



Coast

CHRISTIAN SCHOOL

2022 ANNUAL REPORT



Foundation for Life

www.coastcs.nsw.edu.au
(02) 4368 3377

Values - Who We Are

Everything comes from and exists for God the Father, Jesus the Son and the Holy Spirit.

Grace: Kindness, Forgiveness and Respect

Growth: Learning, Strength and Courage

Gratitude: Grateful, Happy and Satisfied

Genuineness: Truthful, Real and Humble

Generosity: Giving, Sharing and Helping

Vision - What We See

Foundation for Life

Mission - What We Do

Creating an Environment of Discovery where God, people and purpose connect

A. Messages from Key School Bodies

From the School Board Board Chair Report

God has once again blessed Coast Christian School (the School) throughout 2022 and we are grateful for His provision and guidance over what has been a very busy and eventful year.

The anticipated growth for 2022 has been realised and exceeded, and the School is well positioned to continue to grow and flourish as we enter 2023 and beyond. So much so that we have begun building a new suite of classrooms and facilities for our ever-growing student population. Site sheds were placed on the property in April and preliminary building works have begun.

We wish to acknowledge and give thanks for our Principal, Matthew Drennan, whose vision and dedication has seen him lead our School into a position that has a long-term plan for sustained growth and excellence, providing a foundation for life for every student in our community. The incredible engagement with our Preparatory class in 2022 has seen unprecedented interest in Kindergarten for 2023 and beyond. Matt has also served as a Board Director since July 2021.

We have been blessed with a very cohesive and talented Board. I stepped into the Chair role in May 2022 when Andrew McInnes stepped down and he is still faithfully serving as a Board Director. His insight and wisdom are highly valued. We also welcomed Matthew Johnston onto the Board along with Ashley Hoare. Their expertise in finance and administration has led to the creation of an Audit and Risk Committee, chaired by Matt Johnston, who has also stepped into the Deputy Chair role. The Audit and Risk Committee has been supported by David Bartlett from Resolve Consulting and Jenelle Kayes, our Finance Manager. This has meant we have the financial planning resources to thoroughly develop a 10-year plan for the School.

We also wish to also acknowledge Tamsin Spence who has served on the Board for several years and is now our Child Safety Champion, ensuring we are proactive in all areas of child safety for the School. I would like to personally thank all our Board Directors for their ongoing commitment and support. Special thanks go to our Company Secretary, Lyndelle Taylor, whose legal and governance expertise has been invaluable to me personally over the last 12 months.

Finally, I would like to thank all our staff members for the significant way in which they faithfully serve every child and family associated with our School. It is the staff of a Christian School who live out the culture and make tangible the School's Christian character and nature. Our staff have displayed their professionalism and care as they have worked with our families throughout 2022 and advanced the children in their education. Special thanks also to Nic Briggs as she continues to foster the spiritual development of students in the School.

Cassandra Pendlebury
Board Chair



From the Principal

This past year has continued to be a season of increase and growth for the School. We now employ more staff than ever before, educate nearly 170 students (200 including the Preparatory classes) and by the commencement of 2024, will have four new buildings as well. Just as importantly, we have finally thrown off the shackles of COVID-19 and have enjoyed being a community onsite together every day. In fact, any afternoon and often up to half an hour after the school bell, you may find a number of students using the playground while their parents watch on and chat together. It's a delightful and somewhat unique characteristic of our School.

For the second year in a row, we enrolled two classes of Kindergarten students, and it has been such a delight seeing so many young boys and girls in the playground. Most of the Kinder students have participated in our Preparatory program which has again operated to capacity and has a waiting list. Given the Preparatory class only commenced in 2020, its rapid growth has been remarkable and is testament to the amazing staff, led by Mrs. Barclay, as well as the excellent program in which the students participate.

While Preparatory, for many, is the entry point, the foundation of all we do is Jesus, and His love for us. This year, in response to comprehending the Good News, two primary boys decided they wanted to be baptised and this occurred as the family and School community watched on. Chapel is also a focal point of each week and Mrs. McInnes' worship leading is a highlight, as well as a blessing for anyone watching and listening to the students sing with her. Daily, the boys and girls are reminded about and encouraged to develop in their own lives the School's values; Grace, Growth, Gratitude, Genuineness and Generosity. If we are to create a Foundation For Life, which is our School vision, then its bedrock must be an understanding of God's unconditional love, a personal relationship with Jesus as well as the development of exceptional character, morals and values.

