



Coffs Harbour Christian Community School

Annual Report 2019

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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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 886 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.

Since 2016 the school has been operating an alternative learning stream for students from Year 9 and above. This program helps students who do not learn well from the standard classroom setting and texts, to have a more practical perceptual learning environment. Students already enrolled in the school who have these characteristics may be invited to join the program subject to parental approval.

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.

During 2019 the school ceased membership with Christian Schools Australia and took up membership with the Association of Independent Schools, NSW.

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 Educational Standards Authority (NESA).

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 2019 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 sixth 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.

The Bali Buddies Program continues to go from strength to strength with over 1200 students both in Australia and Indonesia engaged in the program. Our Skype activities that have been very successful are now being further integrated into the Bali Buddies Program, with regular informal conversations occurring between students on a regular basis. We look forward to continuing to build on the positive relationships that have already been developed with our partners in Indonesia.

In 2019, Nambucca Valley Christian Community School had one staff member and two students join with us in our school's annual mission trip to Bali. They have also commenced their own Bali Buddies Program with oversight, resources and direction from our school's coordinator.

Our Indonesian learning program extends beyond just the learning of the language. A good example is the highly successful integration of Indonesian into our Junior School Churchtime activities. Staff and students alike also participate in opportunities to use Indonesian language and explore cultural contexts via the 'Indonesian Word of the Week'.

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 Chairman on behalf of the Board of Directors

A Message from the Student Leaders

In 2019, the school's Student Executive comprised two School Captains, two Vice-captains and three additional executive members from Year 12. The Executive represented the school at a number of events including the ANZAC ceremony in Coffs Harbour. Liam Kalanj from Year 11 also represented the Student Executive at the dawn and morning ANZAC services in Sawtell, where he laid a wreath and gave the key note address.

The Executive functions as a body that meet 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, Valentine's Day, school socials 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 school executive organised a number of fundraising events, including a school social, Valentine's Day and Mufti Days. A total of \$4,386 was raised from these activities and the money was presented to the Principal for use in scholarships and development programs for the student body.

Many students were also involved in community service activities throughout the year including Red Shield Appeal, Soldier-on Foundation and Westpac Helicopter Service. A total of \$1,107 was raised for these charities. Fundraising for these and other charities was also undertaken by staff and students but not collected at school.

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.

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

Our Values and Practices

Teachers and many 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 summarised 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 itemised 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 2019 include:-

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

Our Cross Country carnival operates under the banner of 'Run for Membantu' and is an event used to raise money for our Indonesian program in Bali via the Membantu Development Fund. Over the last 10 years, more than \$220,000 has been raised with all monies going directly into charitable works.

Supporting our Indonesian program, students from Years 10 and 11 make an annual trip to Bali where they work on a variety of projects and outreach activities with our partners such as the Bali Protestant Church and Bali Life Foundation. Our support also includes clothing and personal sanitation supply donations to their children's homes, as well as financial contributions to building and infrastructure projects, such as the construction of a toilet and shower facility for people living in the Suwung rubbish

tip near Denpasar, Bali. We have witnessed significant benefits to the lives of the children and families who are supported by our partner organisations because of the acts of service by our students and the generous giving by our school community.

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

Senior students engage in specific leadership activities to lead and mentor students in the lower high school years. Year 11 students participate in a 'Buddies' program with Year 6 students in Middle School. 'United' is a student-led Christian connect group that meets each Friday at lunchtime for devotion, worship, prayer and Bible-study.

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, a significant number of our 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 Africa. 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's educational program is soundly delivered.

Total workforce at CHCCS includes:

- 60 Teaching staff (59.0 FTE*)
- 61 non-teaching staff (55.6 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 2019 to teach in NSW by the NESA at the following levels:

