



Annual Report

2022

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.

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OUR SCHOOL COMMUNITY

Overview and General Information

Pacific Gulgangali Jarjums Christian School is a trans-denominational Christian School that has been in operation since 2022 at 3a Acacia Street, Tweed Heads South, NSW.

Its vision is to provide a Christian educational community as a centre of teaching, learning and serving excellence, founded on Biblically-based beliefs, values and behaviour.

It is committed to authentic Christianity, to excellence in education and to genuine community.

Pacific Gulgangali Jarjums Christian School is an exciting place where Aboriginal and Torres Strait Islander children can learn about their culture and receive a quality curriculum-based education.

Our focus is on young people proudly embracing their age-old history and cultural identity whilst, at the same time, developing the skills they will need in their adult life to excel in careers of their choice.

Another feature of our School is the close relationship we have with the Aboriginal and Torres Strait Islander community of this region. We were established by the local Bundjalung elders and Tweed Action Group, in partnership with a community which has over four decades of experience in education, the Pacific Christian Schools Group.

2022

School facts

School sector	Non-government
School type	Special
Year range	K-6
Location	Major Cities

School staff

Teaching staff	2
Full-time equivalent teaching staff	1.6
Non-teaching staff	4
Full-time equivalent non-teaching staff	3.6

From the Head Teacher

I am pleased to present the Annual Report for Pacific Gulgangali Jarjums Christian School for the year 2022. It was a year of growth and achievements, and I am grateful for the continuous support and dedication of our community.



Enrolment and Community Engagement

Our School has experienced continued and sustained growth throughout 2022. Although we have not attempted to do any formalised advertisement, word-of-mouth and hard work by our parent/carer community has seen our School with 14 kids by the end of 2022. To encourage community engagement, we have had family BBQs once a term to foster partnerships between all stakeholders to create a vibrant school which regularly engages with the parent body.

Cultural Engagement and Extracurricular Activities

In 2022, Pacific Gulgangali Jarjums Christian School was a part of many cultural and community events. These included the Kinship Festival, 'Horses Helping Humans,' which combined self-regulation strategies with practical horse care. This initiative stemmed from our students' love for animals, and our students responded positively and have used their strategies to regulate within the classroom. Additionally, we explored options for our first School Camp, participated in a Landcare Koala food planting initiative, and inquired about a culturally based swimming/surfing program for sport. We also aimed to establish a casual monthly Chapel service, inviting members of the community to join us for singing and learning about God. Year 6 Graduations and End-of-Year Celebration events were planned for the latter part of the term.

Alongside our day-to-day learning, students engaged in cooking activities every Monday morning. Cooking covered various subject area outcomes, and students had the opportunity to recreate the dishes at home. These sessions incorporated discussions on healthy eating and food choices, aligning with our PDHPE unit for the term. In these sessions, we also had Aboriginal guest chefs come in to share their knowledge of local bush food and how to incorporate them into contemporary cuisine. This particular aspect of our curriculum received widespread praise from our community and gave the students confidence to achieve success in real-world skills.

Each Wednesday, our students enjoyed low-cost excursions through the utilization of a small bus from PCCS. These excursions, known as our 'on Country' days, included visits to the Tweed Regional Museum, Library, Hosanna Farm, Byron Bay's 'Dolphin Dreaming' Cultural Experience, and the SWELL Beach Art Sculpture Festival. The students cherished these practical experiences, which allowed them to learn beyond the confines of the classroom. We are thankful to all our staff who worked hard to plan, organize, and facilitate these excursions. The high teacher-student ratio ensured that the experiences were fun and safe.

Professional Development

Throughout the year, our staff engaged in professional development to enhance their teaching practices. We were continually thankful for the support received from Pacific Group of Christian Schools. Two teachers from Pacific Hills Christian School visited our school and spent two days with our staff and students. This visit was highly beneficial as they had been working remotely to support the administration setup of PGJCS. They provided essential context and shared physical resources. They were also actively assisting us in the curriculum changes

planned for 2023. Subsequently, we had a Zoom session with a Kindergarten class from Pacific Hills, which the students thoroughly enjoyed.

We applied for and were accepted into MultiLIT's 'Close the Gap' initiative, which provided whole-staff training, course materials, resources, and student materials worth approximately \$15,000, free of charge. We began training and preparing for a 2023 rollout in the current term. We had already implemented the program this year and witnessed fantastic results with our Kindergarten students' growth using the InitialIT structured literacy approach.

Our staff also undertook a Special Education Certificate provided by The Excellence Centre. The course offered practical content that we utilise in our day-to-day teaching and learning. Most recently, our staff developed their understanding of implementing Individual Education Plans (IEPs) and conducted a full school review of our students' learning needs, adjustments, and the effectiveness of these strategies.

