



# New Hope School

## **Annual Report 2021**

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, 2021*

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## OUR SCHOOL COMMUNITY



### **Contextual information about the School**

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 3 to 12) by the NSW Education and Standards Authority.

The vision and 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 behaviour. 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. The school strives to make a difference in the learning and in the life of every student so that they have optimal opportunity to grow spiritually, intellectually, emotionally, socially and physically.

New Hope School caters for students with an Intellectual Disability (mild to moderate) and/or Autism Spectrum Disorder. The 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



New Hope School continues to be an attractive and valuable community for children with Autism and other Special Needs. The School is led by an excellent team, under the leadership of Mrs Dianne Dowson, Director and Mr Nathan Francis, Assistant Director and a very strong team of teaching and non-teaching staff.

Located on the site of Pacific Hills Christian School, the New Hope School community has much interaction with its staff as well as parents and students of Pacific Hills.

The school is currently undergoing construction of new facilities which are due to be completed in 2022. With the completion of these new facilities, the School looks forward to being able to take an additional number of enrolments and the whole community is looking forward to that situation. In matters of curriculum, the School is well resourced both with its own staff and with the support of Mrs Belinda Nunn, Pacific Group Dean of Curriculum, with other assistants.

Staff development continues to be provided by The Excellence Centre, under the leadership of Dr Tina Lamont, who has responsibility for Professional Development across all the Schools in the Group.

Mrs Dianne Dowson has become a member of the Board of the Australian Association of Christian Schools and is a valuable member. Mrs Dianne Dowson is also involved as the Deputy Chair of the National Independent Special Schools Association (NISSA). New Hope School is also a mentor School for the other Special Need Schools within the Group.

Dr EJ Boyce  
Principal

## From the Board Chairman



We are thankful that after the disruptions and uncertainty of the last two years, the financial statements contained in this report show New Hope School to be in a good financial position. Yet even more pleasing is not just that enrolments are strong and the academic outcomes have been excellent, but that the culture in our school and the community that we experience continues to flourish. Simple observation of the interactions between students, staff and parents gives a sense of the health of a school community in ways that this Annual Report cannot. This community is all the richer not only because of the interactions between New Hope School and Pacific Hills Christian School, but between the eight schools in our group that share common values, Christian culture, and purpose of gaining wisdom and knowledge in Christ (Colossians 2:2-3).

As New Hope School transitions over the year ahead from the existing site to the impressive new buildings, we are thankful to God for His provisions of this facility, as a marker of His faithfulness and kindness to us as a school community over many decades.

On behalf of the Board I would like to thank the dedicated staff of New Hope who use their gifts and skills so effectively in serving this community. A verse I've heard Dr Boyce recite many times is one that I see this school community strive to exemplify, and for that we give thanks to God:

*Each of you should use whatever gift you have received to serve others, as faithful stewards of God's grace in its various forms. 1 Peter 4:10 (NIV)*

Mark McCrindle  
Board Chairman

## From the Director



2021 has been an interesting one with many twists and turns, but also many experiences and achievements that we can be thankful for. Whether it be learning the order of the planets from the sun, how to stock shelves in the canteen, or improving their swimming skills in the pool, all students have made gains during this year.

At New Hope School we are very fortunate to have a team of dedicated, caring and hardworking staff who work together to provide excellent educational experiences for our students. Our staff are creative, dedicated and always caring. The students are provided with experiences that enhance and enrich their learning and the staff also aim to provide students with a safe, predictable and fun school experience.

I acknowledge the enormous responsibility that has been placed on parents during the Learn at Home period this year. I am thankful to our families for the time, space, routine and support that they provided. Throughout this year, New Hope School managed to maintain a sense of connectedness and sustained caring and supportive relationships.

Earlier this year, we were able to provide students with some learning experiences outside the classroom setting. We enjoyed a visit to Sydney Zoo, swimming lessons at Carlile Swimming Cherrybrook, a Colourful Compassion fundraising day, as well as an excursion to Ten Pin Bowling at Castle Hill.

Our Year 12 students were able to be involved in a variety of work experience options at school as well as attending work readiness programs at NOVA and Endeavour Foundation. During work experience, the students were able to follow directions, demonstrated the ability to apply effort and complete a variety of practical tasks.

As an alternative to our school camp, the students enjoyed some fun activities at school. This included a scavenger hunt, a Mosaic craft activity, a movie afternoon and a school provided breakfast and lunch. The Reptiles Up Close show was a highlight for many of the students, and we really did experience the reptiles up close. Several of our students had some very close encounters with frogs, snakes, various lizards, a crocodile, and a python.

Throughout this year, we have been excited to see our new building project take shape. It will be exciting to make the move next year. These buildings will provide wonderful facilities for our New Hope School community.

In 2021 six Year 12 students graduated from New Hope School. These students were valued members of our school community. Four of the students were with us in our first year of New Hope School in 2015, with the other two students enrolling in the following year in 2016. One student was enrolled at our school since he commenced at Pacific Hills Christian School 15 years ago in Prep. We have been grateful to the parents and the connection that they have also had to our school as they have partnered with us in supporting these Year 12 students.