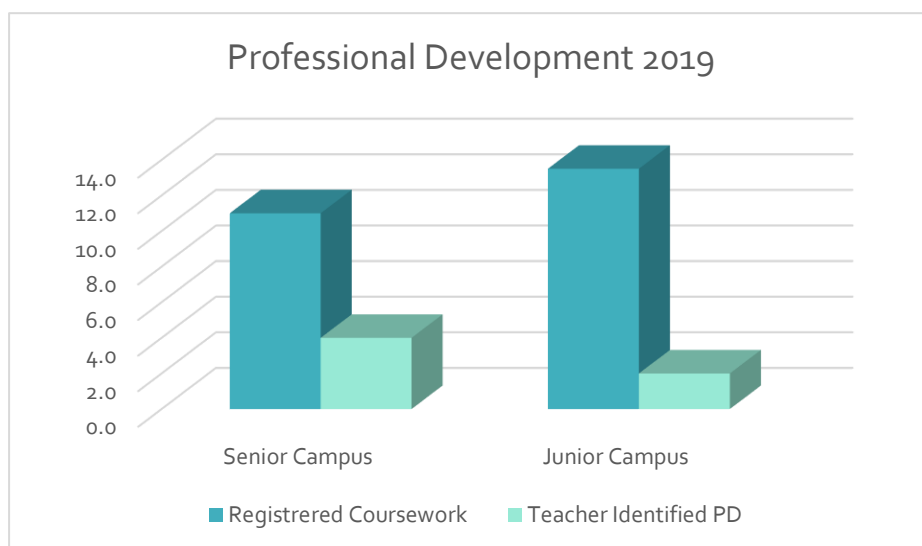
- Proficient Teacher level - 59 staff
- Conditional/Provisional Teacher level - 1 staff

We also maintain a pool of teachers for casual employment to meet our needs for teacher relief, all of whom possess accreditation at Proficient Teacher or Conditional/Provisional Teacher.

Professional Development and Learning

All members of the teaching staff at CHCCS participated in professional development and learning in 2019 for an average of 10 days per teacher. The average expenditure on professional development and learning per teacher in 2019 was \$4,603.

The school provided for teachers a range of professional development sessions categorised as both “NESA Endorsed” Registered Coursework and 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 on a range of procedural matters requiring explicit instruction and upskilling for staff (such as child protection, emergency management, supervision etc.).

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, Mathematics, Teaching Agriculture, School Governance, 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 NESA Endorsed Provider of Registered Professional Development since 2009 for the maintenance of accreditation at Proficient Teacher level. 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 70 registered professional development courses.

Our staff professional development program during 2019 included a four-day professional development series ('Curriculum Week') focused on intensive faculty-based curriculum development around the theme of the "Written Word" as well as planning activities. We conducted a number of Teacher Effectiveness Training workshops during the year. Some examples of our registered courses include First Aid training, Vertical Integration, Online World Book resources, Family Impacts of Drugs and Alcohol, AIS Writing Workshop (both Primary and Secondary), Meeting the Needs of Students with Hearing Impairment, NESA Stage 6 Assessment and Spelling Mastery (Primary).

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 2019 our staff attendance rate was 96.6%.

The retention of our staff over long periods attests to their commitment to our Christian community and their profession as educators. Changes that have occurred resulted from a combination of retirements and movement of staff due to school restructuring and changing personal circumstances such as relocation. 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 2019 was 93.1%.

Our Community – Students

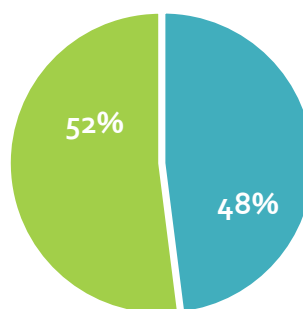
Characteristics of the Student Body

CHCCS is a co-educational school for students from Kindergarten to Year 12 with a current enrolment of 886 students, of which 458 are girls and 428 are boys.

Total enrolments: 886

Girls 458

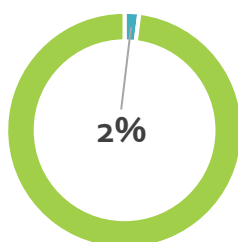
Boys 428



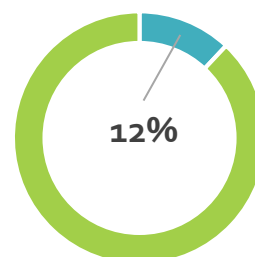
We have a broad range of cultural backgrounds within our student body. Students identifying as Indigenous make up 2% of our enrolments, while students from a language background other than English comprise 12% of our student body.

