



HopePoint
CHRISTIAN SCHOOL

In Spirit and Truth

HopePoint Christian School Ltd

2018 Annual School Educational and Financial Report

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Welcome

Welcome to another report about our school and the great things that are happening in it. It is with great pleasure that I am able to write this report, giving glory and honour to our Lord Jesus Christ, for whom this school has been established. I trust you enjoy reading of the achievements of the students, the directions in which we plan to move the school and the way in which God has been blessing us abundantly.

School Overview Information

About Our School

HopePoint Christian School (formerly known as Calvary Chapel Christian School) was established in 1980 at Greenacre. It moved to Georges Hall in 1989 where we enjoy sharing five acres with HopePoint Church and Preschool. Our school caters for students from Kindergarten to Year Six, following the Board of Studies Syllabi. In 2018, we had an enrolment of 125 students, consisting of 6 classes K, 1, 2, 3, 4 and 5/6. We had six classroom teachers and three part time RFF teachers. We also had two part time teachers' aides and one full time teacher's aide who supported the school in: English as another Language or Dialect (EALD), Literacy and Numeracy Support, Integration support and Library. Together we are educating the students to have an excellent and well rounded Christian education.

Chairman's Report Year ending 31 December, 2018

2018 has been a very encouraging year, with an increase of more than 10% in student numbers and a much healthier financial base to help in the administration of our school as well as the upgrade of playground facilities and teaching materials.

Our school is very proud of its diverse heritage and cultural mix, with students drawn from a wide range of cultural backgrounds; including indigenous students.

We are anticipating a further increase of students in 2019.

Matters addressed in a financial audit by Ernst and Young at the end of 2016 have been addressed with the help of solicitors, Mr Michael Birch of Birch Partners Lawyers and Mr James Antonenas of Antonenas Legal Pty Ltd who have prepared lease agreements between the trustee, HopePoint Church Property Overseer Pty Ltd and HopePoint Christian School Limited. As of November the 16th these lease agreements have been signed by members of both Boards of Directors. We are in the process of addressing two matters outstanding from the audit which we would have hoped to have been finalised before the end of 2018. Unfortunately, this process has taken a lot longer than we anticipated.

Several advertising initiatives have been put into place to bring our school to the notice of the local preschools in our area, our community and the city of Bankstown and a greater working relationship with HopePoint Preschool is helping in the transition of increased enrolments. Hopefully this will continue over into the coming years.

The ongoing hire of our school gymnasium is continuing to add a great benefit to our school and to local community groups who hire it each week.

We are still involved in pursuing legal action to recover costs in order to remediate a 'sink' hole which has developed adjacent to the Gymnasium building over a period of time. This matter is commercial-in-confidence and will be reported on further, upon resolution of the matter. There is no immediate danger to children or staff in the school and continues to be suitable for use and hire.

The Board continually faces new challenges and is constantly looking at and putting into place changes and new initiatives, for staff and for the purchasing of teaching resources that enable us to increase the quality of education given to our students.

Excluding changes to Government legislations and funding arrangements, the Board remains confident about the outlook and underlying results for 2019.



Warren C Mortomore
Chairman-Director
HopePoint Christian School Limited

Community Reports

The school community is a very important part of our school life. Parents are always welcome to assist in various aspects of their child's education and in the life of the school. Parents are a great resource and we happily accept their input. Our school encourages parents, students and staff to speak freely about any concerns, so they can be addressed early and resolved quickly.

Snack Shop

This year we held a successful weekly snack shop most Wednesdays selling a variety of foods.

Excursions

All classes went on excursions throughout the year related to their classroom studies. These were:

- Kindergarten excursion to Featherdale Wildlife Park
- Year 1 excursions to the "Australian Museum" and to "Taronga Zoo"
- Year 2 excursion to the "Sydney Opera House and The Rocks"
- Stage 2 excursion to "Sydney Observatory"
- Year 4 – 6 CARES excursion
- Stage 3 excursion to "Bola Creek" in the National Park
- Year 6 excursion to the "Kokoda Trail Memorial" excursion at Concord
- Stage 3 Marine Biology Interest Group excursion to Irukandji Shark and Ray Encounters in Newcastle.
- Year 6 Fun Day Out at Jamberoo Action Park.
- Maths Cup for selected Year 6 students.
- Some Stage 3 excursion to the CRU leadership training day at Thomas Hassall Anglican School

- All classes attended an excursion to Woolworths and completed the “Discovery Learning Tour”
- We also had many incursions throughout the year including information sessions on CARES Bike safety course, Amazing me Growth and Development session for Stage 3, live pet care, “Water Wise” education, Commonwealth Bank talks, Visy environmental recycling education sessions, and different community members addressing classes with their knowledge about their vocations.

Special Events

We held a number of special events during the year. Some of these events included:

- We began the year with “a general parent information session”
Healthy Harold visit with each class covering a different topic: Kindergarten: Body, Year 1: Ready, Steady, Go, Year 2: Good Friends, Year 3: Mind Your Medicine, Year 4: Cyber safety, Year 5/6: On the Case
- Year 2 Dinosaur Day Dress Up
- Chapel services for Easter, Anzac Day and Christmas Carols’ celebration performances.
- Easter Hat Parade for Easter
- Special Chapels for Mother’s day and Father’s day
- Naidoc Celebration Day
- Kindergarten and Year 1 participated in the preschool “Obstacle-a-thon”
- Remembrance Day Ceremony
- Open Day including class performances in the chapel showcasing our school to Grandparents, parents and prospective families and a Book Week Parade.
- A whole school Public Speaking Competition held over one term culminating with the finalists presenting their speeches at the Open Day chapel
- An interschool debating competition involving our debating team
- Peer Support groups focussing on “Positive relationships”
- Years 4-6 school camp held at Teen Ranch in Cobbity
- HopePoint’s Got Talent which was once again an outstanding success; showcasing our wonderful student finalists’ talents in the Performing Arts.
- A Year 6 Fun Day to raise money for the school.
- A Presentation morning including awards across the school and Graduations for both year 6 and kindergarten.
- A Thank You morning tea for all the parents and friends who helped in our school throughout the year

Sporting Events

Throughout the year we ran:

- A Swimming Carnival
- A Water Fun Day for K-2
- Jump Rope for Heart

- A Basketball program for Years K-6
- Stage 3 vs Teachers Basketball and Soccer Matches
- An Athletics Carnival and a Cross Country
- A Kindergarten Learn to Swim program over term 4
- Stage 3 excursion to Parramatta Basketball Stadium
- Along with these activities we also participated in numerous Sporting Gala Days such as Oztag, soccer and netball and basketball against other Christian schools.

