



# Annual Report 2022

This report is prepared according to the requirements set out in the NSW Education Standards Authority (NESA) Registered and Accredited Individual Non-Government Schools (NSW) Manual (the Manual) Section 3.10, and the Australian Education Regulation 2013 (Part 5 (60)b).

It provides general information to the community about the school's ethos and character as well as its academic and financial performance.

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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.

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:

- Bonville (Middle and Senior Schools, Years 6 to 12);
- Coffs Harbour (Junior School, Kindergarten to Year 5); and
- Sherwood Cliffs (Kindergarten to Year 6).

The school has an open enrolment 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 is a member of the Association of Independent Schools, NSW.

## 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 2022 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.

2022 has seen the commencement of some construction towards the development of land purchased adjacent to the current Bonville campus. The Development Application approval for the whole of this project has been delayed due to shortages of appropriate staff in Coffs Harbour Council. We anticipate approvals in 2023.

2022 has also seen the Board of Directors transition of school leadership plans begin to be implemented. The current Principal (Rodney Lynn) has served as Principal/CEO since 1997. He will remain as company CEO in 2023 and the Bonville Deputy Principal (Andrew Lynn) will take up the role of School Principal. The Deputy Principal/Head of Junior School (Terrence Yardley) will be taking on the role of Senior Deputy Principal with responsibility for Junior Schooling which will encompass a second Junior School campus being established in Bonville. The Deputy Principal/Head of Senior School position will be filled by Mrs Deb Searle.

The transition plan sees good people with school history and cultural knowledge of the school being well used as developers of our future.

2022 has also seen the re-establishment of our annual student mission trip to Bali with the removal of COVID-19 restrictions.

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**

## Message from the Student Executive

In 2022, the school's Student Executive comprised of two School Captains, two Vice-Captains and five additional Executive members from Year 12.

The Executive functions as a body who 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 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 teachers.

The school executive organised a number of fundraising events, including Bali Day, Valentine's Day and Mufti Days. A total of \$2,426.30 was raised from these activities which will be used for 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 \$1,590.25 was raised for these charities through our Mufti Day events. Additional fundraising for these and other charities was also undertaken by staff and students but not collected at school.

The Student Executive also led out in a range of other school events and activities such as the Run for Membantu and Churchtime. They played a key role in encouraging the younger students to participate fully in school life.

**Jonathan Petersen**  
**Year 12 Advisor**  
**On behalf of the Student Executive**

## The School and it's Student Body

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 885 students. There are 349 students attending our Junior Campus (Kindergarten – Year 5) and 535 students at the Bonville campus (Years 6 – 12). There are approximately equal numbers of boys and girls enrolled at the school.

We have a broad range of cultural backgrounds within our student body. Students identifying as Indigenous make up 3% of our enrolments, while students from a language background other than English comprise 12% of our student body.

Further information can be found on the My School website (<http://www.myschool.edu.au>)

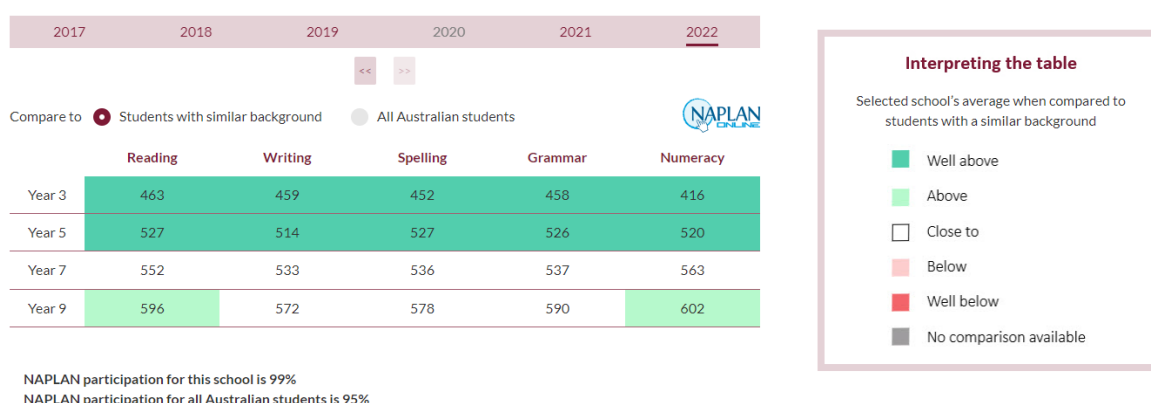
Since 2016 the school has been operating an alternative learning stream for students from Year 9 and above. This program helps students who do not learn well from the standard classroom setting and texts, to have a more practical perceptual learning environment. Students already enrolled in the school 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 Sting S4 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.