Full-time equivalent enrolments: 886

Indigenous students

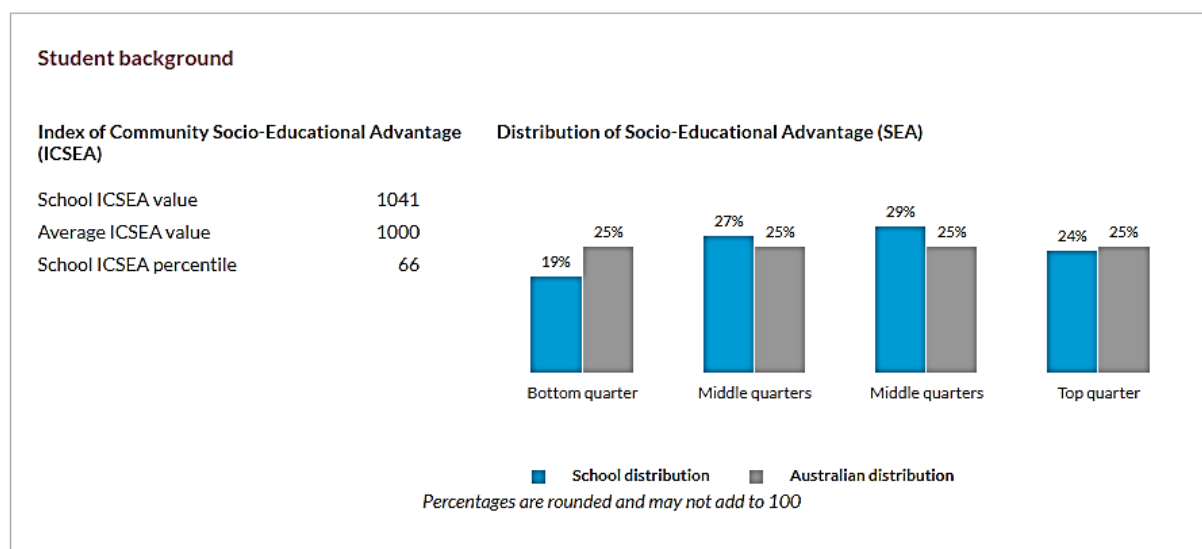


Language background other than English



We also have 127 students enrolled who receive disability support in the way of adjustments for a range of physical, emotional and cognitive conditions.

A summary of our student distribution in relation to the Federal Government's Index of Socio-educational Advantage (ICSEA) is shown in the diagram 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 2019 are outlined in the table below.

Year	Number of Students	Full Day Attendance Rate (%)
Overall	886	93.2
Boys	428	93.2
Girls	458	93.3

Year	Ki	1	2	3	4	5	6	7	8	9	10	11	12
Attendance Rate (%)	94.4	93.9	94.7	94.6	95.7	93.4	92.7	92.6	92.2	90.7	93.6	93.2	94.7

Non-attendance

All legitimate absences from school must be explained by the student's parents or caregivers 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 their courses. 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 (2017 cohort) retention rate through to Year 12 (2019) currently stands at 55%.

During 2019, 47 Year 12 students completed their Higher School Certificate. Please refer to 'Higher School Certificate Results' on page 18 of this report in the section 'Our Achievements' 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 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) and Numeracy.

The 2019 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	CHCCS	CHCCS	CHCCS
Close to Average					
Below Average					
Substantially below Average					

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

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

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

The results show that, when compared to all other schools in Australia, CHCCS is achieving at above average levels in Years 3, 5 and 9 for Reading (Year 5 was average), Writing, Spelling, Grammar and Numeracy. All other achievements are equivalent to the national average for similar schools to ours.

It is noteworthy that over time, we have experienced a general improvement in NAPLAN results over the last five years. It is also true for Years 3 and 5, that almost without exception, our NAPLAN results in 2019 were higher than in 2014.

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.