Events

During Week 6 of Term 3, students and staff participated in campus-wide NAIDOC Celebrations. It was an excellent day filled with practical and educational activities that celebrated important people and events in Aboriginal Culture. Students engaged in cultural dancing, cooking, and storytelling activities.

Book Week and Grandparents Day were also enjoyed by students and their families. In the upcoming years, our students will prepare items for these events and end-of-term Assemblies.

New Uniforms

We engaged AKL industries to produce our official school uniforms. The uniforms were designed by staff member Malachi Dumas, with input from our students and received very positive feedback from the community. Students instantly loved their new uniforms. The staff were provided a modified version of the students uniform which created a strong sense of unity across the school.

Year 6 Transition

A key strategic priority for 2022 was to prepare our Year 6 students for Year 7 in 2023. Throughout 2022, we received several inquiries from both parents/carers and students about the various ways we could support the transition of our students into mainstream settings, particularly around what we could do for students in Years 7. We worked closely with Pacific Coast Christian School as this is the main destination for our Year 6 students.

As always, I am incredibly honoured to work alongside the Board, staff, students, and their families. I look forward to celebrating the completion of our first full year together soon.

Chloe Allen
Head Teacher

From the Executive Principal

This school for Aboriginal students continues to grow so that by the end of the year 20 students were enrolled in the School. The School is gaining a good reputation for bridging the gap in literacy, numeracy and commitment to learning.

The School has strong support from the local Aboriginal community with its leaders being involved in the cultural education of the students, which has been highly satisfactory from the point of the School and the local community.

The distinctive character of the Aboriginal community is increasingly celebrated both within Pacific Gulgangali Jarjums Christian School as well as Pacific Coast Christian School and Pacific Hope Christian School. There are strong contributions being made through the School as our nation is currently working through the proposed referendum in further involvement in Aboriginal people of our land to be united and co-contributors in a national spirit and purpose.



Dr EJ Boyce
Executive Principal

OUR COMMUNITY SATISFACTION

General Comments

Pacific Gulgangali Jarjums Christian School is an exciting place where Aboriginal and Torres Straight Islander children can learn about their culture and receive a quality curriculum-based education. Our focus is on young people proudly embracing their age-old history and cultural identity whilst, at the same time, developing the skills they will need in their adult life to excel in careers of their choice.



We pursue our vision from a Biblical base by aiming to be authentically Christian, to provide quality education and to practise Christian community that is rigorous, authentic and collaborative.

Seeking to transform the hearts and minds of its students through instruction in the Truth and the experience of gracious Christian care within the bounds of high expectations, the School prioritises stewardship of individual talent for the glory of God and in service of others.

OUR STAFF

General Comments

The staff of Pacific Gulgangali Jarjums Christian School exhibits typical diversity of age, gender and ethnicity. National backgrounds include Anglo-Saxon, Aboriginal and Samoan.

School staff 2022	
Teaching Staff	2
Full-time equivalent teaching staff	1.6
Non-teaching staff	4
Full-time equivalent non-teaching staff	3.6
Aboriginal and Torres Strait Islander staff	5

Teaching Standards – Staff Qualifications and Professional Learning

All teaching staff have completed tertiary qualifications in Education and specialists have had additional specific education in appropriate areas. This is category (i) in respect of the NSW Institute of Teachers classifications.

During 2022 a range of Professional Development (PD) was approved and undertaken by teaching staff. This included individual and small group learning, selected according to need and interest. Additionally, there were twelve days of Professional Development conference which was held this year, organised by the School and The Excellence Centre, including the Hope Conference in January 2022.

A continuation of Complispace training with our online training and reporting system covered Annual Mandatory Training and Child Protection modules. This is also our platform for all our Policies and Procedures. All staff completed mandatory First Aid and CPR face to face.

Teachers from K- 6 were also involved in the following Professional Learning workshops:

- Teaching from a Christian Perspective – Dr E Boyce
- Hope Conference – Hope with Belief – Brian Cox
- Indigenous Training – Sono Leone, CEO of Strong Women Talking
- TEC – Conflict Resolution – Helen Blanch
- Understanding the Teenage Brain – Kate Morris
- Practical Behaviour Management Approach – Daniel Ebert and Michael Manwaring
- AIS – Angela Schumacher
- Quality Differentiation – Dr Tina Lamont
- Leadership Trainings throughout the year include – Hope with Belief Engaging Culture and Hope – Brian Cox
- InitialLit Professional Development Workshop – MultiLit

Teacher Accreditation

All teachers at Pacific Gulgangali Jarjums Christian School have accreditation with the NSW Educational Standards Authority.

Level of Accreditation	Number
Conditional	0
Provisional	0
Proficient	3
Highly Accomplished (voluntary level)	0

Teacher Qualifications

All teachers at Pacific Gulgangali Jarjums Christian School have tertiary qualifications to teach in NSW.