Further to that, the staff have high expectations of the students. The School rules are simple but encapsulate so much about the way our students ought to behave: Work Hard, Be Kind and Show Respect. We have no tolerance for bullying or violence, instead believing strongly that all students should be able to attend School feeling safe and happy. For this reason, we have been pleased to incorporate the new NSW Child Safe Standards into every level top-down - from our School Board to our Prep classes.

As a School, we aim to provide an excellent academic education so quality teaching and focused learning are our daily goals. Research suggests the greatest impediment to learning at school is disruptive classrooms, so we require boys and girls to be considerate of one another and not interfere with the learning of others. Mrs. Sammut is our Teaching and Learning Leader and she provides leadership and guidance for staff, all of whom seek to manage the students well and engage them in a variety of ways according to their individual learning needs. While a blunt instrument of measure, NAPLAN does provide some insight into the success of a school's learning programs as well as a comparison with other schools. So, whilst not our end goal, it is still pleasing to see the very strong results the School has continued to achieve.

Outside of the classroom, and amongst many other endeavours, our students have had opportunities to attend camps and excursions and participate in a range of sporting pursuits including athletics, swimming, cross-country, rugby, soccer, chess and basketball. We performed an outstanding musical to high acclaim from everyone who attended (huge thanks to Mrs. Piney), painted, played music, celebrated grandparents, mothers, fathers, Anzac Day, Easter and Christmas. We dug in our garden, planted and cooked. Overall, we were a community; learning, growing and having fun together.

We are now excited that our long-anticipated building program has finally commenced. After more than two years of planning, we have excavators on site and progress is being made. We expect by the beginning of 2024 that we will have four new classrooms, as well as an extra covered area and existing walkways to be covered too. Next year augers well. We are thankful to God for His myriad of blessings and look forward with anticipation to another wonderful year at Coast Christian School.

Matthew Drennan
Principal

B. Contextual Information about the School and Characteristics of the Student Body

The School is an active Christian community in which parents, staff and students work in partnership to build a Foundation for Life for our students. Situated in Bensville NSW, the School has been serving the Central Coast region since 2000. It is a multi-denominational Preparatory and K-6 co-educational primary school in which we work together to create an environment of discovery where God, people and purpose connect. Our School values are Grace; Growth; Gratitude; Generosity and Genuineness. We strive to demonstrate these values in every aspect of the daily life of the School. The School provides a number of extra-curricular activities including sport, where various opportunities are available to represent through to a national level, as well as music, where we partner with the Central Coast Conservatorium of Music.

The School (a member of Christian Schools Australia) had an enrolment of 161 students (August 2022 Census data) from Kindergarten through to Year 6. This included 92 boys and 69 girls. The School also runs a Preparatory class.

Many of our student body are of Anglo-Saxon descent, as is the case for much of the Central Coast. However, we are enrolling an increasing number of students from Asia, the United Kingdom and South Africa. Many students live in Bensville, Empire Bay and Kincumber whilst others travel from as far south as Umina and as far north as Chittaway Point.

C. Student outcomes in standardised National Literacy & Numeracy testing

National Assessment Program Literacy And Numeracy (NAPLAN)

Further analysis of NAPLAN results can be found by looking at the School page on the Myschool website (www.myschool.com.au).

Table 1: Comparisons against similar Schools (SIM) and all Australian Schools (ALL)

Student Cohort	NAPLAN Tests and Results									
	Reading		Writing		Spelling		Grammar and Punctuation		Numeracy	
Year 3	505		467		506		561		473	
	SIM	ALL	SIM	ALL	SIM	ALL	SIM	ALL	SIM	ALL
	496	438	459	422	482	418	505	433	458	400
Year 5	547		503		504		539		529	
	SIM	ALL	SIM	ALL	SIM	ALL	SIM	ALL	SIM	ALL
	534	510	498	484	510	505	518	499	509	488

D. Teacher Qualifications & Professional Learning

The School employs teaching staff who are committed Christians and accept the School's Statement of Doctrines and Beliefs. All staff teach from a Christian world view across the curriculum.

Each of the teaching staff at the School has teacher qualifications from a Higher Education Institution within Australia, as well as formal teacher education qualifications. There are no teachers employed lacking formal teacher education qualifications.