## Student Outcomes In Standardised National Literacy And Numeracy Testing

National Assessment Program – Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9. It has been a part of the school calendar since 2008.

NAPLAN tests the skills which 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 and consist of tests in the four areas (or 'domains') of Reading, Writing, Language Conventions (spelling, grammar and punctuation) and Numeracy.



It is noteworthy that over time, we have experienced a general improvement in NAPLAN results over the previous five years.

## Granting Records of School Achievement

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 2022, there were four (4) students who requested a RoSA from the School.

## Results of the Higher School Certificate

A total of 28 students completed their Higher School Certificate (HSC) in 2022. As in previous years, our students achieved some outstanding results and made a positive contribution to our school during their senior years.

According to the Sydney Morning Herald, our school was the number one ranked school on the Coffs Coast.

The 2022 Dux of Year 12, Ashley Forrester, received an ATAR of 95.00.

The following students were listed as NESA Distinguished Achievers:

- Jared Babbage (Industrial Technology, Mathematics Standard 2 & Music 1)
- Riley Carey (Music 1 & Visual Arts)
- Hugh Clifford (Industrial Technology)
- Nathan Everett (Industrial Technology)
- Ashley Forrester (Personal Development, Health and Physical Education)
- Annabelle Lewis (English Extension 2)
- Melody Ray (Textiles and Design)
- Davina Rogl (Visual Arts)
- Josiah Sauliga (Industrial Technology)
- Thomas Warner (Industrial Technology)

In 2022, 79% of our Year 12 students obtained a score of 80 or more in at least one subject. In addition, 93% of students received a mark of 70 or more in a subject.

A total of fifteen (15) Band 6 scores were achieved. There were 10 students who obtained at least one Band 6 score (90% or more) in their HSC, representing eight of our courses taught (Biology, Industrial Technology, English Extension 2, Mathematics Advanced, Mathematics Standard 2, Music 1, Personal Development, Health and Physical Education, Textiles & Design and Visual Arts).

The following table illustrates the HSC results of CHCCS students compared to statewide performance over the past three years.

Subject	Year	No. of Students	Performance Band Achievement (No. of students & percentage)	
			Bands 3-6	Bands 1-2
Agriculture	2022	3	School: 3 (100%) Statewide (83%)	School: 0 (0%) Statewide (17%)
	2021	4	School: 4 (100%) Statewide (79%)	School: 0 (0%) Statewide (21%)
	2020	3	School: 3 (100%) Statewide (83%)	School: 0 (0%) Statewide (17%)