These special days were very popular in our school community and helped to build stronger school community relationships.

Fundraising Committee

This year our fund raising committee decided on a number of projects which included: Mother's and Father's Day stalls, a meal deal day from terms 1-3, a Hot Cross Bun Drive, an Easter raffle and an Easter Egg Colouring competition. We also ran a Basketball Mufti Day, a World Cup Mufti Day and a Star Wars Mufti Day. Furthermore we also held an open day BBQ and Cake Stall, a Chocolate Drive, a weekly snack shop and we participated in an "Obstacle-a-thon" with the preschool. We ended the year by participating in the "Return and Earn Recycling" program associated with the NSW State government. We also participated in the "Earn and Learn" fundraising program through Coles supermarkets. Our fundraising total including money from 2017 is \$14250.79 and with this money we are going to purchase the following items:

- Kindergarten outdoor room
- Sports uniforms
- Single gazebo
- more kitchen cupboards and bench space on the wall opposite the current kitchenette in the Gym for the snack shop use

Missions

Other fundraising activities were held to raise money for missions. We held a "Jump Rope for Heart" event in which the whole school participated.

Additionally, we held a Cake Stall, Pyjama Day and sold stationery to raise money for the drought-stricken Farmers of Moree. We are a very generous community. Even though we are small, we believe in and practise the Christian values we teach our children.

Uniform Shop

In 2018 the administrators and parent helpers continued the role of stocking, fitting and selling uniforms to service the parents and students of the school. It is wonderful that the uniform shop is continuing to break even.

Parent, Student and Teacher Satisfaction

In accordance with the Federal Government requirement for this year, our school surveyed parents and teachers on their levels of satisfaction with our school.

Student Survey

Students were surveyed on:

- The best thing about coming to school and some responses were: learning something new every day, having fun with their friends and playing sport.
- How your teacher helps you learn and some responses were: answering questions and giving assistance when needed, encouragement and making learning fun.
- What worries you about school and some responses were: being bullied, doing homework and not having friends.
- What is special about the school and some responses were: Everyone was kind and loving, the amazing teachers, learning about Jesus and God and that different people can come to the school because we care for everybody.

Parent Survey

Parents were surveyed results found that most people felt welcomed in the school and they were all happy that their child attended this school. They agreed that HPCS had a safe and secure environment and that it was a close knit community. Most parents also believe the school is a loving and caring environment with teachers who are caring and encouraging. Most parents agree the school takes their concerns seriously.

All parents were happy that the school regularly praised and rewarded students. They were happy with the amount of Christian teaching and were extremely pleased with the amount of ICT being integrated into their child's learning; especially relevant in preparing them for High School and University.

Some parents felt that they would like to be better informed of the HPCS School Board decisions. It was suggested that a committee be formed to act as a liaison between school and Board and that one person could be chosen as a representative to report on Board decisions. Some parents also felt that they would like to be included in the decision making within the committees of the school. The school needs to look at ways of improving how decisions are made by including more parents in this process and creating different committees rather than just a fundraising committee.

Some parents felt there needed to be more communication concerning how their child was performing in class and they wanted more information about how to help their child improve in all aspects of learning

Another suggestion was that more secure fencing was needed around the classrooms of Block B which are potentially accessible by anyone entering the property, in view of several predatory attacks on children not too far from our suburb.

Most parents were extremely happy that their child attended this school.

Teacher Survey

Teachers were surveyed in the areas of their personal growth and goals in professional development, relationships with staff, parents and students, school resources and overall communication. All teachers felt that the staff reflected Christ-like attitudes towards others including students and parents. All staff believe that their colleagues strive to develop God-honouring relationships with staff and students. All staff felt they had input into the school's overall effectiveness of learning.

They also felt they had sufficient professional growth over the year and that they were meeting their NESAs requirements. However, they did request that further professional

development would be useful in developing their skills and knowledge in ICT and further their professional development was needed in developing their knowledge of student assessment strategies. They also agreed that they could go to leadership with a grievance or a concern and that the advantages of working in this school far outweighed the disadvantages.

Most teachers felt they would like more opportunities to exchange teaching materials with colleagues and work with other teachers within the school to ensure the use of common standards in evaluations when assessing student progress. They also said they would like to engage in discussions about the learning development of specific students.

If the school was to invest in resources, most staff felt that priorities would be to invest further in technology, resources, professional reading material and to upgrade the existing staffroom.

