



# Annual Report 2019

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 May, 2020*

## Inclusions

### OUR SCHOOL COMMUNITY

- Overview and General Information
- From the Executive Principal: Dr E J Boyce
- From the Principal: Mr S Logan
- From the Board Chair: Mr M Maddock
- From the Parents

### OUR COMMUNITY SATISFACTION

- Staff
- Students
- Parents

### OUR STAFF

- General Comments
- Teaching Standards – Staff Qualifications and Professional Learning
- Teacher Accreditation
- Teaching Standards – Staff Attendance and Retention

### OUR STUDENTS

- Enrolments Profiles
- Student Attendance
- 2019 Attendance
- Student Retention and Completion Rates

### OUR ACHIEVEMENTS

- Student Performance in Standardised Literacy and Numeracy Testing
- NAPLAN Testing
- The Granting of Records of School Achievement
- Significant Student Achievements:
  - School Participation
  - Participation and Performance in Sport
  - Local Area Events

## OUR POLICIES

- Student Enrolment Policy
- Summary of Key Policies
- Pastoral Care Policy
- Student Code of Conduct
- Complaints Handling Policy

## PROGRAMS PROMOTING RESPECT AND RESPONSIBILITY

- Mission and Service
- Links with Pacific Valley Christian School
- Other Activities

## OUR GOALS

- Review of 2019 Improvement Targets

## OUR FINANCES

- Summary of Financial Information

## OUR SCHOOL COMMUNITY

### Overview and General Information

Valley Hope School (VHS) commenced operation in January 2017. It is an independent, co-educational, special school, registered and accredited (Years 3 to 12) by the NSW Education Standards Authority (NESA). The school caters for students with an Intellectual Disability (moderate) and/or Autism Spectrum Disorder.

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

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

With an energetic leadership the School is innovatively responding to the needs of its students and the community by implementing diverse programs to support and extend the learning of all students. It does so with the full support and experience of the leadership and staff of Pacific Hills and New Hope School in Sydney and Pacific Hope at Tweed Heads, as well as other schools within the Pacific School Group.



## **From the Executive Principal**

2019 was an important year in the history of this School for Students with Additional Needs. With Mr Nathan Murray as the Head Teacher for 2019, the School grew significantly in strength both in enrolment and provision of services to the families enrolled. The School continues to be supported by Pacific Valley Christian School as the School is on the same site and there was significant interaction of the students in both Schools which benefited significantly the students of Valley Hope School.

The School Board has been capably led during this year by the Chairman, Mr Max Maddock and the Deputy Chairman, Mr Greg Mashiah. Valley Hope School has been greatly assisted in 2019 by the work of the Lead Principal, Dr Tina Lamont and other staff that she has managed in the support of this School, both in its accreditation and registration and in its ongoing functioning as a Christian School community.

The parent body of the School is extremely supportive of the School operations and significantly involved at any events that are held.

Plans are being prepared for the establishment of new facilities for the School as we look to see continuing growth each year going forward.

Dr EJ Boyce  
Executive Principal

## **From the Principal**

The year 2019 was a year of both consolidation and then development for Valley Hope School. A new Head Teacher, Nathan Murray was appointed to commence at the beginning of 2019. Nathan has been a welcome addition to the staff team and provided additional leadership and vision to guide Valley Hope into the next phase of improvement. He, and his family, have settled in well to the school and broader Lower Clarence Valley community. I look forward to collaborating with him in next few years on a number of projects beneficial to the shared campus of Valley Hope and Pacific Valley Christian School.

In Term 2 Valley Hope School was approved for registration and accreditation to deliver the Life Skills course at Stage 6 level. This was completed through the support of our group of schools including Pacific Valley Christian School (Townsend), Pacific Hills Christian School (Dural), New Hope School (Dural) and Pacific Hope School (Tweed Heads). The inspector was quite positive about the procedures in place for administering Valley Hope School, especially those related to Child Protection.