Table 2: Teacher Accreditation levels of teaching staff at the School

Level of Accreditation	No. of Teachers
Conditional	0
Provisional	0
Proficient Teacher	13
Highly Accomplished Teacher (voluntary accreditation)	0
Lead Teacher (voluntary accreditation)	0
Total Number of Teachers	13

Table 3: An overview of professional learning completed by School Staff this year

Description of the Professional Learning Activity	No. of Staff Participating
Anaphylaxis, CPR and Asthma training	28
Mandatory Child Protection updates	28
Aboriginal Cultural Education course	6
NSW Curriculum Professional Learning Courses	11
CSA State Conference	10
Berry Street Training	1
Dyslexia, Dysgraphia and Dyscalculia inservice	14
AIS Planning and Implementing the New Curriculum courses	5
NAPLAN training	6
Assessment Moderation and the NCCD Process	11
Collaborative and Proactive Solutions Model (CPS) inservice	10

E. Workforce Composition

In 2022, the School employed a total of thirteen full-time and part-time teaching staff including a Principal, Teaching and Learning Leader and Music Teacher. Eleven staff were female and two were male. There were no indigenous staff members. Included in the total number of non-teaching staff were five bus drivers and one maintenance coordinator. The School retained one hundred percent of the teaching staff from the 2021 school year.

Table 4: 2022 School Staff decomposition

Staff Decomposition	Number of Staff
Teaching Staff	13
Full-time equivalent teaching staff	4
Non-teaching staff	15
Full-time equivalent non-teaching staff	1

F. Student Attendance Rates

The average student attendance rate for the School in 2022 was 90.14 percent. The average student attendance rates for each year level in 2022 are provided in the following graph.

Graph 1: 2022 student attendance rates per year level



Management of Student Non-Attendance

The School is committed to ensuring every child has the opportunity to learn. In partnership with our parent community, it is our expectation that students attend School and participate in learning and activities that support their growth and development.

The following procedures are used to manage student non-attendance:

- Class rolls are taken at the commencement of every day.
- Parents must notify the School by phone or email if their child is absent from school.
- If the School has not been notified of a student's absence, School Office Staff send an email to the parent/carer advising the absence and requesting an explanation.
- A note of explanation is to be given to the School upon return from the absence.
- Unexplained absences are followed up by the School Office Staff.
- Parents may be called to meet with the Principal to discuss ongoing concerns as a result of habitual student absences.

In the event that student non-attendance concerns are identified, the Principal will consider a range of strategies, including:

- determining whether concerns about poor School attendance raise safety, welfare or wellbeing concerns requiring a report to Community Services
- ensuring that identified students are connected with student welfare programs that support regular attendance and punctuality
- reviewing curriculum content to maximise student engagement
- initiating the prompt follow-up of absences
- liaising with parents
- referring to the School's learning support team or student welfare team
- referring to external counselling services
- seeking the support of a range of regional student services personnel and passing on relevant information related to reports to Community Services or the Home School Liaison Program
- liaising (which can include exchanging information and/or coordinating services) with the NSW Police Force, Department of Health, Department of Human Services NSW (including Community Services, Aging, Disability and Home Care, Housing NSW and Juvenile Justice) and other relevant community agencies where appropriate.

G. Enrolment Policy

Why we have an enrolment policy

It is essential that all families who have their children enrolled at the School are supportive of the ethos and policies of the School. The School is based on a Christian philosophy of education which will not appeal to everyone. The School also expects that the Christian principles taught at School will be consistent with the training of family life at home.

Coast Community Church, the School Board and School Staff share the desire that our students will choose to make Jesus Christ their Lord and Saviour and grow towards grace and wisdom in His teachings. The Enrolment Policy is designed to foster a school community that gives them every opportunity to do so.

The School also has a responsibility to publish clear guidelines about its relationship with students' families so that parents know what to expect of themselves, their children and the School in various circumstances.

1. When we will offer enrolments

Offers of enrolment will be made when the following circumstances apply:

A. At least one parent or caregiver is a Christian who affirms the School's Statement of Faith, and whose church leader confirms their Christian character and participation in church life

AND / OR

B. The parents or carers demonstrate

- i) understanding of the School's philosophy of education and
- ii) commitment to its influence on the development of their children

AND

C. The parents or carers accept that the partnership between School and home may challenge them personally with issues about the child's growth in their understanding of God's grace and wisdom.

When these apply, we will accept enrolments. We will not refuse to enrol a child on the grounds of the race, colour, sex or physical capacities of the child. However, the School must judge that it is able to meet the needs of the child together with all others enrolled. We will do this in consultation with the parents. Therefore, it is expected that parents / carers will fully disclose any educational, emotional or physical special needs that may affect the education of their child or other children. A failure to disclose any such relevant information during the enrolment application process may result in an immediate termination of the enrolment as it reflects a fundamental breach of the essential trust between the School and the family concerned.