Subject	Year	No. of Students	Performance Band Achievement (No. of students & percentage)	
			Bands 3-6	Bands 1-2
Ancient History	2022	5	School: 5 (100%) Statewide (83%)	School: 0 (0%) Statewide (17%)
	2021	6	School: 3 (50%) Statewide (79%)	School: 3 (50%) Statewide (21%)
	2020	0	-	-
Biology	2022	12	School: 12 (100%) Statewide (80%)	School: 0 (0%) Statewide (20%)
	2021	11	School: 10 (91%) Statewide (91%)	School: 1 (9%) Statewide (9%)
	2020	19	School: 19 (100%) Statewide (87%)	School: 0 (0%) Statewide (13%)
Business Studies	2022	9	School: 9 (100%) Statewide (90%)	School: 0 (0%) Statewide (10%)
	2021	6	School: 5 (83%) Statewide (87%)	School: 1 (17%) Statewide (13%)
	2020	11	School: 4 (36%) Statewide (83%)	School: 7 (64%) Statewide (17%)
Chemistry	2022	3	School: 2 (67%) Statewide (85%)	School: 1 (33%) Statewide (15%)
	2021	7	School: 7 (100%) Statewide (89%)	School: 0 (0%) Statewide (11%)
	2020	10	School: 9 (90%) Statewide (91%)	School: 1 (10%) Statewide (9%)
Community & Family Studies	2022	0	-	-
	2021	5	School: 5 (100%) Statewide (93%)	School: 0 (0%) Statewide (7%)
	2020	10	School: 10 (100%) Statewide (91%)	School: 0 (0%) Statewide (9%)
Drama	2022	0	-	-
	2021	12	School: 12 (100%) Statewide (98%)	School: 0 (0%) Statewide (2%)
	2020	3	School: 3 (100%) Statewide (98%)	School: 0 (0%) Statewide (2%)
English Extension 1	2022	3	School: 3 (100%) Statewide (93%)	School: 0 (0%) Statewide (7%)
	2021	3	School: 3 (100%) Statewide (93%)	School: 0 (0%) Statewide (7%)
	2020	0	-	-
English Extension 2	2022	3	School: 3 (100%) Statewide (85%)	School: 0 (0%) Statewide (15%)
	2021	0	-	-
	2020	0	-	-
English Advanced	2022	9	School: 9 (100%) Statewide (99%)	School: 0 (0%) Statewide (1%)
	2021	7	School: 7 (100%) Statewide (99%)	School: 0 (0%) Statewide (1%)
	2020	8	School: 8 (100%) Statewide (99%)	School: 0 (0%) Statewide (1%)
English Standard	2022	19	School: 19 (100%) Statewide (88%)	School: 0 Statewide (12%)
	2021	23	School: 21 (91%) Statewide (91%)	School: 2 (9%) Statewide (9%)
	2020	46	School: 38 (83%) Statewide (89%)	School: 8 (17%) Statewide (11%)
Food Technology	2022	0	-	-
	2021	1	School: 1 (100%) Statewide (87%)	School: 0 (0%) Statewide (13%)
	2020	10	School: 10 (100%) Statewide (84%)	School: 0 (0%) Statewide (16%)
Indonesian Beginners	2022	4	School: 4 (100%) Statewide (100%)	School: 0 Statewide (0%)
	2021	8	School: 7 (88%) Statewide (95%)	School: 1 (12%) Statewide (?)
	2020	8	School: 8 (100%) Statewide (93%)	School: 0 (0%) Statewide (7%)
Industrial Technology	2022	6	School: 6 (100%) Statewide (87%)	School: 0 Statewide (13%)
	2021	2	School: 2 (100%) Statewide (79%)	School: 0 (0%) Statewide (21%)
	2020	-	-	-
Mathematics Extension 1	2022	1	School: 1 (100%) Statewide (74%)	School: 0 Statewide (26%)
	2021	0	-	-
	2020	4	School: 3 (75%) Statewide (75%)	School: 1 (25%) Statewide (25%)
Mathematics Advanced	2022	2	School: 2 (100%) Statewide (94%)	School: 0 Statewide (6%)
	2021	5	School: 5 (100%) Statewide (94%)	School: 0 (0%) Statewide (6%)
	2020	11	School: 11 (100%) Statewide (96%)	School: 0 (0%) Statewide (4%)
Mathematics Standard 2	2022	21	School: 19 (90%) Statewide (82%)	School: 2 (10%) Statewide (18%)
	2021	21	School: 17 (81%) Statewide (79%)	School: 4 (19%) Statewide (21%)
	2020	42	School: 28 (67%) Statewide (76%)	School: 14 (33%) Statewide (24%)