The relationship between Valley Hope and Pacific Valley continued to flourish. Students from both schools combined for fortnightly assemblies to hear talks with a Christian focus and celebrate student progress and achievement. Combined sporting events were much anticipated and beneficial experiences for both schools. In addition, there were a number of combined events including an ANZAC Day ceremony, Book Week parade and NAIDOC Day.

In Term 4 2019 Valley Hope School organised and implemented our own adventure camp for the first time. Camp Drewe at Lennox Head provided a picturesque setting for students to be challenged to develop independent skills, as well as learning to improve interdependence. This was a great time of growth for individual students and strengthened relationships between all involved in the Valley Hope school community.

Valley Hope acquired a recumbent tricycle and students commenced training, with plans to compete in a pedal prix competition in 2020. This initiative has been led by Head Teacher, Nathan Murray, and has drawn a great deal of excitement and support from the students. This program will provide a way for students to learn social and work related skills in an authentic context.

Most importantly, many students in Valley Hope School developed in their knowledge of their Creator, as they were guided to understand more about the universe that He brought into being. A couple of these students even explored 'the marvellous and unusual character' Jesus of Nazareth and decided that he is a person worth committing their lives.

Scott Logan  
Principal



## **From the Board Chair**

On behalf of the board of Valley Hope School it gives me much pleasure to thank fellow Board Members for their time and expertise given to the school over the last twelve months.

I would also like to thank our Head Teacher Nathan Murray for the great job he is doing as a leader of the school. Many thanks also to the teachers, staff, parents and of course the students who together unite to make the school what it is today.

Many thanks also to Pacific Hills Christian School for their support to the Principal, Head Teacher and staff in the School.

Our prayer is that the Valley Hope School will continue to be a school of excellence and a continuing influence in the development of the community.

On behalf of the board,  
Max Maddock



## **From the Parents**

Our son Nicholas Smith was fortunate enough to commence at Valley Hope School (VHS) when he was in grade six. At his previous school Nicholas had been struggling scholastically and was at breaking point emotionally, causing us grave concerns for Nicholas's short and long-term future. His previous school entailed 24 km a day driving compared to the current 100 km a day driving. The results Nicholas has experienced at VHS by far outweigh the time and travel costs associated with him attending this school.

In 2019 Nicholas was in grade 8 at VHS. This, as with the previous years, was a year of growth both for Nicholas and the school. During 2019 VHS met, and exceeded, many of the criteria our family feel are important.

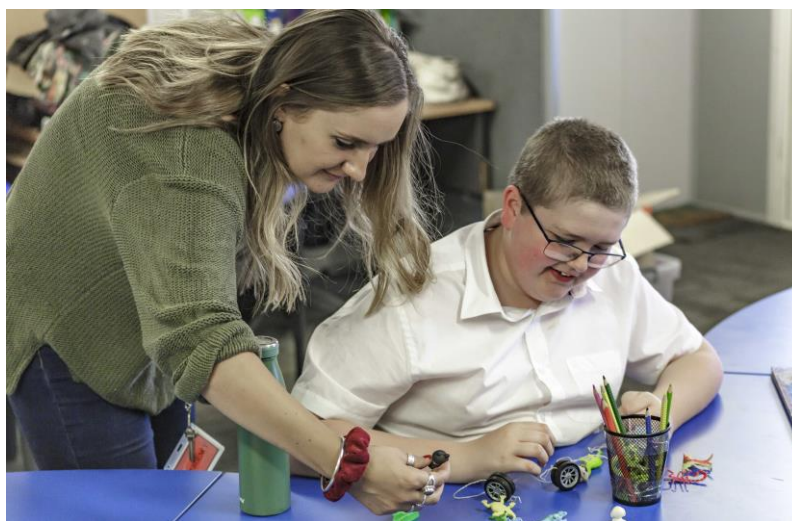
Staff exuded kindness, understanding and empathy to Nicholas and our family. They were always non-judgemental of our differing family situation and available for us, should we have any questions or specific needs. They managed to maintain the required sense of discipline in a hard learning environment and positive relationships were not only taught but expected. Nicholas has never considered himself as having been bullied the entire time he has been at VHS.