Other considerations:

The School also makes some places available for families who are not only supportive of the policies of the School and wish their children to be taught Christian principles and values, but who are not affiliated with a church. In these cases where there is no Pastor reference to support the application, the parents or caregivers will be invited to attend an interview with the Principal and a Pastor from Coast Community Church. The purpose of this interview will be to provide the parents or caregivers with an opportunity to

ask questions regarding the Christian faith and the Christian philosophy of education that is applied at the School. At this interview it is possible for parents to be invited to participate in a course that will even further explain the Christian faith. This course will be conducted by Coast Community Church and will provide opportunities for parents and caregivers to meet with others who are also seeking a better understanding of Christianity. If, at the conclusion of this interview, the parents or caregivers agree to support and uphold the Christian values of the school, a place may be offered. This is, however, at the Pastor and/or Principal's discretion. In these circumstances for an offer of enrolment to occur parents or carers need to also agree to the conditions set out in B and C above.

Please be aware that the School's desire in enrolling such families is that the children and their families will choose to make Jesus Christ their Lord and Saviour during the course of their enrolment and as a result of normal School activities.

Minimum starting age:

The child must turn 5 years of age on or before 31st March in their Kindergarten year. This may be varied if the child has had specialist assessment which recommends that the child commence school at an earlier age. It may also be varied if there are other special circumstances.

AIR Immunisation Documentation Requirements:

To enrol in a school, parents/guardians should provide a copy of one of the following immunisation forms:

- a current AIR Immunisation History Statement showing that a child is 'up to date' or 'not up to date' with their immunisations, including where a child has an approved medical contraindication or natural immunity to one or more vaccines,

OR

- an AIR Immunisation History Form for a child who does not have a complete immunisation history on the AIR and may be on a recognised catch-up schedule, which has been certified by an immunisation provider. Other records must not be accepted as evidence of immunisation status, such as the NSW Personal Health Record (Blue Book), a GP letter or an overseas immunisation record.

While students can still be enrolled if an approved immunisation certificate is not provided, these children will be classified as unimmunised and may be excluded from school if there is an outbreak of a vaccine-preventable disease at the School OR if they come into contact with a person with a vaccine preventable disease, even if there is no outbreak at the School. In such circumstances, there are Department of Health protocols that the School will follow.

Privacy regarding the immunisation status of all enrolled students must be maintained at all times. Should a parent/guardian enquire about the immunisation status of another enrolled student(s), this information must not be provided. Principals must provide the name, immunisation status and other details of enrolled students to public health unit staff if the student has a vaccine preventable disease OR if the student has come into contact with a person with a vaccine preventable disease. In these circumstances, the need to provide this information overrides any privacy concerns.

2. What you can expect about continuing enrolment

Parents are required to sign and support the Conditions of Enrolment as outlined in the Enrolment Application. The School reserves the right to add to and amend these conditions of enrolment from time to time as they see fit.

We earnestly desire that all our students will enjoy a rewarding and complete Christian education. We will do everything reasonable in our power to help families meet the conditions below for continuing enrolment of their children. We believe the conditions are fair and proper for families wishing to place children in the School.

The School will move to discontinue enrolment, with consultation in advance, if the School considers it not to be in the best interests of the child or if the education of other children is seriously disadvantaged by the child's presence.

3. What the School expects of you

The School, at its discretion, considers that your failure to meet any of the conditions below is reason for terminating enrolment - after reasonable effort has been made to help you meet them.

We expect you will:

1. Allow the child to share fully in the life and program of the School, including Bible lessons and those planned activities which occur outside the normal school day.
2. Support the aims of the School, academic, social and spiritual, by facilitating consistency between home and School life.
3. Provide the child with all necessary textbooks and other equipment of a personal nature that may be required to enable the child to benefit from the education offered.
4. Provide the child with the correct uniform approved by the School, and to ensure that the child is always sent to School neatly and modestly dressed.
5. Accept the right of the School to employ such discipline as it deems wise and expedient for the child and agree to uphold in every way possible the School's authority and right to administer appropriate discipline in accordance with the policies of the School.
6. Pay school fees in accordance with the School Fee Policy.
7. Give at least one school term's notice of termination of enrolment, with failure to do so rendering caregivers liable for one term's fees.
8. Behave, whilst present on the School property or at a gathering involving students of our School, in a way that does not bring dishonour to the name of Christ or disgrace to the School. This includes the behaviour of our children.
9. Obey the rules of the School and these enrolment conditions where applicable.
10. The School may suspend or terminate enrolment at its discretion for failure to comply with these conditions or for serious breaches of the School's integrity.
11. Disclose relevant information to the School. The School reserves the right to terminate or review enrolment if relevant information is not disclosed.
12. Abide by all school policies regarding acceptable use of computers including the internet. This includes parents/caregivers and our children.
13. Permitting the School to provide the Registrar of Green Point Christian College (subject to enrolment application to that school) with the following:
 - i. Fee payment history (without prejudice)
 - ii. The Principal's assessment of the enrolling parents' understandings of Christian Education as espoused by CSA.

