# Pacific Valley Christian School

# Annual Report 2022

Teddy Bears Picnic- Prep

**About this Report**

The 2022 Annual Report provides parents, staff, students, and the wider School community with information about various aspects of this School's distinctiveness, performance, and development.

It is prepared in accordance with The Education Amendment (Non-Government Schools Registration) Act 2004, and the School's Annual Reporting Policy. More specific information can be obtained by contacting the school directly.

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# INCLUSIONS

## OUR SCHOOL COMMUNITY

## Overview and General Information

In 2022, Pacific Valley Christian School has been blessed with another wonderful year serving the Lord Jesus Christ.

Pacific Valley Christian School (PVCS) is a Christian School within the Lower Clarence Region of NSW. There are ten Schools in the Pacific Group and Pacific Valley is one of these Schools. PVCS seeks to always place Christ at the centre in all aspects of policy and operations of the school.

PVCS works hard to honour Jesus as King of Kings and as Lord of Lords. Our main aim is to glorify Christ in by seeking to love God (Christ) and to love people whilst providing a learning environment for all students.

PVCS believes that all children have been created uniquely in the image of God (Christ). We seek to serve Christ faithfully by pointing children towards His ways and purposes. We are seeking to provide an environment where children can flourish socially, academically, spiritually, and emotionally. The outcome of a Christian education at PVCS is to Know Christ, Love Christ and to Serve Christ.

PVCS is seeking to:
1. Develop teachers and staff who are passionate about Christian education and who seek work faithfully to honour Christ.
2. To have staff who excel in their roles and provide high quality education that helps each young person to use their gifts and talents to the best of their ability.
3. Help each child engage in learning to use their gifts and talents to serve Him.
4. Provide an environment where children develop a love for learning and where they can grow academically, socially, emotionally, and spiritually.
5. Provide a safe and secure environment that fosters learning.
6. Have high expectations in terms of student behaviour.
7. Provide an environment where all stakeholders are respectful members of the PVCS community.

In 2022 enrolments at PVCS peaked at 225.

**From the Executive Principal**

In 2022 the School continued to provide excellent service to the community both in the education of students and also through local sporting clubs.

Academic performance results have continued to stabilise and the School's reputation provided the foundation for ongoing strength in the future under leadership of Mr Brett Sharrock.

The School is greatly blessed by the quality of its teaching staff and the ways they work together. In addition, the non-teaching staff perform their duties with great commitment so that the School functions almost like clockwork as each person plays his or her part. The families of the wider community appreciate the ways in which the community of Pacific Valley Christian School joins with the wider community in sporting activities and welcomes the community to School events.

Dr E J Boyce
Executive Principal

## From the Principal

PVCS continues to prioritise the genuine development of Christian values and character underpinned by personal faith, as well as academic growth and success. Biblical perspectives that focus on Christ are the foundation on which the school progresses.

PVCS has a dynamic leadership team and works faithfully to respond effectively and in a timely manner to the needs of its students, parents, and the wider community. PVCS seeks to be innovative and flexible in its delivery of programs to support and extend the learning of all students. The school does this with the full support and experience of the leadership and staff of Pacific Hills Christian School in Sydney.

Pacific Valley Christian School achieved and completed the following structural projects in 2022.
- The carpark and main gate
- Agriculture shed
- Library upgrade
- Sickbay and office upgrade
- Art room upgrade
- Borderless Learning room setup
- Installation of 10 security cameras

Pacific Valley Christian School achieved and completed the following Community projects in 2022.
- Story Time - fortnightly
- Discovery Day, 3 days in the year
- Kindergarten and prep orientation days, 3 days in the year
- Pastors breakfast
- Musical Showcase
- Combined churches carols
- Presentation evening
- Info desk at Yamba Fair

External and internal marketing material:
- Radio
- Newspaper
- Valley Connect Newsletter - SWAY
- Social media content
- Coffee van flyers
- Prospectus
- Bus wraps
- Coffee van wraps
- Photography
- Video
- Flyers
- Newspaper adverts
- Prospectus



Mr Brett Sharrock
Principal

**From the Parents**

Our daughter has been a Junior School student at Pacific Valley Christian School in Townsend NSW for over 3 years.

The core values of Pacific Valley Christian School are reflected on the students and staff. As a parent, when I enter the school grounds for regular pick up/ drop off or to attend an event, the school students and staff are always happy and welcoming, of which creates a positive learning environment.

The school understands the importance of parent communication with weekly newsletters and regular messages via the Class DOJO. It's easy to communicate directly with the teachers using the Class DOJO, and the teachers always respond in a timely manner.

The administration team are never put out by a phone call that may seem trivial and are always helpful and kind towards our daughter if she has been unwell or has a little bump or bruise.

The standout attribute that is felt most about this school is the compassion and kindness we have encountered from ALL the staff. They all genuinely care at an integral level. I feel supported as a parent in every way, and I know our daughter is very happy at this school.


Kim Stewart
Parent

Year 1 and 2 Book Week Dress up parade

## OUR COMMUNITY SATISFACTION

### Staff

Pacific Valley has a dedicated group of staff, from administrative staff, grounds people and bus drivers to teachers. The staff are professional and carry out their duties with expertise and to the best of their giftings. All staff at the school are serving Christ in the way they are shaping the lives of the students and families and preaching God's word and love into their lives through their words and actions.

The staff at Pacific Valley see this community as a Christ-centred community where all are supported and cared for. We are thankful for the opportunities to grow the students and families, to deepen the faith of themselves. We are thankful to the wider Pacific Group of Christian Schools and the collegiate partnerships that are nurtured in each of the schools.

Our staff value the partnership we have with the other Schools in the Pacific Group as they share ideas, resources, and expertise across the schools.

### Students

Students at Pacific Valley Christian School comment that it is a place of positive interaction between staff and students of different ages. They have expressed that the school offers them a wide variety of learning experiences that cater for their different interests and abilities. The improvements to the school grounds and buildings have provided more opportunities and space to play and learn.

The diverse gifts and abilities of our students are celebrated, and our students feel that they are valued for their individuality and uniqueness. Through daily devotions and interactions, students are encouraged to demonstrate an attitude of understanding and respect towards others and celebrate the diversity that exists within our school community.

In 2022, Senior School students were given the opportunities to apply for and hold leadership positions. Students have again welcomed this opportunity and see it as a way that our School continues to look for more opportunities for students to explore their gifts and interests and to challenge themselves to try new things.



Stage 5 Music Jacaranda Festival

## Parents

At Pacific Valley Christian School, we value the partnership that exists between the parents and the school in the education of our students. The school seeks to assist families in taking every opportunity to build strong relationships founded on Biblical principles of mutual care, integrity, and responsibility. Parents have shared that the staff are excellent role models for their children and that they are easily accessible and attentive to their child's welfare. The school supports open consultation with parents and carers and provides a range of opportunities for parents to speak with staff regarding their child's education.

## OUR STAFF

## General Comments

The staff of Pacific Valley exhibit typical diversity of age, gender, and ethnicity. Staff numbers sat at 43 in 2022, this includes teaching and non-teaching staff. National backgrounds include Anglo, Afrikaans, and European. In 2022 we didn't have any staff employed who identify as Aboriginal or Torres Strait Islander on site. There is a Group Aboriginal Advisor that supports our school.

## Teaching Standards – Staff Qualifications and Professional Learning

All the teaching staff have completed tertiary qualifications in Education and Specialists have had additional specific education in appropriate areas. This is category (i) in respect of the NSW Institute of Teachers classifications.

During 2022 a range of Professional Learning was approved and undertaken by teaching staff. The year commenced with our Professional Development Conference that was organised for the Pacific Group of Christian Schools by The Excellence Centre (TEC). The theme was Hope in Belief, due to travel constraints of COVID, this PD was held on site at PVCS.