Mrs Dianne Dowson  
Director

## OUR COMMUNITY SATISFACTION

During 2021 the Pacific Group of Schools, which includes New Hope School, commissioned McCrindle to conduct research to understand the perceptions, attitudes and experiences of parents and staff at each of the seven schools in the group. The research aimed to measure stakeholder perceptions and satisfaction over time as well as opportunities for growth.

In 2021, 11 parents and 15 staff completed the stakeholder survey. The key recommendations were:

- Continue to cultivate a strong School culture and community
- Prioritise staff wellbeing
- Communicate how the School is future proofing students
- Continue to help students achieve their best.

Parents noted:

- The School is very good at catering for each students' learning, social, emotional needs.
- The School's leadership team are approachable and assist at all times with all student concerns.
- Teachers and staff are very responsive, caring, and humble.
- New Hope School provides a very high level of support for students. This a great strength of the school.
- Teachers are easily accessible.

Staff noted:

- I find my work satisfying and fulfilling – 93%
- I feel accepted and well-regarded by my peers – 93%
- The School allows me to grow professionally – 73%
- The School is effective using innovative teaching methods – 93%

### Staff



Principal



Director



Assistant  
Director



Teacher



Teacher



Teacher



Teacher



Teacher  
Assistant



Teacher  
Assistant



Teacher  
Assistant



Teacher  
Assistant



Teacher  
Assistant



Teacher  
Assistant



Teacher  
Assistant



Counsellor



Speech  
Therapist



Occupational  
Therapist



Admin  
Assistant



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. Teachers work closely with school leaders and with each other to create challenging and appropriate learning opportunities for students. 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

New Hope School is a safe, supportive and caring environment. There is a positive feeling amongst the students at New Hope School. Students interact well with their teachers and have a happy disposition. Classrooms and playgrounds are places of positive interaction and happy engagement with each other and with staff. Some of the students have come from mainstream settings where they have found various challenges often related to social/emotional reasons or support for their learning needs. For these students, New Hope School has provided the care and support that has enabled an improvement in behaviour, anxiety and academic achievement.



## Parents

New Hope School places a high priority on the relationship between the School and its parent body. An emphasis is placed on the partnership that parents and the School play in the education process. 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.

Parents indicate on many occasions about how appreciative they are of the School and their belief that their children's lives have been enhanced in many ways at New Hope School. They believe that

staff are receptive to their concerns. The following are extracts from the McCrindle stakeholder study and other communications by some of the New Hope School parents.

*We would like to thank New Hope for the care and consideration that went into educating our son. Parenting a child with needs is not always easy. New Hope School has provided us with renewed hope for his success in life and school.*

*We would like to offer our sincere gratitude and thanks for the quality of remote learning materials and processes provided across the 2020/2021 COVID 19 pandemic lock down periods. As a family we are eternally grateful for the confidence, the professionalism of New Hope staff allowed us to develop in their commitment to our child's regular and continued education. We are also incredibly grateful for the nurturing our child has received at New Hope. It has been obvious that our child was a genuinely liked and well loved part of this beautiful community.*



## OUR STAFF

### General Comments

The staff of New Hope School exhibits typical diversity of age, gender and ethnicity. Teaching staff number 6 in total with 4 of these allocated to full-time teaching or leadership positions. The total full-time equivalent teaching staff was 4.7. Non-teaching staff included two part-time therapists including a speech therapist (0.3 fte), an occupational therapist (0.3 fte) and a counsellor (0.4 fte), 6 teacher assistants (total 4 fte) and one administration assistant (0.6 fte). Administration, technical assistance and maintenance support is also provided by staff from Pacific Hills Christian School.

At New Hope School, no staff identify as Aboriginal or Torres Strait Islander.

### 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. A number of staff have also completed post-graduate qualifications. One teacher completed a Graduate Certificate in Autism Studies in 2020. Specialist education and other staff are also suitably qualified for their roles.

The School places a strong emphasis upon the professional learning of its staff, facilitating many opportunities for engagement for staff through the work of The Excellence Centre, a ministry of Pacific Hills Christian Education. During 2021 a range of Professional Learning was approved and undertaken by teaching staff. This included individual and small group learning based on staff Professional Learning Goals and the need to meet the Annual Action Plan as documented in the School's Strategic Education Plan. The 2020 professional learning calendar included the January Hope Conference, Mid-Year Conference, Senior Leadership Team retreats, Pacific Seminars, afternoon training sessions and regular staff meetings.

Teaching and non-teaching staff are also encouraged to pursue their own professional learning, and access courses and readings as relevant to their roles.

### Teaching Standards – Staff Attendance

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 2021 this resulted in a Staff attendance of 98%. The retention rate was 100%.

### Teacher Accreditation

All teachers at New Hope School have accreditation with the NSW Educational Standards Authority (NESA) and are required to engage with the Australian Professional Standards for Teachers at their appropriate career stage as required by the Teacher Accreditation Act 2004 No 65 (NSW).

- 6 teachers are accredited at the level of Proficient Teacher
- 2 teachers (employed as a Teacher Assistants) are accredited at the level of Provisional Teacher



## OUR STUDENTS

### Enrolments Profiles

At the 2021 Federal Census 21 students were enrolled from Year 4 – Year 12. This number comprised 2 female students and 19 male students.

