



# Coffs Harbour Christian Community School

# Annual Report 2016

This report is prepared according to the requirements for registered and accredited non-government schools under the *Education Act 1990* (NSW), as specified in the *Registered and Accredited Individual Non-government Schools (NSW) Manual* (Section 3.10.1). It provides general information to the community about the school's ethos and character as well as its academic and financial performance. More specific information can be obtained by contacting the school directly.

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*© Coffs Harbour Christian Community School Ltd.  
226 Bonville Station Road  
BONVILLE NSW 2450*

Telephone: (02) 6653 4000

Facsimile: (02) 6653 4048

Email: [admin@coffscs.nsw.edu.au](mailto:admin@coffscs.nsw.edu.au)

Website: <http://www.coffscs.nsw.edu.au/>

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# Overview

Coffs Harbour Christian Community School (CHCCS), established in 1981, is a co-educational non-government school for students from Kindergarten to Year 12 with a current enrolment of 891 students.

It exists to provide an educational experience where the biblical teachings of Jesus Christ are presented as the core values. The school is located on the NSW Mid-north Coast serving the coastal and hinterland communities from Macksville to Woolgoolga and Bellingen to Dorrigo. We operate from three campuses in Bonville (Middle and Senior Schools, Years 6 to 12), Coffs Harbour (Junior School, Kindergarten to Year 5) and Sherwood Cliffs (Primary School, Kindergarten to Year 6).

The school has an open entry policy, meaning that if a position is available and the parents are in agreement with having a biblical Christian worldview presented as core values for their children, anybody may apply for enrolment.

We endeavour to provide a safe and caring environment where we maintain an expectation of genuine individual effort and positive interpersonal relations amongst students. The school has opportunities for students to engage in various sporting activities from competition to leisure. Drama, music, intellectual extension (e.g. Tournament of Minds), equestrian, dance, overseas mission trips, language and cultural exchange programs (e.g. Bali Buddies) and Christian Outreach programs are part of the curriculum.

The school also has a "learn to fly" aviation program for students. A Vixen A32 aircraft is used to provide this program under the guidance of experienced instructors. This program operates from a school-owned hangar at Coffs Harbour Airport.

The school is associated with Christian Schools Australia.

# A Message from the Board of Directors

It is a privilege to serve our community and school body in the calling and ministry of Christian education. We have continued with our vision to see an ongoing engagement of our students with the teachings of Jesus Christ. It is our hope that each student will have the opportunity to seriously consider the Christian faith as the true way of life, and accept it as the way of life for themselves.

As a school we engage Christian staff to implement this vision. Principles of Christian education are founded on a curriculum which includes the entire learning environment. The values-base to the written curriculum is the teachings of Jesus Christ from which all other curricula are given relevance. In the classroom these principles are central to all teaching programs, while meeting all of the syllabus content set or endorsed by the New South Wales Board of Studies and Educational Standards (BOSTES).

We are very supportive of the mission focus of many of the students and staff. It is a genuine blessing to see Christian students sharing their faith with peers and engaging in practical mission trips both locally and overseas. As the school's Board of Directors we wish to see this Christian focus continue within the school's operations. The school exists for the prime purpose of teaching young people about Jesus Christ so that their education might be founded in the Christian faith. We believe that we are maintaining a genuine Christian Community School.

As a comprehensive school, we see all students of equal value before God. As such, we encourage all to strive to use their talents to fulfil their best efforts in whatever they seek for the betterment of life. Not all can be elite achievers, in fact only a few can be at this level. Our school endeavours to accept all as precious in God's sight and thus worthy of recognition and opportunity. We aim to provide a good educational experience for all students and see each achieve well, according to their individual gifting.

The academic achievement of students at the Higher School Certificate in 2016 was pleasing. A number of our students achieved merit listing in their HSC subjects. We enjoy seeing our students achieve at this level in conjunction with our belief that all people, whether multi-talented or single-talented, are precious to God. This value exceeds any nominal scoring. The cultural, academic, relational and sporting aspects of the school have continued to be enriching experiences for our students. We are proud of the efforts of the students and the positive commitment of our teaching staff.

The school's "Indonesia Program" has continued to flourish. For the third year a group of students from Years 8 to 11 from our sister school, Sekolah Harapan, and the Widyasih Foundation children's homes in Bali, Indonesia, travelled to Coffs Harbour and spent three weeks attending our school as honorary students (complete with CHCCS uniforms). They participated in a number of activities designed to help develop their English language skills as well as enrich their cultural experiences. Needless to say, the visit was as much an enriching experience for our school community as it was for our young visitors.

Our Skype program continued to develop and grow during 2016. We have now partnered with three Indonesian schools to conduct regular Skype sessions between students from Kindergarten to Year 10. We have established connections between individual students in our "Bali Buddies" program. We are looking forward to the growth in character and development of positive relationships between the students from both cultures and nations.

CHCCS is sound financially. The school leadership is cohesive and focused upon the attainment of the school vision. The community demand for enrolment access is positive and we believe, with current resources, we are operating at peak enrolment levels.

As a Board of Directors we are very proud of the school. We commend our staff for their dedication to service. The community respects our school and this respect is earned by all who serve in the school.

The school has no parent representative body because governance is undertaken by the Board of Directors on behalf of Coffs Harbour Baptist Church. The Principal is responsible for all day to day operations and he works in co-operation with the Board for development of plans and accountability.

**David Hamilton**

**Board Vice Chairman on behalf of the Board of Directors**

# A Message from the Student Leaders

In 2016 the school's Student Executive comprised two School Captains, two Vice-captains and four additional executive members from Year 12. The Executive represented the school at a number of events including the ANZAC ceremony in Coffs Harbour.

The school executive organised a number of fundraising events in the school. These events included school socials, Valentine's Day and Mufti Days. A total of \$3,637 was raised from these activities and the money was presented to the Principal for use in scholarships and development programs for the student body. Students from the Executive were also involved in mentoring Year 10 students with Stage 6 subject choices and speaking about the benefits of completing Years 11 and 12 at CHCCS.