4. How we enrol students

- The School office collects basic information during the first enquiry (e.g. name, address, telephone, church attended).
- If enquirers are not attending a church, we will encourage them to demonstrate a willingness to uphold Christian values by doing so. Only by providing this example can caregivers then expect their children to learn and adopt the Christian values we teach.
- A letter with school prospectus, application form, enrolment policy and fees advice is sent out promptly. (We call this an enrolment pack). Please note that individual members of School staff and board do not have the power to predict the success of any application.
- Parents/caregivers return the completed application plus all the required documents and the registration fee. The application will not progress while any one of the required documents is not included. Please be aware that the School will follow up references and School reports.
- When the application is complete and depending on the availability of positions the School arranges:
 - For Years 1-6: A basic (English and Mathematics) assessment will be conducted with the enrolment applicant/s. This will be conducted by a relevant member of the School teaching staff.
 - For Kindergarten: A School Readiness Assessment will be conducted by a relevant member of teaching staff.
 - Following this assessment, the School may also arrange a meeting with the Learning Support teacher. The purpose of this additional step would be to acquire further information regarding your child's learning, behavioural and physical needs to deem whether the School is already equipped with the resources required to meet any special needs and requirements for your child. This process will include consultation with the child's previous school or Pre-School. Parents and caregivers will be advised and consulted throughout this process.
 - From time to time, the School may request parents to obtain further reports, diagnoses and the like in order for us to gain a clearer picture of any specific learning, behavioural or physical needs a child may have. This step may slow the enrolment process considerably and could result in the School declining the application for enrolment based on the School's inability to provide the required level of support. Such inability would be dependent on the School experiencing "unjustifiable hardship" in accordance with the Disability Discrimination Act 1991 (Cth). Parents and caregivers will be advised and consulted throughout this process.
- Once the above information has been obtained and the School is satisfied that the enrolment application can proceed, an appointment is arranged for caregivers to be interviewed at a mutually convenient time. You will be advised who will be representing the School at the interview. We expect you will advise us who will be representing the enrolment applicant/s at the interview. PLEASE BE ADVISED that *at least* one week is needed to follow up references and school reports before the interview can be scheduled.
- The School Board will be informed of any new enrolments at various stages throughout the year.

When an application has been approved, the School offers a place to the child, if one is available. Where no place is available, the child's name is placed on the waiting list. The Waiting List is prioritised according to the same criteria as for applications. These are outlined in Table 5 below.

Table 5: Criteria for prioritisation of Enrolment Applications

Order of Priority	Application Prioritisation Criteria
Priority 1	Families with a strong Christian commitment and church affiliation who already have children in the School.
Priority 2	Committed Christian families who are members of Coast Community Church
Priority 3	Families with a strong Christian commitment and church affiliation who are new to the school.
Priority 4	Other families.

- When a new student is offered a position at the School, an enrolment bond will be required to secure the position. The Bond is refundable at the end of the last student in the family's schooling at the School, provided all accounts have been settled and relevant material returned. The maximum bond held by the School per family will be \$1200. In the case of enrolment offers being accepted more than 6 months prior to the student's starting date, the bond may be paid in instalments as per the School's current schedule.
- The School office sends relevant information regarding details of Orientation day; commencement date; uniform and other requirements for the child to start school.

5. Terminating an enrolment

Whether the family or the School terminates the enrolment, it is a sad time for the whole School community. Sometimes there is only the sadness of a farewell, for example, when a parent's job is transferred. Sometimes the enrolment is ended because somebody's expectations have not been met. That is when there can be some pain involved.

Ended enrolments can be painful for the School if there is a complaint about the School's performance which has not been clearly presented to the most-immediately involved person, and the Principal, beforehand. Ended enrolments can be painful for the family for similar reasons. (Jesus' teaching on conflict resolution between Christians is recorded in Matthew 18:15-17). For our part, the School undertakes to make every reasonable effort within its power to help with a problem that threatens to break down a co-operative relationship between School and family.