The 2021 student enrolment included 1 indigenous student.

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. Disability documentation must be provided at the time of application and should be current. The disability categories are described below.

**Intellectual Disability:** To meet criteria for 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 of adaptive skills and school performance (where applicable) consistent with, or below this range of scores.

**Autism Spectrum Disorder:** To meet this criteria, students must have a current report from a specialist medical practitioner or registered psychologist that provides detail regarding the nature of the student's disorder. Documented evidence must indicate a developmental disability affecting verbal and non-verbal communication and social interaction, that significantly affects the child's ability to learn. There must be information of a functional assessment consistent with the student's disorder.

## 2021 Attendance

Year Group	Students at Aug Census	Total %
Year 4	1	100.00%
Year 5	0	-
Year 6	3	92.30%
Year 7	3	95.20%
Year 8	2	81.60%
Year 9	2	95.30%
Year 10	3	97.40%
Year 11	1	95.10%
Year 12	6	95.10%
Overall	21	94%

### Management of Student Non-Attendance

The School adopts an attitude of close liaison with families in managing student attendance. Absences are noted and followed up both by phone and by written correspondence. Unexplained absences are processed under the Schools Student Attendance policy (available in full, from the School). Strategies are in place that can be implemented to improve unsatisfactory student attendance.

### Student Retention and Year 12 Completion Rates

In 2019 there were five students attending Year 10 at New Hope School. All students completed their Year 12 course of study. Thus, an individual student retention rate of 100% for Year 10 to Year 12 students.

## OUR ACHIEVEMENTS

### NAPLAN Testing

In 2021, there were no Year 3 students, one Year 5 student, three Year 7 students and two Year 9 students enrolled at New Hope School at the time of NAPLAN testing during May. All students were exempt from completing the NAPLAN assessments.

### Senior Secondary Outcomes

In 2021 six students graduated Year 12 and received a Higher School Certificate (Life Skills) Testamur. No student sat external assessments. All Year 10 students matriculated into Year 11 and met the requirements of a Record of School Achievement (Life Skills).

The school offered six Stage 6 Life Skills NESA-developed courses. Work experience opportunities were also provided. The Profile of Student Achievement is a record of the Life Skills outcomes students have achieved, either independently or with support.



### Post School Destinations

Generally New Hope students take up the option of School Leaver Employment Support (SLES) services to prepare them as they transition from school to options beyond school including assisting them to be work ready. In 2021, six students completed Year 12 and qualified for SLES funding.

### Achievements in Other Activities

#### Sporting Achievements

In normal circumstances we would have at least one student who would compete at zone and state sporting events (athletics and cross-country). However, due to the COVID-19 pandemic, no zone or state sporting events occurred.

# OUR POLICIES

## Student Enrolment Policy

### Vision Statement

The purpose of New Hope School is to provide a Christian educational community as a centre of teaching, learning and serving excellence, founded on Biblically-based beliefs, values and behaviour.

### Rationale

This policy provides guidelines for enrolment. It seeks to acknowledge and continue the 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.

### Our 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 School vision and Mission Statements.

### 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.
- Diagnosis of disabilities must be provided in writing at the time of application and must be issued from a registered medical practitioner
- The Principal carries final responsibility for decisions regarding enrolment positions.

### 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, includes a wide range of impairments including physical, intellectual, psychiatric, sensory, neurological and learning disabilities.

### Information for Register of Enrolments

The register of enrolment records the following information for each student:

- name, age and address;
- the name and contact telephone number of parents/guardians;
- date of enrolment;
- the date of leaving the school and the student's destination, where appropriate;
- for students older than six years, previous school or pre-enrolment situation;
- and where the destination of a student below seventeen years of age is unknown, evidence that a Department of Education officer with home school liaison responsibilities 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;
- any other information that may assist officers to locate the student;

- any known work health and safety risks associated with contacting the parents or student.

### **Records of the Register of Enrolments**

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

### **Implementation**

#### **Enquiries**

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

- Prospectus
- Information letter directing them to the school website for further information
- Enrolment Application form (including enrolment process information)
- 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 Application Form and supporting documentation the Registrar will:

- Check all relevant documentation is completed
- Receipt non-refundable application fee
- Check current class vacancies
- Schedule a collaborative planning meeting with the Principal and Director
- Place student's name on waitlist, pending Enrolment Interview outcome
- Schedule Enrolment Interview with Principal or Principal's delegate

### **Requirements for Entry**

New Hope School has been established as a special school. In light of this there is specific criteria that potential students must meet in order to be considered for enrolment. New Hope School has identified with NESAs that it will provide education for students who are diagnosed with a mild to moderate Autism Spectrum Disorder or Moderate Intellectual Disability. The definition of each of these criteria and the support documentation required is as follows:

#### Autism Spectrum Disorder Entry Criteria

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.

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.

### **Interview Process**

#### Director of Enrolments

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

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.

