



HopePoint
CHRISTIAN SCHOOL

In Spirit and Truth



ANNUAL REPORT

2020

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WELCOME

Welcome to another annual 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. This year looked quite a bit different due to the global Covid-19 Pandemic and many aspects of our school life were impacted. However, by keeping Christ at the centre of all that we did this year, we were able to continue to provide our students with a safe, loving environment which enabled them to thrive in their schooling. 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 HopePoint Preschool. Our school caters for students from Kindergarten to Year Six, following the Board of Studies Syllabi.

In 2020, we had an enrolment of 151 students, consisting of seven classes K, 1, 2, 3, 4, 5 and 6. We had seven classroom teachers and three part time RFF teachers. We also had five part time teachers' aides who supported the school in: English as another Language or Dialect (EAL/D), 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

2020, whilst being extraordinary, was a positive one in many unexpected and different ways. The student numbers remained stable with a pleasing financial result to ensure that the school can continue to provide educational services to the community.

We saw our school navigate the delivery of our online learning programme for all students during the period of lockdown. Whilst it was difficult at times, our community responded positively. We are so proud of the way our students and parents took ownership of the learning at home. Our staff showed again how outstanding they are during this time.

We were able to upgrade our facilities this year, including furnishings and furniture for our classrooms. We invested in new technology for our students, with the purchase of new Chromebooks and iPads.

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.

Whilst we are still involved in pursuing legal action to recover costs in order to remediate a 'sink' hole that developed adjacent to the Gymnasium building, the matter is progressing we are anticipating that settlement will be reached in 2021.

The Board continually faces new challenges. We are constantly looking at and putting into place changes and new initiatives for the staff and teaching resources that enable us to increase the quality of education given to our students. In looking forward to 2021, we are also looking at different ways to improve our buildings and facilities with several works planned during the coming year.

Excluding changes to Government legislations and funding arrangements, the Board remains confident about the outlook and underlying results for 2021.



Cristian Tobar
Board Chairman
HopePoint Christian School Limited

Community Reports

The school community is a very important part of our school life at HopePoint Christian School. Due to Covid-19 restrictions, parents and helpers within our school community were unable to visit our school grounds and run many of the activities they normally would. We tried to include our parents and broader school community in many of the events this year through virtual experiences. We have missed the assistance and hard work of all of our parent helpers this year and look forward to hopefully seeing more of them in 2021.

Our school encourages parents, students and staff to speak freely about any concerns, so they can be addressed early and resolved quickly.

Snack Shop

Unfortunately, due to Covid-19 restrictions, our snack shop was unable to be run by parents on a weekly basis. However, plans have been submitted and approved to renovate the old computer room in Block A into a new snack shop and two new support rooms, with construction due to be complete over the summer holidays.

Excursions

Due to Covid-19 restrictions, many of the excursions that our students usually participate in were modified or cancelled. Despite this, we were able to provide our students with some opportunities to participate in various incursions and excursions throughout the year. These were:

- Year 2 went on an excursion to the NSW Schoolhouse Museum of Public Education
- Year 6 participated in an 'Amazing Me' Incursion
- Kindergarten participated in a Beebot Robotics Incursion with Fizzics Education
- The whole school participated in Healthy Harold Incursions
- Our student leaders participated in 'Followers in Training', a Christian Leadership program run by the Crusaders, at Meriden School.

Special Events

At HopePoint Christian School, we like to provide our students with opportunities to participate in special events and to showcase their progress and talents to the school community. Unfortunately, due to Covid-19 restrictions, many of our special events had to be run in a modified virtual format. Some of these events included:

- We began the year with "a general parent information session".
- ANZAC Day - Year 6 and their teacher Mrs Kim made a video explaining the meaning and significance of the day and led the school in a virtual 2 minutes of silence.
- Virtual Easter Hat Parade for Easter.
- Virtual Crazy Hair Day during online learning.
- Book Week Parade which was then videoed.
- Remembrance Day Ceremony.
- Our school produced an Open Day video to showcase our school with the activities that our students have the opportunity to participate in. This was then made available to parents, grandparents and prospective families.
- A whole school Public Speaking Competition which was videoed and sent to our families.