### Teacher Accreditation

All teachers at Pacific Valley Christian School have accreditation with NSW Educational Standards Authority (NESA). We currently employ teaching staff in a range of different teaching and non-teaching roles:
- 27 teachers were accredited at the level of Proficient Teacher
- 1 teacher were accredited at the level of Provisional Teacher

## Teaching Standards – Staff Attendance and Retention

The staff consistently demonstrate a strong work ethic and high level of commitment to their responsibility as teachers for our school community. In 2022 the school enjoyed a staff attendance of 94.91% of all available teaching days. This includes absence for all approved leave including Sick, Bereavement and Leave Without Pay. The staff retention rate is 92%. With the drop in student numbers and staff leaving to other employment, this is a natural consequence.

The school requires all staff to be in attendance between the hours of 8:00am through to 4:00pm during term time. In addition to award provisions, the school negotiates appropriate leave for further study, family care and other case-by-case matters.

## OUR STUDENTS

### Enrolments Profiles

Pacific Valley Christian School had a total of 225 students enrolled at the 2022 mid-year Government census, comprising female 107 students and 118 male students. An extended text version of the Enrolment Policy features in the section of this report sub-titled "Our Policies".

Ongoing enrolment is conditional, at the principal's discretion, on satisfactory attendance and course completion, adherence with School policies relating to behaviour and discipline, and maintenance of currency regarding payment of tuition fees.

### Student Attendance

The school adopts an attitude of close liaison with families in managing student attendance. Absences are noted and followed up both by text and by written correspondence. Long term unexplained absences are processed under the Schools Attendance Policy and Course Completion Policy which requires, at the principal's discretion, chronic non-attendance to result in the de-enrolment of the student and referral to the DET Home-School Liaison Officer for the area.

### 2022 Attendance

| | No. of Students at census date | Total % |
|---|---|---|
| Kinder | 14 | 84.70% |
| 1 | 11 | 88.90% |
| 2 | 12 | 89.20% |
| 3 | 14 | 88.20% |
| 4 | 20 | 89.50% |
| 5 | 19 | 89.00% |
| 6 | 23 | 83.40% |
| 7 | 26 | 84.60% |
| 8 | 13 | 88.70% |
| 9 | 28 | 81.80% |
| 10 | 19 | 87.70% |
| 11 | 13 | 84.40% |
| 12 | 13 | 83.00% |
| **Overall** | **225** | **86.39%** |

**Please note:** that this data is from the first half of the year, and not the whole year. We changed from Edumate to TASS mid-year and the TASS data is incorrect.

## Retention Rates

Retention rates for 2022 are reported according to the number of students moving from Year 6 to Year 7, as well as those moving from Year 10 in 2021 to the completion of Year 12 in 2022 at Pacific Valley Christian School.

## Post School Pathways

5 students finished school to then attend university

1 Student is attending Bible College

1 Student finished school to start an apprenticeship

3 Students finished school to go into employment

1 students pathway is unknown

### Year 7, 2022

20 students completed Year 6 at PVCS in 2021.
17 students commenced Year 7 in 2022.

This produces an actual retention rate of 80%.

### Year 12, 2022

22 students completed Year 10 at PVCS in 2020.

12 students completed Year 12 at PVCS in 2022.

This produces an actual retention rate of 45.45%

## OUR ACHIEVEMENTS

## Student Performance in Standardised Literacy and Numeracy Testing

## NAPLAN Testing

Each year, as our students approach the mandatory national assessment tasks, they are encouraged to focus on completing them to the best of their ability and then to view the results as giving them a snapshot into their learning journey. In the results from 2019, our students have demonstrated a pleasing performance in their completion of the tests as shown in the following tables.

**Year 3 - Percentage of students in top 2 bands**

| Test Domain | %PVCS | % State |
|---|---|---|
| Reading | 23.3 | 14.4 |
| Writing | 15.4 | 8.2 |
| Spelling | 33.3 | 16.8 |
| Grammar and Punctuation | 20 | 15.4 |
| Numeracy | 26.7 | 21.2 |

**Year 5 - Percentage of students in top 2 bands**

| Test Domain | %PVCS | % State |
|---|---|---|
| Reading | 5 | 5.4 |
| Writing | 5 | 3.5 |
| Spelling | 0 | 5.4 |
| Grammar and Punctuation | 5 | 4.7 |
| Numeracy | 5 | 4.5 |

**Year 7 - Percentage of students in top 2 bands**

| Test Domain | %PVCS | % State |
|---|---|---|
| Reading | 0.1 | 0 |
| Writing | 3.7 | 1.4 |
| Spelling | 0 | 0 |
| Grammar and Punctuation | 0 | 0.5 |
| Numeracy | 0.2 | 0 |

**Year 9 - Percentage of students in top 2 bands**

| Test Domain | % PVCS | % State |
|---|---|---|
| Reading | 0.1 | 0 |
| Writing | 0.0 | 1.3 |
| Spelling | 3.7 | 2.3 |
| Grammar and Punctuation | 0.2 | 0.2 |
| Numeracy | 0.3 | 0.2 |

## 2022 Record of School Achievement (RoSA)

Schools in NSW provide individual assessments for each student enrolled at the conclusion of Year 10. This information is retained by the NSW Educational Standards Authority (NESA) and is issued to students when they leave the secondary Schooling system. At this point students will be eligible to apply for a Record of School Achievement in 2022.

To determine RoSA grades in Year 10, we conduct school-based assessments aligned with the Course Performance Descriptors. These assessments are provided to students in the Stage 5 Assessment Handbook, which contains all relevant assessment schedules.

Upon completion of the Year 11 Course, we provide students with a Preliminary Course Grade based on their performance in the School Assessment Program. We use the Preliminary Common Grade Scale to allocate grades, and students who depart after the completion of the Year 11 Course are entitled to receive a Preliminary RoSA.

In preparation for the online Minimum Literacy and Numeracy tests that students must take in 2023 to be eligible for a Higher School Certificate, our school offers ample opportunities for students to meet these standards within their curriculum during Years 10, 11, and 12. We take pride in supporting our students' academic achievements and ensuring that they have the best opportunities to succeed in their future endeavours.

## 2022 Higher School Certificate

2022 represents the 7th year that Higher School Certificate subjects have been offered at Pacific Valley Christian School. There were 21 students who completed HSC examination courses in 2022. Of those, 11 were Year 12 students and 10 were Year 11 students.

- As PVCS is a small School, it is very hard to get statistics that give data that is useful. The 2021 cohort were a group that were different to previous years and therefore the statistics reflect the differences.

- In 2022 HSC courses were completed from a total of 16 subjects. This is representative of the trend of previous years and is the largest number of HSC subjects offered to PVCS Stage 6 students to date.

- Please note: The Stage 6 Compressed Model of delivery means that Year 11 students will complete 2 (usually) HSC subjects while in Year 11. This may impact the HSC results achieved in those subjects.

## Overall Results
- 1 PVCS student achieved Band 6 in 2 courses
- 1 PVCS student achieved a Band 5 in 1 course
- PVCS students achieved 11 Band 4 results

## Subjects receiving outstanding numbers of students in the higher bands

- Band 6 results in Engineering studies and Mathematics Advanced
- Band 5 results in Visual Arts

## Borderless Learning

### From the Director of Borderless Learning: Rowan Garner

In 2022, we successfully delivered 13 stage 6 courses, catering to a total of 76 students from Pacific Coast Christian School and Pacific Valley Christian School, who embarked on the journey of completing cross-campus external provider courses. It is truly commendable to witness the positive impact that our Borderless teaching team has had on our students' learning experience. The feedback we have received from them has been incredibly encouraging, with many highlighting the flexibility that Borderless Learning has brought to their study patterns.

I would like to extend my sincere appreciation to our schools for their unwavering support and investment in the new Borderless teaching spaces. These state-of-the-art facilities have opened endless learning possibilities for our students, enabling them to connect with their teachers and access a wide range of educational resources. The commitment shown by the schools in embracing this innovative approach to education is truly commendable. Furthermore, I would like to recognise and express my gratitude to our exceptional course teachers. Their expertise, passion, and commitment have been instrumental in leading the way through their online course design and assessment strategies. Their tireless efforts have not only enriched the learning experience but have also played a pivotal role in shaping the success of our Borderless Learning program.