Subject	Year	No. of Students	Performance Band Achievement (No. of students & percentage)	
			Bands 3-6	Bands 1-2
Modern History	2022	6	School: 6 (100%) Statewide (89%)	School: 0 Statewide (11%)
	2021	7	School: 5 (71%) Statewide (84%)	School: 2 (29%) Statewide (16%)
	2020	9	School: 7 (78%) Statewide (84%)	School: 2 (22%) Statewide (16%)
Music 1	2022	5	School: 5 (100%) Statewide (98%)	School: 0 Statewide (2%)
	2021	3	School: 3 (100%) Statewide (98%)	School 0 (0%) Statewide (2%)
	2020	11	School: 11 (100%) Statewide (98%)	School 0 (0%) Statewide (2%)
PDHPE	2022	15	School: 15 (100%) Statewide (80%)	School: 0 Statewide (20%)
	2021	11	School: 11 (100%) Statewide (86%)	School 0 (0%) Statewide (14%)
	2020	20	School: 16 (80%) Statewide (86%)	School: 4 (20%) Statewide (14%)
Physics	2022	3	School: 3 (100%) Statewide (87%)	School: 0 Statewide (13%)
	2021	0	-	-
	2020	3	School: 3 (100%) Statewide (86%)	School: 0 Statewide (14%)
Society & Culture	2022	6	School: 4 (67%) Statewide (93%)	School: 2 (33%) Statewide (7%)
	2021	2	School: 2 (100%) Statewide (94%)	School: 0 (0%) Statewide (6%)
	2020	5	School: 3 (60%) Statewide (94%)	School: 2 (40%) Statewide (6%)
Studies of Religion	2022	7	School: 6 (86%) Statewide (93%)	School: 1 (14%) Statewide (7%)
	2021	-	-	-
	2020	16	School: 14 (88%) Statewide (92%)	School: 2 (12%) Statewide (8%)
Textiles and Design	2022	1	School: 1 (100%) Statewide (93%)	School: 0 Statewide (7%)
	2021	-	-	-
	2020	7	School: 7 (100%) Statewide (96%)	School: 0 Statewide (4%)
Visual Arts	2022	4	School: 4 (100%) Statewide (99%)	School: 0 Statewide (1%)
	2021	10	School: 10 (100%) Statewide (98%)	School 0 (0%) Statewide (2%)
	2020	9	School: 9 (100%) Statewide (98%)	School 0 (0%) Statewide (2%)

We had no students in Year 12 undertaking VET, vocational or training during 2022.

### Professional learning undertaken by teachers

All members of the teaching staff at CHCCS were given the opportunity to participate in professional development and learning in 2022. In addition to professional development undertaken by each individual teacher, both accredited and elective, the school provided the following professional learning opportunities:-

Description of the Professional Learning Activity	No. of staff participating
Child Protection and Reportable Conduct	58
Understanding the Secret Language of Behaviour	58
Understanding Autism – What Teachers need to know for the classroom	58
Mental Health for the Classroom	58

### Accreditation status of Teaching Staff

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 recognised within the National Office of Overseas Skills Recognition (AEI-NOOSR) guidelines.

All teaching staff were accredited during 2022 to teach in NSW by NESA at the following levels:

- Proficient Teacher level - 58 staff
- Conditional/Provisional Teacher level - 3 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.

### 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 also 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 staff 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:

- 61 Teaching staff (60 FTE\*)
- 65 non-teaching staff (60 FTE\*)

\* FTE = "Full Time Equivalent"

## Student Attendance Rates

The attendance rates for students from CHCCS in 2022 are outlined in the tables below.

It should be noted that mandatory isolation periods in 2022 had a substantial impact on student attendance, particularly during Semester 1 when students were required to isolate if any family/household members tested positive to COVID-19.

Year	Number of Students	Full Day Attendance Rate (%)
Overall	862	90.5
Boys	421	90.4
Girls	441	90.7

Year	KI	1	2	3	4	5	6	7	8	9	10	11	12
Attendance Rate (%)	91.6	92.5	93.5	91.8	92.1	91.4	90.3	91	88.7	88.1	87.5	91.6	91

## Managing Student 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 Policy and Attendance Policy for an explanation of all prerequisites for continuing enrolment.