#### Principal

The Principal (or delegate) will conduct an interview which explores the issues of Faith with the family and explains the distinctives of the school, including:

- Christian education in all Key Learning Areas, policies and procedures
- Entirely staffed by Christians
- Transdenominational nature
- Faith, Critical Awareness and Character Development as primary goals
- Service and Mission
- Partnership with Parents
- Vision and proposed Future Development
- Other ministries of New Hope School

#### Director

The Director will meet with parents in a collaborative planning context 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 service, Pastoral Care system, etc.
- Clearly states how the school will develop Individual Education Plans for each student that addresses their learning needs and enables learning success and progress to be experienced by each student
- Discussion of the identified disability and the relevant medical reports
- School's academic curriculum and other activities
- Discuss the opportunities available for integration in mainstream school courses or mainstream 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 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. Consideration will be given to behaviour manifestation that is part of the disability.
- Where information obtained by the School indicates that the student has a disability, the Principal will ensure that the school complies with the requirements of the Disability Standards in Education 2005.
- The Principal will seek to identify the exact nature of the student's needs and the strategies required to address them. Having obtained this information, the Principal will determine whether the student, if enrolled, would require services or facilities that are not required by students who do not have the student's disability. Where the Principal determines that the student would require such services or facilities, the Principal will determine whether enrolling the student would impose unjustifiable hardship on the School. In making this assessment, the Principal will 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.

The school will follow the provisions of the Disability Discrimination Act.

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

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

### **Acceptance of Enrolment**

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

- Acceptance of Offer of Enrolment Form;
- Enrolment Fee and Exit bond as specified in the letter of offer.

- Upon receipt of Acceptance of Offer, Enrolment Fee and Exit bond, the Director of Enrolments will conduct a post Enrolment Interview Meeting in order to schedule Uniform Shop Appointment, provide Student Information Pack (including Handbook, stationary List, etc.), discuss Fee payment options and outline procedures for student's first day orientation.

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.

### **Enrolment in Stage 6**

New Hope School offers an alternative to traditional schooling for students with disabilities. In Stage 6 the School is able to offer placements to students who are eligible for a full HSC Life Skills Program.

Life Skills courses in Stage 6 are particularly designed for students with an intellectual disability. Students will be eligible for a Life Skills course if it is deemed that adjustments to regular outcomes will not provide the student with sufficient access to some or all of the outcomes in regular courses.

A student studying any Stage 6 Life Skills course will usually have completed one or more courses based on Life Skills outcomes and content in Years 7–10.

In special circumstances, a student who has not undertaken one or more courses based on Life Skills outcomes and content in Years 7–10 may wish to enrol in Life Skills courses for Stage 6. These special circumstances might include situations where

- a student has attempted regular courses in Years 7–10 but has experienced significant difficulty
- a student has a deteriorating condition.

### **Collaborative planning process**

The School will assess a student's eligibility for a full Stage 6 Life Skills course through a Collaborative Planning Meeting. Ordinarily, this will be completed in Term 3 of the previous year, so students can explore the range of options available to them.

The Collaborative Planning Meeting will include the Director of NHS, the student's current teacher (if they are already enrolled at NHS) and the parent(s)/carer(s).

The meeting will assess:

1. Whether the student is currently achieving any outcomes in their age-appropriate stage
2. What adjustments may be required for the student to achieve those outcomes
3. Whether it is likely that the student would be able to achieve any outcomes in standard Stage 6 courses if adjustments were made for their disability.

### **Offer of a Place**

The Principal will make a decision whether to offer a place to a student based on the recommendation of the Director. The Principal will take into account:

1. The eligibility of the student to enrol in a full Life Skills program

2. The capacity of the School to provide the necessary adjustments for the student.

### **Transition Program to Pacific Hills Christian School**

Current students who are not eligible for Stage 6 in New Hope School may be offered a transition program to complete Stage 6 at Pacific Hills Christian School. The Collaborative Planning Process will determine which courses would be most appropriate for the student and what adjustments would need to be made for the student to achieve success in some or all of the outcomes.

The offer of a place at Pacific Hills Christian School will be at the discretion of the Principal (PHCS) who will follow the enrolment policy of PHCS.

Where an offer is made to a student the school will arrange a transition period to help them settle into their new environment. This transition period will normally be in the second half of the fourth term.

### **Conditions of Ongoing Enrolment**

#### Student Initiated Suspension of Studies

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

#### Cancellation of Enrolment

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) where a parent continues to act in a manner that is contrary to the School values.  
Examples may include:
  - inappropriate verbal or physical interactions or intimidation with any member of our School community (including students, staff, parents, volunteers etc)
  - encouraging their child to act contrary to the values of the School
  - endangering the safety and wellbeing of members of the community
- iii) Student expulsion (see Student Discipline Policy)

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

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

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

- The Director of Enrolments on being informed of a student leaving will ring the parent and request information in relation to the new school into which the student is being enrolled. A follow up email will be sent if contact is not initially made.
- The Director will be notified by email from the Director of Enrolments of the student/s who are leaving the school and into which school they are to be enrolled

- Where the student destination is unknown and there are concerns for their safety, welfare or wellbeing the Assistant Principal will notify the HSLO and other government departments e.g. DCJ or Police within 24 hours
- Where there is no indication of immediate risk identified, the Director of Enrolments will make two further attempts by phone and email to ascertain the destination school for the student. After 3 weeks if the Destination of the student remains unknown the Director of Enrolments will contact the Director who will make a notification to the HSLO and complete the Student Enrolment Destination Unknown Notification
- The Enrolment Register can be listed as Destination Unknown once the notification has been made.