Many students from our school were involved in community service activities throughout the year including Red Shield Appeal, 40 Hour Famine, Club Red (giving blood), White Ribbon Foundation (\$537 raised), Soldier On Foundation (\$648 raised) and Westpac Helicopter Service (\$420 raised).

The Executive functions as a body which meets together at lunchtime each Monday to discuss, with Year 12 Devotion teachers, issues such as Mufti Days, planning for major events such as Year 12 Formal and the Year 12 Final Assembly. It is an opportunity for the students to have a voice within the school on relevant student issues. Executive students are also given instruction to develop their leadership skills, with key leadership components taught each week by their mentoring teacher.

The Student Executive has functioned very well during 2016. They were encouraged at the beginning of the year to create an objective that they could aim to reach. They decided upon the goal to "***Develop a Christ-centred sense of community within our school and community through a focus on serving others.***" Students were then encouraged as to how they would go about achieving this objective.

They were all actively involved in service to our school community but wanted to establish a lasting legacy. As a result, a Friday lunchtime fellowship with worship, prayer and student-led devotions was birthed. They called it "United", where students from any church or background would all unite together and pray for our school and community. There were to be no games, no food, no frills; simply sharing the Word of God, worship and prayer. Students from Years 9 to 12 were invited and we saw regular attendance from 50 or more students each week. It is planned to continue this student initiative during 2017.

Wade Parker  
Director of Academic Studies  
On behalf of the Student Executive

# Our Values and Practices

Teachers and students at Coffs Harbour Christian Community School belong to a range of local Christian denominations. They are bound together in a common purpose through beliefs that are clearly summarized in the school's Statement of Faith.

However, we are a non-selective school and while all staff members are Christians, many families who attend our school are not a part of the local Christian community nor followers of the Lord Jesus Christ. They join our school family in the full knowledge and agreement that our Christian faith will be actively taught to their children at school, regardless of their own personal beliefs. Nevertheless, all staff members are expected to be sensitive to the children in their care with regard to the beliefs they may live out at home.

For the school to prosper as a genuine community and to live according to our biblical values, it is important not to offend or trouble those within our care who follow ideological or theological conventions within their home or denomination, which may not be fundamental to our faith. Tolerance to such differences is a fundamental value that we all should uphold, while ever it is not opposed to the school's Statement of Faith. Any necessary correction of contrary beliefs must be brought in gentleness and love within the larger setting of our Christian community.

## Promoting Respect and Responsibility

The school has a culture of promoting respect and responsibility amongst students. This culture is inculcated at all levels of the school and it commences at the initial enrolment interview.

As a Christian School we clearly stand for the learning and displaying of respect and responsibility. The teachings of the Bible specifically admonish all who worship God the Creator to exercise these attributes in their daily living. The essence of all teaching on these issues can be itemized in the Judeo-Christian "Ten Commandments". These can be fulfilled in practicing the teachings of Jesus Christ who said that all the law and teachings of the ancient prophets can be achieved in the following:

"Love the Lord your God with all your heart ... and your neighbour as yourself."

The main thrust of our school's teaching program in this area is undertaken in our daily time of devotions and weekly school "Churchtimes". This is supplemented by ongoing teaching and modelling in our daily interactions.

The school has maintained an ethos of helping others for many years. We do not have major fundraising programs to raise money for ourselves, rather we fundraise for the benefit of others. Some examples of fundraising efforts by staff and students during 2016 include:-

- Salvation Army Red Shield Appeal
- Soldier On Foundation
- White Ribbon Foundation
- Jeans for Genes
- Westpac Helicopter
- 40 Hour Famine
- Run for Membantu

A team of senior students also co-ordinate a donor program for the local Red Cross Blood Bank which involves a substantial number of senior students donating blood to support our local community.

Students make regular trips to Bali to work in orphanages. We are direct supporters, through finance and clothing donations, to Bali Life Orphanage and Bali Protestant Church Orphanages. Our Cross Country athletics carnival operates under the banner of "Run for Membantu" and is an event used to raise money for our mission programs in Bali. Over the past seven years, more than \$150,000 has been raised with all monies going directly into charitable works within the children's homes.



The Middle School has a student development program which encourages school and community service. Achieving students are also recognized and rewarded.

Specific leadership activities are also undertaken by students to equip them to lead their peers in the form of seniors mentoring juniors and school leaders running connect groups for younger students.

# Our Community - Parents

We believe that Coffs Harbour Christian Community School serves our local community exceptionally well and that parents and students enjoy a high level of satisfaction with our school's philosophy and operation. Support for this belief rests with several lines of evidence.

Many of our families send their children to the school for the entire duration of their children's school careers, from Kindergarten to Year 12. We have long-standing supportive relationships with these families which has brought benefits back to the school itself. Many former students send their own children to our school.

As demand for enrolments outstrips supply, we maintain waiting lists for many year levels. In a regional area such as Coffs Harbour, where the population is very transient and statistically one of the lower socio-economic areas of the country, this is clear evidence of parent satisfaction.

# Our Community - Staff

## Staff Satisfaction

As with our parent and student support, we can confidently affirm that there is a high level of satisfaction from our staff who diligently serve and minister at CHCCS.

Most of our staff remain at the school for long periods of time, with a high proportion accessing long service leave. This in itself is evidence of staff satisfaction within the school. People seek employment at the school with real interest in our ethos and achievements, and they tend to stay.

Furthermore, 21 staff members are former students of the school. They have sought to begin their professional careers here and are committed to the vision which was imparted into their lives whilst they were students.