## Retention of Year 10 to Year 12

Whilst there was some movement of Year 10 students moving onto the Senior College in 2023, the retention rate for Year 10 entering Year 11 in 2023 increased substantially to 71%. Those who departed CHCCS moved into apprenticeships, traineeships, moved interstate and a small proportion moved on to the local Senior College.

The retention of students from Year 10 (2021) to Year 12 (2023) also significantly improved to approximately 66%. Two (2) students returned to CHCCS after a short engagement at the Senior College.

## Post-school Destinations

In 2022, 29 students completed their HSC at Coffs Harbour Christian Community School. The following information on students' plans and movements for their post-school options were collected during Term 1, 2023.

Our Dux for 2022, Ashley Forrester, has now commenced a Bachelor of Biomedical Science at Griffith University with the goal of entering the medical profession in the future.

With the increase of options available at university, the decision of post-school studies is an even harder decision for students to make. Gap years continue to be a viable option for students to take whilst they decide what course to study and which University to study at. More than 50% of students who desired to go to University were offered early entry into their courses from midway through the year. For some, this meant that they needed to work hard to maintain their motivation for success in the HSC. Feedback from students indicated that, 78% were pursuing tertiary studies across three (3) states in varied courses and tertiary study providers with 54% commencing study in 2023.

Courses students were planning to study included:

- Education – Primary
- Computer Science
- Aerospace Engineering
- Communications
- Accountancy
- Occupational Therapy
- Law and Criminal Justice
- Engineering
- Industrial Design

We are extremely proud of the class of 2022 and continue to pray for them as they move into the next chapter of their lives and the challenges and successes they face. May each of these students not forget the core teaching of the Good News of Christ which was taught to them constantly in word and example.

## Enrolment Policy

The following is the full text of our Enrolment Policy, as currently published on our website:-

This policy sets out the priorities and conditions for enrolment at Coffs Harbour Christian Community School (CHCCS).

Enrolment at CHCCS is open to all students whose parents/caregivers 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 are presented in the curriculum of the school as part of the overall package of education being presented to their child.

The student body is comprised of students from diverse cultural and socio-economic backgrounds from multiple Christian church denominations and non-believing families.

Enrolment Process:

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

1. Enquire with the relevant campus (Junior School or Middle/Senior School) about enrolment of their child and obtain a Prospectus and Application Form.
2. Make an appointment for an interview with the relevant campus Head/Principal,
3. Supply the following supporting documentation:
  - a. A completed Application Form (signed by both parents/guardians)
  - b. The child's Birth Certificate
  - c. School reports for the previous two years
  - d. Any NAPLAN (or equivalent) reports
  - e. Any relevant Court documents
  - f. Medicare card
  - g. Immunisation records

If successful at interview, a provisional position at the relevant campus may be offered or alternatively, if no positions are available, applicants may be placed on a waiting list.

Enrolments are provisional in that continued enrolment is always subject to ongoing satisfaction between both parties (parents and the school). Unsatisfactory behaviour or refusal to be in accord with the teaching of our school's Christian values and beliefs can result in withdrawal of enrolment.

Should enrolment be offered, a registration fee is payable.

Priority of Enrolment Applications:

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. New students

#### Senior School

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

The School has absolute discretion in determining the weight of each of the factors it considers in determining whether to offer a place for the student

#### Register of Enrolments:

The register of enrolments, maintained by the Principal, includes the following information for each student:

- name, age and address
- the name and contact telephone number of parent(s)/guardian(s)
- date of enrolment and, where appropriate, the date of leaving the school and the student's destination
- for students older than six (6) years, previous school or pre-enrolment situation
- where the destination of a student below seventeen (17) years of age is unknown, evidence that the Department of Education has been notified of the student's full name, date of birth, last known address, last date of attendance, parents' names and contact details, an indication of possible destination, other information that may assist officers to locate the student, and any known work health and safety risks associated with contacting the parents or student.

The register of enrolments is retained for a minimum period of five (5) years before archiving.