### **Changes to the policy in 2021**

The Conditions of Ongoing Enrolment: Removal from class; Suspension, Expulsion and Exclusion section of the policy was updated in 2021, in keeping with current government requirements.

### **Summary of Key Policies**

Student welfare, pastoral care, anti-bullying, discipline and complaints handling is infused in all teacher-student-parent interactions and informs development of all policies and procedures. It continues to be 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.

### **Pastoral Care Policy Statement:**

#### **Rationale**

In the context of a Christian worldview, the well-being of students refers to their growth as whole persons created in the image of God. The key to the student's well-being is relationship to God and others and so an effective education promotes a safe and supportive community where students are nurtured through the relationships in the community.

Pastoral Care is an important part of the School's commitment to nurture a safe and supportive environment where the relationships and practices support the wellbeing and the holistic development of the students. It relates to the total care of students and involves tending to their spiritual, intellectual, emotional, social and physical well-being in the context of community.

The School is committed to build an environment where the students belong and are cared for, respected and supported. Relationships based on trust and respect are the foundation of this school community.

#### **Policy**

The purpose of the Pastoral Care Policy is to nurture relationships that support the holistic development of students in their character formation and use of their gifts. Every member of the school community is encouraged to help the School to nurture a safe and supportive community that is fundamental to the well-being of students. A culture of care is promoted in all aspects of the School's education program.

### Teaching & Learning

Quality teaching and learning strategies responsive to the individual learning needs of students are addressed at school. They are encouraged to accept personal responsibility for their participation in school whilst being guided in all aspects of their development.

### Student Safety & Welfare

New Hope School has implemented a comprehensive workplace health and safety program and a student care program designed to ensure the ongoing safety and welfare of students. Key policies and procedures include those relating to:

- Child Protection;
- Student Supervision;
- Managing Student Health;
- Managing Student Behaviour;
- Students with Disabilities;
- Managing Extracurricular Activities;
- Building and Grounds Maintenance;
- School Security; and
- Critical Incident Management.

### Students with Disabilities and Special Needs

New Hope School has implemented detailed policies and procedures for managing students with disabilities and special needs. Refer to our:

- Disability Discrimination Policy;
- Special Needs Policy.

### Counselling

Counselling is an important part of a student's development and allows care givers to address the needs of students on a one on one basis.

Students are encouraged to talk to the counsellor, in accordance with our Counselling Services Policy.

### **Changes to the policy in 2021**

There have been no changes to this policy in 2021.

### **Bullying Prevention and Intervention Policy Statement:**

#### **Rationale**

As a Christian community, we are committed to saying and doing that which builds others up, rather than tears them down, or intimidates them (e.g. Ephesians 4:25-32). This includes providing an environment where bullying is not accepted, and alternatives are taught and demonstrated.

Bullying is the repeated and intentional behaviour of causing fear, distress or harm towards another person that involves an imbalance of power. It can involve humiliation, domination, intimidation, victimisation and harassment. In any bullying incident there can be up

to three parties involved: the bully, the person being bullied, and bystanders.

## **Policy**

New Hope School recognises its duty to students to provide a safe and positive learning environment where individual differences and diversity within the school is respected and accepted.

Bullying is not tolerated at New Hope School.

It is our policy that:

- Bullying be managed through a 'whole of school community' approach involving students, staff and parents/carers;
- Bullying prevention strategies be implemented within the School on a continuous basis with a focus on teaching age appropriate skills and strategies to empower staff, students and parents/carers to recognise bullying and respond appropriately;
- Bullying response strategies be tailored to the circumstances of each incident;
- Staff establish positive role models emphasising our no-bullying culture; and
- Bullying prevention and intervention strategies are reviewed on an annual basis against best practice.

## **Changes to the policy in 2021**

There have been no changes to this policy in 2021.

## **Student 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 this policy will strengthen understandings about 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 disciplining 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**

Every student has the right to a learning environment free from bullying and intimidation and to feel safe and happy at school. They also have the right to be treated fairly and with dignity.

Discipline is necessary to ensure the safety and welfare of all our students, teachers and staff and to provide a conducive learning environment.

This Student Discipline Policy sets the framework through which New Hope School manages student discipline.

**Changes to the policy in 2021**

This policy was updated in 2021 to include the Procedures for Suspension, Expulsion and Exclusion section in keeping with current government requirements.

**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.

**Introduction**

At New Hope School we recognise that effective learning can only occur in a secure environment where the rights and responsibilities of others are known and respected and where standards and rules are fairly and consistently applied.

This Student Code of Conduct has been developed to clearly set out standards of behaviour that students are expected to abide.

Managing the Code of Conduct is a shared responsibility between the student, parents/guardians and the School. All students and families have ready access to support offered by school teachers and staff.