School Strategies

Reporting on Targets for 2018

Target 1: Maintaining and developing ICT skills and knowledge

This was achieved by:

- All staff attended some ICT professional development learning sessions throughout the year and had opportunities for sharing knowledge and skills
- Interactive whiteboards were purchased for Years K-2 classrooms and Smart TVs were purchased for years 3-6
- A Scope and Sequence was created for ICT skills across the whole school
- Years 3-6 teachers were released to take part in the AIS SLL funded program to facilitate the overall management of ICT in consultation with the ICT specialist

Target 2: The continued building of teacher expertise through PD in Literacy and Numeracy

This was achieved by:

- School Leadership attended AIS (Australian Independent Schools) Instructional leadership Master classes in “Explicit Instruction”, “Assessment and early Literacy/Numeracy concepts in Literacy and Numeracy”, “Evaluating Progress” and “School Stories”.
- Some staff including the principal and the Instructional leader, attended the DIBELS training this year so that assessments could be implemented that could effectively measure the new approach to literacy based programs on the Big Five-“Phonemic Awareness, Phonics, Vocabulary, Fluency and Comprehension”.
- School Leadership lead staff PD sessions in presenting the AIS led content.
- AIS led whole staff PD sessions in Literacy and Numeracy.
- K-6 teachers were trained in “School-based Instructional Leadership Modules by AIS consultants.
- All teachers completed on-line AIS Modules involving Explicit instruction in Literacy and Numeracy.
- There was further Implementation of newly acquired PD content into programming and teaching practice.

- Teachers participated in Peer mentoring, collaboration and classroom teaching practice observations.

Target 3: Improve whole school comprehension skills

This was achieved by:

- Explicit teaching strategies were used for teaching the identification of the main idea of a text through: simple texts and partner reading.
- Explicit teaching strategies were used to identify the relative importance of key ideas, grouping ideas to identify the main idea and identifying coherence in complex texts.
- Explicitly teaching strategies were used for Literal comprehension skills through: locating information using big books, locating directly stated information, retelling and locating information, skimming and scanning, finding key information and summarising.
- Explicitly teaching strategies were used for Inferential comprehension skills through: talking out the meaning of texts, making inferences about characters, feelings and motives, inferring implied meaning, inferring meaning between words and images, inferring information from a number of places, making bridging inferences by linking cohesive devices, making inferences based on implicit casual and temporal relationships.
- All staff were teaching students the “Here, Hidden and Head” comprehension strategy.

Targets for 2019

Target 1: Continued teacher training with G-suite applications and overall ICT:

This will be achieved by:

- Providing teachers the opportunities for professional development to obtain a broader knowledge of the syllabus obligations and how to fulfil them.
- Equipping teachers with the skills they need to teach multi-modal aspects of the curriculum.
- Increasing teacher confidence in regards to the implementation of ICT in the classroom through the exploration of web sites and ICT resources.

- **Target 2:** To develop understanding and fluency in mathematics through inquiry, exploring and connecting mathematical concepts, choosing and applying problem-solving skills and mathematical techniques, communication and reasoning.

This will be achieved by:

- Maintaining across the school lesson proformas including: Lesson reviews/Back to Basics, Identifying lesson intent for new concepts/skills, Presentation (I do), Guided Practice (We do), Independent Practice (You do) and Lesson Review and Closure.
- Daily practice in the recall of computation skills and facts

- Continual assessments to monitor student progress and plan for student's needs through a differentiated curriculum and teaching strategies.
- Providing opportunities for students to have hands on activities to explore mathematical concepts.

Target 3: To increase the reading fluency of all children across the school

This will be achieved by:

- Analysing data from using DIBELS (Dynamic Indicators of basic Early Literacy Skills) Assessments to drive learning intentions.
- Practising oral reading daily in class using appropriate decodable passages from K-2 and appropriate grade level passages for years 3-6.
- Daily oral reading practice at home to reinforce and maintain reading fluency skills.
- Encouraging library borrowing from the school library
- Teachers setting up reading passages from "Reading Eggs" in order that students can access on line.

Initiatives Promoting Respect and Responsibility

Our students are taught respect from a young age. They are taught the Biblical perspectives of respecting people in authority and each other in Devotions, through adult modelling and in Biblical Studies. They are learning about respecting equipment, other people's property, school property and showing respect in a variety of situations. Respect is one of our school behaviour values and the students are constantly reminded of its meaning and practical presentation. Children are rewarded for displaying these values regularly at chapels and assemblies through Bravos, Honour Certificates and Principal's rewards.

All students from years five and six have had an opportunity of being a leader through our Peer Support program. Each student completed a leadership training course which helped prepare them for their role. They were responsible for their group of students for a forty minute session, once a week, while being supervised by a staff member, for a 5 week program. Each leader took on specific tasks in each session, being responsible for preparing activities and equipment. Peer support was very successful this year.

Some Year five and six students led Bible study interest groups one day each week for two terms. This gave the students opportunities to model team leadership skills, developing relationships with younger students, promoting Christ like values and understandings and developing group interactive skills.

Staff Information

Our Staff

In our school all teachers employed are Christians who have a genuine, ongoing faith. Staff members are from varied socio-economic and cultural backgrounds. All teachers have teaching qualifications from a Higher Education Institution within Australia or as recognised within the National Office of Overseas Skills Recognition (AEI-NOOSR) guidelines and are classified as being in category number (i).

We have six full-time classroom teachers and three part-time RFF teachers. One of our part time teachers led Gifted and Talented groups across the school in STEM. We also had two part-time teachers' aides for support and Library and one full time teacher's aide for support and Gifted and Talented.

Our staff in 2018 was stable. At the end of the year, three fulltime classroom teachers terminated their positions. One teacher gained employment at a school closer to where she lived, one teacher left teaching to be retrained in order to change careers and the third teacher filled a temporary position for a teacher on maternity leave. The average teacher attendance rate was 96.86% for 2018.

Professional Learning

As we believe that learning is a life-long experience, the staff attended professional learning courses throughout the year to keep up to date and learn about new teaching experiences which will benefit the students. Each teacher is responsible for identifying areas they would like to develop further and finances are set aside for them to attend courses to assist them achieve development in their areas of need.

