The following report is prepared according to the School’s Annual Reporting Policy and the NSW Government’s Education Act. It provides general information to the community about the School’s ethos and character and its performance in Academic and Financial terms. More specific information can be obtained by contacting the School directly.

Published June, 2016
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Overview and General Information

New Hope School (NHS) is a transdenominational Christian School that commenced operation in January 2015. It is an independent, co-educational, special school, registered and accredited (Years 5 to 10) by the NSW Board of Studies. The school caters for students with an Intellectual Disability (moderate) and/or Autism Spectrum Disorder.

The purpose of New Hope School is to be a Christian Educational Community which provides quality individualised and meaningful education in a caring and supportive learning environment for students with special needs, founded on Biblically based beliefs, values and attitudes. The school pursues the vision from a Biblical base by aiming: to be authentically Christian; to provide quality education and to practice Christian community that is rigorous, authentic and collaborative.

New Hope School is located on the grounds of Pacific Hills Christian School (PHCS) and seeks to maintain strong links between the schools. PHCS provides support through resources, facilities and staffing and integration opportunities are available for students.

From the Principal

After significant support from the Board of Studies, Teaching and Educational Standard (BOSTES) and the Department of Education, as well as the Association of Independent Schools, we were delighted to commence New Hope School at the beginning of 2015. The School commenced with six students and a wonderful group of staff under the leadership of Mrs Dianne Dowson as the Director. We have had wonderful support from the parents in the School and also from the parents and staff and students of Pacific Hills Christian School on whose property New Hope School has been established.

The facilities of New Hope School are portable classrooms that have been renovated and prepared for supporting the staff and students in this new school. The community of New Hope School is very thankful for the strong support of Pacific Hills Christian School in its establishment.

The staff are being provided with professional development through The Excellence Centre of Pacific Hills Christian School and that has been very helpful in the commencement of the School. Support in areas of curriculum development, pastoral care and general administration by Pacific Hills has been much appreciated by New Hope School. This assistance has included technological support and industrial relations and financial administration.

New Hope School is expecting to grow with 17 students enrolled for 2016. The School was officially opened on 17 March with a special ceremony in the presence of our special guest, Mr Matt Kean, a Member of the NSW Parliament for the local area.

We look forward to the growth of this School which has attracted great interest from other school communities throughout the State.

We are very thankful for the strong financial support from both the State and the Federal Governments.

Dr E J Boyce
Principal
From the Board Chair

This year marked the first year of the operations of New Hope School (NHS). It has been a solid start for NHS with the promise of much more to come as it serves our community. We can continue to declare that God has been good and has provided for the needs of this particular ministry.

In one sense, this is evident from the finances. But while important, that is only one aspect of the goodness of God as evidenced in the operations of NHS.

Enrolments are tracking to expectations. However, as already noted, that is only one lens through which to view this particular fact. It also represents an opportunity to feed into the lives of those additional students the values and priorities for which NHS stands and the values that are foundational to the Christian education that it delivers at this place.

There were no material issues requiring reporting to the members. I am pleased to report that those aspects which are foundational to the School continue including, relevantly, the striving for continued academic excellence, service to others and a sense of purpose in learning.

From my perspective, in order to model and demonstrate what it is we demand of our students, that is, that they strive for excellence, the School equally must demonstrate this in how it goes about the teaching and training of those entrusted to it. So, this means we must continually review and revise the delivery of Christian education and those areas in which we can do even better.

There have also been some structural changes during the course of the year. One of those was to formally separate the operations of New Hope School into a separate company limited by guarantee. PHCE is the sole member of this new entity. We did this for compliance purposes and it was something that was requested by Board of Studies Teaching and Educational Standards. While a separate company with separate operations, New Hope School continues to be a vital aspect of what occurs at the Dural campus.

There are plans to further enhance the facilities for NHS. In this context, new land is being acquired and which will be available to NHS and on which it is planned that a separate facility for New Hope School will be constructed at some stage in the future.

I was recently encouraged by three images that are found in the Paul’s letter to the Philippians. The first of these is that of a pioneer, going ahead and getting ready a path for others. The second image is that of a scale and ensuring that conduct always balances out to the standard to which we are called in Christ. The third image is that of a runner pressing ahead with all of their energy and focus towards the finish line, which Paul uses for how the Christian should approach their daily living. There is a lot that could be said about these three images but in my view they represent three lenses through which to view the operation of any Christian organisation including NHS. In its own way, NHS is called to represent the practice of these three images.