**Values**

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 basic code of conduct at the School for all members of the community is that each will respect the other; that each will act kindly and courteously towards others; that each will not force themselves or anything that they own physically, verbally or emotionally on others. Students are expected to do as they are asked; and that each has the privilege, if done respectfully, to ask questions of another.

**Student Code of Conduct    Culture of Respect**



Show proper respect to everyone: Love the brotherhood of believers, fear God, honour the king. 1 Peter 2:17

As a Christian Community we believe that God's Word teaches us to respect one another as people created in God's image and also to respect our School buildings and environment, which God has provided for us.

**Respect Others**

Teachers  
Classmates  
Other Students

**Respect Property**

Classrooms  
Buildings  
Playground

**Respect Yourself**

Wear uniform well  
Speak well  
Work well in class

This code of conduct will include:

- Respectful language
- Respectful body language
- Respectful facial expressions
- Respectful written language, including drawings
- Respectful behaviour in the playground with teacher and other students
- Respectful, drug-free environment
- Respecting people's bodies and feelings
- Respecting personal space
- Respectful, harassment free environment
- Respecting the safety of self and others
- Respecting self, others, community and individual property
- Respecting the privacy of others
- Respectful behaviour in the classroom towards the teacher and other students
- Reporting all breaches of the conduct code honestly
- Integrity and honesty and care for each other
- Punctual attendance for all activities, school and lessons
- Respectful use of all social media.

**Changes to the policy in 2021**

There have been no changes to this policy in 2021.

**Complaints Handling Policy Statement:**

**Rationale**

The purpose of New Hope School Complaints Handling Policy is to provide a student or parent(s)/legal guardian with the opportunity to

access procedures to facilitate the resolution of a dispute or complaint. These internal procedures are a conciliatory process.

### **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. The policy has been arranged under the following section headings: Definition of 'Complaint; Complaints Management Principles; How the School Handles Complaints; Process for making complaints; Key Steps in the School Complaints Handling Process; Dealing with Informal Complaints; Receiving and Logging Complaints; Timeframes for Managing Complaints Internally; Immediate Acknowledgement of Complaint; and Target Resolution Timeframe.

**Changes to the policy in 2021** There have been no changes to this policy in 2021.

## **PROGRAMS PROMOTING RESPECT AND RESPONSIBILITY**

### **School Programs**

New Hope School is committed to promoting respect, care and responsibility amongst the students and the broader community. The Positive Behaviour Support program addresses and encourages Respectful, Responsible and Caring attitudes, behaviours and values. Students are taught about appropriate behaviour and expectations through a common vision and language and with a Biblical foundation.

Student wellbeing is a high priority at New Hope School. Teachers deliver 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. Goals relating to social skills are included in these individual plans. Respect and responsibility are explicitly taught as part of the Personal Development and Health programs and encouraged through many opportunities in the life of the school.

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

Initiatives to promote respect and responsibility include:

- ANZAC Day activities
- Acknowledgement of the traditional owners of the land at assemblies
- Acknowledging and celebrating significant dates for Aboriginal and Torres Strait Islander people throughout the year
- Contributing to the Samaritans Purse, Operation Christmas Child program
- Sponsoring a child through Compassion

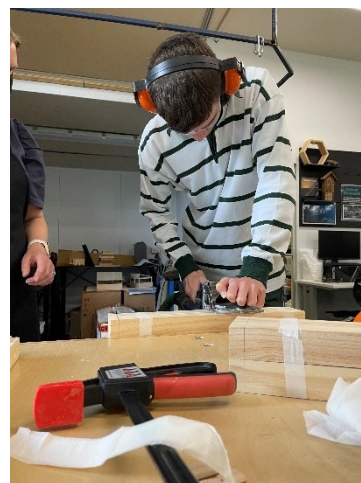
- Colourful Compassion fundraising day
- Work Experience



## Links with Pacific Hills Christian School

A unique feature of New Hope School is its connection with Pacific Hills Christian School (PHCS). 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:

- Several New Hope School students attended lessons at Pacific Hills Christian School including: a Year 9 student attended sport lessons, a Year 10 student attended Technology lessons, a Year 6 student attended music and art and another Year 6 student attended novel study and Science lessons.
- Students from PHCS regularly visited during recess and lunch breaks to interact socially with NHS students and provide support.
- New Hope students attended Year 9 & 11 PHCS camps.
- Participation in Year 12 graduation events with PHCS students.



Activities that would normally occur but were affected by the COVID-19 pandemic included:

- Participation in PHCS sport carnivals and the PHCS/NHS Fun Run
- Participation in PHCS assemblies (Senior School and Whole School)
- Participation in special events organised by PHCS
- Participation in other PHCS camps e.g. Year 8 camp
- Year 8 (PHCS) SWAP (Service with a Purpose) program – a volunteer program involving Year 8 students visiting NHS on a fortnightly basis to serve and support NHS students.

## Other Activities

As an alternative to the annual New Hope School overnight camp students were provided with a variety of activities at school over two days. These activities included: mosaic craft, a scavenger hunt, a movie afternoon and a school provided breakfast and lunch. The Reptiles Up Close show was a highlight for many of the students. These activities provided the opportunity for the students to try something new, improve their physical skills and socialise with others. We were very thankful to the four Year 10 students from Pacific Hills who came to provide extra support. The Pacific Hills and New Hope students enjoyed getting to know each other and participating in the activities together. Respect was modelled well through the care and support demonstrated between the students.