## Workforce Composition

The school's workforce is made up of people from a wide range of backgrounds, cultures and life experiences. We employ young graduate teachers (many previous students) across our campuses. We employ people who have come into teaching at a later stage in life, bringing with them valuable professional and personal skills that can enrich our curriculum development and stimulate learning in the classroom. We employ people of indigenous descent and people from other cultural backgrounds, including Myanmar, China, Indonesia, Europe and North America. CHCCS demonstrates the very best of Australia's multicultural heritage and diversity that is made manifest through the common brotherhood of our faith, our humanity and our Australian identity.

The teaching staff receive support from a total of 10 full and part-time school assistants who work as laboratory assistants, library assistants, computer administrators and classroom assistants.

An administration team and maintenance team are also employed to ensure that positive operation of the school educational program is soundly delivered.

Total workforce at CHCCS includes:

- 59 Teaching staff (58.6 FTE\*)
- 54 non-teaching staff (47.8 FTE\*)

\* FTE = "Full Time Equivalent"

## Staff Qualifications and Accreditation

All teaching staff who are responsible for the delivery of curriculum under the Education Act (1990) have teaching qualifications from a higher education institution within Australia or are recognized within AEI-NOOSR guidelines.

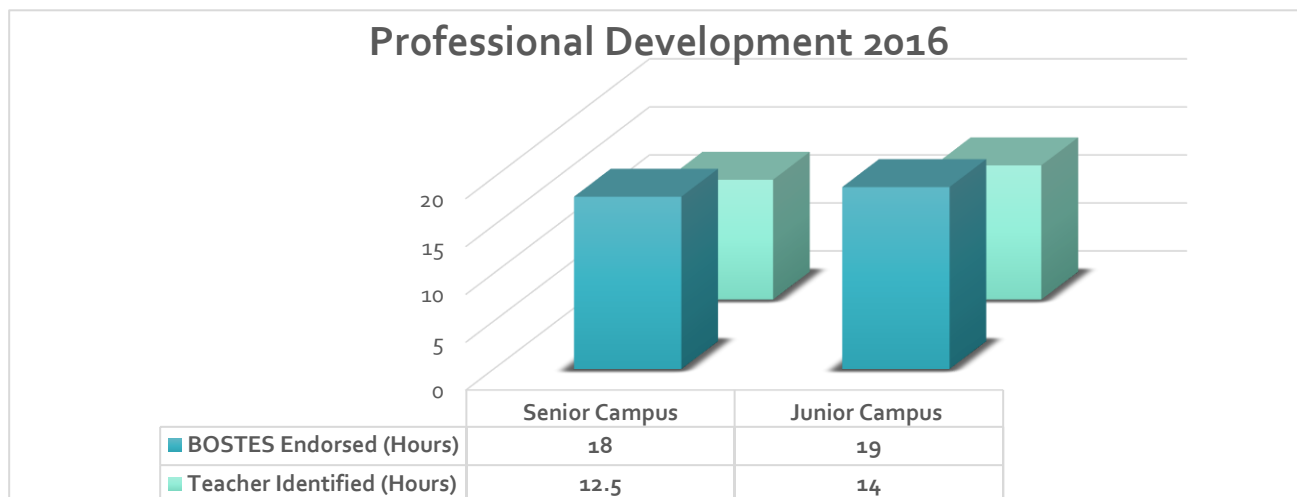
All teaching staff were accredited during 2016 to teach in NSW by the BOSTES at the following levels:

- Existing teachers (pre-2004) - 33 staff
- Proficient Level - 21 staff
- Provisional/Conditional - 5 staff

## Professional Development and Learning

All members of the teaching staff at CHCCS participated in professional development and learning in 2016 for an average of 10 days per teacher. The average expenditure on professional development and learning per teacher in 2016 was \$2,272.00.

The school provided for teachers, at our three campuses, a range of professional development sessions categorised as both “BOSTES Endorsed” registered courses and coursework categorised as “Teacher Identified” professional development. The time allocated to each of these categories of professional development are summarised in the table below.



Each term one staff meeting is specifically set aside for staff professional development in specific areas of curriculum and school operation. General staff meetings are also used to provide short instructional sessions called “Teaching Tips”. Many procedural matters requiring explicit instruction and upskilling for staff (such as child protection, emergency management, supervision etc.) are also presented during these meetings.

Teaching staff return to work several days prior to the commencement of Term 1 and work under the direction of faculty heads to ensure courses, resources and planning are professionally attended to in order to ensure a positive, efficient start to the learning experience as soon as students arrive for classes.

Particular staff also attended individual professional development training throughout the year in areas such as: English, PDHPE, School Leadership, Visual Arts, Drama, Sports Management, Mathematics, Brain Gym, Teaching Agriculture, Library Management, School Finances and Information Technology.

CHCCS established the Teacher Training Centre in 2008 to provide a range of Professional Development opportunities that would specifically assist the professional learning of teaching staff at CHCCS, but more broadly among Christian schools in the northern regions and throughout NSW.

The Teacher Training Centre is a BOSTES endorsed provider of registered professional development for the maintenance of accreditation at the level of Proficient Teacher. Its scope of endorsement includes all elements of the Australian Professional Standards for Teachers. Since becoming an endorsed provider, the Teacher Training Centre has delivered more than 55 registered professional development courses.

As part of our staff professional development program, we conducted a four-day professional development series. The first two days focused on our own teachers, with one day handed over to Dr Bill Rogers who provided intensive instruction on “Advanced Behaviour Management Skills.” Over the remaining two days the Teacher Training Centre hosted the 2016 Mid-Year North Coast Christian Schools Conference, which presented courses on “Effective Behaviour Management in the Primary and Secondary School (K-12)” (Dr Bill Rogers) and “Curriculum Connections VI- Highly Engaged Students in the Classroom”. This conference was well attended by more than 160 teachers.

## Staff Attendance and Retention

The teaching staff at CHCCS are dedicated professionals who invest much of their lives into their roles as educators. Our administrative and support staff are no less dedicated and equipped for their appointed roles. Many are also parents, some of whom have their own children enrolled as students in our school. They are active members of their local churches and as a result are valued community members and citizens. We are blessed and very proud of all of our staff.