May we collectively be like the runner Paul refers to striving towards the finish line as we move forward in this current year not resting and not being distracted by looking back but focused on what is ahead and the actual finish line that is our focus.

Mr Stephen Trew
Chairman
OUR COMMUNITY SATISFACTION

Staff

New Hope School staff diligently apply themselves to developing the best learning experiences for the students. The teachers find great satisfaction from supporting the students and catering for their diverse needs. They enjoy rich and productive professional relationships which are overlaid and undergirded by personal friendship and Christian fellowship. Within the pressures of a demanding role staff satisfaction is high. New Hope staff believe in the worth of their work and the quality of the effect they have on the students and each other.

Students

The students at New Hope School have settled in well to their new school and there is a positive feeling amongst all students. Students interact well with their teachers and have a happy disposition.

Some end of year quotes from New Hope School students:

“I have liked meeting new friends. I have also loved the excursions and playing with my friends at New Hope.”

“New Hope School has been very welcoming to me. I have never felt this good about school at any other school I have been at.”

“I like the smaller class size and the lovely teachers.”

“My favourite things are assembly and sport.”

“I like playing basketball at recess and lunch with my friends.”

“I have enjoyed making new friends and meeting new teachers at New Hope.”

Parents

The official opening ceremony held in March 2015, as well as the end of year Certificate Assembly, provided an opportunity for parents to share their thoughts about what New Hope School means to them and their family. The parents who shared formally or informally on these occasions, spoke of the blessing that the School has been to their families and specifically for their enrolled child. The parents were very positive about the staff at New Hope School and the school environment that has been provided for their child.

Below are two quotes from parents that are indicative of the feelings of many of the parents:

“I just wanted to say a big ‘Thank You’ to you and your wonderful staff for a great first Term at New Hope. (My son) has settled in so nicely and has been really happy going off to school each day.”

“As a parent I can’t begin to tell you how encouraged and comforted I am to know my son has such a school to go to.”
Parents are involved in their child’s learning through the collaborative planning process where each student's individual needs are identified and goals are set for the semester. Parents are kept informed of school activities through the weekly school newsletter and individual communication is also provided through email or phone calls where necessary. Teachers welcome communication from parents and meetings can be scheduled at any time throughout the year.
OUR STAFF

General Comments

The staff of New Hope School exhibits typical diversity of age and gender. Teaching staff number four in total with two of these allocated to full-time teaching or leadership positions. We have an appropriate spread of age and experience giving a balance of energy and innovation with maturity and discernment.

Teaching Standards – Staff Qualifications and Professional Learning

All of the teaching staff have completed tertiary qualifications in Education. This is category (i) in respect of the NSW Institute of Teachers classifications.

During 2015 a range of Professional Learning was approved and undertaken by teaching staff. This included individual and small group learning selected according to need and interest and the 12 days of corporate Professional Conference that is organised by Pacific Hills Christian School.

Teaching Standards – Staff Attendance and Retention

Staff attendance has been calculated for the year based on the total number of teaching days available and factors in all staff absences with the exception of Approved Leave for School related projects and activities such as Long Service Leave, Mission or Christian Education Development work. Over the course of 2015 this resulted in a Staff attendance of 99%.

The School has been blessed with a period of significant stability of staff, with 2015 staff retention rated at 100%.
OUR STUDENTS

Enrolments Profiles

New Hope School caters for students who have a diagnosed disability which meets the requirement for Government Funding. The programs are designed to cater for students with intellectual disabilities and Autism Spectrum Disorder. Many students present with more than one disability and may also present with physical disabilities or sensory impairments.

New Hope School commenced operation in January with seven students. The School had a total of ten Year 5-10 students at the 2015 mid-year Government census, comprising four female students and six male students.

<table>
<thead>
<tr>
<th>Disability</th>
<th>Total</th>
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<tbody>
<tr>
<td>Moderate Intellectual Disability only</td>
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<tr>
<td>Autism Spectrum Disorder (with low average to mild Intellectual Disability)</td>
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</tr>
<tr>
<td>Autism Spectrum Disorder and Moderate Intellectual Disability</td>
<td>4</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>10</strong></td>
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2015 Attendance

<table>
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<th>Boys</th>
<th>Girls</th>
<th>Total %</th>
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<td>0</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>2</td>
<td>1</td>
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<td>7</td>
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<td>1</td>
<td>95.60%</td>
</tr>
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<td>9</td>
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<td>0</td>
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<td>2</td>
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<tr>
<td><strong>Overall</strong></td>
<td><strong>10</strong></td>
<td><strong>2</strong></td>
<td><strong>98.08%</strong></td>
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</table>
OUR ACHIEVEMENTS

NAPLAN Testing

In 2015 there was one Year 7 student who was exempt from completing the tests and no students enrolled in Years 3, 5 or 9.