## OUR GOALS

### 2021 Improvement Targets

The following were identified as goals for 2021 and were included in the schools Strategic Management Plan and Annual Action Plan. The outworking of each objective is achieved through a series of targeted strategic goals. Provided below is a response to the School's achievement in response to each of these goals.

Strategic Objective 1: To further develop teaching as a relational activity informed by research data, theory and personal testimonies of the community.

Goal 1a: Provide Pastoral Care to support the wellbeing of students

STATUS: Achieved and ongoing

- School counsellor provided support to students.
- Staff training included topics related to Positive Behaviour Support strategies

Goal 1b: Develop a culture of respect and responsibility by further developing strategies and resources around the Positive Behaviour Support framework.

STATUS: Achieved and ongoing

- Positive intervention strategies are implemented in each classroom. Resources to support the Positive Behaviour Support program included reward certificates and posters.
- Some communication to parents occurred regarding the schools focus of developing and encouraging Respectful, Responsible and Caring behaviour and attitudes in the students.

Goal 1c: Develop Christian perspectives in Curriculum

STATUS: Achieved and ongoing

- Training / workshops with staff to develop Christian Perspectives

Strategic Objective 2: To provide learning opportunities informed by research data and NESA requirements.

Goal 2a: To intentionally engage students and staff in meaningful evidence-based practices

STATUS: Achieved and ongoing

- Collaborative meetings with school leaders (Hope schools) included discussions on appropriate strategies for supporting students in a Special School.
- Counsellor supports student and staff well-being
- Social skills lessons included as part of Personal Development and Health learning
- Regular discussions in class and weekly assemblies to reinforce Respect, Responsible and Caring values.

Goal 2b: To develop the use of best practice with digital devices

STATUS: Ongoing

- Nathan Francis (Assistant Director & ICT coordinator) and staff completed Microsoft 365 training

Strategic Objective 3: To provide opportunities for service in the community (locally, nationally and globally).

Goal 3a: To communicate effectively in the school community

STATUS: Achieved and ongoing

- Teachers are effective in their communication to parents, through the use of emails, phone calls, student reports and IEP Collaborative Planning meetings and reviews.
- Seesaw was trialled during Term 3 lockdown period

Goal 3b: To provide opportunities for the students to serve in the community

STATUS: Achieved and ongoing

- School-based work experience opportunities were provided for the senior students which encouraged service in the community
- Year 12 students attended off-site work experience (Endeavour Foundation) where COVID-19 regulations allowed
- Some service activities were unable to occur due to the COVID-19 pandemic.

Goal 3c: Maintain a culture of openness to feedback in the community.

STATUS: Achieved and ongoing

- Parent morning teas and information sessions were provided and well attended.
- Maintain 'open door' policy
- McCrindle Research conducted a survey to understand the perceptions, attitudes and experiences of parents and staff

Strategic Objective 4: To further develop the Christian character of each member of the community.

Goal 4a: Engage the staff in Personal Christian Formation in community.

STATUS: Achieved and ongoing

- Teaching staff involved in the Teaching from a Christian Perspective Morling course
- Attendance at whole school staff devotions and staff to contribute to devotions in NHS staff meetings

Goal 4b: Engage with the staff from the Pacific Group of Schools, other special schools and Christian communities.

STATUS: Achieved and ongoing

- This goal was pursued in a number of professional learning sessions including the Effective Teaching and Learning Series (1-3), Monday Professional Learning Workshops, Leaders seminars (Leadership Challenge) and workshops and Teaching from a Christian Perspective Course (Morling College).
- Zoom meetings occurred with leaders from the Pacific Group of Schools
- Dianne Dowson (Director) is an active member of NISSA (National Independent Special Schools Association) and Deputy Chair of the Committee. Dianne is also a member of the Board of the Australian Association of Christian Schools.

Goal 4c: Maintain a culture of community service, mission and global service.

STATUS: Achieved and ongoing

- The school community supported Samaritans Purse, Compassion Sponsor Child and ASPECT.
- There is a continual emphasis on Christian foundations and service culture amongst staff, students and families of the School.
- Mission and overseas activities were affected by the COVID-19 pandemic.

A full text version of the School's Strategic Management Plan for 2021 is available at the school.

## **2022 Improvement Targets**

The following have been identified as meaningful targets for New Hope School as we continue to seek to bring glory to God through the operation of the School. These objectives form the foundation of the School's Annual Action Plan for 2022. The outworking of each objective is done through a series of targeted strategic goals.

Strategic Objective 1: To further develop teaching as a relational activity informed by research data, theory and personal testimonies of the community.

Goals:

- Provide Pastoral Care to support the wellbeing of students
- Train staff in the Zones of Regulation strategy to support students

Strategic Objective 2: To provide learning opportunities informed by research data and NESA requirements.