This year the whole staff was involved for the second year in an AIS Funded program on developing the standards of Literacy and Numeracy skills across the school. The teachers focussed on vocabulary, fluency and comprehension in Literacy and in Numeracy they focussed on Working Mathematically across the strands through:

- Face to face Professional development with the AIS Numeracy and Literacy consultants
- On-line Professional development modules
- Support staff, the Instructional leader and the principal attending DIBELS (Dynamic Indicators of Basic Early Literacy skills) Assessment training.

Year 3-6 staff were also involved in an AIS funded program called SLL (Schools Leading Learning) and were involved in face to face professional learning with the AIS consultant who helped the teachers to integrate Textual Concepts into their Literacy programs. Staff who were trained, led workshops with the whole staff in equipping them to incorporate textual concepts into their programming.

The principal and Instructional Leader for LNAP (Literacy and Numeracy Action Plan) attended three Master Classes at the AIS head Office for:

- School Stories
- Evaluating Progress

Staff also attended other schools for observational learning opportunities with Explicit instruction as the focus. They also took part in Literacy and Numeracy peer lesson observations within the school and then did lesson reflections for each other.

This year the staff attended a week of professional development and organisation for a week prior to the students attending for Term One. During this week all teaching staff attended a PD day at the AIS head Office on Assessment screeners and programming

lessons using proformas focussing on explicit instruction. During this week teaching staff also attended a session with Dr Frances Whalan from AIS on the English syllabus and goals and the vision for 2018. In the same week staff had the opportunity to exchange programming ideas and student information during sharing sessions. Another week of professional development was held between Terms 2 and 3 where teachers were involved in attending a session on “God’s Big Story” led by Cass Pendlebury from CSA (Christian Schools Australia), another session led by Dr Frances Whalan from AIS on “The Super Six Strategies for Comprehension” and planning for Semester 2.

Other whole school professional development undertaken included a First Aid Course involving CPR through Medilife,

Our school has been very busy in many aspects of teaching and learning this semester. The staff has been given many different opportunities for Professional Development and they have been attending many courses throughout the semester in a variety of areas of school life.

These areas include:

- **AIS (Australian Independent Schools) Funded programs:**

- Literacy (including the Initialit course) and professional development opportunities both within the school context and at consultant run courses
- Master classes on Literacy and Numeracy
- Numeracy and professional development opportunities both within the school context and at consultant run courses
- Further planning our direction for ICT (Information and Communications Technologies) in consultation with Schools Leading Learning
- AIS led PD on Comprehension and Textual Concepts

Most teaching staff did AIS Accredited on-line courses which involved:

- Literacy Module 3 on Explicit Instruction and Beginning Phonics
- Literacy Module 4 on Explicit Instruction and Advanced Phonics
- Literacy Module 5 on Explicit Instruction and Fluency/Vocabulary
- Literacy Module 6 on Comprehension
- Literacy Module 7 on planning Literacy Instruction
- Literacy Module 8 on developing effective Literacy sessions
- Numeracy Module 4 on Explicit Instruction and Working Mathematically
- Numeracy Module 5 on Explicit Instruction and Working Mathematically in Number and Algebra
- Numeracy Module 6 on Explicit Instruction and Working Mathematically in Measurement and Geometry
- Numeracy Module 7 on Explicit Instruction and Working Mathematically in Statistics and Probability
- Effective Numeracy Instruction

- **Other KLA’s**

- Science and Technology professional development

Some teaching staff also completed other courses outlined below:

- Leaving Nothing to Chance (Learning Difficulties Australia)
- Initialit 1 (Multi-Lit Australia)
- Sizzling starts for writing
- Practical Classroom Management (IEU)

Three staff members attended a K-2 course on Literacy-Writing at the University of Western Sydney, two staff members attended a Comprehension course with EKN (Education Knowledge Workshop) through Western Sydney University, one staff member attended a k-6 History and Geography syllabus familiarisation day and one staff member attended a Literacy session at UWS.

In 2018 we followed up again with staff professional development through recognising the knowledge base of our own staff and their personal professional reading. We followed on with a program of sharing their insights and reviews at weekly staff meetings and have continued to foster this system of collegial sharing throughout the year.

School Policies

Management of Student Non-Attendance

HopePoint Christian School has an attendance policy which sets out the processes and responsibilities of Parents, Principals and Teachers in regard to student attendance and non-attendance. Included in this policy are the following instructions to Principals specifically relating to student non-attendance:

- Principals must provide clear information to students and parents regarding attendance requirements and the consequences of unsatisfactory attendance.
- Principals must advise parents promptly when their children are absent from school without explanation.
- Principals are responsible for ensuring that accurate records of student attendance are maintained in an approved format.
- Principals must ensure that all cases of unsatisfactory attendance and part or full day absences from school are investigated promptly and that appropriate intervention strategies are implemented.

In addition, specific instructions are given for staff to manage student non-attendance as follows:

- Rolls are to be marked daily with absences recorded including partial absences.
- Absences must be identified and recorded in the attendance register.
- Unexplained absences need to be followed up and parents and/or guardians notified regarding poor attendance.
- Transfer unsatisfactory attendance information to student files after notifying their supervisor.

As a general rule, on a practical level, if a child is going to be absent or is absent from school for 3 or more days, the parents are required to contact the school and inform us of the reason for the absence. If a student is absent for 3 days and we have had no contact with the parent, the school will contact them seeking an explanation. This contact is recorded in the class attendance roll. When students return from an absence of any time,

they are required to return with a note of explanation signed by their parent. If this is not forthcoming within one week, the parent is sent home a reminder slip.

Enrolment Policy (full text)

HopePoint Christian School aims to provide a biblically-based, Christ-centred education primarily, to children from Christian families. Accordingly our enrolment priorities are as follows:

1. Children who already have an older brother or sister enrolled in the school.
2. Children of families where at least one parent is a Christian who have been on the waiting list. These are processed in order of receipt.
3. Where families don't meet the above criteria, they must be able to support the ethos of the school as detailed in the School Handbook. These are also processed in order of receipt.