Teaching and Learning

We provided a greater suite of elective course options using both live and on-demand learning connections. This ensured more opportunities for meaningful and engaging pathways for students. Courses are delivered across our campuses using both live and on-demand learning connections, utilising CANVAS as a student management system. The students engage with course teachers and students via video conference at least twice per fortnight.

The weekly learning program for each course includes:

• Check in at the beginning of the week
• Synchronous (Live) learning
• Asynchronous (pre-recorded) learning
• Independent and interactive learning tasks
• Feedback loop to students

• Tutorial with students
Staffing of Borderless Learning
Director: Borderless Learning
Borderless Learning Leader: Pacific Valley campus
Borderless Learning Leader: Pacific Coast campus

<u>Borderless Teachers</u>

The Borderless Learning staff are responsible for management of all aspects of Borderless Learning administration, management of curriculum administration and compliance and supporting teaching staff in curriculum, coordination of operational aspects, including communication between the schools, students and parents involved.

## Achievements in Other Activities

Students at Pacific Valley are encouraged to give their best in all endeavours. We are thrilled that as the school continues to grow, so does the recognition of the talents and abilities that our students have been blessed with.

## Local Area Events



ANZAC Day March 2022

## Pacific Valley Showcase Evening:

In 2022 we had our first ever 'Showcase Evening' to celebrate the gifts and talents of students in music and dance. There were over 400 families at this event and it was a wonderful opportunity for students in Kindergarten to Year 12 to perform a number of music and dance performances in class groups and in elective music classes.

**Community Christmas Carols Event:**

In 2022 we hosted our first Community Christmas Carols event. Pacific Valley Chrisitan School was the host for this event and worked in partnership with our local churches to put on a family carols event. The event included churches doing traditional Christmas Carols and a narrated Christmas play. There were lots of family activites including face painting, a water slide, laser tag and other inflatable activites.

**Sporting Achievements:**

At Pacific Valley Christian School, we have had a busy year of sporting activities and achievements. We held our three inter-house championships this year which involved students across K-Year 12 participating in Swimming, Cross-Country & Athletics. This year we held out interhouse competitions across a range of community facilities including the Maclean Pool, Pacific Valley Campus & Grafton Athletics Centre. Our interhouse competitions are an excellent opportunity for staff, students, and families to build community. These inter-house events are also pathway opportunities for students to be selected for the zone and CSSA State Championships.

This year we had several students selected for the CSSA State Championships across Swimming, Cross-Country & Athletics, this included:

- Bella McMahon-Willott competed at CSSA & CIS State Primary Swimming Championships.
- Zac Williams & Jordan Fischer competed at the CSSA State Secondary Swimming Championships.
- Five primary students competed at the CSSA State Primary Cross-Country Championships in Sydney (Joshua Fischer, Savannah Baker, Maise Murray, Caleb Cinzio & Sophie Delaforce)
- 11 students competed at the CSSA State Secondary Cross Country Championships in Sydney (Andrew Sharrock, Bridie McLeod, Tobin Murray, Jyi Buckley- Schmidt, Coral Roper, Tristan Sharrock, Billy Smith, Jessie Dransfield, Isaac Fischer & Jordan Fischer.
- Edward Epis, Joshua Fischer, Sophie Delaforce & Jaylen Townsend competed at the CSSA State Primary Athletics Championships in Sydney.
- Tristan Sharrock competed in the CSSA State Secondary Athletics Championships in Sydney.

Other sporting achievements included participating in the CSSA Zone Gala Day Championships in Touch Football, Netball & Futsal. These championship gala day events are also pathway events for selection to state championships in a range of sports.

**Sporting Schools Grant:**

Pacific Valley was successful at receiving a Sports Schools Grant across Terms 1, 2 and 3 in both Primary and Secondary. Sporting School Grants support the delivery of sport-based programs to help students build the confidence and capability to be active for life. Across each of the terms students in Year 5-6 & 7-8 participated in a wide range of sports including:

- Cricket
- AFL
- Netball
- Swimming
- Soccer



These programs have provided an excellent opportunity for students to learn new skills in a wide range of sports and have enabled the school to purchase new sporting equipment. The programs have also encouraged students to be more physically active and promote health and wellbeing.

**Other School Initiatives:**

In 2022 our Storytime initiative continued to bring children and parents together to build community. Storytime ran fortnightly each term and was a great opportunity for parents and children to become familiar with the school and potentially enrol students for Prep or Kindergarten.




Our other school initiatives that continued in 2022 included developing relationships with our local churches and pastors. In 2022 we hosted a pastor's breakfast and lunch. This was a wonderful opportunity for our staff and students to serve in the wider community.

## OUR POLICIES

### SUMMARY OF KEY POLICIES

Each year there is a different focus of policies studied and highlighted for staff. Every year Child Protection policies are reviewed and a variety of other policies are reviewed also.

Annual Mandatory Training (AMT) consists of several components. Staff need to complete all sessions to satisfactorily meet the requirements.

- Face to Face session held in the PD week 31 January before the school year starts
  - This sessions staff will be taken through the various policies of focus for the coming year
  - Staff will actively participate in reading and discussing scenarios where the policies may apply
  - Changes to policy are discussed

- Online Training session needs to be completed by the 25 February
- Hardcopy declaration of completion of this process needs to be signed by 25 February
- Catch up sessions for those unable to attend the Face to Face session conducted on 15 February
- Staff that start working at the schools during the year go through an Staff Induction process which includes completing the AMT. This is conducted by the DoC, Principal and/or Director

In 2022 the list of policies including in the Annual Mandatory Training for staff were:

## Student Duty of Care
**Child Protection**
Child Protection – Harm definitions, Identification, and Initial Responses
Child Protection – Duty to Protect Students from Harm and Abuse
Child Protection – Mandatory Reporting of Child Abuse or Harm to DCJ
Child Protection – Mandatory Reporting of Child Abuse or Harm to Police
Child Protection – Reportable Conduct of Staff, Volunteers & Others
Child Protection – Detecting, Reporting and Addressing Grooming Behaviours
Child Protection – Working with Children Checks
Child Protection – Information Sharing about Student's Safety and Wellbeing

**Student Health**
Allergy Awareness
Management of students at Risk of Anaphylaxis
Medication Administration

**Student Behaviour**
Student discipline policy

## School Governance
Staff Code of Conduct
Staff and Students professional boundaries *NEW*

**Safe and Supportive Environment**
Complaints Handling Policy
Complaints Handling Guide
Internal Grievance Procedure
Volunteer Management *NEW*

## Work Health and Safety
Manual Handling
Personal protective Equipment *NEW*

# POLICIES REQUIRED

The Enrolment policy, Student Welfare, Bullying, Discipline, Complaints Handling and Internal **Grievance** policies have been included in this report.

These policies are available on our website and are summarised and referenced in Parent Handbooks.

## Enrolment Policy

### Vision Statement
The purpose of Pacific Valley Christian School is to provide a Christian educational community as a centre of teaching, learning, and serving excellence, founded on Biblically based beliefs, values and behaviour.

### Rationale
This policy provides guidelines for enrolment. It seeks to acknowledge and continue the visio those who founded the School as a Christian educational community - a centre of teaching learning excellence founded on biblically based beliefs, values, and behaviour - able to sup the learning needs of students who are enrolled.

### Our Policy
Pacific Valley Christian School seeks to enrol students whose families seek a Christian Educc for them children and who support the ethos of the school as encapsulated in the school vi and Mission Statements.

### Principles
God has created all people in His image and has made it possible for them to be in relationshi with Him through the death and resurrection of His Son, Jesus Christ. Therefore, the School will give equal consideration to each applicant. The principal carries final responsibility for decisior regarding enrolment positions.

### Definitions
Throughout this policy, unless the context requires otherwise:

**parents** include guardians or any other person who has applied to have a student entered on the waiting list or enrolled at the school and, where the student has only one parent, means that parent.

**disability**, in relation to a student includes a wide range of impairments including physical, intellectual, psychiatric, sensory, neurological, and learning disabilities.