The educational opportunities Nicholas experienced during 2019 developed strongly as did the learning environment and resources available. The staff focused on developing concepts, skills and ideas which engaged Nicholas and his passions...yes, even gaming. We are sure the students in mainstream must look with envy at what the VHS kids get to do.

The school continued during 2019 to advocate God's truth to the students without being preachy or too high-minded. We especially appreciate how concepts from the bible, which really attribute to a respectful way of living, are broken down into easily understandable choices the students would experience in their own lives, and the consequences of those choices.

During 2019 Nicholas was given every opportunity to strive towards a better future for himself, the school and the local community, all while nestled in God's loving care.

Yours sincerely  
Michael, Catherine and Nicholas Smith





## OUR COMMUNITY SATISFACTION

### **Staff**

Our dedicated staff bring a diverse range of skills and expertise that enhance the educational experience and opportunities of the students. Our staff members have a deep understanding of the privilege they have in serving our school community. As professionals who share a common passion for Christian education, our staff share a deep sense of purpose in playing a part in shaping the lives and characters of the students and pointing them towards the purpose that God has for each one of them.

The staff at Valley Hope School seek to work in partnership with families to teach and nurture each individual student and develop their unique skills and abilities.

The staff see Valley Hope School as a living Christ-centred community and are thankful to be part of a supportive and hardworking team. Each staff member sees their role as working as part of the larger body of staff, who use their unique set of skills to ensure the School functions to meet the needs of our community.

### **Students**

Our students enjoy that the Valley Hope School is a place of positive interaction between staff and students of different ages. Our students feel safe and settled and have opportunities to participate in a range of engaging learning experiences.

The diverse gifts, needs and abilities of our students is celebrated and our students feel that they are valued for their individuality and uniqueness. Through daily devotions and interactions, students are encouraged to demonstrate an attitude of understanding and respect towards others and celebrate the diversity that exists within our school community.

### **Parents**

At Valley Hope School we value the partnership that exists between the parents and the School in the education of students. Ongoing communication with parents is essential to fostering this partnership. Teachers welcome communication from parents and meetings can be scheduled at any time throughout the year.

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.

The parents have been very positive about the staff at Valley Hope School and the school environment that has been provided for the child. Below are some comments from parents about VHS.

- “We are so thankful for the love, support, prayers, friendship and the wonderful safe environment that Pacific Valley and Valley Hope has provided our son over the last 4 years and we could not have asked for a better school or teachers. Also, a very special thank you to the wonderful office staff for the compassion and care they provided for our son. It allowed me as a mum to know he was being shown respect, compassion and a little motherly care. You ladies are the most beautiful and caring people and being the first impression of Pacific Valley and Valley Hope you do the school proud.”
- “I would also like to thank you and your Principal for all your support and kindness shown to our student. I'm sure he will reflect on his time at Hope Valley School with a great deal of happiness and gratitude that he had the opportunity to attend such a wonderful school.”
- “Thank you to your staff and you personally as Head Teacher. Also, to your Principal who took a chance and gave our student the opportunity to start again.”

## OUR STAFF

### General Comments

The staff of Valley Hope School exhibits an appropriate spread of age and experience giving a balance of energy and innovation with maturity and discernment. Teaching staff numbered two full time and one part time. National backgrounds include Anglo and European.

### Teaching Standards – Staff Qualifications and Professional Learning

The full-time teaching staff have completed tertiary qualifications in Education and Specialists have had additional specific training and experience in teaching students with disability. This is category (i) in respect of the NSW Institute of Teachers classifications.

During 2019 a range of Professional Learning was approved and undertaken by teaching staff. This included individual and small group learning selected according to need and interest and the 10 days of corporate Professional Conference that is organised by the Pacific Group of Schools. Priority and focus in professional learning was centered on visible learning and teaching students with a disability to increase learning and engagement. Other topics covered included teaching from a Christian Perspective and student welfare.

### Teacher Accreditation

All teachers at Valley Hope School have accreditation with NSW Educational Standards. We currently employ teaching staff in different teaching and non-teaching roles:

- 2 teachers are accredited at the level of Proficient Teacher
- 1 teacher is a Teacher Seeking Accreditation at the Proficient Level.