Type of Qualification	Number
Teachers having teacher education qualifications from a higher education institution within Australia or recognized within the National Office of Skills Recognition (AEI-NOOSR) Category i	3
Teachers having a bachelor's degree from a higher education institution within Australia or recognized within the National Office of Skills Recognition (AEI-NOOSR) but lack formal teacher education qualifications Category ii	0

Teaching Standards – Staff Attendance and Retention

PGJCS Staff Retention: 100% PGJCS Staff

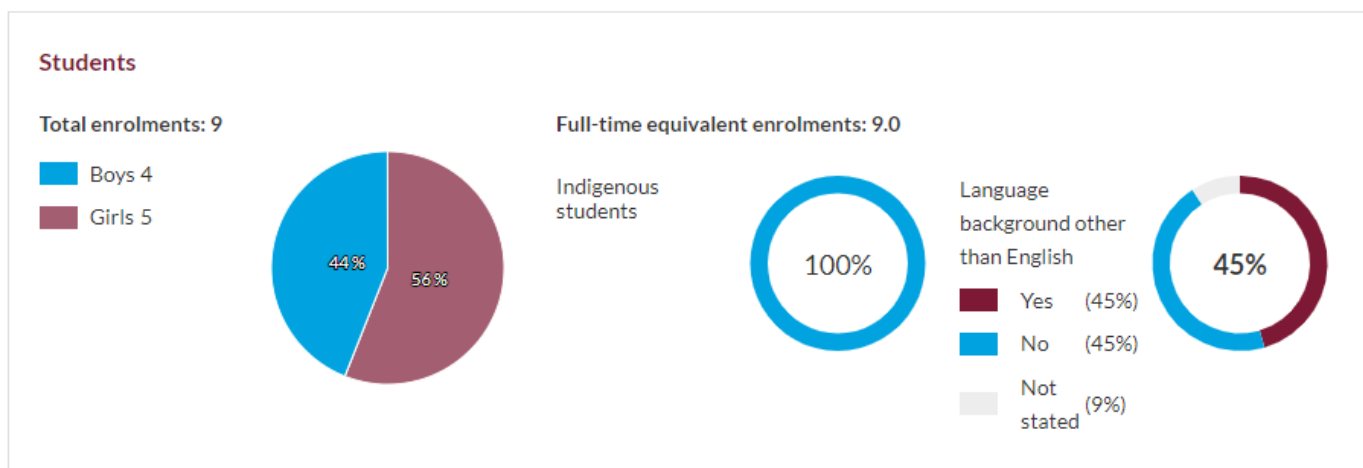
Attendance: 96.82%

OUR STUDENTS

Enrolments Profiles

Pacific Gulgangali Jarjums Christian School had a total of 9 students enrolled at the 2022 mid-year Government census.

An extended text version of the Enrolment Policy features in the section of this report sub-titled “Our Policies”. 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, learning and serving excellence founded on Biblically based beliefs, values and behaviour.



Student Attendance

Pacific Gulgangali Jarjums Christian 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 Head Teacher's 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.

2022 Attendance

Year	No of Students at census date	Total %
Kinder	2	77.45%
1	0	60.51%
2	2	75.57%
3	1	65.23%
4	0	-
5	2	76.33%
6	2	74.66%



OUR ACHIEVEMENTS

Pacific Gulgangali Jarjums Christian School became known as a positive and safe place for students to receive additional assistance to catchup on missed schooling. Throughout the year, our students came to school with enthusiasm and settled in well. Every day, our students heard about the Gospel, and we journeyed together through the good times and the hard times. We established ourselves within our community as a place where students would not be left behind, addressing a major area of concern expressed by parents during enrolment discussions.

Over the course of the year students began a literacy screener in which they scored between 8-31%. By the end of the year students scored between 64-68% in their Progress monitoring. This growth is a testament to the hard work put in by our teachers and support staff who create a culturally safe and supportive learning environment.

The National Assessment Program (NAPLAN) Analysis

33% of students attempted the 2022 NAPLAN testing, and we celebrate that they have made the courageous attempt to complete the testing. The results were well below national minimum standards for all categories (writing, conventions of language, reading, numeracy) for all students who participated.

However, it is important to note that Pacific Gulgangali Jarjums Christian School primarily serves students who have social/emotional needs and/or whose reading level are below average by at least two years. Consequently, it is customary for our students to be withdrawn and/or exempted from participating in the National Testing.

We recognize the significance of accurate reporting and the importance of NAPLAN results for evaluating and benchmarking academic progress. The School remains dedicated to providing exceptional educational support and guidance to our students, tailored to their individual needs and aspirations. We appreciate your understanding and patience during this transitional period.

