic engagement** – Explore new strategies to inspire students and showcase learning to parents.

### Conclusion

The Thriving Schools Index (TSI) results provide a powerful affirmation of the heart and dedication within the Pacific Hope Christian School community. Exceptionally high levels of connection, belonging, and trust reflect a community united by shared values, faith, and purpose. Both parents and staff recognise the school as a place where students are known, cared for, and encouraged to grow in character and learning.

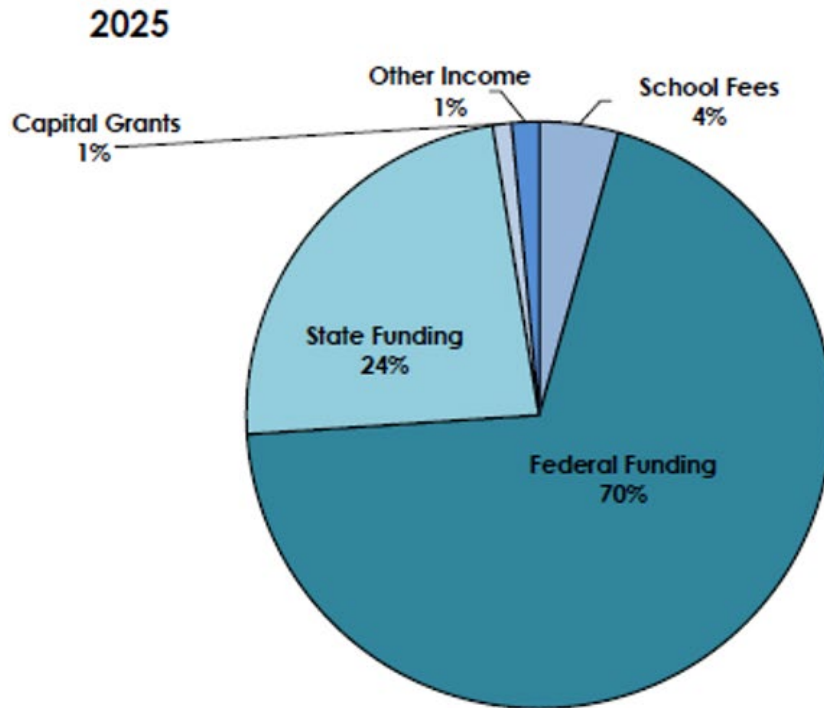
These outstanding results reflect the commitment, professionalism, and passion of the staff. Every classroom, interaction, and act of service contributes to this thriving culture. Gratitude is extended to God for His continued guidance and provision throughout the year.

Looking ahead, Pacific Hope Christian School remains committed to continuous improvement—investing in resources and technology, supporting staff wellbeing, and enhancing student engagement. By building on existing strengths and addressing areas identified for growth, the school will continue to nurture a flourishing, Christ-centred environment where students, staff, and families thrive together.

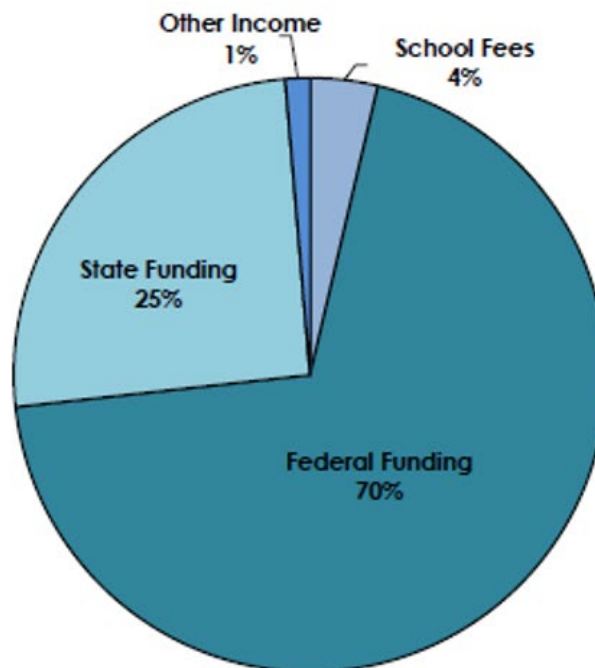
## Theme 7: Summary of our Financial Information

### Recurrent/Capital Income

#### INCOME SOURCES



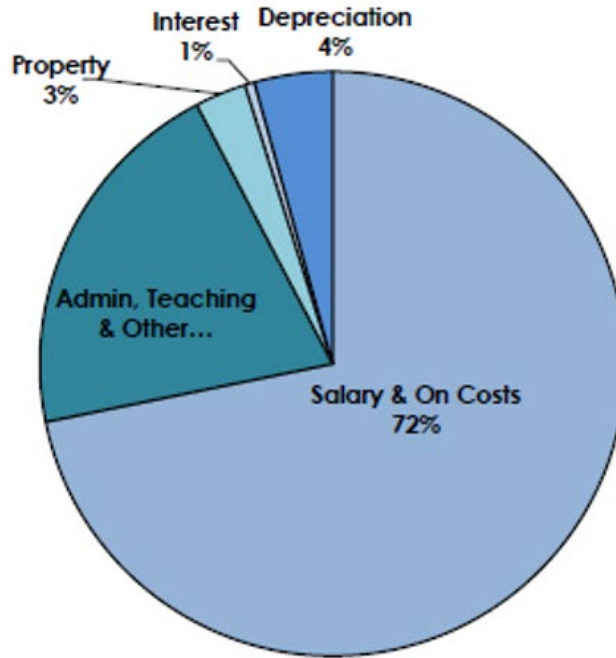
**2024**



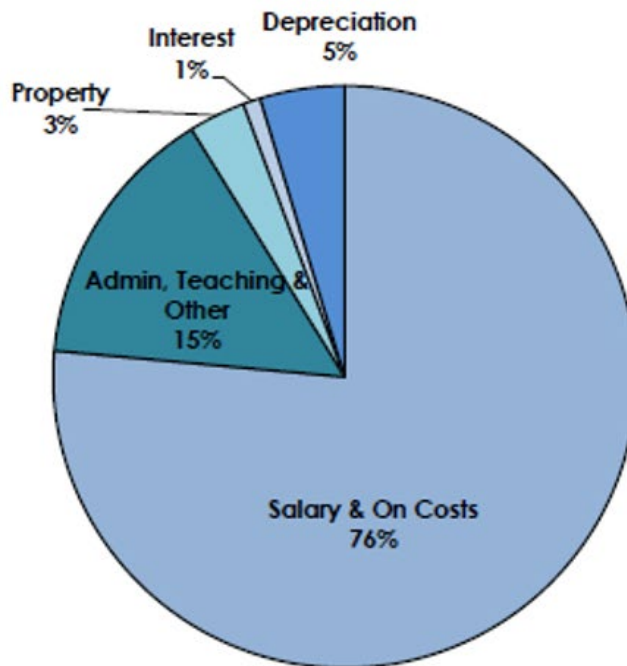
## Recurrent/Capital Expenditure

### EXPENDITURE AREAS

2025



2024





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Pacific Hope Christian School is an independent school trading under the  
Pacific Group of Christian Schools ABN 11 001 832 828