### Teaching Standards – Staff Attendance and Retention

Staff attendance has been calculated for the year based on the total number of teaching days available and factors in all staff absences with the exceptions of Approved Leave for School related projects and activities such as Long Service Leave, Mission or Christian Education Development work. Over the course of 2019 this resulted in a Staff attendance of 84.7%.



## OUR STUDENTS

### Enrolments Profiles

Valley Hope School had a total of 14 students enrolled at the 2019 mid-year Government census, comprising 2 female students and 12 male students.

An extended text version of the Enrolment Policy features in the section of this report sub-titled “Our Policies”.

Ongoing enrolment is conditional, at the Principal’s discretion, on satisfactory attendance and course completion, adherence with School policies relating to Behaviour and Discipline, and maintenance of currency in regard to payment of tuition fees.

### Student 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. Long term unexplained absences are processed under the Schools Attendance and Course Completion policy (available in full from the School) which requires, at the Principals discretion, chronic non-attendance to result in the de-enrolment of the student and referral to the DET Home-School Liaison Officer for the area.

### 2019 Attendance

Year	No of Students at census date	Total %
5	1	53.71%
6	1	82.25%
7	3	84.74%
8	4	83.89%
9	2	92.07%
10	2	79.00%
11	1	81.00%
Overall	14	79.52%

### Student Retention and Year 12 Completion Rates

Valley Hope School had no students completing Year 12 in 2019 and as such there is no data pertaining to student retention and Year 12 completion rates.

## OUR ACHIEVEMENTS

### Student Performance in Standardised Literacy and Numeracy Testing

#### NAPLAN Testing

The majority of parents at Valley Hope School applied for an exemption for their child from completing NAPLAN testing in 2019.

However, in 2019 one Year 9 student completed NAPLAN testing. NAPLAN results have been withheld to maintain confidentiality for this student.

#### The Granting of Records of School Achievement

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

In Year 10, the ROSA grades are allocated by the school using school based assessments and aligning student performance with the Course Performance Descriptors. Life Skills worksheets are maintained to track the progress of those students who are working towards Life Skills outcomes. These are also reported to parents.

Valley Hope School offers the Preliminary Course and Higher School Certificate based upon Life Skills. On the completion of the Year 11 Preliminary Course, students will be informed on their progress in meeting Life Skills outcomes. Students who leave at the end of the Preliminary Course are entitled to apply for a Preliminary ROSA. Students who leave the School prior to the completion of the HSC will also be offered the opportunity to complete the Literacy and Numeracy tests offered by NESA.



## **Significant Student Achievements**

### **School Participation**

Students at Valley Hope School are encouraged to be fully engaged in their learning and to always give their best in all learning activities. We are thrilled by the way our students have used their talents and abilities throughout the year.

### **Participation and Performance in Sport**

Student participated in the combined sporting carnivals with Pacific Valley Christian School. This including the swimming, cross country and athletics. At each of these events a student performed well enough to be selected for the next stage (Regional or State) carnival. These students were then supported by staff to participate at the next level, competing in all events they qualified.

### **Local Area Events**

In 2019, our school and our students submitted entries in the Maclean Show art competition. All our students received recognition for their submissions, with some of them receiving a place.



## OUR POLICIES

### Student Enrolment Policy

#### Vision Statement

The purpose of Valley 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

Valley 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 enrolments records the following information for each student:

- name, age and address
- name and contact telephone number of parents/guardians
- date of enrolment
- date of leaving the School and the student's destination, where appropriate
- for children older than six years of age, previous school or pre-enrolment situation
- where the destination of a student below seventeen years of age is unknown, evidence that the NSW Department of Education has been notified of:
  - the student's full name
  - the student's date of birth
  - the student's last known address
  - the student's last date of attendance
  - parents'/guardians' 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/guardians or student.