Prerequisites for Continuing Enrolment

HopePoint Christian School reserves the right to discontinue enrolment for any student if the following outcomes aren't met after: Failure to comply with the HPCS Fee Policy steps for payment or failure to comply with our Behavioural Policy.

Kindergarten Enrolment

Students must turn five (5) before the 30th June of the year enrolling. Students must be enrolled before they turn six (6).

Early School Entry

Many factors need to be considered for a child to be entered into school life before the prescribed entry date. At HopePoint Christian School any parent wishing to enrol their child early is required to have an interview with the Principal. Some of the areas to be discussed could include the child's social ability, preschool recommendations, the results of a psychometric assessment, the child's behaviour and attitude to learning.

Fees

An enrolment bond is to be paid in full prior to a child beginning at HopePoint Christian School. This bond is returned to the parents after the youngest child of the family leaves in Year Six or one term's notice is given of the termination of enrolment AND all outstanding fees have been paid.

Term fees are to be paid by the end of the second week of each term unless other specific arrangements have been made in writing, with the School Bursar or Principal. Other arrangements could include periodic direct debit (e.g. fortnightly payments), fortnightly or weekly cash or cheque payments. Payments can be made using credit card or Pay Pal through our school website www.hpcs.nsw.edu.au both of which will incur an additional 2.5% fee.

Outstanding fees, after reminders, could result in your child's enrolment being terminated.

Our school does offer the opportunity for both a family rebate and a hardship rebate if needed and if approved by the School Board. Application forms are available upon request from the front school office.

Please note that the Fee Policy was updated in 2018.

Note: All enrolments will be at the School Boards' discretion.

Other Policies

HopePoint Christian School ensures that students are provided with a safe and supportive environment. All procedures that pertain to the emotional, physical and social safety and well-being of our students are included within our **Pastoral Care Policy**. These include, but are not limited to matters relating to bullying, discipline, *Student Welfare*, WH&S and Child Protection. All procedures set in place are motivated by the understanding that we are accountable to God, parents and the Government for how we disciple and care for our students. They identify issues relating to security, supervision, as well as staff and student codes of conduct. As such, our rationale and procedures demonstrate the high value we place upon our students and how we can prepare resilient young people, who will confidently take their place in Australian society.

Our Pastoral Care Policy is concerned with providing children the modelling, training and practising of skills that will assist them to lead effective and Godly lives. To this end, at the beginning of the year, all classes participate in our personal development program: *The Chosen Generation*. This program provides children with a Biblical perspective on how we should treat one another and resolve conflicts. In the third term, all classes participate in *Protective Behaviours*, a program that provides children with strategies to keep themselves safe.

Our School Vision

“HopePoint Christian School: Building, Growing, Empowering” and Core Values: Integrity, Unity and Compassion, have had an impact on our school in 2018.

Our vision encompasses every area of a child's development at school. We desire to partner with parents in building, growing and empowering their children through:

- Building a solid foundation for our students, both educationally and spiritually.
- Growing - encouraging students to be continually growing in their knowledge, experiences and skills as well as in the ways of the Lord.
- Empowering them as they go on through their lives to be witnesses and living examples of Jesus in their environment and be prepared for any task or vocational area they choose.

The core values are to be at the centre of everything that is planned, decided, implemented and communicated. Our pastoral care to students is reliant on these being demonstrated by all those in the school community. They remind students, staff and parents of the standard of character and quality of relationships that should exist in our

school. Throughout the year, students, staff and parents will be reminded of these values and how they would be manifested in various situations.

The full text of our Pastoral Care Policy is detailed within the School Handbook and is also available from the school office. The most recent update was completed in 2017.

Discipline Policy

Our school Discipline Policy is a document encouraging positive behaviours. The processes of receiving merit awards, Bravo Awards, Class Awards and any extra incentives that are attached to these are identified in the policy.

There will be times when student behaviour requires corrective discipline, but this is administered in a manner that is procedurally fair and does not include corporal punishment. We currently have levelled discipline steps that the students are placed on when intervention is needed. The students are often informed of these steps and the important elements of the Discipline Policy during the year as it is a working policy that influences the school on a daily basis. The full text of the Discipline Policy is printed in the School Handbook and is available from the school office. This policy was updated throughout 2017.

Antibullying Policy

HopePoint Christian School does not tolerate bullying of any kind. Our school has a number of strategies in place to encourage antibullying. These include: Whole school strategies, classroom strategies and procedures for dealing with bullying. Certain behaviours are not tolerated and lead to suspension. These would be in line with the School Discipline Policy, including any physical abuse that causes serious injury to another person. If a student persists in displaying inappropriate behaviour, intervention occurs. This may include counselling or being placed on a daily social skills program. Parents and caregivers are always consulted throughout the different strategies.

The full text version of our *Antibullying Policy* can be found in hard copy form and kept at the front desk of the office for full viewing. It was last updated in 2017.

Complaints and Grievances Policy

When a member of our school community has an issue with another we recommend that the principles outlined by Matthew 18 be employed. The person with the complaint or grievance should approach the person who is in the best placed to rectify the situation (usually the classroom teacher). If the matter cannot be resolved, then both individuals should meet with the school principal. If this does not achieve resolution then these individuals should put their complaint in writing, addressing it to the Board Chairman. If, after this, the matter has not been resolved, then Christian Schools Australia is available to provide mediation. Whatever the dispute, we endeavour to work it through from a perspective that demonstrates respect for each other, honours God and maintains the unity of the Holy Spirit. This policy is detailed within the School Handbook and is also available from the school office. It was last updated in 2017.

Student Outcomes and Performance

School Achievements

Our students in Year Three and Five participated in the National Assessment Program Literacy and Numeracy (NAPLAN). We pride ourselves on being a small, caring school and sometimes it does not reflect well in comparative results. Having such a small number of students participating within a class, means that sometimes one student's results can change the school percentage by around 8.3%-12.5%. We also pride ourselves on being inclusive and not declining enrolments due to learning difficulties and other disabilities.