Significant Student Achievements

One student qualified for CSSA State Athletics and another for CSSA Zone Athletics.

OUR POLICIES

Enrolment Policy

Vision Statement

The purpose of Pacific Gulgangali Jarjums Christian 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 into Pacific Gulgangali Jarjums Christian School. It seeks to acknowledge and continue the original vision of those who founded the School as a Christian educational community, as 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.

Policy

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

Principles

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

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.

Source of Obligation

The NSW Registration Manual (3.8) requires the Principal of the School to keep a register, in a form approved by the Minister, of the enrolments of all children at the School.

The NSW Registration Manual (3.6.2) requires the School to provide a safe and supportive environment by maintaining a student enrolment register.

Student Enrolments

Pacific Gulgangali Jarjums Christian School keeps a register of enrolments of all children at the School in the School Management System.

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 under 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.

Requirements for Entry

It is a requirement of entering the School that all students undertake an academic assessment and all families be interviewed.

As part of the assessment and interview process the School may ask the parents to provide more information about the student.

Where a student has a declared education support need or a disability or other information has come to light indicating a possible need for education support services, the School will make an initial assessment of the student's needs. In addition, the Principal may:

- Require the parents to provide medical, psychological or other reports from specialists outside the School
- Obtain an independent assessment of the student.
- Any assessments or reports required from non-school personnel will be at the parents' expense.

- In considering all prospective enrolments, the School may ask parents to authorise the Principal or his delegate to contact:
- The Principal of the student's previous school to confirm information pertaining to the student;
- Any medical or other personnel considered significant for providing information pertaining to the needs of the student.

Criteria for Enrolment

Students seeking to enrol must be able to demonstrate their Indigenous (or First Nation) Heritage by either a certificate of Aboriginality or validation by the Pacific Group Liaison Officer.

The students must have:

- A reading level below average by at least two years,
- Documentation to verify social and/or emotional difficulties that affect learning, and
- Documentation to certify that each child enrolling in the School is a child requiring special assistance as prescribed by the regulation.

Enrolments are processed in the following priority order:

- I. Indigenous Heritage
- II. Students who have behavioural/social/emotional difficulties (expressed as disengagement from learning; refusal or enrolment at another school; non-attendance at school)
- III. Siblings of current students
- IV. Students transferring from other Pacific Schools.

Enquiries All enquiries are recorded. The Registrar will also forward relevant information to local and/or overseas students as applicable. This includes:

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

Applications Upon receipt of applications the Registrar will:

- Check all relevant documentation is completed
- Check current class vacancies
- Place student's name on waitlist.

Assessment/Interview Organisation Should a vacancy exist or be pending; The Registrar will:

- Organise a suitable time for the student and their family to attend interviews with the Principal and the Head of School (HOS), and with other relevant staff (or delegates)
- The student to attend an educational assessment with the relevant staff.

The Principal may exercise full discretion in varying the procedures relating to the interview process.

Interview Process

Registrar

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

Principal

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

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

Head of School

The Head of School (or delegate) and relevant staff will meet with parents and discuss the student/s application/s as per the Enrolment Form. The following is to be completed and/or discussed in the interview:

- Student's academic, social, emotional, physical needs.
- The outworking of the School's Christian ethos through staffing, daily devotions, Biblical Studies, worship services, Pastoral Care system, etc.
- Student Discipline Policy and Procedures
- School's academic curriculum, cultural, sporting, competitions, missions, co-curriculum activities, etc.
- 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.
- Clearly state what support the school offers in regard to students with special needs.

Parents with children with learning/physical disabilities, Gifted and Talented, may also meet with relevant staff to discuss the available program.

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

Notes regarding Offers of Enrolment

- Where information obtained by the School suggests a profile of wilful misconduct, illegal activities or strong anti-social behaviours that indicate that the student's enrolment at the School is likely to be detrimental to other students, the staff or the School, notwithstanding that the student be the sibling of a current student, the Principal may decline to proceed any further with the enrolment process.
- Where information obtained by the School indicates that the student has a disability, the Principal will ensure that the school complies with the requirements of the Disability Standards.
- The Principal seeks to identify the exact nature of the student's needs and the strategies required to address them. Having obtained this information, the Principal will determine whether the student, if enrolled, would require services or facilities that are not required by students who do not have the student's disability. Where the Principal determines that the student would require such services or facilities, the Principal will determine whether enrolling the student would impose unjustifiable hardship on the School. In making this assessment, the Principal will take into account all relevant circumstances of the case, including:
 - the nature of the benefit or detriment likely to accrue or be suffered by any persons concerned (including other students, staff, the School, the student, the family of the student, and the School community); and
 - the effect of the disability of the student; and
 - the School's financial circumstances and the estimated amount of expenditure required to be made by the School.