### Source of Obligation
The NSW Registration Manual (3.8) requires the Principal of the School to keep a register, in a form approved by the Minister, of the enrolments of all children The NSW Registration Manual (3.6.2) requires the school to provide a safe and supportive environment by maintaining a student enrolment register.

### Student Enrolments
Pacific Valley Christian School keeps a register of enrolments of all children at the school in the software known as Edumate. Mid 2022 the Pacific Group merged PVCS over to a new software called TASS.

### Information for Register of Enrolments
The register of enrolments records the following information for each student:
- name

- age and address
- name and contact telephone number of parents/guardians
- date of enrolment
- date of leaving the school and the student's destination, where appropriate

For children older than six years of age, previous School, or pre-enrolment situation where the destination of a student under seventeen years of age is unknown, evidence that the NSW Department of Education has been notified of:
- the student's full name
- the student's date of birth
- the student's last known address
- the student's last date of attendance
- parents'/guardians' names and contact details
- an indication of possible destination
- any other information that may assist officers to locate the student
- any known work health and safety risks associated with contacting the parents/guardians of student.

**Records of the Register of Enrolments**
The register is retained for a period of seven years after the last entry is made, and copies of information in the register are stored off-site at regular intervals.

**Requirements for Entry**
It is a requirement of entering the school that all students undertake an academic assessment and all families be interviewed.

As part of the assessment and interview process the school may ask the parents to provide more information about the student. Where a student has a declared education support need or a disability or other information has come to light indicating a possible need for education support services, the school will make an initial assessment of the student's needs. In addition, the principal may require the parents to provide medical, psychological, or other reports from specialists outside the school; obtain an independent assessment of the student. Any assessments or reports required from non-School personnel will be at the parents' expense.

In considering all prospective enrolments, the school may ask parents to authorise the Principal or delegate to contact:
the principal of the student's previous School to confirm information pertaining to the student; any medical or other personnel considered significant for providing information pertaining to the needs of the student.

**Enquiries**
All enquiries are recorded. The Registrar will also forward relevant information to the student's parents or carers. This includes: bus travel information, uniforms, electives, upcoming events, and subjects.
Enrolment Application form Overseas Student Enrolment Information booklet (if applicable)

**Applications**
Upon receipt of applications the Registrar will:
Check all relevant documentation is completed
Check current class vacancies
Place student's name on waitlist

**Assessment/Interview Organisation**

Should a vacancy exist or be pending;

The Registrar will :
- Organise a suitable time for the student and their family to attend interviews with the Registrar, the Principal or delegates
- The student to attend an educational assessment with the relevant staff

The Principal may exercise full discretion in varying the procedures relating to the interview process.

**Interview Process**

Registrar

The Registrar will gather all relevant information for the perspective applicant and make contact with the Principal's PA to arrange an interview time with the Principal and the Registrar.

The Registrar will also accompany any prospective enrolments and families for a tour of the school prior to an interview with the principal.

Principal

The principal will conduct an interview which explores the issues of Faith with the family and explains the distinctives of the school, including:
- Christian education in all Key Learning Areas, policies, and procedures.
- Entirely staffed by Christians.
- Trans denominational nature.
- Faith, Critical Awareness and Character Development as primary goals.
- Service and Mission.
- Partnership with Parents.
- Inclusion of students with Special Needs.
- Vision and proposed Future Development.
- Other ministries of Pacific Valley Christian School.

School Leadership Team

A member of the School Leadership Team will meet with parents and discuss the student/s application/s as per the Enrolment Form. The following is to be completed and/or discussed in the interview:
- Student's academic, social, emotional, physical needs.
- The outworking of the School's Christian ethos through staffing, daily devotions, Biblical studies, Pastoral Care system, etc.
- Student Discipline Policy and Procedures.
- School's academic curriculum, cultural, sporting, competitions, missions, co-curriculum activities, etc.
- Explain the practical implications on the school-Parent partnership.
- Seek to establish that the expectations and commitments of the parents are consistent with the vision, values, goals, policies, and resources of the school.
- Clearly state what support the school offers regarding students with special needs.

**Enrolment Offer**

At the satisfactory conclusion of the assessment/interview process, the school may make an offer to the parents to enrol the student. The principal authorises enrolment of all students into the school after considering recommendations by the Head of School and consideration of available resources.

**Notes regarding Offers of Enrolment**

- Where information obtained by the school suggests a profile of wilful misconduct, illegal activities or strong anti-social behaviours that indicate that the student's enrolment at the school is likely to be detrimental to other students, the staff, or the school, notwithstanding that the student be the sibling of a current student, the principal may decline to proceed any further with the enrolment process.
- Where information obtained by the school indicates that the student has a disability, the principal will ensure that the school complies with the requirements of the Disability Standards in Education 2005
- The Principal will seek to identify the exact nature of the student's needs and the strategies required to address them. Having obtained this information, the principal will determine whether the student, if enrolled, would require services or facilities that are not required by students who do not have the student's disability. Where the Principal determines that the student would require such services or facilities, the principal will determine whether enrolling the student would impose unjustifiable hardship on the school. In making this assessment, the principal will consider all relevant circumstances of the case, including:

    o the nature of the benefit or detriment likely to accrue or be suffered by any persons concerned (including other students, staff, the school, the student, the family of the student, and the school community); and
    o the effect of the disability of the student; and
    o the school's financial circumstances and the estimated amount of expenditure required to be made by the school.

Where the Principal determines that the enrolment of the student would cause unjustifiable hardship, the principal may decline the offer of a position or defer the offer as per Disability Standards for Education 2005.

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

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

**Acceptance of Enrolment**
To accept the offer, the parents must within fourteen days of receiving it, deliver to the school the:
- Acceptance of Offer of Enrolment Form, signed by both parents/guardian;
- Exit bond (refundable – conditional apply) as specific in the letter of offer;
- Organise and meet with the Bursar to discuss finances and method of payment.

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

The school may grant a deferment for compassionate and compelling circumstances following receipt of a written request by the parent or guardian.

**Conditions of Ongoing Enrolment**

Student Initiated Suspension of Studies

- Student may request to suspend their studies subject to the school approving a written request outlining the basis of application. The School may approve the request based on compassionate or compelling circumstances.

Cancellation of Enrolment

The School may assert its right to cancel the enrolment of a student under the following conditions:

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

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

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

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

•      The Registrar on being informed of a student leaving will ring the parent and request information in relation to the new school into which the student is being enrolled. A follow up email will be sent if contact is not initially made.

•      The Principal will be notified by email from the Registrar of the student/s who are leaving the school and into which school they are to be enrolled.

•      Where the student destination is unknown and there are concerns for their safety, welfare or wellbeing the Principal or delegate will notify the HSLO and other government departments e.g. FACS or Police within 24 hours.

•      Where there is no indication of immediate risk identified, the Registrar will make two further attempts by phone and email to ascertain the destination school for the student. After 3 weeks if the Destination of the student remains unknown the Registrar will contact the Principal who will make a notification to the HSLO and complete the Student Enrolment Destination Unknown Notification located on RANGS

•      The Enrolment Register can be listed as Destination Unknown once the notification has been made.

## Changes to the policy in 2022

There have been no changes to this policy in 2022.



Student Duty of Care home page from Complispace, with listings of the policies.

## Student Welfare, Enrolment and Attendance Compliance Policy

**Vision Statement**

The purpose of Pacific Valley Christian School is to provide a Christian educational community as a centre of te behaviour.

**Rationale**

In the context of a Christian worldview, the wellbeing of students refers to their growth as whole persons create and so an effective education promotes a safe and supportive community where students are nurtured throug

Wellbeing is an important part of the school's commitment to nurture a safe and supportive environment where students. It relates to the total care of students and involves tending to their spiritual, intellectual, emotional, so

The School is committed to build an environment where the students belong and are cared for, respected and community.

**Source of Obligation**

The NSW Registration Manual (3.6.2) requires the School to provide a safe and supportive environment by:

- having in place policies and procedures that provide for student welfare

- maintaining a student enrolment and attendance register.