Year 3 NAPLAN Results

Year Three Literacy Results

The Literacy NAPLAN consisted of the Reading, Writing, Spelling and Grammar and Punctuation components. Eighteen students participated in the tests. We had a number of students in Bands 5 and 6 across all areas.

Reading results for our school showed 27.8% of our students were in Bands 5 and Band 6. Overall our school showed an increase from previous years with 55.6% of our students were in Bands 4, 5 and 6.

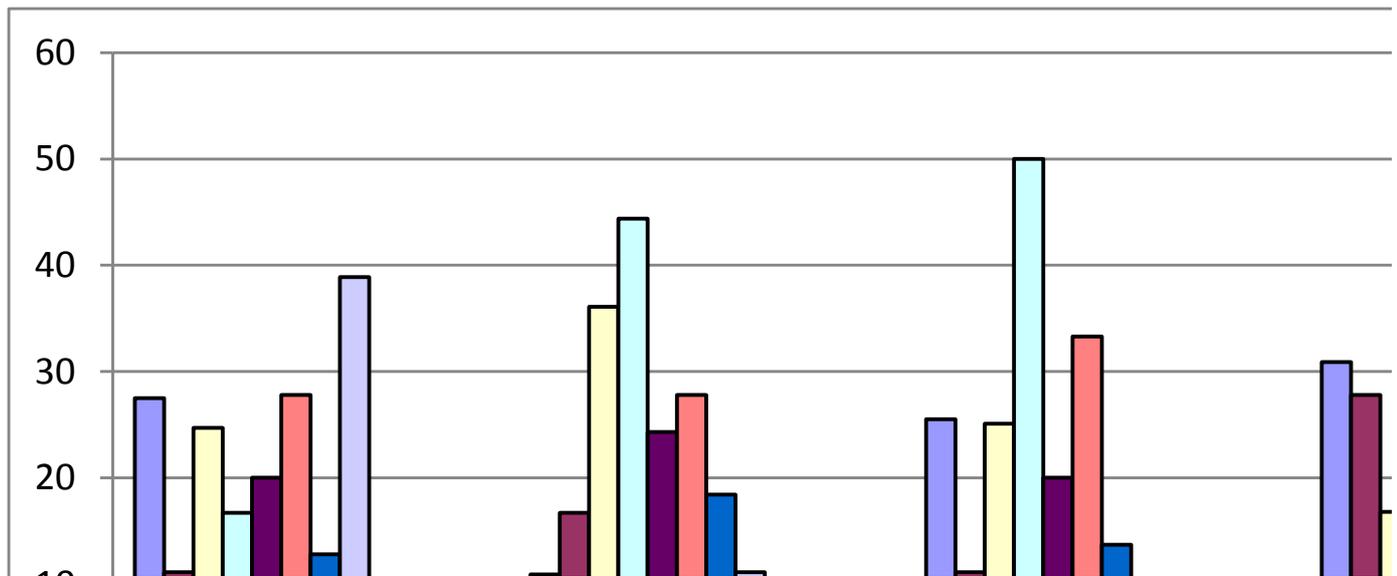
In Writing, 16.7% of our Year 3 students were in Band 6 compared with only 10.9% of the state achieving results in the same band.

Overall, our results showed 61.1% of our Year 3 students were in the top two Bands (Bands 5 and 6). Our writing results were higher than the average NAPLAN score for the state. None of our students were in the bottom two bands.

In Spelling, we successfully had 61.1% of our students in Band 5 and Band 6, compared with only 51.7% of the state achieving results in the same Band which means our school is performing at or above expectations for their age.

For Grammar and Punctuation, our students' scores were 10% higher than last year and 33.4% of students achieved a Band 5 or Band 6.

Year 3 Literacy Graph

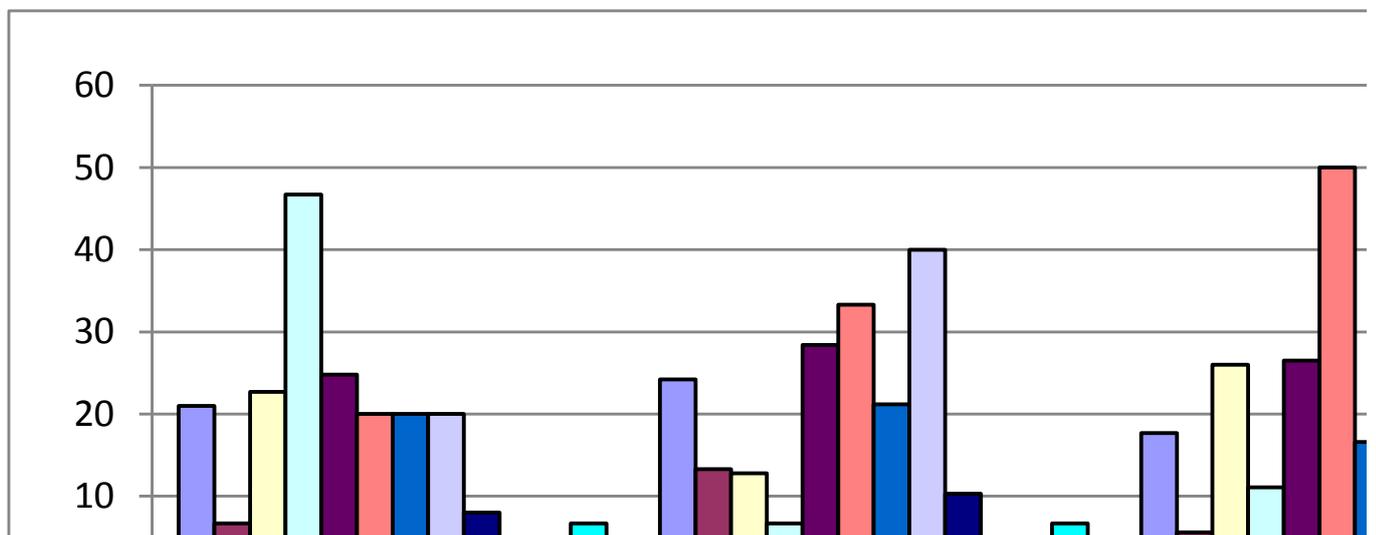


Year Three Numeracy Results

In Numeracy, the components tested were Number, Patterns and Algebra, Data, Measurement, and Space and Geometry.