Our staff attendance rates are calculated based on the number of school days available, less any leave associated with work activities, such as excursions or professional development, as well as long service leave. We also do not include absences in relation to school missions and outreach activities. During 2016 our staff attendance rate was 95.7%.

As mentioned earlier in relation to staff satisfaction, the retention of our staff over long periods of time attests to their commitment to our Christian community and their profession as educators. Changes that have occurred resulted as much from retirements as any other factor, although there has been some movement of staff due to school restructuring and changing personal circumstances. Our school is growing and this is reflected in the steady increase in the number of staff employed at the school. Overall the staff retention rate during 2016 was 91%.

# Our Community – Students

## Characteristics of the Student Body

CHCCS is a co-educational school for students from Kindergarten to Year 12 with a current enrolment of 891 students, of which 470 are girls and 421 are boys.

We have a broad range of cultural backgrounds within our student body. Students identifying as Indigenous make up 2% of our enrolments, while students from a language background other than English comprise 8% of our student body.

We also have 129 students enrolled who receive disability support in the way of adjustments for a range of physical, emotional and cognitive conditions. Of those, there are 19 students eligible for federal government disability funding support.

A summary of our student distribution in relation to the Federal Government's Index of Socio-educational Advantage (ICSEA) is shown in the table below

## Continuing Enrolment

Please refer to the school's *Enrolment & Attendance Policy* for an explanation of all prerequisites for continuing enrolment. **The full text can be found in the "Policies" section of this report, and is available on the school's website.** For further information on our enrolment policies and procedures, please contact the school.

## Attendance

The attendance rates for students from CHCCS in 2016 are outlined in the table below.

Year	Number of Students	Full Day Attendance Rate (%)
Overall	891	93.0
Boys	421	92.8
Girls	470	93.1

Year	Ki	1	2	3	4	5	6	7	8	9	10	11	12
Attendance Rate (%)	94.5	95.3	94.5	92.9	94.5	93.5	94.2	92.0	91.8	90.6	90.4	93.3	96.3

## Non-attendance

All legitimate absences from school must be explained by the student's parents or caregivers **in writing** to the school as soon as possible following a student's absence. Absences not explained after all reasonable attempts have been made to obtain a note will normally be recorded as an unexplained absence.

For more information on student attendance and absences please refer to the school's *Enrolment & Attendance Policy* for an explanation of all prerequisites for continuing enrolment. **The full text can be found in the "Policies" section of this report, and is available on the school's website.**

## Student Retention Rates from Years 10 to 12

Traditionally, there is some movement of students at the completion of Year 10. This is generally driven by either a desire for particular subject offerings at the local Senior College or to seek the "freedom" supposedly offered by the Senior College because it is attached to the local University and TAFE campus. Low standards of student restrictions such as uniform, as well as perceived flexibility of timetables, are strong attractions to young people looking for greater personal independence. Interestingly, we invariably have some of these students asking to come back, the most common reasons cited as being a lack of direct care from teachers and the need for a very high level of self-discipline to complete. Those who do leave at the end of Year 10 tend not to be students who have spent a long time in our school.

The Year 10 (2014 cohort) retention rate through to Year 12 (2016) currently stands at 56%.

During 2016 all but one of our 50 Year 12 students, completed their Higher School Certificate. Please refer to "Higher School Certificate Results" in the section "Our Achievements" on page 15 of this report for a summary of the results attained by our Year 12 students.

# Our Achievements

## Student Outcomes in National Literacy and Numeracy Testing (NAPLAN)

National Assessment Program – Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9. It has been an everyday part of the school calendar since 2008. NAPLAN tests skills in literacy and numeracy that are developed over time through the school curriculum.

NAPLAN tests the sorts of skills that are essential for every child to progress through school and life, such as reading, writing, spelling and numeracy. The assessments are undertaken nationwide, every year, in the second full week in May. NAPLAN is made up of tests in the four areas (or 'domains') of:

- Reading
- Writing
- Language conventions (spelling, grammar and punctuation)
- Numeracy.

The 2016 NAPLAN results for CHCCS are available from the "My School" Website. Below are tables showing the results for our school, as compared to all other schools in Australia.

Year 3	Reading	Writing	Spelling	Grammar & Punctuation	Numeracy
Substantially Above Average					
Above Average	CHCCS	CHCCS			
Close to Average			CHCCS	CHCCS	CHCCS
Below Average					
Substantially below Average					

Year 5	Reading	Writing	Spelling	Grammar & Punctuation	Numeracy
Substantially Above Average					
Above Average				CHCCS	
Close to Average	CHCCS	CHCCS	CHCCS		CHCCS
Below Average					
Substantially below Average					

Year 7	Reading	Writing	Spelling	Grammar & Punctuation	Numeracy
Substantially Above Average					
Above Average	CHCCS				
Close to Average		CHCCS	CHCCS	CHCCS	CHCCS
Below Average					
Substantially Below Average					

Year 9	Reading	Writing	Spelling	Grammar & Punctuation	Numeracy
Substantially Above Average					
Above Average					
Close to Average	CHCCS	CHCCS	CHCCS	CHCCS	CHCCS
Below Average					
Substantially below Average					

The results show that, when compared to all other schools in Australia, CHCCS is achieving at average to above average levels. *In no area of literacy and numeracy testing did we fall below the national averages.*

In reading and numeracy, the majority of our students' results fall into the middle performance band for their grade. In Reading, students achieving in higher bands are slightly above the Australian average for Years 3 and 5. In Numeracy, students achieving in the highest band a slightly above average in Year 3, and at the average (or slightly below) in Years 5, 7 and 9.



The lowest performance bands in Reading and Numeracy show that our students are achieving good progress with greater numbers of students moving into Average performance bands. This suggests that targeted programs, such as our Language Support Unit and the timetabling of extension classes from Years 8 to 10, are resulting in a steady improvement in literacy and numeracy competence.