**Safe Environment**

A safe environment for students is one where the risk of harm is minimised, and students feel secure. Harm relate and construction, lighting, space, facilities and safety plans, but also refers to violence, physical threats, verbal

**Supportive Environment**

A supportive environment fosters the social, academic, physical and emotional development of students. A su

- students are treated with respect and fairness by teachers, other staff and other students

- members of the School community feel valued

- effective teaching and learning takes place

- positive support and encouragement are provided by members of staff and students

- non-discriminatory language and behavioural practices are defined, modelled and reinforced by me

- consultation takes place on matters relating to students' education and welfare.

**Student Welfare and Attendance Policy Framework**

Student welfare encompasses the mental, physical and emotional wellbeing of students. Provisions for attenda

Pacific Valley Christian School has developed a comprehensive policy framework designed to provide for stud

The list of key policies is set out below:

**Security**

**School Security (Building and Grounds)**

**Evacuation Procedures**

**Lockdown Procedures**

**Supervision**

**Supervision (General)**

**Supervision and Inspection - Playground**

**Excursions and Incursions Policy**

**Code of Conduct and Behaviour Management**

**Code of Conduct (Staff)**

**Student Code of Conduct**

**Bullying Prevention and Intervention**

**Counselling Referral Procedure**

**Student Leadership Policy**

**Critical Incident Response**

**Complaints Handling**

**Complaints Handling Policy**

**Complaints Handling Program**

**Pastoral Care**

**Pastoral Care Policy**

**Students with Special Needs Policy**

**Medication Administration**

**Homework Policy**

**Enrolment and Attendance**

**Student Enrolment Policy**

**Student Attendance Policy**

**Quality of Educational Program (Record of Achievements and Engagement in Learning)**

**Truancy Policy**

**Stakeholder Communication**

**Parent Communication and Involvement Policy**

Additional policies can be found in our **Student Duty of Care Program** and **Work Health & Safety Program**.

Pacific Valley Christian School has also developed a comprehensive **Child Protection Policy Framework**.

**Staff Training**     Training with respect to student welfare issues is provided to all staff who have direct contact with students.

## Bullying Prevention and Intervention

**Scope**     This Policy applies to all school activities, including camps and excursions.

It also applies outside of school hours and off school premises where students have been involved and there is a c

**The Hazard –** As a Christian community, we are committed to saying and doing that which builds others up, rather than tears th
**Bullying** taught and demonstrated.

Bullying is an ongoing and deliberate misuse of power in relationships through repeated verbal, physical and/or so
perceived power, over one or more persons who feel unable to stop it from happening.

Bullying can happen in person or online, via various digital platforms and devices and it can be obvious (overt) or

Bullying of any form or for any reason can have immediate, medium and long-term effects on those involved, incl

Single incidents and conflict or fights between equals, whether in person or online, are not defined as bullying.

Bullying behaviour can take many forms including:

- **Physical bullying** which involves physical actions such as hitting, pushing, obstructing or using one's physi... form of physical bullying

- **Verbal/written bullying** examples include name-calling or insulting someone about an attribute, quality o...

- **Social (sometimes called relational or emotional bullying)** examples include deliberate acts of exclusion, acceptance

- **Cyberbullying** which is the misuse of power within a relationship to repeatedly threaten or harm another...

**Cyberbullying behaviour** may include:

- abusive texts and emails

- hurtful messages, images or videos

- imitating others online

- excluding others online

- humiliating others online

- spreading nasty online gossip and chat

- creating fake accounts or 'avatars' to trick someone or humiliate them.
Cyberbullying can occur on internet services, social media and electronic services that enable communication... can includes images, videos and/or audio.
These behaviours can also be an indicator of child abuse and other harm.

Bullying can be illegal if it involves intimidation, stalking, physical violence, threats of violence or damaging proper...

| | |
|---|---|
| **What Isn't Bullying?** | There are many negative situations which, while being potentially distressing for students, are not bullying. These in... |

- **Mutual Conflict Situations** which arise where there is disagreement between students but not an imbalan...

- **One-Off Acts** (of aggression or meanness) including single incidents of loss of temper, shouting or swearing...

| | |
|---|---|
| **Signs of Bullying or Cyberbullying** | Major behavioural changes in a student may be indicative of being bullied. These behavioural changes may inclu... |

- crying at night and having nightmares

- refusing to talk when asked "What's wrong?"

- having unexplained bruises, cuts or scratches

- an unwillingness or refusal to go to school, a school organised activity or reluctance to attend other soci...

- feeling ill in the mornings

- a decline in quality of school work

- becoming withdrawn and lacking confidence

- appearing lonely or distressed

- beginning to display bullying behaviour towards siblings

- unexpected changes in friendship groups

- acting unreasonably.
Students may also not disclose cyberbullying to adults through fear that the adults may overreact and make the s... including a student:

- being upset after using the internet or their mobile phone

- being hesitant to go online, avoiding their phone or seeming nervous when an instant message, text mes...

- spending unusually long hours online or on their mobile phone

- becoming secretive about their online activities and mobile phone use.
Parents/guardians are encouraged to recognise signs of bullying and notify the School through a trusted staff mer...

These behaviours can also be an indicator of child abuse and other harm.

**Pacific Valley Christian School's Policy**

Pacific Valley Christian School is committed to the safety and wellbeing of all children and young people, to actin...

Pacific Valley Christian School recognises its duty to students to provide a safe and positive learning environment v...

Bullying is not tolerated at Pacific Valley Christian School.

It is our policy that:

- bullying be managed through a 'whole-of-School community' approach involving students, staff and pa...

- bullying prevention strategies are implemented within the School on a continuous basis with a focus on te...

- bullying response strategies are tailored to the circumstances of each incident

- we establish procedures for reporting and responding to child safety concerns, including when the beha...

- staff establish positive role models emphasising our no-bullying culture

- bullying prevention and intervention strategies are reviewed on an annual basis against best practice.

**Bullying Prevention Strategies**

Pacific Valley Christian School recognises that the implementation of whole-School prevention strategies is the mo...

The following initiatives form part of our overall bullying prevention strategy and our strategy to create a 'no-bullyi...

- a structured curriculum and peer group support system, that provides age-appropriate information and s...

- education, training and professional development of staff in bullying prevention and response strategies

- regular provision of information to parents/guardians, to raise awareness of bullying as a School commun...
  bullying directly with the School

- promotion of a supportive environment that encourages the development of positive relationships and c...

- promotion of responsible bystander behaviour amongst students, staff and parents/guardians

- reporting of incidents of alleged bullying by students, bystanders, parents/guardians and staff are encou...

- students are supported by their teachers, pastoral care staff and the school leadership when they report
- records of reported bullying incidents are maintained and analysed, in order to identify students who per...

- education of staff, students and parents/guardians on health conditions to promote understanding and t...

- promotion of student awareness and a 'no-bullying' environment by participating in events such as the N...
Additionally, all students will be presented with programs of instruction that make the School's definition, intoleranc...
perpetrator and bystander, and the sequence of intervention events to manage instances of bullying.

**Reporting Bullying**

Students and their parents/guardians are sometimes reluctant to pursue bullying incidents, for fear that it will only r...

A key part of the School's bullying prevention and intervention strategy is to encourage reporting of bullying incide...

- bullying is not tolerated within the School

- their concerns will be taken seriously

- the School has a clear strategy for dealing with bullying issues.

**Reporting Bullying Incidents to the School**

Bullying incidents can be advised to the School verbally (or in writing) through any of the following avenues:

- informing a trusted teacher

- informing the School counsellor

- informing a student's year co-ordinator

- informing the Assistant Principal or the Principal.

**Complaints to the eSafety Commissioner About Cyberbullying Material Targeted at a Child**

*Making a Complaint*

Where **Cyberbullying Material** is targeted at a child under the age of 18 years, a complaint can be made to:

- the provider of a social media service, relevant electronic service, designated internet service (as defined

- the eSafety Commissioner under section 30 of the Online Safety Act 2021 (Cth).