- Peer Support groups focussing on “Gratitude”.
- The Years 4-6 school camp which was held at the Tops Conference Centre in Stanwell Tops.
- HopePoint’s Got Talent - Mrs Burgess hosted our ever-popular HopePoint’s Got Talent, which showcases our wonderful student finalists’ talents in the Performing Arts, which was recorded and sent to parents and the school community.
- Year 6 Fun Day Out - Year 6 spent a fun day out at Auburn Aquatic Centre to celebrate their time together at HopePoint Christian School.
- A Presentation morning including awards across the school which was videoed and sent to parents.
- End of year Graduations for both year 6 and Kindergarten where the parents of the students involved with the Graduations were invited to attend. These events were also videoed and sent to all our families.
- At the end of each term, one class was rewarded with a BBQ for being named “Class of the Term”.
- Music Bus - Each week, many of our students developed their musical talents by participating in lessons with the Music Bus.

Interest Groups

This year, we held special interest groups throughout the year during lunchtimes. Some of these groups were:

- Leadership Mentoring with Mrs Warda
- Bible Study groups led by Stage 3 students with Mrs Davila and Mrs Fazio
- Choir led by Mrs Kim
- Varied lunchtime sporting groups such as indoor soccer, netball training, Newcombe ball and basketball with Mrs Sorial and Mrs Smallwood
- Photography group with Mrs Schofield
- Library/games with Mrs Auckett
- Gardening group with Mrs Auckett
- ICT Group with Mr Kelly
- Dance groups with Mrs Davila
- A Crochet Club with Mrs McCarron

Sporting Events

Throughout the year we ran:

- A Swimming Carnival
- A Water Fun Day for K-2
- A K-1 Athletics Fun Day at School
- A 2-6 Athletics Carnival at the Crest Athletics Centre
- A K - 6 Cross Country at school
- A Basketball program for Years 5 and 6 which was run by the church Youth leaders
- A Kindergarten Learn to Swim program over Term 4

Due to Covid-19 restrictions, many of the Sporting Gala Days that would normally take place throughout the year were cancelled by the Christian School Sporting Association (CSSA).

Fundraising Committee

Unfortunately, due to Covid-19 restrictions, many of our fundraising meetings and projects had to be cancelled or postponed for 2020. We look forward to returning to normal operations next year and working with our fundraising committee to provide our students with a number of exciting events and opportunities in 2021. We did manage to run a Christmas Raffle which was hugely successful. Many local businesses contributed towards the prizes.

The fundraising account currently has \$10,342.81.

At the last fundraising meeting, it was agreed that the funds in the account be saved until there were further plans made available about a multi-purpose canteen and kitchen space for the school that have been planned for Block A.

Missions

Unfortunately, due to COVID restrictions, we did not hold any fundraising for Missions this year. We look forward to holding events and fundraising opportunities for Missions in 2021.

We are a usually a very generous community. Even though we are small, we believe in and practise the Christian values we teach our children.

Uniform Shop

In 2020 the administrators 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.

Parent Survey

Parents were surveyed and results found that they felt welcomed and the school takes their concerns seriously.

The majority of parents felt that the school is a safe and secure environment and most agreed that the school is always looking for ways to improve what it does. Parents felt that the students were being regularly praised and rewarded and that the students are the school's main focus.

Overall, parents are pleased that their students are attending HopePoint Christian School and that the Christian education and values are evident throughout the school.

Many parents agreed that they share in the education of their children and some were happy with the upgraded technology devices throughout the school. They were mostly pleased with the amount of technology being integrated with their children's homework.

The vast majority of parents were happy with the amount of Christian teaching happening within the school and strongly agreed that the Christian elements being taught are displayed within the staff and the way they care for their child.

When asked if the parents were happy with the school's Covid-19 Pandemic response, most parents strongly agreed the school adopted adequate protocols to minimise the risk of infection. They further agreed that the school adopted good practices for online learning and communicated all procedures and protocols for online learning well.

A lot of parents expressed their desire to be more involved with the school, however due to COVID 19 regulations haven't enabled parents to be involved as would normally occur. A number of parents stated they missed attending weekly chapels and hopefully these will be returned to next year.

Teacher Survey

Teachers in 2020 were surveyed on areas of professional development, personal growth and relationships with staff, parents and students. They were asked about school resources and facilities as well as working collaboratively with other teachers to share resources as a staff.