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

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

### **Enquiries**

All enquiries are recorded. The Registrar will also forward relevant information to the student's parents or carers. This includes:

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

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

### **Applications**

Upon receipt of Application Form and supporting documentation the Registrar will:

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

### **Requirements for Entry**

Valley 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. Valley Hope School has identified with NESAC that it will provide education for students who are diagnosed with Autism Spectrum Disorder or Mild to 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 Valley 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 Valley 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. Students who do not meet the above criteria are not eligible for enrolment.

It is a requirement of entering Valley Hope School that parents provide medical, psychological or other reports from specialists outside the school that outlines the student's disability. The school may also request additional assessments to determine appropriate support and adjustments. Any assessments or reports required from non-school personnel will be at the parents' expense.

## **Interview Process**

### Registrar

The Registrar will conduct an initial interview to gather relevant family information and details as per the Enrolment Form and to outline the assessment and interview process. Should a vacancy exist or be pending, the Registrar will organise a suitable time for students and the family to attend interview with the Registrar, the Principal, and the Head Teacher. 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 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 Valley Hope School.

The Principal 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 Pacific Valley Christian School courses or Pacific Valley Christian School activities
- Explain the practical implications on the School-Parent partnership
- Seek to establish that the expectations and commitments of the parents are consistent with the vision, values, goals, policies and resources of the School.

## **Enrolment offer**

At the satisfactory conclusion of the 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 consideration of available resources.

## **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
- Upon receipt of Acceptance of Offer, the Bursar will discuss Fee payment options and the Registrar will 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.

Valley 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**

Valley 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 a majority of 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 enroll 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.

## **Cancellation of Enrolment**

Valley Hope School may assert its right to cancel the enrolment of a student under the following conditions:

- i) Failure to pay course fees or to settle outstanding financial accounts.
- ii) Repeated failure to respond appropriately to the authority of the School including in respect to course progress, compliance with school requirements relating to uniform and equipment, and demonstrating acceptable behaviour.
- iii) Any behaviour that puts the safety of other students significantly at risk that significantly undermines the reputation and good standing of the school or that is identified as being unlawful.
- iv) 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.

## **Summary of Key Policies**

### **Pastoral Care Policy**

#### **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 wellbeing 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.

#### **What is Pastoral Care?**

Pastoral care is the support given to students for their development as a person. It relates to the total care of students and involves tending to both the academic and non-academic needs of students, including their spiritual, emotional and social wellbeing.

Pastoral care recognises the overriding principle of acting in the best interests of the child.

#### **Our Approach**

Valley Hope School is committed to providing a safe, supportive and social environment where students feel nurtured as they learn.

To this end, we have developed, and continue to develop, a comprehensive range of pastoral care policies and procedures that are designed to promote the social and emotional wellbeing of our students in areas such as:

- interdependence
- self discipline
- resilience
- social awareness
- personal responsibility
- healthy living
- healthy minds
- empathy and emotional intelligence
- cultural awareness.

#### **Who is Responsible for Pastoral Care?**

All School staff are responsible for pastoral care, and for administering pastoral care in all classes and extra-curricular activities.

Additionally, we have created a Pastoral Care Team that is responsible for ensuring the proper ongoing administration of pastoral care services at the School.

Our current Pastoral Care Team includes:

- Principal
- Head Teacher
- Chaplain
- Psychologist.

### **Teaching and Learning**

The School employs quality teaching and learning strategies that address the individual learning needs of students. By engaging students in this way, they are encouraged to become reflective, self-directed learners who accept personal responsibility for their participation in school whilst exercising self-discipline.

### **Counselling**

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

Students are encouraged to talk to the psychologist, in accordance with our Counselling Services Policy which includes informed consent.

### **Student Code of Conduct**

#### **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**

Valley Hope School recognises 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 meet.

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.

### **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.

Glory to God through:  
Respect - respect for all people;  
Connection - helping all to belong;  
Service - putting others first;  
Perseverance - never giving up.

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.

## **Complaints Handling Policy**

### **Vision Statement**

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

### **Rationale**

The purpose of Valley 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**

Valley 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.

### **Definition of 'Complaint'**

A complaint is:



“An expression of dissatisfaction made to an organisation, related to its products or services, or the complaints handling process itself, where a response or resolution is explicitly or implicitly expected.”