How the SCHOOL will terminate enrolment

The School will terminate enrolment under two kinds of circumstances:

- a) persisting failure by the family to meet the conditions for continued enrolment, OR
- b) the inability of the School to meet the child's needs without seriously disadvantaging other students.

When the School terminates a student's enrolment for one of these reasons, we will advise parents/carers in an interview and in writing, after less formal communications have been attempted. We will try to arrange for the student to depart at a time that suits both the School and the family. We will refund unexpired fees if no money is owed to the School.

How the FAMILY will terminate enrolment

The School expects that when parents or caregivers terminate a student's enrolment, they will give at least a whole term's notice. This notice must be received in writing. Where this notice is not given, the School reserves the right to charge one term's fees. The School *may* decide to return part or all of any unexpired fees at its discretion.

The enrolment bond will not be refunded unless:

- one term's notice of termination has been provided
- all accounts have been settled
- all relevant material returned to the School.

H. Other School Policies

A copy of each of the following summarised policies can be accessed by request from the School Office and are also available on the School's website: www.coastcs.nsw.edu.au.

Student Welfare Policy

The School will endeavour to provide a supportive environment for all its community members. This means an environment in which students are treated with respect and fairness; members of the School community feel valued; positive support and encouragement is provided by staff and students and consultation takes place on matters relating to students' education and welfare.

The School's student welfare approach encompasses the mental, physical, spiritual and emotional wellbeing of the student.

The School Board approved amendments to the policy in May following the Principal's recommendations to align with the School's Student Discipline Policy.

Anti-Bullying and Cyber Bullying Policy

At our School we have an expectation of respect for all others, whether they are students, staff, parents or visitors. We expect every member of our School community to give and receive care and respect.

When we are bullied, or when we bully others, the School Community is damaged. Within the School we seek to build a safe, positive and caring Christian environment in which we acknowledge that each human being is unique and created by God and therefore of immense value.

Staff, students, parents and caregivers at the School have a shared responsibility in making sure that bullying behaviours are dealt with quickly and effectively whenever they occur.

We realise that bullies are everywhere in our society, not just in our schools. We also realise that even though we may do everything in our power to prevent bullying, there will still be bullies. Therefore, at the School we have strategies to support both the people being bullied and those doing the bullying.

These strategies can include:

- Interview/s with the bully/ies and the victim/s
- contacting and informing parents
- advising staff
- following-up with bully/ies and victim/s to see if bully/ies have followed through with what they agreed to do to help the victim and to see if there have been any further incidents and/or if continued wellbeing support is required.
- advising the Principal and School Chaplain and, if necessary, the School Liaison Officer from Gosford Police.

Following Board training in May, the Principal provided all School Staff annual training in July and the opportunity to consider practicalities of implementation.

Discipline Policy

In accordance with the provisions of the Education Reform Amendment (Corporal Punishment) Act 1995, corporal punishment is not to be used in any school as part of its discipline and/or pastoral care policy.

Discipline of students at the School will be based on procedural fairness. Whilst it is the responsibility of the School to determine incidents that may require disciplinary action and nature of any penalties that may apply, the process that leads to the imposition of such penalties, particularly but not exclusively in relation to suspension, expulsion and exclusion, must be procedurally fair.

Staff are trained regularly to reiterate the behaviour level system and strategies to monitor implementation of this policy. The Board has approved the policy in its current form.

Complaints and Grievances Policy

This policy sets out the process for raising and responding to matters of concern identified by School community members.

In November, the Board and Principal approved amendments to this policy reflecting alignment with the Child Safe Standards and clarification of the complaints process.

I. Priority Areas for Improvement

In 2022, six priority areas for School improvement were identified. These are outlined in Table 6 below alongside the progress towards attainment of these priority areas (referred to as ‘goals’).

Table 6: The School’s priority areas for improvement

2023 Goal	Progress towards achievement
To support teachers embedding the new curriculum into their programs and teaching.	Conducting of and participation in online courses, inservices and training, as well as collaboration amongst staff around the recently introduced Mathematics and English syllabuses.
To maintain an upward enrolment trend.	This year, for the second time both in a row and in the School’s history, we have run two Kinder classes whilst overall K-6 numbers from June 2021 to June 2022 have increased from 141 to 165.
To provide further ways to assist with the development of student’s social skills.	This past year we have utilised the Seasons For Growth program, running courses for students in Stages 1-3 who are dealing with loss and change.
Move towards paperless communication with parents/caregivers.	Transitioned to electronic copies of the weekly newsletter as well as sending and receiving all permission notes by email.
To provide better facilities for the growing student body.	This year we have commenced a constructions project for the building of four new classrooms.
To communicate more clearly with our community through our website about the role of the School and the advantages for students and families who attend.	The School engaged the services of Two Lanes Creative advertising, who are updating our website for increased effectiveness.