Complaints to the eSafety Commissioner can be made through the **online portal** by the child, their parent or guar
removal notice.

For the eSafety Commissioner to investigate cyberbullying, the harmful content must have first been reported to th

*Cyberbullying Material*

Cyberbullying material that is provided on a social media service, relevant electronic service, designated internet

- be intended to have an effect on a particular child; and

- have the direct or indirect effect on the child as seriously threatening, seriously intimidating, seriously hara
can be the subject of complaint to the eSafety Commissioner under section 30 of the Online Safety Act.

**Responding to Bullying**

Bullying behaviours vary enormously in their extent and intent and, as a consequence, each incident needs to be

In all circumstances the School:

- takes bullying incidents seriously

- takes seriously, and monitors single incidents of conflict or fights between students, that do not ordinarily

- provides assurance to the student being bullied that they are not at fault and their confidentiality will be

- ensures that teachers, pastoral care and School leadership staff support the student being bullied throug
- ensures that student leaders support the School's anti-bullying policy and promote anti-bullying behaviou

- takes time to properly investigate the facts including discussing the incident with the student being bullied

- keeps parents and guardians of both the student who was bullied and the student who did the bullying, i

- takes time to understand any concerns of individuals involved

- maintains records of reported bullying incidents

- will escalate its response when dealing with students who persistently bully and/or for severe incidents, ev

- considers whether the behaviour gives rise to concerns that the student exhibiting the behaviour and/or t
**Definitions, Identification and Initial Responses**.

- notification of/consultation with parents/guardians

- offering counselling to students who persistently bully / students who are persistently bullied

- implementing effective follow up strategies

- disciplinary action, at the Principal's discretion, including suspension and expulsion of students who persist

**Bullying and Other Support Services**

The following external support services are available to students and staff:

*Youth Liaison Officers*
Youth Liaison Officers are NSW Police Force members who are responsible for administering the Young Offenders A
crime by juveniles in the community.

The Youth Liaison Officer allocated to Pacific Valley Christian School is Senior Constable Snow. The Youth Liaison O

*School Liaison Police*
School Liaison Police are NSW Police officers who work with schools to reduce crime, violence and anti-social beh
the School Liaison police if they have any concerns.

Our School Liaison Police Officer is Senior Constable Snow. The School Liaison Police Officer can be contacted on

*Other Support Services*
Pacific Valley Christian School also provides access to Counselling Services.

*Office of the eSafety Commissioner*
The **Office of the eSafety Commissioner** provides resources, advice and strategies for parents, schools and children

**Staff Responsibilities**

All staff are responsible for:

- modelling appropriate, respectful and supportive behaviour at all times

- dealing with all reported and observed incidents of bullying in accordance with this Policy

- ensuring that any incident of bullying that they observe or is reported to them, is recorded appropriately

- being vigilant in monitoring students that have been identified as either students who persistently bully or

- considering whether the behaviour gives rise to concerns that the student exhibiting the behaviour and/o
  **Harm Definitions, Identification and Initial Responses**

- acknowledging the right of parents/guardians to speak with the School if they believe their child is being

**Signage**

Anti-bullying posters may be posted in strategic locations in the School to promote appropriate behaviour and en

**Implementation**

This Policy is implemented through a combination of:

- staff training

- student and parent/guardian education and information

- involvement of external bodies and authorities as and when appropriate

- effective incident reporting procedures

- effective management of bullying incidents when reported

- the creation of a 'no-bullying' culture within the School community

- effective record keeping procedures

- initiation of corrective actions where necessary.

**Discipline for Breach of Policy**

Where a staff member breaches this Policy Pacific Valley Christian School will take disciplinary action, including in

# Student Discipline Policy

**Vision Statement**

The purpose of Pacific Valley Christian School is to provide a Christian educational community

**Rationale**

All communities require standards of personal and interpersonal behaviour to be clearly stated necessarily bring consequences. Good decisions should lead to positive consequences while p

With the purpose of strengthening the community this policy will strengthen understandings ab The result of implementing this policy should be the discipling of young people to behave in w the welfare of the community.

**Source of Obligation**

The NSW Registration Manual (3.7.1 and 3.7.2) requires the School to have policies relating to d

**Discipline Policy**

Every student has the right to a learning environment free from bullying and intimidation and t

Discipline is necessary to ensure the safety and welfare of all our students, teachers and staff a

This policy sets the framework through which Pacific Valley Christian School manages student

**Strategies to Promote Good Discipline**

The School seeks to develop a culture of positive discipline by setting clear expectations of stu

- clearly setting behaviour expectations

- establishing specific teaching and learning programs

- communicating expectations with the wider School community

- acknowledging positive behaviours in a range of ways from informal verbal acknowle

- maintaining records with respect to student behaviour.

**Prohibition of Corporal Punishment**

It is our policy that:

- we prohibit corporal punishment

- we do not explicitly or implicitly sanction the administering of corporal punishment by

The use of any corporal punishment by a staff member is strictly prohibited. Any staff member v

**Procedural Fairness**

Students have a right to procedural fairness in dealings that involve their interests. This includes

The principles of procedural fairness include the right of students to:

- know what the rules are and what behaviour is expected of them

- have decisions determined by a reasonable and unbiased person

- be informed of, and have an opportunity to respond to, any allegations against them

- be heard before a decision is made

- have a decision reviewed (but not to delay an immediate punishment).

Pacific Valley Christian School is committed to ensuring procedural fairness when disciplining a

**School Rules and Expected Standards of Behaviour**

Students are expected to abide by the rules of the School, and the directions of teachers and

Examples of written rules that students are expected to follow are dealt with in:

**Student Code of Conduct**

**Bullying Prevention and Intervention**

**Drugs - Illicit (Student Use Of)**

**Consequences**

There are a range of consequences that students will face if they breach School rules or are di

- warnings or reprimands (verbal or written)

- time outs

- clean up duties

- cancellation of privileges

- withdrawal from School activities

- lunch time detentions

- after school detentions

- suspension

- expulsion.

Details about procedures in relation to discipline are outlined in the **Staff Handbook**.

The decision to suspend a student may only be made by the **Head of School**, **Assistant Principa**

**Procedures for Suspension, Expulsion and Exclusion**

Suspension Procedures

Removal from class

- The School may remove a student from class studies on the grounds of misbehaviour b teacher's instructions; behaviour that puts the safety of other students at risk; ongoi

- Removed students must abide by the conditions of their removal from studies which w

- Where the student is provided with homework or other studies for the period of the rer

- Removals from class will be recorded in the School Management System and in the st

- Periods of 'removal from class' will not be included in attendance calculations.

School initiated Suspension of Studies

- The School may initiate a suspension of studies for a student on the grounds of misbeh
i) Repeated failure to respond appropriately to the authority of the School including in re

ii) Any behaviour that puts the safety of other students significantly at risk that significantl

iii) Any unacceptable behaviour outlined in the **Student Code of Conduct**.

- Suspended students must abide by the conditions of their suspension from studies whi

- Suspensions will be recorded in the School Management System and in the student fil

- Students will not return from suspension until after a satisfactory interview between the

- Guidelines in relation to procedural fairness will be followed in relation to all suspension Handbook.

Expulsion

The School may assert its right to expel a student for:

- Repeated failure to respond appropriately to the authority of the School including in r

- Any behaviour that puts the safety of other students significantly at risk that significant

Expulsion Procedures

- Where a disciplinary issue arises which may result in expulsion the school will investigat
  include the student being provided with information about the nature of the allega

- If after receiving the results of the investigation and hearing representations from the s
  advise the student and parents/carer that this recommendation has been made.

- The parents/carer or student may appeal against that recommendation to the **Princip**
  parents/carer have been advised of the recommendation.

- If no appeal is made within the time specified, the **Principal** will advise the student an

- If the student or parents/carer have lodged an appeal, the **Principal** will consider the
  The **Principal** will then advise the student and parents/carer of the decision.

- The decision made by the **Principal** will be final.

<u>Exclusion</u>

Pacific Valley Christian School does not act to exclude students.