Achievements in Other Activities

The Granting of Records of School Achievement

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

In Year 10, the RoSA grades are allocated by the school using school based assessments and aligning student performance with the Course Performance Descriptors. Where students satisfactorily complete a Life Skills course, the course is listed on the RoSA with the annotation Refer to Profile of Student Achievement. The Profile of Student Achievement lists all the Life Skills syllabus outcomes achieved by the student in each Life Skills course completed. The profile is printed and issued by BOSTES to school leavers along with their RoSA (BOSTES, 2016).

Sporting Achievements

- **Nathaniel Baker** represented New Hope School as a member of the NSW Combined Independent Schools Athletics Team at the NSW All Schools Athletics Championships.

- **Cameron Bali** represented New Hope School as a member of the NSW Primary Schools Sports Association Athletics Team at the School Sport Australia Athletics Championships.
OUR POLICIES

School policies have been developed in this initial year and will be continually reviewed.

Enrolment Policy

Vision Statement
The purpose of New Hope School is to be a Christian Educational Community which provides quality individualised and meaningful education in a caring and supportive learning environment for students with special needs, founded on Biblically based beliefs, values and attitudes.

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

While the policy is as comprehensive as possible, there will inevitably be some situations which are not specifically covered. In such instances, it is the Principal's responsibility to decide the appropriate course to take in the circumstances.

Policy
New Hope School seeks to enrol students whose families seek a Christian Education for their children and who support the ethos of the School as encapsulated in the Mission Goals.

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

Relevant Legislation
- Disability Discrimination Act
- Race Discrimination Act
- Anti-Discrimination Act
- ESOS Act

These Acts make it unlawful to discriminate against a person on the grounds of their disability or race by refusing to enrol them at the School. The School is committed to fulfilling its obligations under the law in this Enrolment Policy.

Definitions
Throughout this policy, unless the context requires otherwise:
- parents includes guardians or any other person who has applied to have a student entered on the waiting list or enrolled at the School and, where the student has only one parent, means that parent.
- disability, in relation to a student, means:
  o total or partial loss of the student’s bodily or mental functions; or
o total or partial loss of a part of the body; or
o the presence in the body of organisms causing disease or illness; or
o the presence in the body of organisms capable of causing disease or illness; or
o the malfunction, malformation or disfigurement of a part of the student's body; or
o a disorder or malfunction that results in the student learning differently from a student without the disorder or malfunction; or
o a disorder, illness or disease that affects a student’s thought processes, perception of reality, emotions or judgment or that results in disturbed behaviour.

Procedural Guidelines – New Hope School

Enquiries
All enquiries are recorded. The Registrar will also forward relevant information to student families as applicable. This includes:

- Information letter directing them to the school website for further information
- Enrolment Application form
- Information regarding documentation required

Families wishing to seek more information about the school prior to completing an application are invited to have a tour of the school and have a preliminary meeting with the Director.

Applications
Upon receipt of applications the Registrar will:

- Check all relevant documentation is completed
- Forward non-refundable application fee to Front Office for receipting
- Check current class vacancies
- Place student’s name on waitlist

Requirements for Entry
All families will be interviewed by the Principal and Director of New Hope School.

It is a requirement of entering New Hope School that parents provide medical, psychological or other reports from specialists outside the school that outlines the student’s disability.

Any assessments or reports required from non-school personnel will be at the parents’ expense.

In considering all prospective enrolments, the School may ask parents to authorise the Principal or his delegate to contact:

- the Principal of the student’s previous school to confirm information pertaining to the student;
- any medical or other personnel considered significant for providing information pertaining to the needs of the student.

Documentation Requirements

Autism Spectrum Disorder
Students enrolled at New Hope School under the criteria regarding classification on the Autism Spectrum must provide a current report from a specialist medical practitioner or registered psychologist with appropriate clinical experience. The report must detail the nature of the student’s disorder using the DSM-5 diagnostic tool. Documented evidence must indicate a developmental disability affecting verbal and non-verbal communication and social interaction, which affects the child’s ability to learn. There must be information of a functional assessment consistent with the student’s disorder.
**Intellectual disability**

Students enrolled at New Hope School under the criteria regarding Intellectual Disability will need to have a diagnosis for a moderate range of impairment. To meet criteria for diagnosis of a moderate intellectual disability, students must have a full-scale IQ score of approximately three to four standard deviations below the mean on an approved individual test of intelligence. There must be information on the assessment of adaptive skills and school performance (where applicable) consistent with, or below this range of scores.