For overall Numeracy results, 66.7% of our students were in Bands 4, 5 and 6.

Year 3 Numeracy Graph



Year 5 NAPLAN Results

Year Five Literacy Results

The Literacy NAPLAN consisted of the Reading, Writing, Spelling and Grammar and Punctuation components. Thirteen students participated in the tests. We had a number of students in Bands 5 and 6 across all areas.

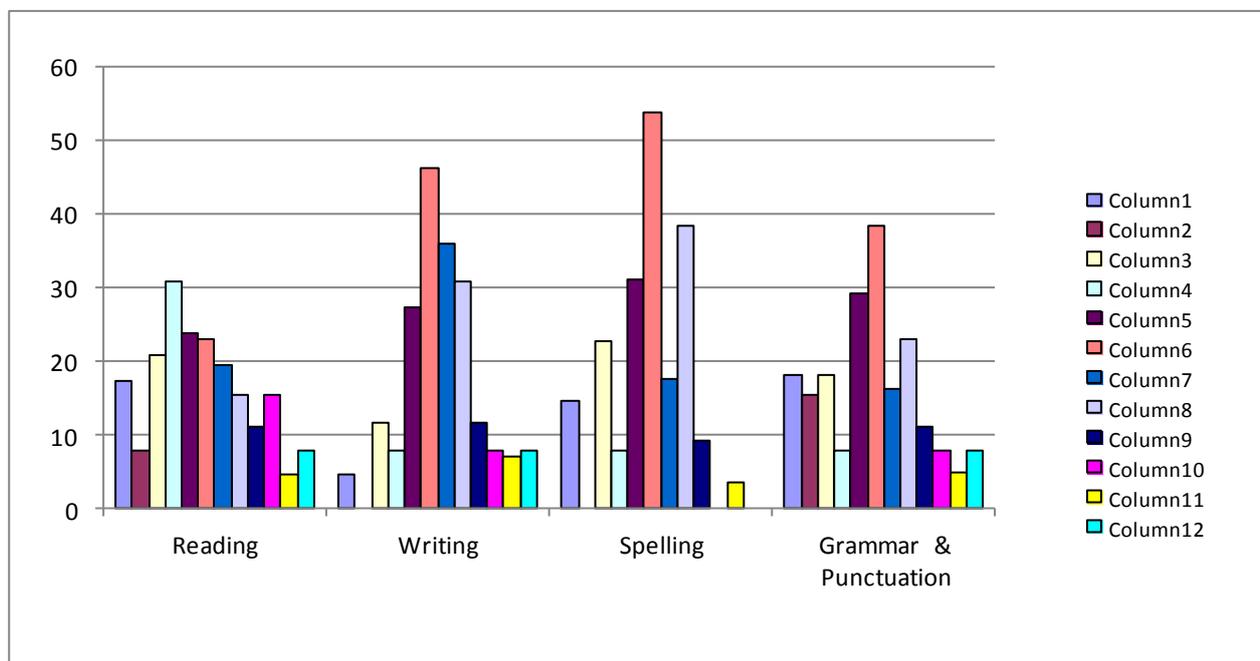
In Reading, we successfully had 38.5% of our students achieve results in Band 7 and Band 8, compared to 38.3% of students across the state. Furthermore, all students showed a positive growth in their results, with 58.3% of students showing at or above expected growth in reading.

For Writing 55.9% of our students were in Bands 6 and 7 compared to 38.7% of the state scoring in these two bands. Our writing results place our students slightly above the state average, with most students showing positive growth in their writing over the past 2 years. None of our students were in the bottom two Bands.

In Spelling, our results showed 61.5% of our Year 5 students were in Band 6 and 7, compared with only 56.6% of the state in the same Bands. All students showed positive growth compared to their Year 3 NAPLAN results with 58.3% of students achieving growth at or above the expected levels. We had no students in the bottom four Bands.

For Grammar and Punctuation our school showed an outstanding achievement with 15.4% of our students in Band 8, which is a great result. Our results showed that 23.1% of students were performing at or above state level. Most students showed growth in grammar and punctuation at or above the expected levels. Grammar and punctuation remains an area of focus for the next 12 months.