#### Continuing Enrolment

Expectations, Terms and Conditions of enrolment are set out in the Application for Enrolment which parents/caregivers sign confirmation of their understanding and agreement with at the time of initial enrolment.

Continued enrolment at the School is dependent upon the student making satisfactory academic progress, attending consistently and both student and parent/carer(s) observing all behavioural codes of conduct, policies and other requirements of the School as applicable from time to time.

## Other School Policies

### 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 that recognises, encourages and supports positive behaviour coupled with consistently applied sanctions for poor or negative 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 Policy is available on our website or a copy can be obtained direct from the school. The content of the policy was reviewed in 2022.

### 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, racism 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 content of the policy was reviewed in 2022.

### 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 of the policy was reviewed in 2022.

### **Complaints Handling 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 Complaints Handling Policy is available on the school's website or can be obtained from the school. The content of the policy was reviewed in 2022.

## Priority Areas For Improvement

<b>Area</b>	<b>Priorities</b>	<b>Achievements</b>
Facilities & Resources	Expansion of Bonville campus	The Development Application for our masterplan of the new land development remains with Council. Advice indicates it should be approved in early 2023.  Several areas of hardscaping and roadside guttering for the expanded campus commenced.
Facilities & Resources	Classroom space	An additional demountable for accommodating classes during periods of maintenance was commenced.
Facilities & Resources	Expansion of playing fields	Plant out and landscaping of new school playing fields was finalised with these spaces being able to be used by our students and for inter-school competitive sports.
Facilities & Resources	Covered lunch/playground area	Landscaping and upgrades to particular areas in the playground (including an additional covered area for recess and lunch) was commenced.
Student Welfare	Sick Bay/First Aid at the Bonville Campus	A refurbishment of our Sick Bay in consultation with our sick bay coordinator was completed.
Staffing	Appointment of English Department Head	The acting Head of Department was appointed substantively.
Teaching & Learning	Update of IT hardware	The triennial rollout of new computers was completed.

## Promotion of Respect & Responsibility

One of the essential elements of Christian education is the pastoral care of its students. Every student has the right to be acknowledged as significant and special, knowing that their specific talents are noticed and matter. Our approach to pastoral care is based on a deep respect for the dignity and uniqueness of the individual person as we are all made in the image of God (Genesis 1:27). As a school we are concerned with the total wellbeing of our students and therefore the wellbeing programs aim to complement the wider philosophy and practices of the school which promote an atmosphere of learning, growth and development.

The National Safe Schools Framework (2011) states that “in a safe and supportive school, the risk from all types of harm is minimised, diversity is valued and all members of the school community feel respected and included and can be confident that they will receive support in the face of any threats to their safety or wellbeing” (2011, p. 4). As a team committed to student welfare, we support the National Safe Schools Framework (2011) in regard to:

- Encouraging a supportive and connected school culture,
- Assisting in positive behaviour management,
- Offering a focus on student wellbeing and student ownership,
- Offering early intervention and targeted support for students.

Student wellbeing incorporates collaboration with families and at times will require referral to relevant community support organisations (church youth groups, mental health services, Headspace, Kids Helpline, Legal Aid, Department of Housing, general practitioners, private counsellors, etc.).

Families are an integral component of positive change in student lives and will be increasingly engaged in order to explore solutions for the range of educational, disciplinary, mental health and general wellbeing issues. In line with the Nationally Consistent Collection of Data for School Students with Disability, this process is aligned to current best practice models.

## Parent, Student and Teacher satisfaction.

### Parents:

With COVID-19 restrictions easing in 2022, we were grateful that parent and community engagement at school events was able to take place. Our parent/caregiver cohort returned to attending our weekly Churchtime meeting, regular school assemblies, presentation nights, performance showcases, sports events, Stage information nights and parent/teacher interviews.

Evidence of parent satisfaction can be gleaned from our extensive waiting lists from Kindergarten through to Senior School. Our school is highly regarded among the Coffs Coast community and enrolment is much sought after. We consistently have all siblings within family groups enrolled with recommendations made to family members moving to the area.