J. Initiatives Promoting Respect and Responsibility

The School models and teaches students about respect and responsibility in a number of ways:

School values - The Values of Grace; Growth; Gratitude; Genuineness and Generosity are modelled and taught in our School. VALUES awards are presented to staff and students at weekly Chapel services.

School rules:

The principles of WORK HARD; BE KIND; SHOW RESPECT are modelled, taught and encouraged at our School through regular awards at assemblies and events.

Student leaders - Year 6 students receive training from their teacher and Principal to support them to perform Student Leader duties appropriately and in accordance with the values of Respect and Responsibility.

Staff training and Staff devotions - Staff participate in regular PD sessions to deepen their understanding of Respect and Responsibility within the School and wider community context. Daily staff devotions promote these same values as a normal demonstration of our Christian living.

Anti-Bullying and Cyber Bullying - Our students participate in Anti-Bullying and Personal Development lessons in the first term of each year to promote the values of Respect and Responsibility. Our staff and students participate annually in the National Day of Action against Bullying (NDA) and are encouraged to Be a Buddy; Not a Bully.

Buddy program - Each Stage 3 student is paired with a Kindergarten student in a buddy program. This buddy program is designed to support the Kindergarten students in their transition to school. This buddy partnership commenced at Kindergarten Orientation Day and continues throughout the year. Similarly, each Stage 2 student supports the transition of Preparatory students during orientation and throughout the year. This program is designed to encourage older students to help and support younger students.

Respect for family - Annual events to promote respect within our families are held. Mother's Day lunches, Father's Day breakfasts and Grandparents Day events are powerful and positive occasions within which our students can both give and receive respect and display responsibility.

K. Parent, Student and Teacher Satisfaction

In no particular order, the six highest responses (agree or strongly agree) from a survey conducted at the end of the 2022 academic year were as follows:

Staff Survey:

1. I feel pleased to be a member of staff.
2. I find my work satisfying and fulfilling.
3. I am accepted and well-regarded by my peers.
4. I would recommend friends and acquaintances send their sons/daughters to the School.
5. My School is highly regarded in the general community.
6. The School is characterised by its hard-working and committed staff.

Student Survey:

1. My teacher expects me to work hard.
2. I work hard at School.
3. I have good friends at School.
4. I feel safe at School.
5. I am well behaved in class.
6. I mostly get my homework done.

Parent Survey:

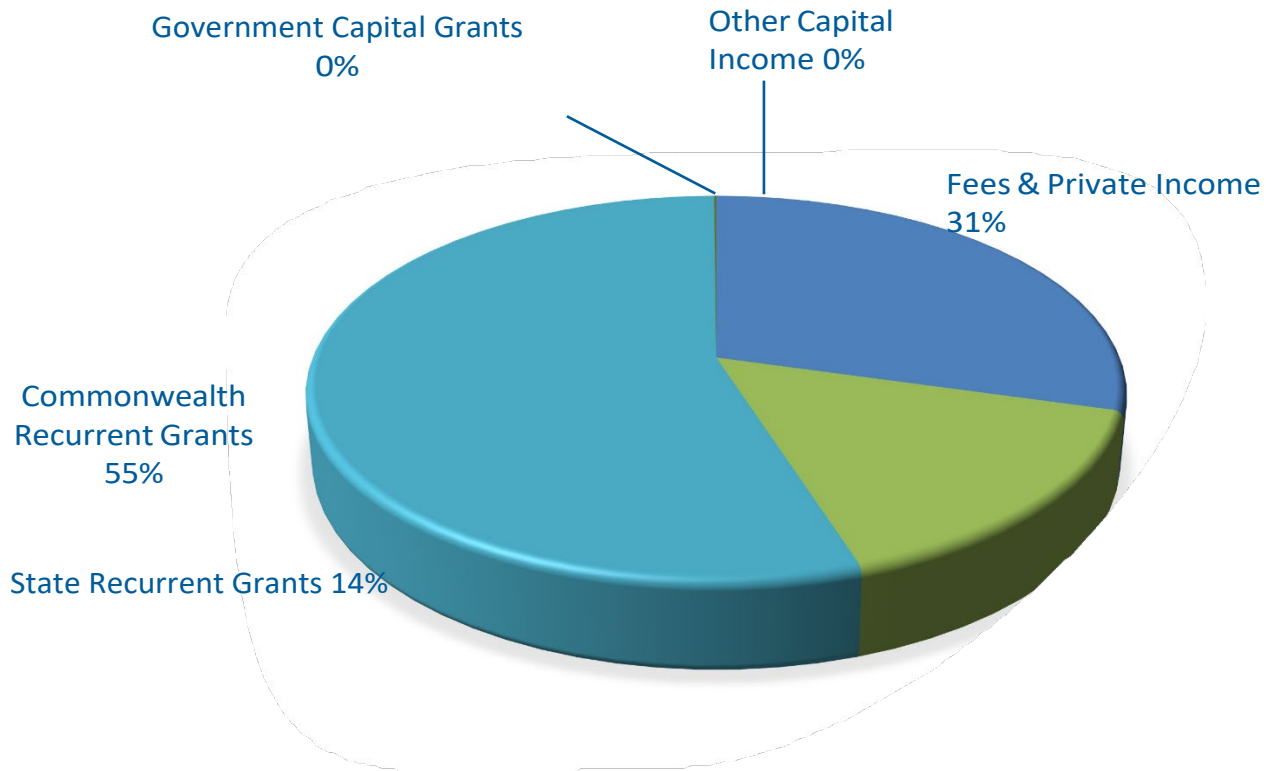
1. My child likes being at the School.
2. My child is making good academic progress at the School.
3. Teachers at the School are interested in my child's well-being.
4. My child is getting a great education.
5. Coast is a good School.
6. My child feels safe at the School.