Where the Principal determines that the enrolment of the student would cause unjustifiable hardship, the Principal may decline the offer of a position or defer the offer as per Disability Standards for Education 2005.

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

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

Acceptance of Enrolment

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

- Acceptance of Offer of Enrolment Form, signed by both parents/guardian

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.

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

Conditions of Ongoing Enrolment

Student Initiated Suspension of Studies

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

Removal from class

- The School may remove a student from class studies on the grounds of misbehaviour by the student. Removal will occur as the result of any behaviour identified in the Student Discipline Policy and the Student Code of Conduct including but not limited to repeated or aggressive defiance of teacher's instructions; behaviour that puts the safety of other students at risk; ongoing disruption of learning.
- Removed students must abide by the conditions of their removal from studies which will depend on the welfare and accommodation arrangements in place for each student and which will be determined by the Head of School.
- Where the student is provided with homework or other studies for the period of the removal, the student must continue to meet the academic requirements of the course.
- Removals from class will be recorded in the school data base and in the student file by the Head of School.
- Periods of 'removal from class' will not be included in attendance calculations.

Cancellation of Enrolment

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

- i) Failure to pay course fees or to settle outstanding financial accounts
- ii) where a parent continues to act in a manner that is contrary to the School values.

Examples may include:

- inappropriate verbal or physical interactions or intimidation with any member of our School community (including students, staff, parents, volunteers etc)
- encouraging their child to act contrary to the values of the School
- endangering the safety and wellbeing of members of the community

Conclusion of Enrolment Follow Up Procedures: Destination Unknown

Where the whereabouts of a child/ young person of mandatory school ages are unknown or the enrolment destination is unknown, the Principal must use the form Student Enrolment Destination Unknown

Notification to notify the Department of Education. The Department will act on behalf of the minister through a Home School Liaison Officer (HSLO) who will attempt to locate the student and take appropriate action to ensure school attendance.

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

- The Registrar on being informed of a student leaving will ring the parent and request information in relation to the new school into which the student is being enrolled. A follow up email will be sent if contact is not initially made.
- The Principal will be notified by the Registrar of the student/s who are leaving the school and into which school they are to be enrolled
- Where the student destination is unknown and there are concerns for their safety, welfare or wellbeing the Principal will notify the HSLO and other government departments e.g. DCJ or Police within 24 hours.
- Where there is no indication of immediate risk identified, the Registrar will make two further attempts by phone and email to ascertain the destination school for the student. After 3 weeks if the Destination of the student remains unknown the Principal will make a notification to the HSLO and complete the Student Enrolment Destination Unknown Notification.
- The Enrolment Register can be listed as Destination Unknown once the notification has been made.

Student Welfare Policy

Rationale

In the context of a Christian worldview, the wellbeing of students refers to their growth as whole persons created in the image of God. The key to the student's wellbeing 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.

Wellbeing 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.

Source of Obligation

The NSW Registration Manual (3.6.2) requires the School to provide a safe and supportive environment by:

- Having in place policies and procedures that provide for student welfare
- Maintaining a student enrolment and attendance register.

Safe Environment

A safe environment for students is one where the risk of harm is minimised, and students feel secure. Harm relates not only to dangers in the physical environment, involving such matters as architecture and construction, lighting, space, facilities and safety plans, but also refers to violence, physical threats, verbal abuse, threatening gestures, sexual harassment and racial vilification.

Supportive Environment

A supportive environment fosters the social, academic, physical and emotional development of students. A supportive environment is one in which:

- Students are treated with respect and fairness by teachers, other staff and other students
- Members of the School community feel valued
- Effective teaching and learning take place
- Positive support and encouragement are provided by members of staff and students
- Non-discriminatory language and behavioural practices are defined, modelled and reinforced by members of the School community
- Consultation takes place on matters relating to students' education and welfare.

Student Welfare and Attendance Policy Framework

Student welfare encompasses the mental, physical and emotional wellbeing of students. Provisions for attendance are integral to providing for student welfare.

Pacific Gulgangali Jarjums Christian School has developed a comprehensive policy framework designed to provide for student welfare and attendance.

The list of key policies is set out below:

Security

School Security (Building and Grounds) Evacuation Procedures
Lockdown Procedures

Supervision

Supervision (General)
Supervision and Inspection – Playground
Excursions and Incursions Policy

Code of Conduct and Behaviour Management

Code of Conduct (Staff)
Student Code of Conduct
Bullying Prevention and Intervention Counselling Referral Procedure Student Leadership Policy
Critical Incident Response

Complaints Handling

Complaints Handling Policy
Complaints Handling Program

Pastoral Care

Pastoral Care Policy
Students with Special Needs Policy Medication Administration Homework Policy

Enrolment and Attendance

Student Enrolment Policy Student Attendance Policy
Quality of Educational Program (Record of Achievements and Engagement in Learning) Truancy Policy

Stakeholder Communication

Parent Communication and Involvement Policy

Additional policies can be found in our Student Duty of Care Program and Work Health & Safety Program. Pacific Gulgangali Jarjums Christian School has also developed a comprehensive Child Protection Policy Framework. Training with respect to student welfare issues is provided to all staff who have direct contact with students.