### Students:

Student satisfaction can be evidenced by the large retention rate from Kindergarten through to Year 10 and beyond. Although there are Year 10 students who seek to complete their HSC elsewhere, those who remain provide positive feedback in relation to the support and care provided within our school community.

When gathering feedback from Year 12 students on what they will remember about their schooling at Coffs Harbour Christian Community School, the most common comment is that the highlight for them was the commitment their teachers gave to the student's success, both personally and academically.

**Teachers:**

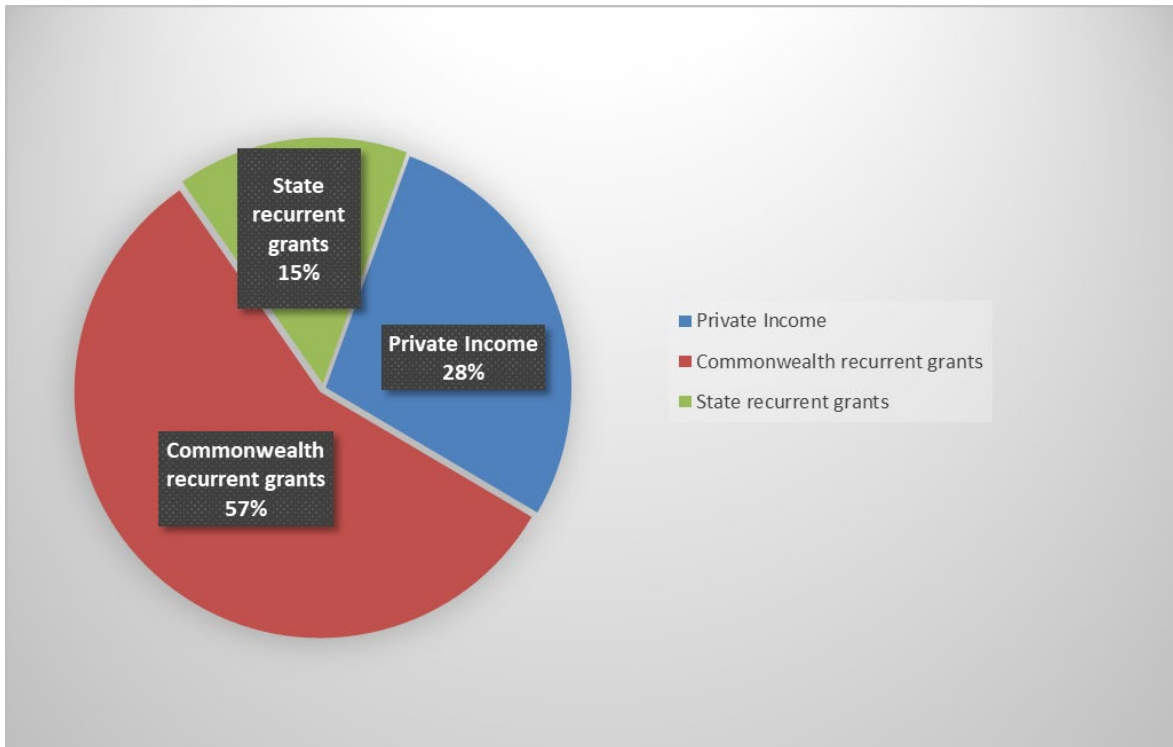
Informal feedback from teachers and discussions with Heads of Departments evidence general staff satisfaction, particularly in terms of support, morale, school operations, clarity of role expectations and recognition of individual achievement.

Even though COVID-19 restrictions eased throughout 2022, there were still challenges for our staff. Mandatory isolation periods for those who contracted COVID-19 created regular and impactful staff absences, requiring staff to cover their colleagues' classes to a greater extent; considering also that general teacher shortages statewide reduced the pool of qualified casual staff from which to fill temporary vacancies. Our teaching staff have continued to prove they are hard-working valuable team players, striving to achieve our corporate and education goals.

## Financial Information

### Income

A summary of financial income during 2022 is provided below:-



### Expenditure

A summary of financial expenditure during 2022 is provided below:-