The term 'complaint' is used to refer collectively to any inquiry, comment, complaint or dispute raised by a person expressing dissatisfaction as to a particular circumstance, or situation, related to our services or operations.

A complaint can sometimes be difficult to distinguish from other communications such as critical feedback and queries. A complaint should be recorded and actioned where it relates to alleged failures in service delivery or operations, or inappropriate or unprofessional behaviour. Complainants may include both parents and students.

### **Complaints Management Principles**

When managing a complaint or an appeal, the School will:

Provide information to the school community about how and where to complain and to make the complaints management process as simple and accessible as possible.

Ensure that complainants are informed as to the progress of their complaint and ensure that complaints are resolved as quickly as possible.

Aim to understand the complaint from their point of view and ensure that complaints are thoroughly investigated and that the school understands the complaint from the complainants point of view.

Make sure all complaints are addressed, on their merits, in an equitable, impartial, objective and unbiased manner.

Keep complaints confidential and ensure that personal identifiable information about complainants and about any person that is the subject of the complaints is only available for the purpose of addressing the complaint. Staff members receiving complaints should not discuss these with other students or staff other than with the Complaints Officer.

Keep records of complaints and the information collected in the complaints handling process.

### **How the School Handles Complaints**

#### Verbal Complaints

Staff members receiving a verbal complaint should listen and acknowledge the complainants feelings, empathise without agreeing with the complainant and outline to the complainant the complaints handling process, record the information concerning the complaint.

#### Written Complaints

All written complaints should be acknowledged in writing and responded to as soon as possible. Where it is suitable to organise a face to face meeting to resolve the complaint, this should occur.

## **Process for making complaints**

### Students

- a) Students should at the first instance approach the staff member and attempt to resolve the concern. Staff members should respond by the end of the next working day.
- b) If this is not resolved, students should approach the relevant staff supervisor. If this is not resolved the matter will be referred to the Principal.
- c) If the matter cannot be resolved through mediation, the matter will be referred to the Principal.
- d) At this point, the student should notify the school in writing of the nature and details of the complaint.
- e) Each complainant has the opportunity to present his/her case to the Principal. Students may be accompanied by a support person. If this meeting is unable to reach a resolution, a formal complaints process would commence.
- f) The formal complaints process will commence within 10 working days of the lodgement of the complaint with the Principal.
- g) Once the Principal has come to a decision regarding the complaint, the student will be informed in writing of the outcome and the reasons for the outcome.
- h) If the complaints procedure finds in favour of the student, the School will immediately implement the decision and any corrective and preventative action required.
- i) If the complaints procedure does not find in favour of the student or the student is dissatisfied with the result of the complaints procedure, he/she will be informed of the external complaints and appeals process available to them at minimal or no cost.
- j) The School undertakes to finalise all complaints procedures within 20 working days.
- k) For the duration of the appeals process, the student is required to maintain enrolment and attendance at all classes as normal.

### Parent(s) / Legal Guardians

- a) In the case of an initial concern, the parent should contact the staff member concerned by phone or email. Staff should respond to this by the end of the next working day.
- b) If the issue is not resolved, parent(s)/legal guardians should contact the Principal or the Dean of Curriculum in the first instance to attempt mediation/informal resolution of the complaint. This will be referred onto the Principal. In the case of a curriculum issue the grievance will also be referred onto the Dean of Curriculum.
- c) If the matter cannot be resolved through mediation, it will be referred to the Principal.
- d) If the matter cannot be resolved, it will be referred to the Principal.
- e) At this point, parent(s)/legal guardians must notify the school in writing of the nature and details of the complaint.

f) Each complainant has the opportunity to present their case to the Principal. Parent(s)/legal guardians may be accompanied by a support person.

g) The School's formal complaints process will commence within 10 working days of the lodgement of the complaint with the Principal.

h) Once the Principal has come to a decision regarding the complaint, the parent(s)/legal guardian will be informed in writing of the outcome and the reasons for the outcome.

i) If the complaints procedure finds in favour of the parent(s)/legal guardian, the School will immediately implement the decision and any corrective and preventative action required.

j) If the complaints procedure does not find in favour of the parent(s)/legal guardian or the parent(s)/legal guardian is dissatisfied with the result of the complaints procedure, the School will advise of the external complaints and appeals process available to them at minimal or no cost.