**Assessment/Interview Organisation**

Should a vacancy exist or be pending, the Registrar will organise a suitable time for students and the family to attend interviews with the Registrar, the Principal, and the Director (or delegates). The Principal may exercise full discretion in varying the procedures relating to the interview process.

**Interview Process**

Registrar

The Registrar will conduct an initial interview to gather relevant family information and details as per the Enrolment Form and to outline the assessment and interview process. Under normal circumstances the subsequent interview will be with the Principal.

Principal

The Principal will conduct an interview in which he explores the issues of Faith with the family and explains the distinctives of NHS, including:

- Christian education in all Key Learning Areas, policies and procedures.
- Entirely staffed by Christians.
- Transdenominational nature.
- Faith, Critical Awareness and Character Development as primary goals.
- Service and Mission.
- Partnership with Parents.
- Inclusion of students with Special Needs.
- Vision and proposed Future Development.
- Other ministries of Pacific Hills.

Director

The Director will meet with parents and discuss the student/s application/s as per the Enrolment Form. The following is to be completed and/or discussed in the interview:

- Student’s academic, social, emotional, physical needs.
- The outworking of the School’s Christian ethos through staffing, daily devotions, Biblical Studies, worship services, Pastoral Care system, etc.
- Clearly states how the school supports students with special needs including the Individual Education Plan.
- School’s academic curriculum and other activities.
- Discuss the opportunities available for integration into the mainstream classes or Pacific Hills Christian School activities.
- Explain the practical implications on the School-Parent partnership.
- Seek to establish that the expectations and commitments of the parents are consistent with the vision, values, goals, policies and resources of the School.

**Enrolment Offer**

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

- Where information obtained by the School suggests a profile of wilful misconduct, illegal activities or strong anti-social behaviours that indicate that the student's enrolment at the School is likely to be detrimental to other students, the staff or the School, notwithstanding that the student be the sibling of a current student, the Principal may decline to proceed any further with the enrolment process.

- The Principal will seek to identify the exact nature of the student's needs and the strategies required to address them. Having obtained this information, the Principal will determine whether the student, if enrolled, would require services or facilities that are not required by students who do not have the student's disability. Where the Principal determines that the student would require such services or facilities, the Principal will determine whether enrolling the student would impose unjustifiable hardship on the School. In making this assessment, the Principal will take into account all relevant circumstances of the case, including:
  - the nature of the benefit or detriment likely to accrue or be suffered by any persons concerned (including other students, staff, the School, the student, the family of the student, and the School community); and
  - the effect of the disability of the student; and
  - the School’s financial circumstances and the estimated amount of expenditure required to be made by the School.

Where the Principal determines that the enrolment of the student would cause unjustifiable hardship, the Principal may decline the offer of a position or defer the offer.

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

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

Acceptance of Enrolment:
To accept the offer, the parents must within fourteen days of receiving it, deliver to the School the:

- Acceptance of Offer of Enrolment Form, signed by both parents/guardian;
- Enrolment Fee as specified in the letter of offer.

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

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

Register of Enrolments
A register of enrolment will be maintained in the School Database management system in accordance with legislative requirements.

Conditions of Ongoing Enrolment
1) Exclusion from class
   a) New Hope School may exclude a student from class studies on the grounds of misbehaviour by the student. Exclusion will occur as the result of any behaviour identified as resulting in exclusion in New Hope School’s Behaviour and
Discipline Policy/Code of Conduct including but not limited to repeated or aggressive defiance of teacher’s instructions; behaviour that puts the safety of other students at risk; ongoing disruption of learning.

b) Excluded students must abide by the conditions of their exclusion from studies which will depend on the welfare and accommodation arrangements in place for each student and which will be determined by the Director.

c) Where the student is provided with homework or other studies for the period of the exclusion, the student must continue to meet the academic requirements of the course. This will be determined based on the student’s disability and academic program that they follow at school.

d) Exclusions from class will be recorded in the School’s Student Records.

e) Periods of ‘exclusion from class’ will not be included in attendance calculations as per New Hope School’s Attendance and Course Progress Policy

2) School initiated Suspension of Studies

a) New Hope School may initiate a suspension of studies for a student on the grounds of misbehaviour by the student. Suspension will occur as the result of any behaviour identified as resulting in suspension in New Hope School’s Behaviour Policy/Code of Conduct.

b) Suspended students must abide by the conditions of their suspension from studies which will depend on the welfare and accommodation arrangements in place for each student and which will be determined by the Director.

c) Suspensions will be recorded on the School’s Information Management System.

d) Students will not return from suspension until after a satisfactory interview between the Parents and the Director.