L. Summary of Financial Information

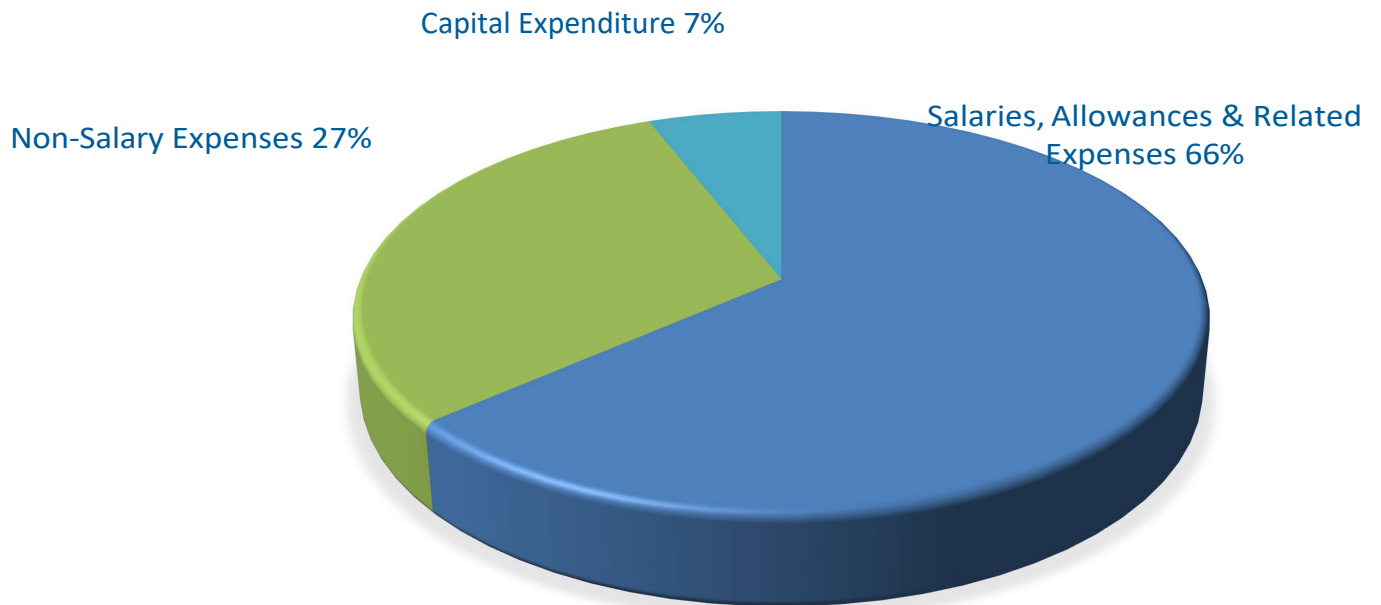


The following two pie graphs depict the School's income and expenditure decomposition for 2022.

Graph 2: Re-Current/Capital Income - 2022



Graph 3: Re-Current/Capital Expenditure - 2022





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