## **PROGRAMS PROMOTING RESPECT AND RESPONSIBILITY**

As a Christian Community we strive to demonstrate practical care and compassion to others, both those who form part of the community and those beyond. This care extends to students, parents, staff, the local community and to other communities.

### **Mission and Service**

At the heart of our school culture is the desire for our community to highly value and be committed to serving, both locally and globally.

Senior student visited Kindergarten class on a regular basis and also the local pre-school to help with the children and gain work experience.

Mission is a key feature of the School's commitment to the service of others. During 2019, students baked snacks and treats and ran a stall that proved quite popular. Over a week many customers from Valley Hope and Pacific Valley purchased items that contributed to the school mission fund.

Our School participated in Operation Christmas Child again in 2019. Students filled shoeboxes with gifts for children in communities in need all around the world who would usually not receive a gift at Christmas. This campaign teaches students to give cheerfully and generously.

As with all fundraising, service and mission events the students learn about and practise serving others as a means of promoting growth in their character development in relation to respect and responsibility.

### **Links with Pacific Valley Christian School**

A unique feature of Valley Hope School is its connection with Pacific Valley Christian School. Activities and programs that have developed the connections between the two schools and have assisted in developing responsibility and in building a culture of respect have included:

- VHS students attended PVCS Assemblies (Junior School, Senior School and Whole School)
- Students from PVCS visit during recess and lunch breaks to interact socially with VHS students and provide support
- VHS students attended some PVCS activities including Book Week and Science Week
- VHS students participated in PVCS Sport Carnivals.

### **Other Activities**

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

## OUR GOALS

### Review of 2019 Improvement Targets

<b>STRATEGIC OBJECTIVE 1: TEACHING:</b> Further develop <u>teaching</u> as a relational activity informed by research data, theory and the Bible. <sup>1</sup>		
<b>Strategic Goals (WHAT)</b>	<b>Activities to Support these Goals (HOW)</b>	<b>Semester 2 Review</b>
<i>i. Provide pastoral care to support the wellbeing of students</i>	Give time to staff members to attend PD courses on mental health.	Ongoing.
<i>ii. Develop a culture of respect</i>	Implement a student voice time. Use assembly times for celebration.	Implemented & ongoing as exercises through Pacific Valley. School leader elected, will be trained with PVCS
<i>iii. Analyse NAPLAN data, standardised tests and other research to modify and adjust teaching strategy</i>	NA	Implemented other diagnostic testing to gauge student ability ie. Essential assessment
<i>iv. Engage fully in the visible learning program</i>	Standard Operating Procedures to be visible on walls in classroom.	Completed as an extension to training teachers to continually revert back. Reinforced by teachers as regular classroom practice. Ongoing progress 2020
<i>v. Develop Christian perspectives in curriculum</i>	Use TEC Consultants to help with curriculum rationale.	Changed to classroom management.
<i>vi. Focus on reading as a teaching priority</i>	Visit library at PVCS.	Implemented & ongoing with regular review. Library is running and staff. Students are borrowing & reading books.

<b>STRATEGIC OBJECTIVE 2: LEARNING:</b> Further develop <u>learning</u> as a life-long process informed by research data, personal testimonies, varied communications and the Bible.		
<b>Strategic Goals (WHAT)</b>	<b>Activities to Support these Goals (HOW)</b>	<b>Semester 2 Review</b>
<i>i. Intentionally engage students and staff in meaningful evidence based practices including the work of John Hattie, Guy Claxton and Carol Dweck</i>	Effective feedback to be present in all lessons.	ongoing
<i>ii. Further develop the use of CANVAS in a blended learning approach to instruction</i>	NA	Used a variety of platforms such as MangaHigh, Essential Assessment and Reading Eggs for blended learning.
<i>ii. Develop the use of best practice with digital devices</i>	Laptops in classrooms for all teachers. iPads for all students.	Implemented with 3 per year turnaround for devices (1/3 each year).
<i>iii. Develop the use of best practice in contemporary learning spaces</i>	New furniture for new students. Soft furnishings to be purchased.	Completed & ongoing.