## Record of School Achievement (RoSA)

The Record of School Achievement (RoSA) is the exit credential for students who leave school before achieving a Higher School Certificate (HSC). The RoSA has been designed to provide grades for all Stage 5 (completed in Year 10) and Stage 6 Preliminary (Year 11) courses completed during a student’s secondary education.

Only students who leave school before completing their HSC are eligible to receive a ROSA.

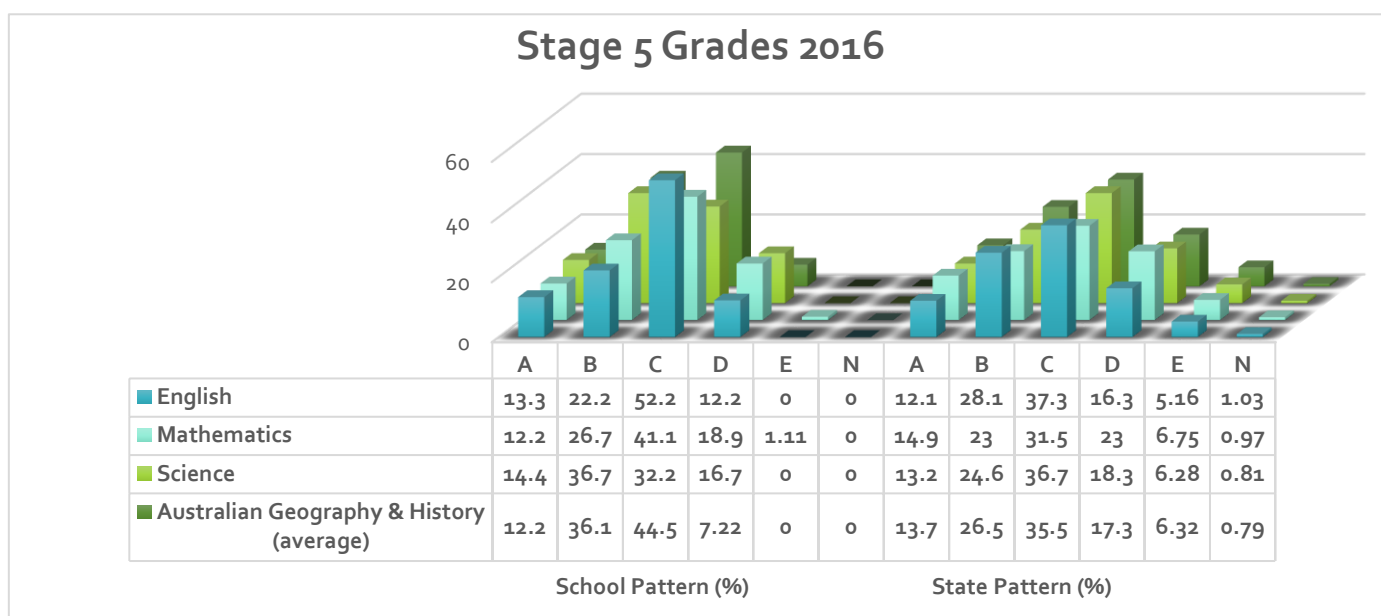
During 2016 there were 5 students who were granted a RoSA and have now entered the workforce.

## Stage 5 Grades

Teachers allocate grades (on an achievement scale of A to E) to all students completing their Stage 5 course, usually at the end of Year 10. Grades are also allocated and submitted to BOSTES for Year 11 courses (Preliminary HSC). The grades for all of the courses completed are submitted to the BOSTES at the end of the school year.

Teachers allocate grades for individual students by taking into account student achievement across a range of contexts over a period of time through the collection of data from assessment activities.

The distribution of grades for Stage 5 core subjects awarded during 2016 are summarised below.



The grades allocated are compared against the patterns evident across the whole of NSW. From the data presented in the table and graph above, it can be seen that our students’ achievements were consistent with overall State patterns, noting that we had very few students achieving at the grade of “E” and no students failed to complete a course (grade of “N”).

## Higher School Certificate Results

There were a total of 50 students who completed their Higher School Certificate (HSC) in 2016. This represents 98% of our Year 12 student cohort.

As in previous years, our students in 2016 achieved some outstanding results and made a positive contribution to our school during their senior years.

This year 62% (31 of 50) of our Year 12 students obtained a score of 80 or more in at least one subject. A total of 11 Band 6 scores were achieved.

Among our high achievers three students achieved excellence in Indonesian Beginners, obtaining first, second and fifth place in the State together with one other student gaining a place on the merit list. Other "Distinguished Achievers" included students in Industrial Technology, Senior Science, Advanced English, Food Technology and PDHPE.

We had three students whose Industrial Technology major works were chosen for the 2016 "In Tech" shortlist. One other student was also nominated for Art Express using the medium of photography for her Visual Arts major work.

We had no students in Year 12 undertaking VET, vocational or training during 2016.

## Trends in HSC Performance

The following table shows CHCCS student achievement for the last four years in each subject studied compared with the performance trends across the whole of NSW.