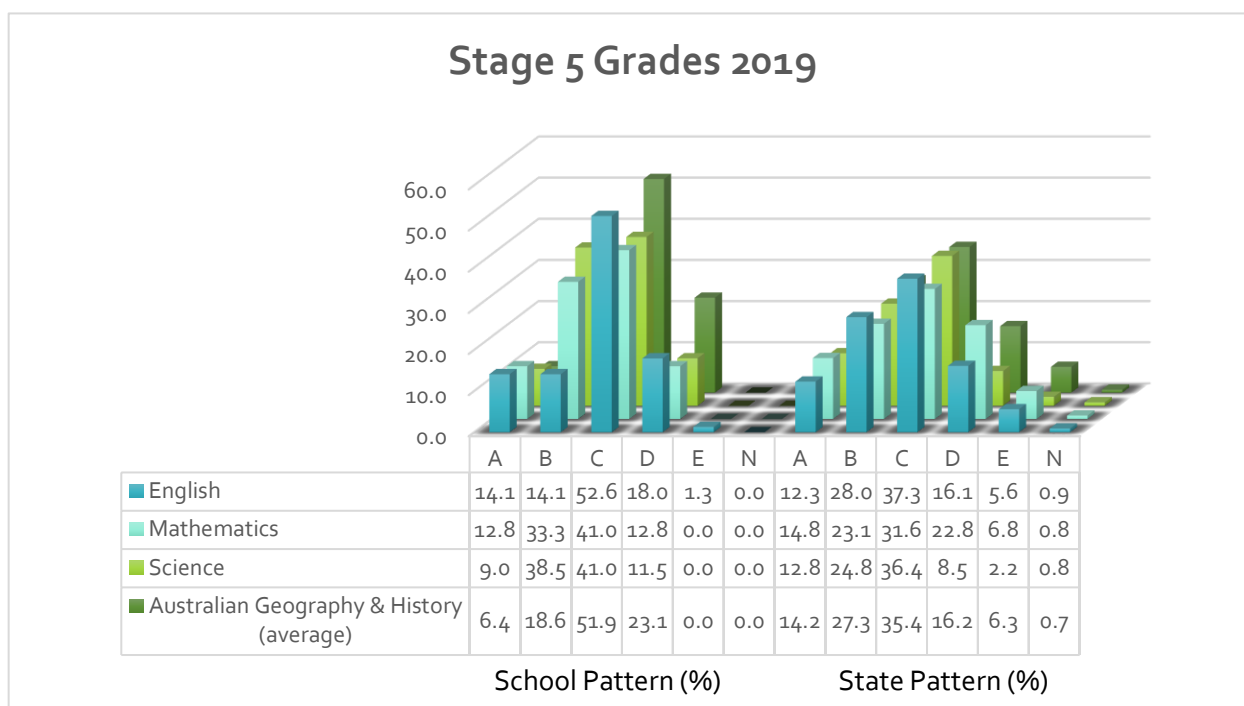
During 2019 there were no students who requested a RoSA from the School.

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 NESA for Year 11 courses (Preliminary HSC). The grades for all of the courses completed are submitted to the NESA 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 2019 appear below.



(Percentages are rounded and may not equal 100)

The grades allocated, when compared against the patterns evident across the whole of NSW indicates that our students' achievements were consistent with overall State patterns. Grades were slightly below the average in the highest achievement grade 'A' for all subjects except for English, which was above the State pattern. Our patterns were also somewhat concentrated in the 'C' grade for Geography & History, Science and English. 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

A total of 47 students completed their Higher School Certificate (HSC) in 2019.

As in previous years, our students in 2019 achieved some outstanding results and made a positive contribution to our school during their senior years.

In 2019, 72% of our Year 12 students obtained a score of 80 or more in at least one subject. In addition, 89% of students received a mark of 70 or more in a subject.

A total of 17 Band 6 scores were achieved. There were 13 students who obtained at least one Band 6 score (90% or more) in their HSC, representing six of our subjects taught (Industrial Technology, Mathematics, Music 1, Drama, Visual Arts and PDHPE).

The 2019 Dux of Year 12, Paris Briggs, received an ATAR of 94.7.

We had all 8 Industrial Technology students' major works chosen for the 2019 'In Tech' shortlist.

Paris Hicks was nominated for the 'Encore' Music Performance and Composition Showcase.

We had 3 students for 'Onstage' for their Individual Drama Performance (Harrison Allen, Jacob McCarthy and Tayla Rankine). The Drama Group Performance (including these 3 students, as well as Josephine Eather) was also nominated.

Paris Briggs was nominated for ARTEXPRESS for her outstanding Visual Arts project.

Biak Nei Zing came fourth in the State for the Indonesian Beginners HSC Course.

We had no students in Year 12 undertaking VET, vocational or training during 2019.

Education Perfect

In 2019 we subscribed our secondary students to the Education Perfect online study and revision program. In our third full year of participation, our students answered more than 2.7 million questions and spent more than 7,900 hours studying on Education Perfect. We are very proud of the dedication of our teachers and students who have enthusiastically embraced this valuable learning tool. We look forward to a continuation of the participation and resulting improvements in student achievements in the years ahead.

Edrolo

In 2019, our school continued its relationship with Edrolo, which is an online resource designed to provide students with engaging, informative and comprehensive presentations to help them revise and prepare for their HSC examinations. Edrolo targets Syllabus dot points from Year 12 subjects and allows students to combine interactive video theory, formative assessment, exam practice and analytics.

Our Edrolo partnership has been extremely successful and is proving to be a very positive and helpful resource to assist our students with their study. Our 2019 Year 12 cohort viewed a combined total exceeding 42,700 short lessons. We intend to maintain our ongoing subscription for future classes to utilise this platform.

Atomi

Atomi is an online educational platform that presents short animated video lessons, quizzes and Smart Revision.