Bullying Prevention and Intervention Statement

Scope

This Policy applies to all school activities, including camps and excursions.

It also applies outside of school hours and off school premises where students have been involved and there is a clear and close connection to the school.

The Hazard – Bullying

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

Bullying is an ongoing and deliberate misuse of power in relationships through repeated verbal, physical and /or social behaviour that intends to cause physical, social and /or psychological harm. It can involve an individual or a group misusing their power or perceived power, over one or more persons who feel unable to stop it from happening.

Bullying can happen in person or online, via various digital platforms and devices and it can be obvious (overt) or hidden (covert). Bullying behaviour is repeated, or has the potential to be repeated, over time (for example, through sharing of digital records).

Bullying of any form or for any reason can have immediate, medium and long-term effects on those involved, including bystanders.

Single incidents and conflict or fights between equals, whether in person or online, are not defined as bullying.

Bullying behaviour can take many forms including:

- **Physical bullying** which involves physical actions such as hitting, pushing, obstructing, or using one's physical presence, or physical bodily acts, to hurt or intimidate someone or threaten violence. Damaging, stealing, or hiding personal belongings is also a form of physical bullying.
- **Verbal/written bullying** examples include name-calling or insulting someone about an attribute, quality, or personal characteristic.
- **Social (sometimes called relational or emotional bullying)** examples include deliberate acts of exclusion, spreading rumours or sharing information to have a harmful effect on the other person and /or damaging a person's social reputation or social acceptance
- **Cyber bullying** is the misuse of power within a relationship to repeatedly threaten or harm another person using technology. Cyberbullying behaviour may include:
 - Abusive texts and emails
 - Hurtful messages, images, or videos
 - Imitating others online
 - Excluding others online
 - Humiliating others online
 - Spreading nasty online gossip and chat
 - Creating fake accounts or 'avatars' to trick someone or humiliate them.

Cyberbullying can occur on internet services, social media and electronic services that enable communication including, but not limited to, instant messaging, chat services, email communications, online games, SMS and MMS. It can be verbal or written and can include images, videos and /or audio.

These behaviours can also be an indicator of child abuse and other harm.

Bullying can be illegal if it involves intimidation, stalking, physical violence, threats of violence or damaging property.

What Isn't Bullying? There are many negative situations which, while being potentially distressing for students, are not bullying. These include:

- **Mutual Conflict Situations** which arise where there is disagreement between students but not an imbalance of power. Mutual conflict situations need to be closely monitored as they may evolve into a bullying situation.
- **One-Off Acts** (of aggression or meanness) including single incidents of loss of temper, shouting, or swearing do not normally constitute bullying.

Signs of Bullying or Cyberbullying

Major behavioural changes in a student may be indicative of being bullied. These behavioural changes may include:

- Crying at night and having nightmares
- Refusing to talk when asked "What's wrong?"
- Having unexplained bruises, cuts, or scratches
- An unwillingness or refusal to go to school organized activity or reluctance to attend other social events
- Feeling ill in the mornings
- A decline in quality of schoolwork
- Becoming withdrawn and lacking confidence
- Appearing lonely or distressed
- Beginning to display bullying behaviour towards siblings
- Unexpected changes in friendship groups
- Acting unreasonably.

Students may also not disclose cyberbullying to adults through fear that the adults may overreact and make the situation worse. Signs of cyberbullying to watch out for may include one or more of the behavioural changes outlined above, and/or other signs, including a student:

- Being upset after using the internet or their mobile phone
- Being hesitant to go online, avoiding their phone or seeming nervous when an instant message, text message or email appears
- Spending unusually long hours online or on their mobile phone
- Becoming secretive about their online activities and mobile phone use.

Parents/guardians are encouraged to recognize signs of bullying and notify the School through a trusted staff member immediately (such as a class teacher or School counsellor), if they suspect that their child is being bullied.

These behaviours can also be an indicator of child abuse or other harm.

Pacific Gulgangali Jarjums Christian School's Policy

Pacific Gulgangali Jarjums Christian School is committed to the safety and wellbeing of all children and young people, to acting in students' best interests and to keeping them safe from harm.

Pacific Coast Christian School recognizes its duty to students to provide a safe and positive learning environment where individual differences and diversity within the School is respected and accepted.

Bullying is not tolerated at Pacific Gulgangali Jarjums Christian School.