3) Student initiated Suspension of Studies

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

4) Cancellation of Enrolment

a) New Hope School may assert its right to cancel the enrolment of a student under the following conditions:
   i) Failure to pay course fees or to settle outstanding financial accounts;
   ii) Repeated failure to respond appropriately to the authority of the School including in respect to course progress, compliance with school requirements relating to uniform and equipment, and demonstrating acceptable behaviour.
   iii) Any behaviour that puts the safety of other students significantly at risk, that significantly undermines the reputation and good standing of the school or that is identified as being unlawful.

Summary of Key Policies

Student Welfare and Pastoral Care is infused in all teacher-student interactions and informs development of all policies and procedures. It is a strength of New Hope School and is a feature of the community.

While full text versions of our policies can be obtained from the school this extract conveys the essence of our commitment to caring for, and the discipline of, students of New Hope School.
**Safe Schools Policy Statement:**

**Rationale**
New Hope School believes that all persons are made in the image of God and thus worthy of respect at all times. We are committed to the education of the whole person in a Christian context and seek to nurture our students in the spiritual, intellectual, social/emotional and physical dimensions (refer Luke 2:52). Furthermore, we believe that each person is commanded to love each other as we love ourselves. Fundamental to an education of this nature will be high expectations, strong instruction, and direct meaningful consequences for no-compliance across a range of issues that demonstrate or impact on care for oneself and for others.

The Australian Government has also mandated that all Australian Educational Institutions are to take measures to ensure that schools are safe and supportive environments (National Safe Schools Framework 2003). This policy supports that mandate for schools to develop and implement policies and procedures to particularly address the issues of harassment and discrimination, violence and aggression, bullying, and child protection.

**Policy**
New Hope School seeks to be a community that protects and promotes the safety and wellbeing of all of its members.

**Component Policies:**
- a) Safe Schools: Anti-Harassment and Discrimination
- b) Safe Schools: Anti-Violence and Aggression
- c) Safe Schools: Anti-Bullying
- d) Safe Schools: Anti-Drugs

**Related Policies**
This policy should be interpreted in relation to the full complement of New Hope School policies. Particular attention should be given to the following:

- Child Protection
- Behaviour and Discipline
- Duty of Care
- Work Health and Safety

**Safe Schools: Anti Bullying Policy Statement:**

**Rationale**
We recognise that there will be incidences of bullying in our school community at various times and in varying degrees. The depravity of the human condition resulting from the Fall means that all individuals are capable of sinful actions that harm or exclude others or that manipulate relationships for selfish ends.

The New Hope School community of students, parents and staff should work together to both prevent bullying and deal effectively with those incidents of bullying that may occur.

**Policy**
New Hope School will implement intervention strategies and programs of instruction to minimise bullying at all levels of our community, with the aim of having no bullying behaviour.
**Behaviour and Discipline Policy Statement:**

**Rationale**
All communities require standards of personal and interpersonal behaviour to be clearly stated, understood, and adhered to in order to preserve relationships and allow effective growth and development of the individuals. Personal decisions about behaviour necessarily bring consequences. Good decisions should lead to positive consequences while poor decisions should bring negative consequences.

With the purpose of strengthening the community, the Behaviour and Discipline Policy will clarify our common vision in Christ, will strengthen and test the givens (ground rules, or policies) for how we should live together, will consider the needs of each individual in our community, and will build or restore relationships to bring new levels of commitment. The result of implementing this policy should be the discipling of young people to behave in ways that are Christ-like to others and themselves, that show maturity in their response to authority and in their respect within relationships, and that show commitment to the welfare of the community.

**Policy**
At New Hope School, discipline is an integral part of pastoral care used to disciple students in Christian beliefs, values and behaviour.

**Related Policies**
This policy should be interpreted in relation to the full complement of New Hope School policies. Particular attention should be given to the following:

- Safe Schools (Anti-Harassment & Discrimination; Anti-Violence; Anti-drugs; Anti-Bullying)
- Child Protection
- Duty of Care
- Student Code of Conduct

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**Student Code of Conduct Policy Statement:**

**Rationale**
All communities require standards of personal and interpersonal behaviour to be clearly stated, understood, and adhered to in order to preserve relationships and allow effective growth and development of the individuals. Personal decisions about behaviour necessarily bring consequences. Good decisions should lead to positive consequences while poor decisions should bring negative consequences.