In 2019, our Year 12 students trialled Atomi for a 10-weeks period. At the end of the trial, teachers and students compared and evaluated Atomi with Edrolo. Overwhelmingly students found Atomi more engaging and beneficial for their education.

In 2020, a full subscription of Atomi for all Year 12 students will be taken up. We will be maintaining our Edrolo subscription only for Year 12 Science classes.

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 (%)			
	2019	2018	2017	2016
Agriculture	-	-	2.71-	2.58
Ancient History 2 Unit	1.42-	7.91-	13.13	6.40-
Biology 2 Unit	7.49-	7.01	3.21-	4.34-
Business Studies 2 Unit	9.94-	7.49-	1.84-	3.54
Chemistry 2 Unit	1.07	1.05	2.20-	4.96-
Community and Family Studies	1.70	2.73	4.16	3.20
Drama 2 Unit	11.19	1.69	-	1.70-
English (Advanced) 2 Unit	2.29	0.70	0.44-	5.16
English (Standard) 2 Unit	0.72-	1.76-	0.78-	2.42-
English Extension 1 Unit	0.83-	7.58-	-	1.56-
Food Technology 2 Unit	4.31	13.46	8.98	6.61
Geography 2 Unit	14.13-	8.51-	-	-
Indonesian Beginners 2 Unit	10.23	3.06-	0.49	9.70
Industrial Technology 2 Unit	19.04	22.39	15.95	18.38
Mathematics Extension 1	3.71-	11.02-	6.02-	-
Investigation Science 2 Unit	0.29	-	-	-
Standard Mathematics 2 Unit	0.21-	2.77	0.02	5.09-
Mathematics 2 Unit	2.72	1.48	0.19	4.20-
Modern History 2 Unit	-	6.61-	3.04-	0.15-
Music 1 2 Unit	6.91	1.05	0.48	6.06-
PD/H/PE 2 Unit	3.30-	1.90	1.28	6.01-
Physics 2 Unit	3.20-	0.72	2.94-	1.80-
Society and Culture 2 Unit	0.43	7.27-	-	10.56-
Studies of Religion II 2 Unit	5.09-	1.60-	7.14-	2.88
Textiles and Design 2 Unit	-	0.74	-	4.56
Visual Arts 2 Unit	3.30	1.52-	1.66	1.89-

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

Post-school Destinations

A total of 47 students completed their HSC in 2019 at Coffs Harbour Christian Community School. The following information on their plans and movements for their post-school options were subsequently collected.

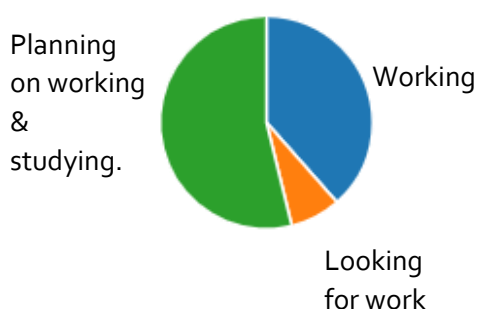
Our Dux for 2019, Paris Briggs achieved an ATAR of 94.7 and she is pursuing a double degree of Bachelor of Mechatronic Engineering/ Biomedical Engineering at University of NSW. Paris also applied for a rural scholarship and academic scholarship and was granted both.

After their departure from school, 58% of students planned to work and commence study in 2020. Of our students who are planning to enter into study in 2020, 50% applied for and received scholarships. All students who were recommended for University Courses were offered positions in those courses.

Courses students are planning to study cover:

- Health – Nursing, Medicine, Surgery, Disability Support
- Engineering – Mechatronics, Biomedical, Chemical
- Business – Communications in Digital Media, Human Resource Management
- Social Science
- Education – Early Childhood, Primary
- Fine Arts – Drama
- Hospitality Management

A large percentage of students from 2019 left school with a goal of entering the workforce straightaway. Some were successful in securing work straight from school. The following graph illustrates the proportion of students who will be working or studying in 2020. Some of those who are working have part-time jobs.



Some closing words from one of our students: "Do today what you will thank yourself for tomorrow."

We continue to pray for our class of 2019 as they have now completed their 13 years of schooling and are entering not only a new chapter of their lives, but they will also be faced with the reality of societal pressures which will stretch and challenge them as they mature into adulthood.

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-relationships 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 2019

The school improvement targets for 2019 were mostly achieved or processes begun for their implementation.