**Implementation**          Details in relation to the Discipline procedures in the School are found in the **Staff Handbook**.

# Complaints Handling Policy

Our ability to identify, manage and promptly resolve complaints, received from parents, students, and other key stakeholders, is a key part of our Governance Program.

To manage complaints effectively, we have established a Complaints Handling framework in line with the Australian and International Standard for Complaints Handling (AS ISO 10002-2006).

**Vision Statement**          The purpose of Pacific Valley Christian School is to provide a Christian educational community

**Rationale**          The purpose of Pacific Valley Christian School Complaints Handling Policy is to provide a studer
conciliatory process.

**Policy**          Pacific Valley Christian School recognises that it is good and fitting that members of communit
amongst the parties involved.

**Definition of 'Complaint'**          A complaint is:

*"An expression of dissatisfaction made to an organisation, related to its products or services, or*

The term 'complaint' is used to refer collectively to any inquiry, comment, complaint or dispute

A complaint can sometimes be difficult to distinguish from other communications such as critic
unprofessional behaviour. Complainants may include both parents and students.

**Complaints Management Principles**          When managing a complaint or an appeal, the School will:

- Provide information to the school community about how and where to complain and

- Ensure that complainants are informed as to the progress of their complaint and ensu

- Aim to understand the complaint from their point of view and ensure that complaints

- Make sure all complaints are addressed, on their merits, in an equitable, impartial, obj

- Keep complaints confidential and ensure that personal identifiable information about
  complaints should not discuss these with other students or staff other than with the

- Keep records of complaints and the information collected in the complaints handling

**How The School Handles**          **Verbal Complaints**

Staff members receiving a verbal complaint should listen and acknowledge the complainants

| | |
|---|---|
| **Complaints** | **Written Complaints** |
| | All written complaints should be acknowledged in writing and responded to as soon as possibl |
| **Process for making complaints** | • **Students** |
| | a) Students should at the first instance approach the staff member and attempt to resolve t |
| | b) If this is not resolved, students should approach the relevant staff supervisor. In the case o Head of School if a resolution is not reached. In the case of a curriculum issue students will b Curriculum. Students (Yrs. K-4) should approach their Year Advisor and may do so with paren |
| | c) If the matter cannot be resolved through mediation, the matter will be referred to the Ass |
| | d) At this point, the student should notify the school in writing of the nature and details of th |
| | e) The Assistant Principal and Head of School will log the complaint in the Complaints Regist |
| | f) Each complainant has the opportunity to present his/her case to the Assistant Principal. St |
| | g) The formal complaints process will commence within 10 working days of the lodgement o |
| | h) Once the Principal has come to a decision regarding the complaint, the student will be in |
| | i) If the complaints procedure finds in favour of the student, the School will immediately impl |
| | j) If the complaints procedure does not find in favour of the student or the student is dissatisf |
| | k) The School undertakes to finalise all complaints procedures within 20 working days. |
| | l) For the duration of the appeals process, the student is required to maintain enrolment and |
| | • **Parent(s) / Legal Guardians** |
| | a) In the case of an initial concern, the parent should contact the staff member concerned |
| | b) If the issue is not resolved, parent(s)/legal guardians should contact the Year Advisor or th case of a curriculum issue the grievance will also be referred onto the Dean of Curriculum. |
| | c) If the matter cannot be resolved through mediation, it will be referred to the Assistant Prin |
| | d) At this point, parent(s)/legal guardians must notify the school in writing of the nature and |
| | e) The Assistant Principal and Head of School will log the complaint in the Complaints Regist |
| | f) If the matter cannot be resolved, it will be referred to the Principal. |
| | g) Each complainant has the opportunity to present their case to the Principal. Parent(s)/leg |
| | h) The School's formal complaints process will commence within 10 working days of the lodg |
| | i) Once the Principal has come to a decision regarding the complaint, the parent(s)/legal g |
| | j) If the complaints procedure finds in favour of the parent(s)/legal guardian, the School will |
| | k) If the complaints procedure does not find in favour of the parent(s)/legal guardian or the them at minimal or no cost. |
| | The School undertakes to finalise all complaints procedures within twenty (20) working days. |
| **Complaints Handling Procedures for Misconduct or** | When a student or parent/caregiver makes a formal complaint regarding misconduct or repor |
| | • Provide information to the stakeholder to make a written notification to the Principal. |
| | • This can be done using a School email account, posted letter, or hand delivered lette |

| | |
|---|---|
| **Reportable Conduct** | • The School will provide in writing an acknowledgement of the received complaint and witnesses, and interviews with the staff member about whom the complaint has be |
| | • The School will periodically update the complainant on the investigation process (as c |
| | • Once the investigation has been finalised, the complainant parent/caregivers will rec information about an investigation and the outcome of an investigation. |
| | • Due to the nature of certain allegations, there may be an external investigator handli |
| **Key Steps in the School Complaint s Handling Process** | • Where the complaint is about misconduct or reportable conduct of the Principal, this Complaints must be addressed promptly in accordance with their nature and level of urgency |
| **Dealing With Informal Complaint s** | There are likely to be many occasions where someone makes a statement, or sends an email, be quickly and easily achieved, usually through verbal communications. Whilst an individual ca formal rectification action. |
| **Receiving And Logging Complaints** | All complaints received (whether verbally or in writing), must be recorded. |
| | In the event that a complaint, whether it be written or verbal, is received and is not an informa complainant. |
| | In less serious instances this acknowledgement may be a relatively informal email communicat |
| | In all circumstances the acknowledgement should be provided as soon as possible. |
| **Immediate Acknowle dgement of Complaint** | The School should immediately acknowledge the receipt of complaints and address them pro |
| **Target Resolution Timeframe** | The school aims to resolve all complaints within twenty (20) working days. |

## Internal Grievance Procedure

The Internal Grievance Procedure is intended to be provided to the staff of the school in order to provide a mechanism for resolving disputes and/or grievances about matters at work such as internal complaints about the work environment or issues of misconduct or poor performance. The Procedure document specifies a process to be applied to such grievances when raised with the school and also makes clear that the school will decide the most appropriate method of dealing with the matter on a case by case basis. Resolution of issues of concern and preservation of relationship should be sought and the wellbeing of the staff involved should be a primary consideration. All grievances should be dealt with prayerfully in the context of a Christian community.

| | |
|---|---|
| **What is a Grievance?** | A grievance is a statement by a staff member about a work-related problem, concern or complaint. It may be a |
| **Grievance Resolution - General** | If you have a grievance you are entitled to use the following processes to have it resolved. The best way of resolvi unnecessary escalation of the problem. There are a number of options open to you and you should choose the o |
| **Procedural Fairness Applies** | Throughout this grievance resolution process the principles of procedural fairness will apply. This means: |
| | • the person with the grievance and the person against whom the grievance is made to have the opportu |
| | • an objective investigation of issues or facts which are in dispute |
| | • that the person dealing with the grievance is free from bias, or the perception of bias, and is not 'judge in |

- that any complaint outcome is supported by the evidence, necessitating a finding on the balance of pro

- that the outcome is consistent with the established policies and/or procedures relevant to the grievance