With the purpose of strengthening the community, the Student Code of Conduct policy will clarify our common vision in Christ for how we should live together. It will consider the needs of each individual in our community.

The result of implementing this policy should be the discipling of young people to behave in ways that are Christ-like to others and themselves, that show maturity in their response to authority and in their respect within relationships, and that show commitment to the welfare of the community.

**Policy**
Self-monitoring of behaviour is an integral part of a safe learning community. It is therefore essential that students are clearly informed about the behavioural expectations of the school community. The student code of conduct clearly communicates the normal and positive dynamics of relationships within a Christ centred community.
Related Policies
This policy should be interpreted in relation to the full complement of New Hope School policies. Particular attention should be given to the following:

- Behaviour and Discipline
- Pastoral Care
- Safe Schools: (Anti-Harassment & Discrimination; Anti-Violence; Anti-drugs; Anti-Bullying)
- Child Protection

Complaints and Grievance Resolution Policy Statement:
Rationale
The purpose of New Hope School’s Grievance (Students and Parents) Policy is to provide a student or parent(s)/legal guardian with the opportunity to access procedures to facilitate the resolution of a complaint or grievance. These internal procedures are a conciliatory and non-legal process. The policy is intended to reflect the desire of the School to function as a Christian community.

Policy
New Hope School recognises that it is good and fitting that members of communities have opportunity to express disappointment or disapproval and seeks to engage with such situations with the intent of clearly reaching mutual understanding amongst the parties involved.
PROGRAMS PROMOTING RESPECT AND RESPONSIBILITY

School Programs

Student wellbeing is a high priority at New Hope School. Teachers are delivering programs that address the individual needs of each student. Each student has an Individual Education Plan that is developed in consultation with parents, teachers and other professionals when appropriate. Respect and responsibility are explicitly taught as part of the Individual Education Plans of each student and as included in aspects of the curriculum.

Features of the school program include:
- Intensive individualised and small group instruction
- Program adjustment based on student progress
- Visuals and specific instructional processes are utilised to address the individual needs of students
- Close monitoring of student progress through a variety of assessment procedures

Links with Pacific Hills Christian School

A unique feature of New Hope School is its connection with Pacific Hills Christian School. Activities and programs that have developed the connections between the two schools and have assisted in developing responsibility and in building a culture of respect have included:
- NHS students attended PHCS Assemblies (Middle School, Senior School and Whole School).
- A group of Year 8 PHCS students visited NHS each fortnight at Pastoral Care time to support and interact with NHS students.
- Students from PHCS regularly visited during recess and lunch breaks to interact socially with NHS students and provide support.
- A group of PHCS Senior School students provided support at NHS as part of their community service day activities.
- NHS students attended some PHCS activities including History Week activities and visiting Visual Arts displays.
- Several NHS students participated in the Middle School or Senior School Sport Carnivals.
- All NHS students participated in the PHCS Cross Country event.

Other Activities

Each year PHCS run a number of fundraising initiatives which raise money for a variety of mission and charity organisations. NHS participated in many of these events.

We welcomed three university and TAFE practicum students in 2015 who had the opportunity to work closely with the teachers and students.
OUR GOALS

2016 Improvement Targets

The following have been identified as meaningful targets for New Hope School as we continue to seek to bring glory to God though the operation of the School. These objectives form the foundation of the School's Strategic Management Plan for 2015 – 2017. The outworking of each objective is done through a series of targeted strategic goals.

- **Strategic Objective 1**
  To establish an excellent learning community evidenced by the research data and personal testimonies of the community.

- **Strategic Objective 2**
  To provide an innovative infrastructure that creates a community of learners that supports their diverse needs.

- **Strategic Objective 3**
  To establish and maintain effective communication inside and beyond the School Community.

- **Strategic Objective 4**
  To build a culture of local, national and global service through exercising the gifts of these in community.

A full text version of the School's Strategic Management Plan for 2015 – 2017 is available at the school.
OUR FINANCES

Summary of Financial Information

Income Sources

![Pie chart showing income sources for 2015]

- C'wealth: 42%
- State: 34%
- Fees: 24%

Expenditure Areas

![Pie chart showing expenditure areas for 2015]

- Salary & On costs: 81%
- Property: 7%
- Admin & General: 12%

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