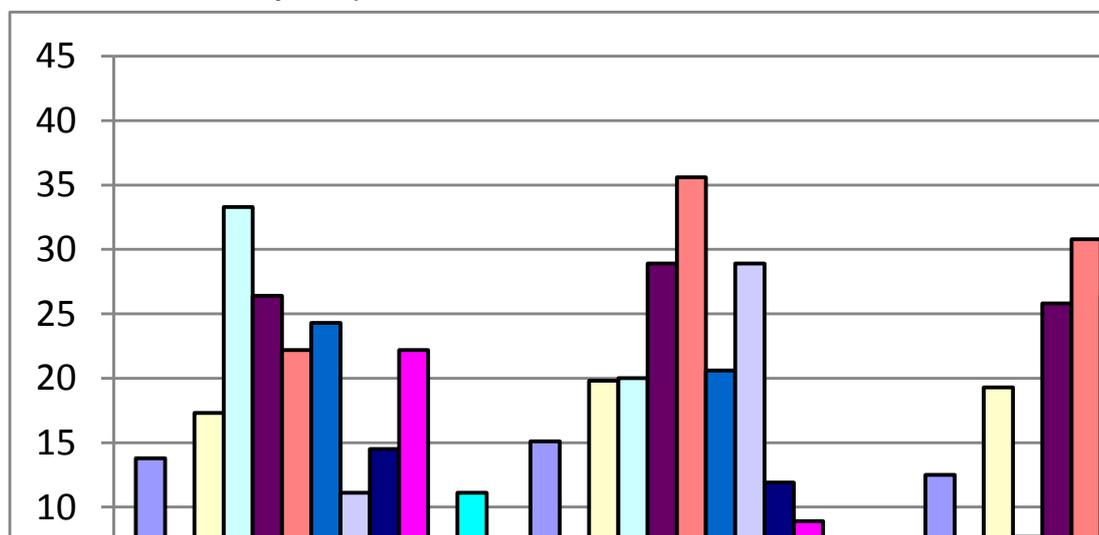
Year Five Literacy Graph



Year Five Numeracy Results

In the overall Numeracy results, we had 38.5% of our students were in Band 6 and 7. No children were in the lowest three Bands. The remaining students were spread over the remaining middle Bands. In the overall Numeracy results, all students showed positive levels of growth over the past two years.

Year Five Numeracy Graph



The following link is to the “**ACARA website**” for the most recent information and comparisons of our NAPLAN results with other schools on an ‘all schools’ and ‘similar schools’ basis <http://www.acara.edu.au/reporting/my-school-website>

Student Information

Profile

In 2018 there were 125 students from Kindergarten to Year 6 at the school, drawn from a wide range of cultural backgrounds including two indigenous students. The cultural mix provides a rich and creative population that work harmoniously together and the school is proud of its diverse heritage.

Attendance

This is a table showing our school attendance data for 2017.

Grade	Term 1	Term 2	Term 3	Term 4	Average Attend. %
K	93.6%	89.2%	91.1%	96.1%	92.5%
1	95.6%	91.1%	91.1%	91.2%	92.2%
2	95.6%	93.6%	91.8%	93.8%	93.7%
3	96.2%	91.1%	92.9%	93.5%	93.4%
4	95.7%	95.0%	92.4%	92.6%	93.9%
5	95.2%	92.6%	96.1%	95.6%	94.8%
6	95.9%	92.6%	95.1%	89.5%	93.2%

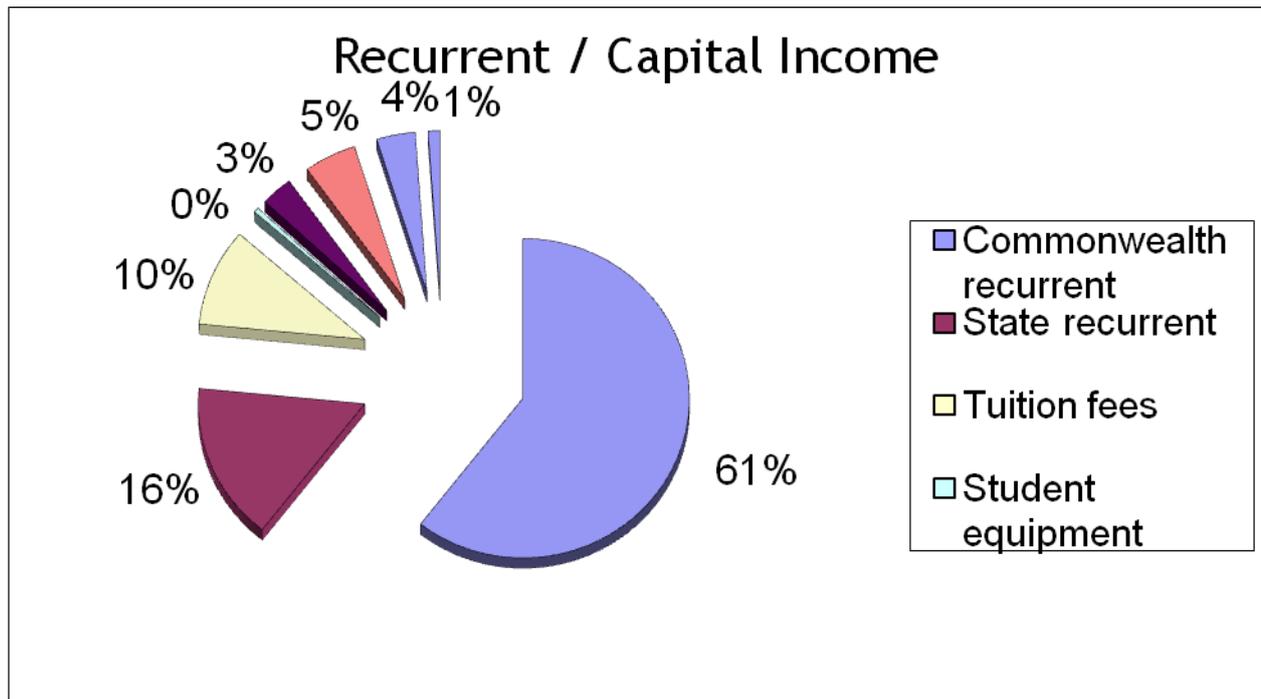
Our average whole school student attendance rate for 2018 was %

Student % attendance per grade 2018

Financial Information 31st December 2018

Recurrent/Capital Income \$

Commonwealth recurrent		1,120,067
State recurrent		295,586
Tuition fees		183,297
Student equipment		9,213
Interest and other		57,387
Other grants		94,000
Capital fees		69,466
Building fund donations		20,699



Salaries and Non-Salaries Expenses

Salaries related expenses		1,208,196
Non salaries related expenses		352,762
Capital expenses		-