HSC Subject	School vs State Variation (%)			
	2016	2015	2014	2013
Agriculture	2.58	6.99-	2.92-	-
Ancient History 2 Unit	6.40-	-	7.30-	3.99
Biology 2 Unit	4.34-	5.16-	4.64-	1.94
Business Studies 2 Unit	3.54	2.77-	4.36-	1.57
Chemistry 2 Unit	4.96-	7.39-	8.38-	4.28-
Community and Family Studies	3.20	-	-	-
Drama 2 Unit	1.70-	-	-	-
English (Standard) 2 Unit	2.42-	1.33-	1.94-	3.54-
English (Advanced) 2 Unit	5.16	4.30-	0.63	1.59-
English Extension 1 Unit	1.56-	3.49-	1.56-	3.49-
English Extension 2 1 Unit	-	-	-	6.54-
Food Technology 2 Unit	6.61	6.93	5.57	16.80
Indonesian Beginners 2 Unit	9.70	0.73	12.56-	0.39
Industrial Technology 2 Unit	18.38	23.62	18.94	17.92
General Mathematics 2 Unit	5.09-	4.23	1.79-	10.67
Geography 2 Unit	-	5.29-	9.77-	3.64
Mathematics 2 Unit	4.20-	5.19-	0.34-	0.99-
Mathematics Extension 1	-	-	14.85-	6.70-
Modern History 2 Unit	0.15-	8.29	4.60	-
Music 1 2 Unit	6.06-	2.65	2.03-	5.42
PD/H/PE 2 Unit	6.01-	2.94-	1.92-	2.24
Physics 2 Unit	1.80-	13.79-	8.83-	2.28-
Senior Science	3.90	5.81	0.66-	-
Society and Culture 2 Unit	10.56-	2.69-	5.63-	4.05-
Studies of Religion II 2 Unit	2.88	0.94-	0.15	0.95
Textiles and Design 2 Unit	4.56	-	-	0.74
Visual Arts 2 Unit	1.89-	1.97	3.09-	1.41

Note: A dash (-) indicates that the subject was not offered in that year.

## Post-school Destinations

A survey of our Year 12 students from 2016 provided information on their plans and movements as they embark on further study, careers, missions and travel.

There were a total of 25 students continuing their education at university. Offers have been accepted for study in:

- Nursing (6)
- Business, including tourism, hospitality and hotel management (4)
- Geoscience (1)
- Exercise Science (1)
- Engineering (1)
- Education (Higher Ed., Teaching) (4)
- Theology (1)
- Criminology (1)
- Zoology (1)
- Commerce (1)

A number of offers to university were accepted but deferred (or July 2017 intake), including:

- Zoology (1)
- Defence Force (2)
- Mechanical engineering (1)

Vocational and trade training (by apprenticeship or TAFE) have also been taken up by 8 of our Year 12 students (a total of 16%), including:

- Carpentry/Building (2)
- Electrical (2)
- Early Childhood (2)
- Hairdressing (1)
- Furniture design (1)

A number of students have embarked upon missionary training through Youth with a Mission (YWAM), taking them to destinations including Hawaii, Mexico and Norway.

Finally, up to 13 students (26%) have chosen to travel or work locally and overseas.

# Our Goals

CHCCS aims to continue with engaging all its students in an environment where the teachings of the New Testament are put into practice in our relationships with God and each other.

These aims are always a priority and are under constant renewal as student cohorts enter and leave the school.

Academically, we plan to have each student achieve his/her best; the determining factor is the degree of effort and commitment contributed by the student.

The school has a reputation, developed over past years, of being a safe place of acceptance and peace. Maintaining this ambience as a reality is a task always requiring action and focus for improvement for everyone within the school community.

Improving facilities and learning opportunities are always a given improvement target for our school. However, improving our inter-relationship with each other and our school's focus upon the Christ-centred lifestyle has been, and always will be, our main improvement target. This involves respect together with responsibility being taught and expected in every area of school life.

## Reviewing Our Priorities from 2015

Our school-determined improvement targets that were set for 2015 were largely achieved. The goals and their level of achievement are summarised below:

- Buildings and grounds
  - The Junior School playground refurbishment was completed, including the installation of synthetic-surface mini soccer fields and play areas, repositioning and refurbishment of the infants play equipment, the building of an adventure playground and the creation of an outdoor drama area.
  - Our "Indonesia" program continued with good success, including the visits by a group of sponsored children from our partner organisation in Bali and the secondment of a teacher from our partner-school, Sekolah Harapan (Denpasar, Bali) on exchange for one term.
  - We completed the preparations for commencement of the SKILLS program for a group of selected Year 9 and 10 students in 2016.
  - The growth of our cattle herd through the natural breeding program in place.

## Setting our Targets for Improvement in 2016

In 2016 we established the following priorities for improvement and growth of our school's ministry and operation:

- Strengthening and further development of a stable leadership structure in the Senior School that embeds and ensures the effectiveness of our management practices.
- We will attempt to purchase the adjoining land to the Bonville campus with a view to future developments and expansion.
- We will implement our SKILLS program (an alternative learning program for selected boys who do not learn well in the traditional classroom) during 2016 with a view to broadening it to include girls in 2017.

- We will make preparations to implement a Teacher Coach role utilising experienced teachers within the staffing schedule with a view to providing enduring support for our teaching staff as they grow and become more skilled in their craft.
- We will continue to develop our agriculture facilities to build a positive farm environment with multiple learning opportunities.
- We will construct a new flying fox facility at our Adventure Centre that will be commissioned in 2017.

# Our Policies

## Enrolment and Attendance Policy

### Rationale

Coffs Harbour Christian Community School (CHCCS), established in 1981, is a non-government, combined, provincial school for students from Kindergarten to Year 12. It exists to provide an educational experience where the biblical teachings of Jesus Christ are accepted and seen as the way of true living in accord with God's requirements of mankind. The school endeavours to present a biblical Christian worldview as the basis of truth for living. The Christian faith, lifestyle and belief is seen as something greater than the outcomes sought through the syllabus

The school has three campuses – the Junior School Campus is in Coffs Harbour, and the Middle and Senior Schools operate at the Bonville Campus and a small campus is located at Sherwood Cliffs.

Co-educational and comprehensive in enrolment intake, the school endeavours to provide a caring environment with expectations of genuine individual effort and positive interpersonal relations amongst students. CHCCS is non-denominational in its biblical interpretation.

### Aim

Enrolment is open to all students whose parents are willing to have their children educated in a school where a biblical Christian worldview is presented as truth. Non-believers of the Christian faith are welcome to enrol their children in the school on the condition that they will accept and support the Christian faith, values and teaching that is presented in the curriculum of the school as part of the overall package of education being presented to their child.