Teachers as a whole felt that they had sufficient professional development and that they are meeting the NESAs requirements to achieve or maintain accreditation. Many teachers enjoyed participating in the LNAP Professional Development and would like to have more opportunities to attend other Professional Development courses.

Teachers were somewhat satisfied with resources, however suggested more devices for the K-2 classes. Most suggested that the school classrooms may need upgrading and some classroom furniture needs to be looked at to better cater for students with additional needs. They also expressed a desire for the playground to be updated.

Overall, the staff enjoys working at HopePoint Christian School and are satisfied in their job.

Student Survey

Students were asked what the best thing is about coming to school. Many responded that they enjoyed their friendships and teachers.

When asked how their teachers help them to learn, they replied that their teachers help them to understand work and make hard things easier. Students expressed that their teachers help them to learn by making their classes fun and interesting.

Students' responses when asked what worries them were varied. Some said nothing, others said hard work, getting bullied or their learning being difficult.

Students were also asked what makes the school special? Students responded that they are cared for, that they are given the opportunity to attend camps, that they are taught about God and that they enjoy the general school environment.

All students stated they feel accepted and happy at school. They agreed that their teacher helps them to do their best and takes an interest in them. They are proud to be students at HopePoint Christian School.

SCHOOL STRATEGIES

Reporting on 2020 Targets

Target 1:

Students will articulate their comprehension of texts using direct and inferential responses.

This was achieved by:

- Looking at programming and defining how we explicitly model the comprehending and articulation of comprehension responses.
- Provide teachers with opportunities to attend professional development focussing on comprehension skills.
- Implementing a school wide approach to answering and forming different types of questions and responses to a range of quality texts.
- Implementing the Super Six Comprehension strategies and ensuring that all teachers have a deep pedagogical knowledge of how to implement these strategies into their classroom teaching practices.
- Implementing the Oxford Express Comprehension Kit in 2020 for primary grades.

Target 2:

Further incorporating the use of ICT skills within the K-2 curriculum.

This was achieved by:

- Distributing ICT resources equitably between infants' classrooms so they can be easily accessed throughout the day.
- Expanding teachers' skill sets through professional development and combining resources to confidently teach ICT skills and to introduce students to a range of software programs. This will be implemented through all Key Learning Areas.
- Providing teachers, the opportunities for professional development to obtain a broader knowledge of the syllabus requirements and how to fulfil them.
- Equipping teachers with the skills they need to teach multi-modal aspects of the curriculum.
- Increasing teacher confidence in regard to the implementation of ICT in the classroom through the exploration of web sites and ICT resources.

Target 3:

A whole school approach to Numeracy with a focus on explicit teaching and creating a whole school approach to programming.

This was achieved by:

- Implementing the program iMaths from Kindergarten to Year Six, therefore providing:
- An investigative approach to Numeracy.
- Students with relevant, real-life numeracy investigations.
- Differentiation to cater for individual students and groups.

- Teachers with a range of assessment tools such as rubrics, assessment pages in a tracker book and differentiated worksheets.
- A whole school approach to Numeracy from Kindergarten to Stage 3.

Targets for 2021

Target 1:

Students will articulate their comprehension of texts using direct and inferential responses.

This will be achieved by:

- Continuing to look at programming and defining how we explicitly model the comprehending and articulation of comprehension responses.
- Providing teachers with opportunities to attend professional development focussing on comprehension skills.
- Continued Implementation of a school wide approach to answering and forming different types of questions and responses to a range of quality texts.
- Continuing the implementation of the Super Six Comprehension strategies and ensuring that all teachers have a deep pedagogical knowledge of how to implement these strategies into their classroom teaching practices.
- Continuing the implementation of the Oxford Express Comprehension Kit in 2020 for primary grades.
- Developing a base of technical language associated with comprehension and implementing it from Kindergarten to Year 6 using both visual resources and explicit vocabulary.
- Providing a K-6 assessment tracking system using the Oxford Tracker books and standardised testing.
- Regular check-ins with the K-6 teachers on the whole school implementation of the comprehension strategies.

Target 2:

Further incorporating the use of ICT skills across the school.