Goals:

- Purchase a class set of iPads to be used across all classes
- Train students in the appropriate use of technology

Strategic Objective 3: To provide opportunities for service in the community

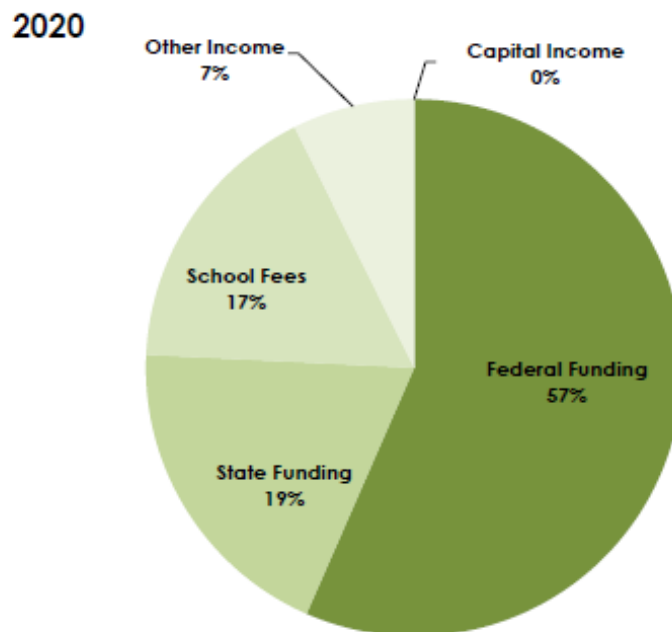
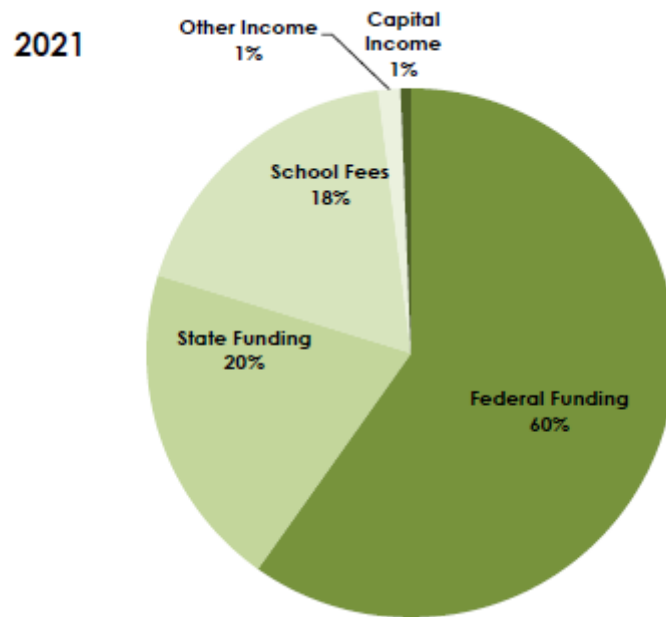
- Provide opportunities for parents to meet together for encouragement and support
- Provide opportunities for the students and staff to serve in the community

Strategic Objective 4: To further develop the Christian character of each member of the community.

- Introduce and train staff in the use of the new Biblical Studies Curriculum

# OUR FINANCES

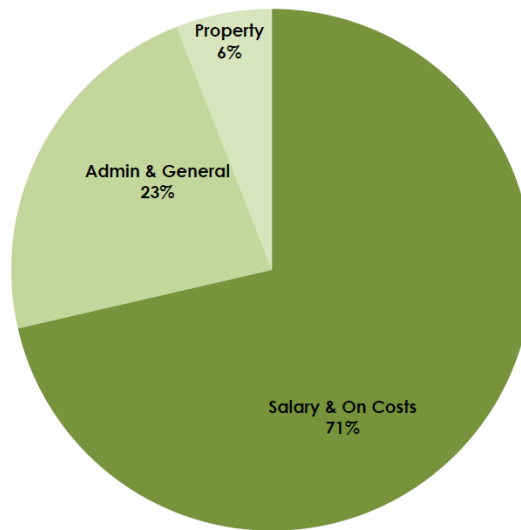
## INCOME SOURCES



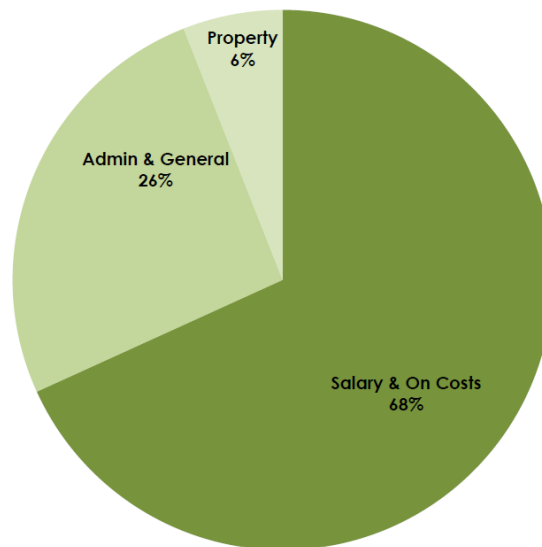


## EXPENDITURE AREAS

2021



2020



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.