- School inspection by NESA took place and unencumbered registration and accreditation was granted to the school.
- CHCCS has partnered with CompliSpace to develop and implement a school policy assurance and risk management compliance system that will assist us to maintain our statutory compliance obligations as well as monitor and improve our operational compliance through a process of enterprise risk management.
- Planning and engineering details were achieved so that a Development Application was able to be lodged for the earthworks on land adjacent to current facilities to commence in preparation for planned new buildings.
- The maintenance shed was completed providing first class facilities for maintenance and construction.
- The specialised computer classroom for the Junior school was constructed and commissioned.
- Extensive landscaping and grounds beautification were completed, including a waterfall garden and refurbished swimming pool area.
- The front entry sheltered pathway was delayed due to council requirements. It will be constructed in 2020.
- The library at the Bonville campus was redeveloped as planned.

Setting our Targets for Improvement in 2020

In 2019 we set the following targets as improvement matters for 2020.

- Refurbishment of the Junior School Library in preparation for a new research/interactive Library program in 2021.
- Establishment of another dedicated computer laboratory/learning room on the Bonville Campus as an audit of classroom computer usage revealed that a dedicated room a whole class can use is more effective and more economic.
- Painting of the Junior School exterior.
- Completion of the new entry shelter at Bonville.
- Installation of a spray booth in the TAS area.
- Earthworks and electricity connections for the new land in Bonville.
- Change over of aircraft for the aviation program.
- Presentation of a new musical – Peter Pan – for the Middle School section.
- Transition to a new Business Manager completed.

Our Policies

Enrolment and Attendance Policy

The following is a full text version of the school's current 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, 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
 - e. Any court documents
 - f. Medicare card
 - g. Immunisation records

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 if 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; and
- Provide to the school 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 Records

The attendance at school of all CHCCS students is recorded at the commencement of each school day when students gather in Devotions classes (at 8.50am). Each Devotions class is supervised by at least two staff members.

Student daily attendance is recorded directly into the School's 'PC-School' database. Paper rolls are kept in a folder for each roll class in the event that a computer or iPad problem occurs (e.g. failed Wi-Fi connection or system downturn) that prevents immediate recording of attendance onto PC-School. Roll

folders are returned to Student Reception for recording onto PC-School as soon as any problems are rectified.

Students arriving late are required to sign in at Student Reception and a late note is issued. The register of attendance is updated by the Receptionist as required after roll folders are returned at the end of Devotions classes (9.15am).

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 and their families.

Register of Daily Attendance

The register of daily attendance, maintained by the principal, includes the following information for each student:

- daily attendance and absences from school are recorded following the procedures described below:
 - the common code approved by the minister (published by the Association of Independent Schools (AIS), and available from the AIS website), is used
- reason for absence
- documentation to substantiate the reason(s) for absence

The register of daily attendance is retained for a period of seven (7) years after the last entry was made.

CHCCS maintains the following procedures by which it:

- monitors the daily attendance/absence of students
- identifies absences from school and/or class(es)
- follows up unexplained absences
- notifies parent(s) and/or guardian(s) regarding poor school and/or class attendance
- transfers unsatisfactory attendance information to student files.

Absences

All legitimate absences from school must be explained by the student's parents or caregivers to the school as soon as possible following a student's absence.

Absences are monitored to ensure that student attendance rates meet the school's minimum attendance rate (currently 85%). A student absentee list is produced each day for reference by staff when monitoring subject classes and activities.

If a student is recorded as absent at the morning devotions class (when roll-call is taken), an SMS is sent to the primary caregiver contact number advising of the student's absence. This usually occurs before 10am of that day. The caregiver can reply to the SMS to acknowledge the absence of their child and provide an explanation for the absence. The explanation is then recorded against the student's attendance record on PC-School. If no explanation is provided immediately, it is expected that an explanatory note will be sent in to school with the student at the earliest opportunity.

If a student is late to school, the caregiver who brought the student to school is expected to accompany the student to Student Reception to provide an explanation and sign the student into school for the day. Details of the late arrival are then recorded against the student's attendance record on PC-School. If the student who is late arrives unaccompanied, a note is required, or personal communication must be given to the school from the primary caregiver prior to, or at the time of arrival (e.g. if a senior students drive themselves to school). If no note or advice is provided, an email is sent to the primary caregiver advising of the late arrival of their child and requesting an explanation.

Unexplained Absences

Absences not explained after 7 school days, and after all reasonable attempts have been made to obtain a satisfactory explanation, will normally be recorded as an unexplained absence against the student's attendance record on PC-School.