It is our policy that:

- Bullying be managed through a 'whole-of-school community' approach involving students, staff and parents/guardians
- Bullying prevention strategies are tailored to the circumstances of each incident
- We establish procedures for reporting and responding to child safety concerns, including when the behaviour may be an indicator of child abuse and other harm
- Staff establish positive role models emphasizing our no-bullying culture
- Bullying prevention and intervention strategies are reviewed on an annual basis against best practice.

Student Discipline Policy Statement

Rationale

All communities require standards of personal and interpersonal behaviour to be clearly stated,

understood, and adhered to in order to preserve relationships and allow effective growth and development of the individuals. Personal decisions about behaviour necessarily bring consequences. Good decisions should lead to positive consequences while poor decisions should bring negative consequences.

With the purpose of strengthening the community this policy will strengthen understandings about how we should live together, will consider the needs of each individual in our community, and will build or restore relationships to bring new levels of commitment. The result of implementing this policy should be the disciplining of young people to behave in ways that are Christ-like to others and themselves, that show maturity in their response to authority and in their respect within relationships, and that show commitment to the welfare of the community.

Policy

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

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

This policy sets the framework through which Pacific Gulgangali Jarjums Christian School manages student discipline.

Related Policies

This policy should be interpreted in relation to the full complement of Pacific Gulgangali Jarjums Christian School Education policies. Particular attention should be given to the following:

- Bullying Prevention and Intervention
- Child Protection
- Duty of Care
- Student Code of Conduct

Student Code of Conduct Policy

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

Pacific Gulgangali Jarjums Christian 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 abide by.

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

Values

Self-monitoring of behaviour is an integral part of a safe learning community. It is therefore essential that students are clearly informed about the behavioural expectations of the school community.

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

Student Code of Conduct Pacific Gulgangali Jarjums Christian School

At Pacific Gulgangali Jarjums Christian School, expected student code of conduct is summarised in the School Diary under the heading "Culture of Respect":

Culture of Respect

- Show proper respect to everyone: Love the brotherhood of believers, fear God, honour the king.
1 Peter 2:17
- As a Christian Community we believe that God's Word teaches us to respect one another as people created in God's image and also to respect our School buildings and environment, which God has provided for us.

Respect **Others**

- Teachers
- Year Group
- Other Students

Respect Property

- Classrooms
- Buildings
- Playground

Respect **Yourself**

- Wear uniform well
- Speak well
- Work well in class

This code of conduct will include:

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

School Rules and Policies

Students are expected to abide by the directions of teachers and School rules and policies. These rules and policies include:

- Alcohol (Student Use Of)
- Bullying Prevention and Intervention Cyber Safety
- Drugs - Illicit (Student Use Of)
- Truancy
- Student Leadership

Breach of Code of Conduct

A breach of this code of conduct will be dealt with according to our Student Discipline Policy.

Complaints Handling Policy (Parents and Students) Policy Statement:

Rationale

The purpose of Pacific Gulgangali Jarjums Christian School's Grievance (Students and Parents) Policy is to provide a student or parent(s)/legal guardian with the opportunity to access procedures to facilitate the resolution of a dispute or complaint. These internal procedures are a conciliatory and non-legal process.

Policy

Pacific Gulgangali Jarjums Christian 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.

Summary of Key Policies

Student Welfare and Pastoral Care is infused in all teacher-student interactions and informs development of all policies and procedures. It continues to be a strength of Pacific Gulgangali Jarjums Christian School and is a feature of the community.

While full text versions of our policies can be obtained from the school and through the website this extract conveys the essence of our commitment to caring for, and the discipline of, students of Pacific Gulgangali Jarjums Christian School.

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

Mission and Service remain central to Pacific Gulgangali Jarjums Christian School. Mission and Service is faith, active in love. It involves the selfless giving and loving of others and acting without expecting recognition or reward. Mission and Service is not only a personal response to God's love but a broader response as part of one's humanity. Opportunities to serve at PGJCS provides students experience in the skills and attitudes necessary for effective lifelong development of a Biblical worldview. Building relationships with people from diverse backgrounds and engaging in active reflection are important dimensions of developing a Biblical worldview in the critical emerging adult years. Due to COVID-19 many overseas and local trips were postponed.

OUR GOALS

2022 Improvement Targets

Strategic Objective 1

TEACHING: Further develop teaching as a relational activity informed by data, theory and the Bible:

- Provide pastoral care to support the wellbeing of students
- Develop a culture of respect
- Analyse NAPLAN data and standardised tests to modify and adjust teaching strategy
- Engage fully in the Visible Learning Program
- Develop Christian perspectives in curriculum
- Focus on literacy as a teaching priority.