<b>STRATEGIC OBJECTIVE 3: SERVING:</b> Further develop <u>serving</u> as an expression of the gifts given by God to bless our community (locally, nationally and globally) through Mission.		
<b>Strategic Goals (WHAT)</b>	<b>Activities to Support these Goals (HOW)</b>	<b>Semester 2 Review</b>
<i>i. Communicate effectively in the school community</i>	Use of digital apps to assist (eg DOJO and SeeSaw).	Using Dojo as communications tool.
<i>ii. Maintain a culture of openness to feedback in the community</i>	Encourage parents to connect on digital devices.	Ongoing.
<i>iii. Use the gifts of the school and wider teaching profession to advance the capacity of the Christian Education Development Program (CEDP) on a local, national and global level</i>	Study the NHI ETLS course – Friday mornings.	In progress & ongoing.

<b>STRATEGIC OBJECTIVE 4: CHRISTIAN CHARACTER IN COMMUNITY:</b> Further develop the <u>Christian character</u> of each member of the <u>community</u> as an act that glorifies God.		
<b>Strategic Goals (WHAT)</b>	<b>Activities to Support these Goals (HOW)</b>	<b>Semester 2 Review</b>
<i>i. Engage the teachers in personal Christian formation in community</i>	Daily devotions. Encourage staff to attend TFCP course.	Implemented & ongoing. Majority of teaching staff completed TFCP in Semester 2, some to complete 2020
<i>ii. Engage with sister schools, partner schools and other Christian communities to build our culture</i>	More interaction with Pacific Group of Schools Hope Schools (PHS, NHS).	Ongoing - Head Teacher of PHS engaging in moderation.
<i>iii. Maintain a culture of community service, mission and global service through the CEDP</i>	School to seek out a community service project in 2019.	Variety of fundraising. Ongoing 2020
<i>iv. Consistently monitor the stewardship of our resources</i>	Use class monitors to care for classroom and resources.	Implemented & ongoing.
<i>v. Engage teachers in more activities to improve wellbeing</i>	Pilates for staff. Park run – engage. Welfare committee.	Implemented & ongoing. Semester 1 staff lunch completed and end of year staff functions.



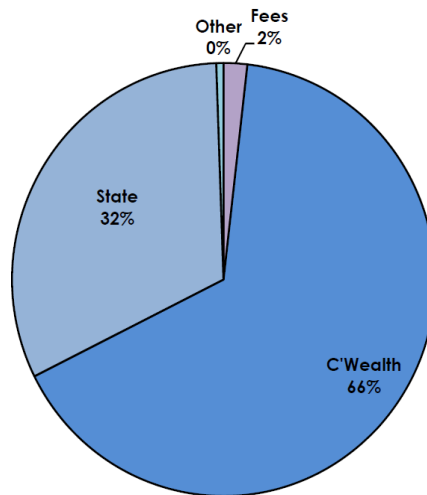
## OUR FINANCES

### Summary of Financial Information

#### Valley Hope School Income Expenditure Graphs

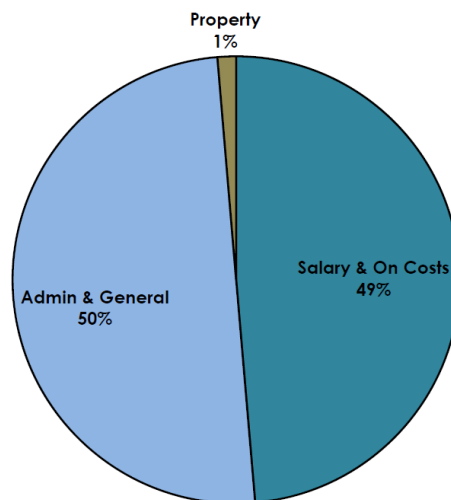
##### INCOME SOURCES

2019



##### EXPENDITURE AREAS

2019



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