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 absences that have been prepared from the school's electronic attendance register.

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. This briefing is followed up with regular briefings and updates throughout the year. Compliance with roll-marking procedures is monitored throughout the year to ensure 'cleanliness' of the data being collected and recorded.

The Enrolment and Attendance Policy will be reviewed and updated annually.

Appendix 1



Coffs Harbour Christian Community School

Compulsory School Attendance Information for parents

One of the most important things that you can do for your child is to provide them with a good education. Regular attendance at school is essential for your child to achieve their educational best and increase their career and life prospects. Education provides the skills necessary for your child to contribute to society when they become an adult. Coffs Harbour Christian Community School works in partnership with parents to encourage and support regular attendance of their children so that they may indeed "grow up into Christ". When your child attends school every day, learning becomes easier and your child will build and maintain friendships with other children.



What if my child has to be away from school?

There will be times when your child is unable to attend school due to illness, accident or urgent family matters. On any and all of those occasions you **are required by law** to ensure that you provide the school with an explanation of the absence **within seven (7) days**.

If your child is absent from school, an SMS will be sent to the primary caregiver contact number advising of the student's absence. If you do not provide a satisfactory explanation for your child's absence, our records will show an unexplained absence (effectively appearing as "Truant"). If it is considered that it was not in the best interests of your child, we will be required to record the absence as "unjustified". These records must be made available to the government, and may have significant implications under certain circumstances.

What are my legal responsibilities?

The NSW Education Act, 1990 requires that for all children between the ages of 6 and the minimum school leaving age, schooling in NSW is compulsory. Section 22 states that,

"It is the duty of the parent of a child of compulsory school-age to cause the child:

- a) to be enrolled at, **and to attend**, a government school or a registered non-government school,...."

A school-age child is required to attend school on each day that the school is open for students.

It is important to arrive on time

Lateness is recorded as a partial absence on the student attendance roll and must be explained by parents (see "*What if my child has to be away from school?*").

There are a number of important reasons why your child should arrive at school on time. Arriving at school and class on time ensures that students do not miss out on important learning activities scheduled early in the day. It helps students learn the importance of punctuality and routine. Arriving on time also gives students time to greet their friends before class, and it greatly reduces classroom disruptions.

What if we want to travel?

Families are encouraged to travel only during school holidays, as this will avoid significant disruption to your child's education. If travel during school term is necessary, you should discuss it with your child's year advisor, or with the Principal. Absences relating to travel will be marked as "Leave" on the roll and therefore contribute to your child's total absences for the year.

In some circumstances students may be eligible to enrol in distance education for travel periods over 50 school days. This would need to be discussed with the Principal.

If a child misses just 8 days of school every term, by the end of primary school, that child will have lost more than an entire year's schooling.

We are here to help...

As a member of our community we want to work with you to find the best way to support your child's regular attendance at school.

It is okay to contact us and seek help.

My child won't go to school. What should I do?

You should contact the Principal as soon as possible to discuss the issue and ask for help.

We have highly skilled teaching and counselling staff who can work with you to establish some successful strategies to build the routines needed to ensure your child has the best chance for happy and productive school attendance.

What might happen if my child continues to have unacceptable absences?

It is important to understand that Coffs Harbour Christian Community School may be required to take further action where children of compulsory school age have recurring numbers of unexplained or unjustified absences from school.

You may be asked, along with your child, to attend an interview with the school's pastoral care co-ordinators, or the Principal. The interview will help to identify how your child may need to be supported so they attend school regularly. We will work with you to develop an agreed plan to support your child's attendance at school.

If your child's attendance at school remains unsatisfactory the Principal may need to hand the matter to the Department of Family and Community Services. This may result in an application being made to the Children's Court for a *Compulsory Schooling Order*. The Children's Court magistrate may order a Compulsory Schooling Conference to be convened.

In circumstances where a breach of compulsory schooling orders occurs, further action may be taken against a parent in the Local Court. The result of court action can be the imposition of a community service order or a fine.

What age can my child leave school?

All New South Wales students must complete Year 10 or its equivalent. After Year 10, and up until they reach 17 years of age, there are a range of flexible options for students to complete their schooling. You can discuss those options with us at any time.

Working in Partnership

We recognise that working collaboratively with students and their families is the best way to support the regular attendance of students at school. We look forward to working in partnership with you to support your child to fulfil their life opportunities.

In order to assist you in achieving this important goal, we can equip you with some tools to help provide the best education that your child deserves.