This will be achieved by:

- Distributing ICT resources equitably between infants' classrooms so they can be easily accessed throughout the day. This will be achieved by the school providing a set of 6 iPads for the exclusive use in each K-2 classroom.
- Expanding teachers' skill sets through professional development and combining resources to confidently teach ICT skills and to introduce students to a range of software programs. This will be implemented through all Key Learning Areas.
- Providing teachers, the opportunities for professional development to obtain a broader knowledge of the syllabus requirements and how to fulfil them.
- Regular check-ins with the K-6 teachers on the whole school implementation of the ICT strategies.
- Ensuring the ICT Scope and Sequence is followed and monitored

- Incorporating a base of technical language associated with ICT and implementing it from Kindergarten to Year 6.

Target 3:

To improve working memory by increasing the speed of the recall of basic number facts.

This will be achieved by:

- Daily revision of number facts.
- Incorporating the revision of number facts into teaching programs, embedding them into daily lesson plans.
- Reviewing main number concepts on a regular basis,
- Implementing AIS Numeracy Screeners from K-6 (BOY, MOY, EOY)
- Regular assessing of progress.
- Checking for understanding by ensuring students can transfer their knowledge into investigative tasks.

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 behavioural 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 co-leading through our Peer Support program. Each Stage three student was responsible, alongside a teacher for their group of students, for a weekly fifty-minute session over a four-week program. Each leader took on specific tasks in each session, being responsible for presenting activities and allocating 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 seven 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 five part-time teachers' aides for support and Library.

Our staff in 2020 was stable and all teachers are retaining their employment for next year. One teacher will be on maternity leave for Terms 1, 2 and 3 and we will need to hire a teacher to fill that position.

The average teacher attendance rate was 94.90% for 2020.

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 fourth year in an AIS Funded program on developing the standards of Literacy and Numeracy skills across the school. The teachers focussed on writing sentences and building and enriching texts in Literacy and in Numeracy they focussed on Working Mathematically across the strands and problem solving through:

- Zoom Professional development with the AIS Numeracy and Literacy consultants
- On-line Professional development modules

In 2020, teachers participated in the following AIS led Professional Learning Modules:

Literacy:

- Module 1: Overview of Writing - 13th February
- Module 2: Sentences are the Key to Writing - 23rd June
- Module 3: Building up Text - 15th September
- Module 4: Enriching Writing - 13th October
- Module 5: Assessment of Writing - 10th November

Numeracy:

- Module 12: Explicit Instruction and Number and Algebra iii(Fractions and Decimals) - 3rd March
- Module 13: Explicit Instruction and Measurement and Geometry - 2nd June
- Module 14: Working Mathematically Strategies - 25th August

Staff also took part in Literacy and Numeracy peer lesson observations and demonstrations within the school and then did lesson reflections for each other.

The principal and the Core Leadership Team attended a National Leaders' Summit run by CSA. Modules included:

- Christian Pedagogy with Dr. Daniel Pampuch
- Flourish: A Vision of Christian Schooling with Jon Bergmann and Dr. Brian Harris
- Applying a Biblical Worldview: God's Big Story with Cass Pendlebury
- The Impact of Christian Education on Australian Society with Dr. Darren Iselin
- Investing into the next generation of Christian School Leaders with Jill Healey
- How to Teach Christianly with Dr. Tracey Price
- Moving Down the Path of Maturity with Andrew Taylor
- How Connected are we? with Dr. Rob Loe

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, teaching staff had the opportunity to exchange programming ideas and student information during sharing sessions. Staff also attended:

- A Child Protection Refresher Course
- An AIS funded day at head office on Evidence-based classroom management
- A half day CPR Refresher course run by "Medilife"
- Training on the Oxford Comprehension Express
- Sound Waves Spelling Scheme training run by a consultant
- Home Reading and Benchmarking Training
- Training in iMaths and Sound Waves Reporting

Another week of professional development was held between Terms 2 and 3 where teachers attended a workshop on Teacher Well Being run by Robert Richie, a Sound Waves refresher course on segmenting and a session on learning difficulties led by a consultant from the LDC (Learning Difficulties Coalition)

Our school has been very busy in many aspects of teaching and learning this year. 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:

- Two 'Teacher Well Being' sessions run by Robert Richie
- A session on Supporting Students who present with Anxiety and Stress by understanding the causes and symptoms of Anxiety and Stress and to develop strategies to help children learn to cope through emotional coaching
- A "Strengthen Relationships with Students" session which aimed to provide Teachers and Teaching Support Staff with effective strategies to empower them in consistently supporting students' behaviour.
- An induction in using Sentral for classroom attendance

- An induction in using Sentral to write academic reports for Semester 2
- A “Communication, Negotiation and Influence” Session run by a staff member
- A Zoom session about “Engaging the Disengaged” run by CSA.
- Evidenced based classroom management
- Spelling Modules
- 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) connected to our new school-based management system called “Sentral’

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 three 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 2019.

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.

Pastoral Care Policy

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 2019.

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 2019.

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 2020.

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 2020.

Complaints and Grievances Policy

When a member of our school community has an issue with another person, 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 2020.

STUDENT OUTCOMES AND PERFORMANCE

Due to Covid-19, NAPLAN was cancelled for 2020 and no student results were available for comparison with other NSW Schools.

STUDENT INFORMATION

Profile

In 2020 there were 151 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

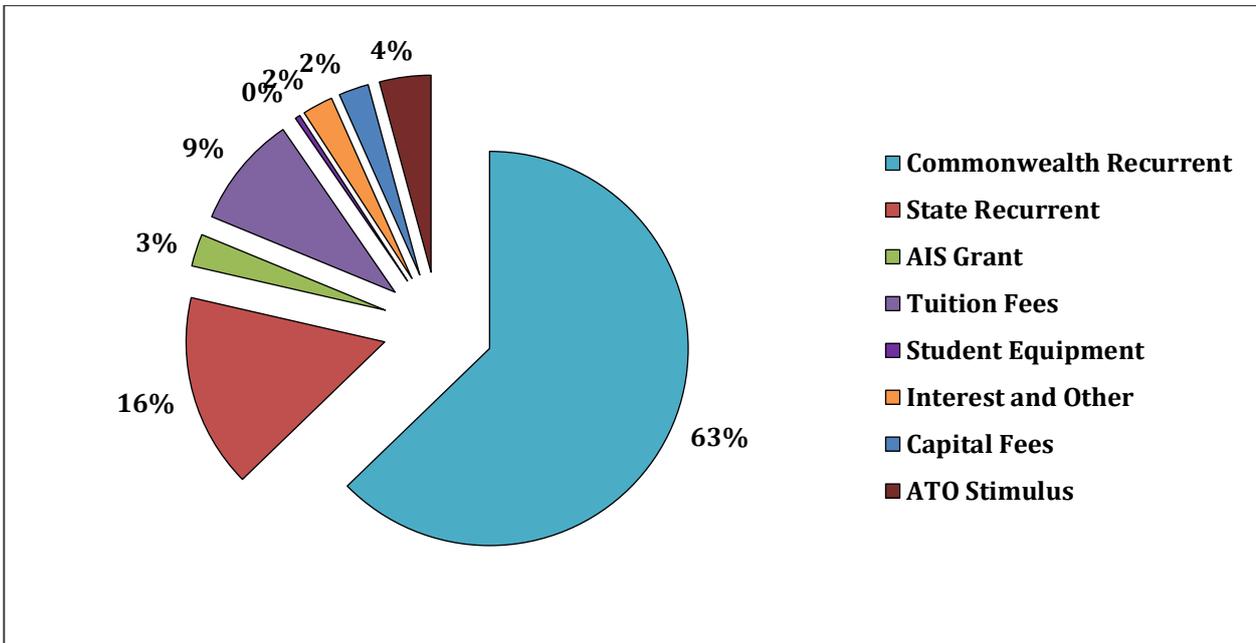
This is a table showing our school attendance percentage data for 2020.

Grade	Term 1	Term 2	Term 3	Term 4	Average Attend. %
K	95%	96%	96%	94%	95%
1	94%	96%	93%	94%	94%
2	90%	85%	91%	91%	89%
3	93%	93%	93%	90%	93%
4	94%	93%	88%	96%	92%
5	90%	85%	93%	92%	90%
6	92%	91%	92%	89%	91%

Our average whole school student attendance rate for 2020 was 92%

FINANCIAL INFORMATION

Income



Expenses