The school draws its students from a diverse set of backgrounds, including various Christian denominations, non-believers and socio-economic settings. This policy sets out the priorities and conditions that facilitate orderly and equitable access for enrolment intakes.

## Implementation

### *Prospective Enrolments*

Parents wishing to enrol their child at CHCCS are required to:

1. Enquire at the school concerning enrolment of their child and obtain a Prospectus and Application Form
2. Make an appointment for an interview with the Principal.
3. Bring to the interview the following documentation:
  - a. The completed and signed Application Form
  - b. The child's Birth Certificate
  - c. School reports for the previous two years
  - d. Any NAPLAN (or equivalent) reports

In the event of a successful interview and the existence of an enrolment vacancy, a provisional position may be offered (or placement onto a waiting list in no vacancy exists). Should provisional enrolment be offered an enrolment fee will be payable.

### *Priority of Enrolment Allocations*

While every effort is made to provide equitable access to CHCCS for the entire local community, it is necessary to place some priority on the allocation of enrolments.

Enrolment allocations are offered according to the following order of priority:

### **Junior School**

1. Siblings
2. New students

### **Middle School**

1. Continuing students (entering Year 6 from the Junior School)
2. Siblings
3. Priority will be given to students from Macksville Adventist School entering Year 7
4. New students

### **Senior School**

1. Continuing students (entering Year 9 from the Middle School)
2. Siblings
3. New students

## *Continuing Enrolment*

The *Education Act (1990)* requires all children to attend school. It is the responsibility of parents and caregivers to:

- Ensure their child attends school regularly
- Promptly explain the absences of their children from school
- Provide written information to the school that offers a reasonable explanation for a child's absence.

Failure by parents or caregivers to comply with these requirements may lead to review of the child's enrolment (refer to "Attendance and Absences" below).

**Compulsory school age:** a child is of compulsory school-age if the child is or above the age of 6 years and below the minimum school leaving age.

**Minimum school leaving age:** the age at which the child completes Year 10 of secondary education or the age of 17 years. A child who completes Year 10 of secondary education but who is below the age of 17 years is of compulsory school-age unless the child participates on a full-time basis in approved education or training or if the child is of or above the age of 15 years, full-time paid work or a combination of approved education or training and paid work.

## *Discontinued Enrolment*

Enrolment at CHCCS is subject to the Terms and Conditions of enrolment described in the Application for Enrolment. Where possible, the school will attempt to assist in determining the destination of students whose enrolment in the school has been discontinued.

For students less than 17 years of age, where the destination is unknown, a DET officer with home/school liaison responsibilities will be notified of the student's name, age and last known address.

## **Attendance and Absences**

### *Attendance Records*

Student daily attendance is recorded in electronic form in accordance with the NSW Attendance Register Codes.

**Student attendance and absence records are confidential and contain highly sensitive information. They are legal documents that can be used as evidence in a court of law. It is therefore imperative that all staff protect the privacy and confidentiality of all students enrolled at CHCCS together with their family.**

The attendance register records, both attendance and absences from school together with all unexplained absences must be followed up according to the procedures below.



All legitimate absences from school must be explained by the student's parents or caregivers, **in writing**, to the school as soon as possible following the student's absence. A reminder notice may be issued by the student's roll marking teacher in order to follow up on any absence not already explained in writing. Absences not explained after all reasonable attempts have been made to obtain a note will normally be recorded as an unexplained absence.

### *Unexplained Absences*

If a student is absent for three consecutive days without notification, a school representative will endeavour to contact the student's parent or caregiver, with a view to discussing the student's absence and likely return to school. If necessary, arrangements will be made with the student's subject teachers for work to be sent home. A Student Absence Follow-up Telephone Record form is located at the back of daily attendance registers.

If a student is absent without explanation for a prolonged period (more than three days), or unexplained absences are frequent and ongoing, a school representative will contact parents or caregivers to arrange an interview. At this interview stage the issue of the continuing enrolment of the child may be raised (refer to "Continuing Enrolment" above).

#### **Note:**

***If a school representative provides information to parents or caregivers about their child's attendance record when attempting to resolve unexplained absences, it is imperative that no information about the attendance of other students is divulged. Images or photocopies of attendance records must not be taken or distributed for any reason. Parents may request to view, in person, the individual records of their child's absence that have been prepared from the school's electronic attendance register.***

Unsatisfactory attendance information will be transferred to student files at the conclusion of each school term.

### *Ongoing or Prolonged Absences*

If a student is absent for ongoing or prolonged periods a school representative will contact parents or caregivers to arrange an interview with the Principal and possibly the Student Wellbeing Coordinator. Where a satisfactory explanation of prolonged or ongoing absences is provided, further consultation may be pursued and arrangements may be offered to support the student and caregiver in managing the issue in order to ensure that the student is able to attend school on a regular basis. Any support arrangements will be recorded on the Prolonged Absence Report.

### *Certificate of Exemption*

Where an applicant has clearly demonstrated that it is in the student's best interests and when other alternatives have been explored (where appropriate), the Principal may grant (or cancel) a Certificate of Exemption from being enrolled and attending school for:

- Periods totalling up to 100 days in a twelve month period, or
- An indefinite period for students who have completed Year 9 of secondary education and who have been approved to undertake a full-time apprenticeship or traineeship.

Please refer to the Certificate of Exemption Policy for details.

### *Roll Marking - Instructions to Staff*

All teaching staff are given a detailed briefing on the roll marking procedures in place at CHCCS at the beginning of the school year. Compliance with roll-marking procedures is monitored throughout the year to ensure "cleanliness" of the data being collected and recorded.

## Student Welfare and Discipline Policies

At CHCCS we believe that strong, positive and peaceful working relationships are vital. Our belief is that a co-operative school, operating through the grace of God and biblical values, is a happy, secure place where everybody's needs are considered and all have the opportunity to achieve success and reach their full potential.