Strategic Objective 2

LEARNING: Further develop learning as a life-long process informed by research data, personal testimonies, varied communications and the Bible:

- Intentionally engage students and staff in meaningful evidence-based practices
- Further develop the use of Canvas in a blended learning approach to instruction
- Develop the use of 'best practice' with digital devices
- Develop the use of 'best practice' in contemporary learning spaces.

Strategic Objective 3

SERVING: Further develop serving as an expression of the gifts given by God to bless our community (locally, nationally and globally) through mission:

- Create a culture of service at the school Communicate effectively in the school community
- Communicate effectively in the school community
- Maintain a culture of openness to feedback in the community
- 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.

Strategic Objective 4

CHRISTIAN CHARACTER IN COMMUNITY: Further develop the Christian character of each member of the community as an act that glorifies God:

- Engage the staff in personal Christian formation in community
- Engage with the Pacific Group of Schools, sister schools, partner schools and other Christian communities to build our culture
- Maintain a culture of community service, mission and global service through the CEDP
- Consistently monitor the stewardship of our resources.

Special Projects for 2022

- Develop a strong sense of cultural identity within the school and local community
- Embed language, cultural stories and Aboriginal perspectives into all curriculum areas
- Trauma informed practice

2023 Improvement Targets

Strategic Objective 1

TEACHING: Teaching as a relational activity that engages a school community to know God and His Word:

- Develop a culture of respect while demonstrating a passion for teaching and pastoral care
- Analyse qualitative and quantitative measures to grow students in wisdom and knowledge encompassing student feedback, assessment of performance and approaches for diverse learners
- Develop quality teaching programs in response to curriculum reform with Christian perspectives and literacy as priority areas
- Provide staffing to support curriculum reform.

Strategic Objective 2

LEARNING: Further develop learning as a lifelong process informed by research data, personal testimonies, feedback, various modes of communication and the Bible:

- Further develop the use of blended learning underpinned by Biblical beliefs and values
- Provide opportunity for Aboriginal education and cultural awareness
- Continue to implement strategies for academic improvement
- Introduce and implement online learning across the Pacific Group of Christian School.

Strategic Objective 3

SERVING: Further develop serving as an expression of the gifts given by our community (locally, nationally and globally):

- Provide opportunities for people to use their gifts to serve through Christian Education Development Program (CEDP), musicals, fairs, mission, community service, and/or open days
- Develop and implement a schoolwide parent communication strategy that uses The Alpha School System (TASS) and associated software applications
- Expand the provision of Christian Educational Communities through the Pacific Group of Christian Schools.

Strategic Objective 4

CHRISTIAN CHARACTER IN COMMUNITY: Further develop the Christian character of each member of the community as an act that glorifies God:

- Engage the staff in personal Christian formation in community
- Develop the spiritual formation of each community
- Engage with the Pacific Group of Christian Schools, Sister Schools and other Christian communities to build our culture of community service
- Consistently monitor the stewardship of our resources utilising environmentally sustainable practices, innovative strategies and respect for our community.

A full text version of the School's Annual Action Plan for 2023 is available at the School.

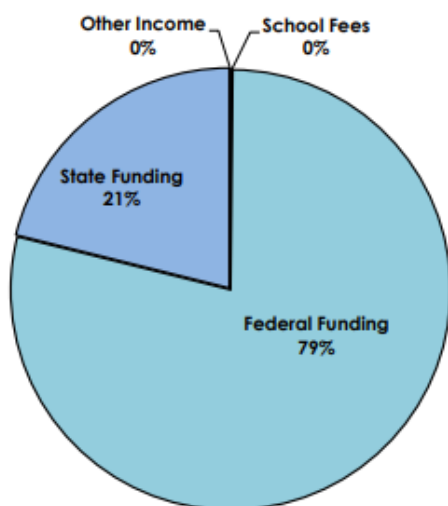
OUR FINANCES

Summary of Financial Information

Pacific Gulgangali Jarjums Christian School Income Expenditure Graphs

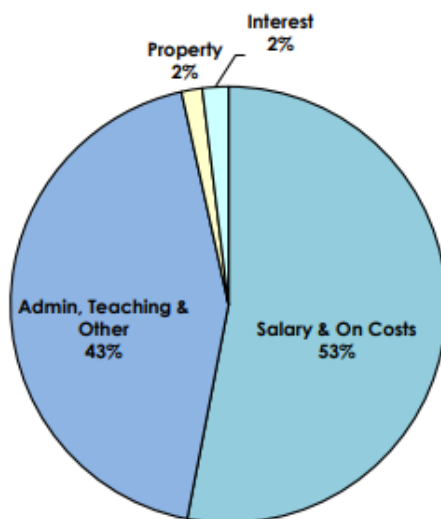
INCOME SOURCES

2022



EXPENDITURE AREAS

2022



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.