Whilst it is the School's policy that these elements of procedural fairness are to be applied to each grievance rece

| | |
|---|---|
| **Grievance Resolution Procedure** | **Option 1**<br><br>If you have a grievance in relation to a decision or action of a staff member at the school you should, if it is appro relevant person/s if you feel comfortable in doing so. You should indicate the substance of your grievance and a<br><br>**Option 2**<br><br>If it is not appropriate that it be raised with your direct supervisor, raise your grievance with their Supervisor i.e. Hea possible concerning the substance of the grievance. If you are not able to put it in writing, you can raise the griev |
| **What will the School do if a grievance is raised?** | The School will determine the most appropriate method of dealing with the grievance, including who will investiga<br><br>a) requesting further information from you;<br><br>b) requesting information from other co-workers or third parties;<br><br>c) meeting with you or others involved in the grievance;<br><br>d) reviewing and responding to the grievance or arranging for an appropriate person to review and respond to th<br><br>e) facilitating a meeting between you and the person(s) that the grievance is about.<br><br>On receipt of a grievance the School will generally take the following steps:<br><br>a) determine the best method of handling the grievance;<br><br>b) advise you of the likely steps that will be undertaken by the School in relation to the grievance;<br><br>c) advise the person(s) that the grievance is about of the nature of the grievance and seek their response;<br><br>d) collect any additional information the School considers necessary to properly review the grievance; and<br><br>e) advise both you and the person(s) that the grievance is about of the School's response to the grievance and if<br><br>However, there may be circumstances in which some of the steps outlined above are not appropriate and the Sc<br><br>A staff member who raises a grievance and the person(s) that the grievance is about may elect to have an appr grievance it may not be appropriate for the support person to be a work colleague. |
| **What will occur if the grievance is in relation to teacher accreditation?** | The Internal Review procedure will be used as outlined in the **Maintenance of Accreditation Policy** and the **Susper |
| **Appeals Proce** | In the event that a staff member has been through the procedures above and does not agree with the process a the grievance.<br><br>After giving due consideration to the grievance the Principal may do one or more of the following:<br><br>i) seek to resolve the matter directly; or<br><br>ii) initiate an investigation into the matter using mediation eg AISNSW.<br><br>Any determination made by the Principal with regard to the grievance will be final.<br><br>In the event that the grievance is in relation to the Principal or if the determination of the grievance by the Princip Principal's decision, that the grievance and its determination be referred to the Executive Principal. |

**PROGRAMS PROMOTING RESPECT AND RESPONSIBILITY**

As a Christian community we strive to demonstrate practical care and compassion to others, both those who form part of the community and those beyond. This care extends to students, parents, staff, the local community and to other communities. As with all fundraising, service, and mission events the students learn about and practise serving others as a means of promoting growth in their character development in relation to respect and responsibility, perseverance, and connection.

## Mission and Service

At the heart of our school culture is the desire for our community to highly value and be committed to serving, both locally and globally. 1 student was able to take the opportunity to go to Vanuatu in December. 3 mission trips have been planned for 2023.

## REVIEW OF 2022 IMPROVEMENT TARGETS

Following our 2021 Annual Report the following were identified as goals for 2022. Provided below is a response to the school's achievement in response to each of these goals.

**Strategic Objective 1**

TEACHING: Continue to develop <u>teaching</u> as a relational activity informed by research data, theory, and the Bible:

- Provide pastoral care to support the wellbeing of students
- Develop a culture of respect
- Analyse NAPLAN data, standardised tests, and other research to modify and adjust teaching strategy
- Engage fully in the visible learning program
- Develop Christian perspectives in curriculum
- Focus on reading as a teaching priority

**Strategic Objective 2**

LEARNING: Continue to develop <u>learning</u> as a life-long process informed by research data, personal testimonies, varied communications, and the Bible:

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

**Strategic Objective 3**

SERVING: Continue to develop <u>serving</u> as an expression of the gifts given by God to bless our community (locally, nationally, and globally) through Mission:

- Communicate effectively in the school community
- Maintain a culture of openness to feedback in the community
- Use the gifts of the school and wider teaching profession to advance the capacity of the Christian Education Development Program (CEDP) on a local, national, and global level
- Staff Induction

**Strategic Objective 4**

CHRISTIAN CHARACTER IN COMMUNITY: Continue to develop the <u>Christian character</u> of each member of the <u>community</u> as an act that glorifies God:

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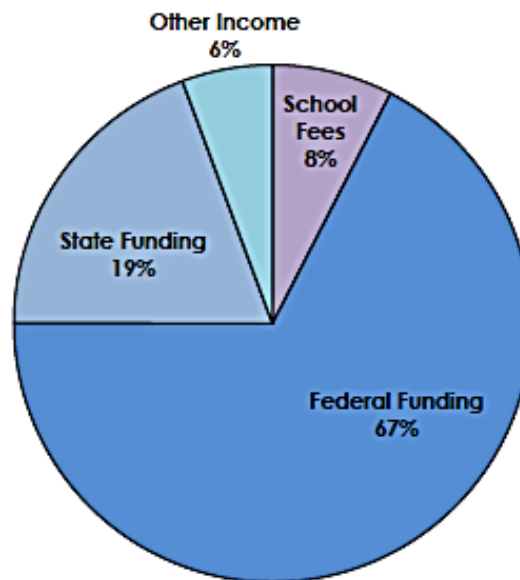- Consistently monitor the stewardship of our resources
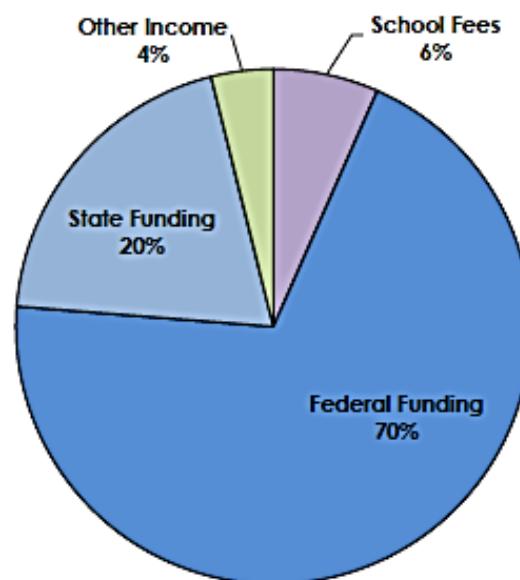
## SUMMARY OF FINANCIAL INFORMATION

**Pacific Valley Christian School**
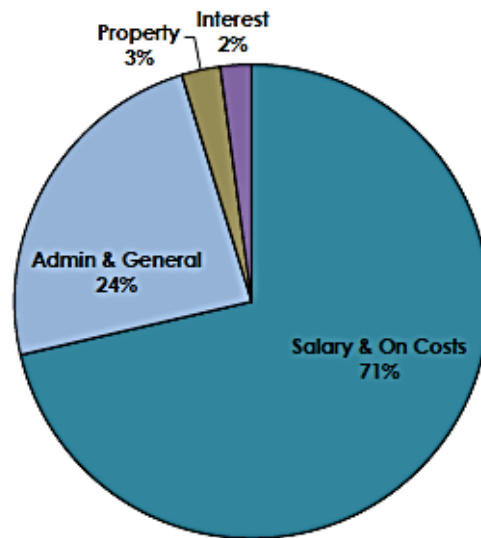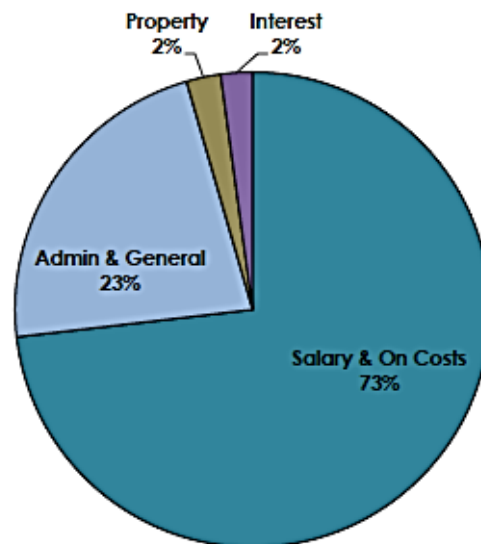**Income Expenditure Graphs**

### INCOME SOURCES

**2022**



Other Income
6%

School Fees
8%

State Funding
19%

Federal Funding
67%

**2021**



Other Income
4%

School Fees
6%

State Funding
20%

Federal Funding
70%

**Pacific Valley Christian School
Income Expenditure Graphs**

## EXPENDITURE AREAS

**2022**



Property 3%
Interest 2%
Admin & General 24%
Salary & On Costs 71%

**2021**



Property 2%
Interest 2%
Admin & General 23%
Salary & On Costs 73%

Should you have any questions regarding this information or would like other additional information regarding the school, please contact the Executive Principal, Dr E J Boyce, through reception on 02 9651 0700.