Our school has an integrated whole-school approach to student welfare and discipline. We employ a variety of strategies and programs to foster co-operation and respect which affects all aspects of school life. Managing student behaviour requires a program of consistent discipline. This involves sanctions for poor or negative behaviour, but of equal importance is the offering of encouragement to recognise and support positive behaviour. The suite of behaviour management strategies employed at CHCCS are designed to express to students that they are of inherent worth as individuals and that good character is a valuable asset that they can carry with them throughout their lives.

The school's welfare and discipline policies are implemented through the Behaviour Management Programs for each level of school operation:

- Senior School, Years 9 to 12 (Bonville Campus)
- Middle School, Years 6 to 8 (Bonville Campus)
- Junior School, Kindergarten to Year 5 (Coffs Harbour Campus)
- Sherwood Cliffs, Kindergarten to Year 6

**The school's welfare, discipline and behaviour management policies are freely available on our website or copies can be obtained direct from the school.** We will be undertaking a large-scale review of these policies during 2017.

## Anti-bullying Policy

The CHCCS Anti-bullying Policy sets out procedures for managing incidents of bullying that may occur at school (and outside of school when appropriate). CHCCS will not tolerate harassment, intimidation or bullying in any form. All members of the CHCCS community are committed to ensuring a safe and caring environment that promotes personal growth as well as developing tolerance and support for others.

**The full text of the policy is available on the school's website or a copy can be obtained from the school.** The Anti-bullying Policy will be reviewed during 2017 with a view to integrating it into our behaviour management policies and programs. **The content and intent of the policy will not change.**

## Corporal Punishment Policy

CHCCS does not approve of the use of corporal punishment in the school. In accordance with the *Education Reform Amendment (School Discipline) Act 1995*, corporal punishment is prohibited in this school and our behaviour management strategies plainly exclude corporal punishment. Parents are neither encouraged nor instructed by CHCCS to administer corporal punishment for school-related (or any other) offences.

**The full text of the policy is available on the school's website or a copy can be obtained from the school.** The Corporal Punishment Policy will be reviewed during 2017 with a view to integrating it into our behaviour management policies and programs. **The content and intent of the policy will not change.**

## Grievance Resolution Policy

This school is committed to the resolution of complaints and grievances in a manner that respects all parties involved. We abide by the principles of procedural fairness, including the “hearing rule” and right to an unbiased decision.

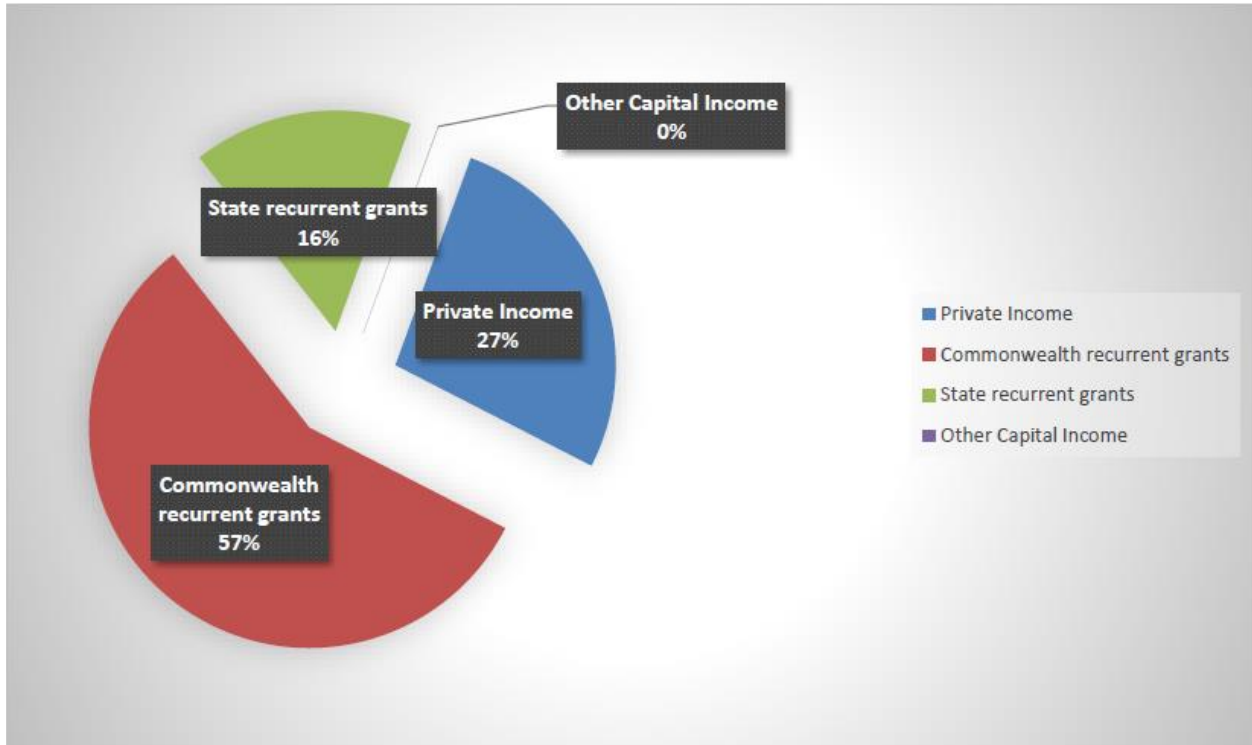
CHCCS will make every effort to listen and respond to complaints or grievances brought to us. They will be dealt with confidentially, sensitively and in a timely manner without any threat of victimisation or discrimination.

**The full text of our Grievance Resolution Policy is available on the school’s website or can be obtained directly from the school.** There have been no changes made to this policy during 2016.

# Our Finances

## Income

A summary of financial income during 2016 is provided below.



## Expenditure

A summary of financial expenditure during 2016 is provided below.