We understand that there may be complex factors that are impacting on your child's attendance at school. Family breakdown, as well as physical and mental health issues can often leave parents and students struggling to cope and find the answers they need. There are several community agencies and support groups that may provide further assistance to you, and we can provide information about how to contact them.

The School's policies relating to enrolment and attendance can be found on our website.

Coffs Harbour Christian Community School
Grow up into Christ

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

226 Bonville Station Road

BONVILLE NSW 2450

Phone: (02) 66534000

Fax: (02) 6653 4048

Email: admin@coffscs.nsw.edu.au

Student Welfare and Discipline

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 involving consistently applied 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.

Our welfare policy and procedures have been integrated within the Discipline Policy on the basis that these concepts are overlapping and interdependent, and that they can be better implemented from a holistic perspective. Additionally, 'welfare' extends to a range of other parameters such as supervision, communication and pastoral care, so the term is absorbed into all of these areas without itself being an isolated concept needing separate explanation.

The school's Discipline Policy is 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 (operates under the Junior School Program)

The school's discipline and behaviour management policies are freely available on our website or copies can be obtained direct from the school.

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 is reviewed annually. The content and intent of the policy has not changed during 2019.

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 (incorporated into the Discipline Policy) is available on the school's website or a copy can be obtained from the school. The content and intent of the policy has not changed.

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.

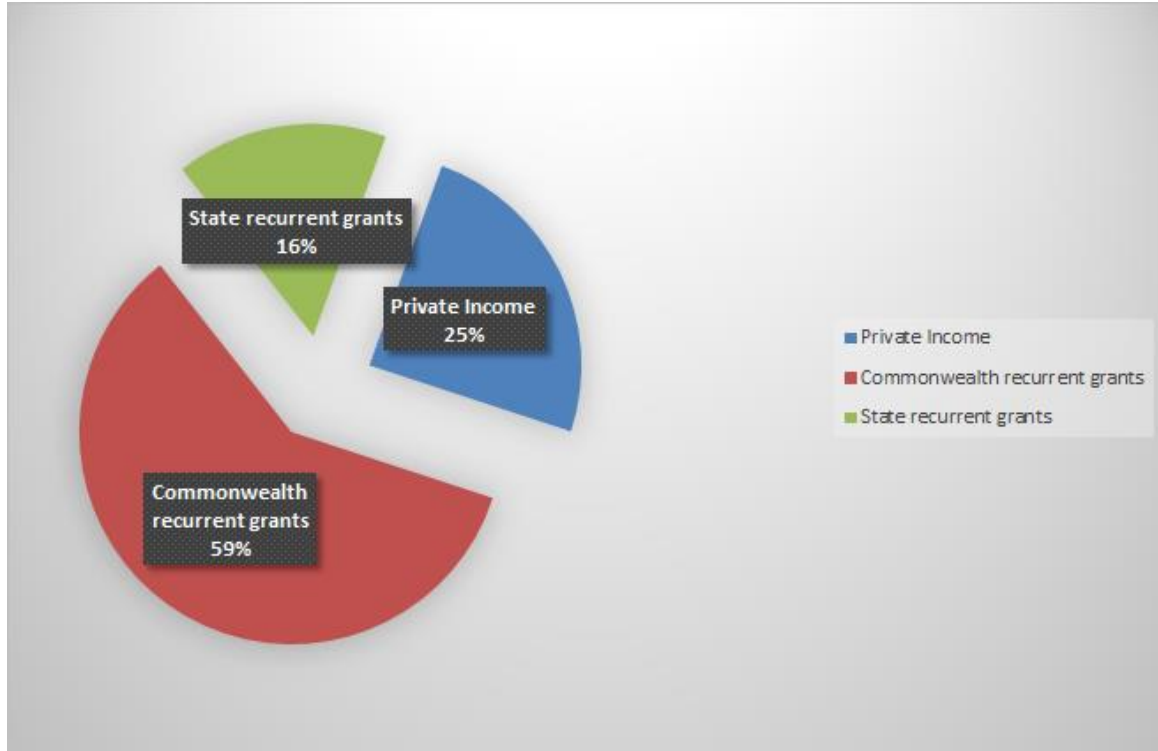
CHCCS will make every effort to listen and respond to complaints or grievances brought to us. They will be dealt with confidentially, sensitively and in a timely manner without any threat of victimisation or discrimination.

The full text of our Grievance Resolution Policy is available on the school's website or can be obtained directly from the school.

Our Finances

Income

A summary of financial income during 2019 is provided below.



Expenditure

A summary of financial expenditure during 2019 is provided below.

