



HUNTER
CHRISTIAN
SCHOOL



2022 Annual Report

www.hunterchristian.nsw.edu.au

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We acknowledge the traditional custodians of this land, the Awabakal people. On this land, they taught their children their beliefs, knowledge, and culture. We pay our respects to elders past, present and emerging as we seek to do the same. As we gather on these lands, we acknowledge God our Heavenly Father who made the heavens and the earth. He entrusted this land to the traditional owners, and it is to Him that we are responsible for its current stewardship.



School Overview Information

School Context

Commencing in 1981 and located in the inner Newcastle suburb of Mayfield, Hunter Christian School is an independent Christian school. The school is a member of the Australian Association of Christian Schools, the Association of Independent Schools in NSW and Christian Schools Australia.

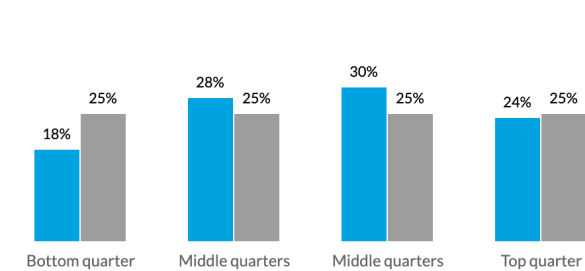
Hunter Christian School has over 40 years of experience catering for students from Pre-Kindergarten through to Year 12. Hunter Christian School students come from a broad geographic area within the Newcastle LGA, Maitland LGA, Port Stephens LGA and Lake Macquarie LGA.

Student Background

Index of Community Socio-Educational Advantage (ICSEA)

School ICSEA value	1042
Average ICSEA value	1000
School ICSEA percentile	66

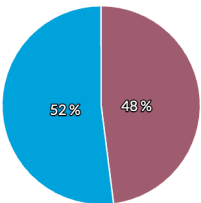
Distribution of Socio-Educational Advantage (SEA)



■ School distribution
■ Australian distribution
Percentages are rounded and may not add to 100

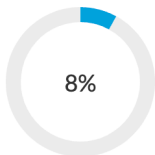
Total enrolments: 328

- Boys 171
- Girls 157



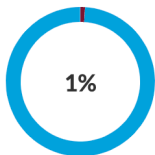
Full-time equivalent enrolments: 328.0

Indigenous students



Language background other than English

- Yes (1%)
- No (99%)
- Not stated (0%)



Data collected from myschool.edu.au/school/44020

Message from Key Bodies

Hunter Christian School Board

Continuing from the season of change from 2021, 2022 presented further opportunity to continue seeking God's direction for Hunter Christian School. The Board were tasked with making a number of intentional leadership decisions in reflection of the health and strategic direction of the school. Decisions were prayerfully sought and guided through scriptural consultation. The following verse was one the Board found helpful to guide decisions.

Ephesians 3:20-21 – God can do anything, you know – far more than you could ever imagine or guess or request in your wildest dreams! He does it not by pushing us around but by working within us, His spirit deeply and gently within us.

Key actions and changes that the Board supported through 2022 included:

- The Board continued in prayerfully seeking long-term direction and strategy for the school. This is ongoing in nature, however, the Board were challenged to review where the school was at in terms of leadership structure, student numbers, community presence and awareness, mission statement, vision and a strategy to get there.
- Board makeup self-evaluation continues whereby we review and assess the effectiveness of the Board membership. We challenged ourselves on discernment, collaboration, awareness, enquiry and spiritual seeking God's will for the school.
- In October the Board undertook a governance training retreat with an intent to join together with Mayfield Baptist Church and school senior leadership representatives to collaboratively define the school's strategic direction through clarifying mission, vision and values statements. The following outcomes were developed:
 - Mission: Hunter Christian School ignites learning through Biblical foundations and grows young people in a life of hope, purpose and influence
 - Vision: Our vision is to empower every student to influence their world through enriched learning, enhanced resources and Christ-like service.
 - Values: at Hunter Christian School we are:
 - * Christ Centred
 - * Community Contributors
 - * Inspirational Influencers
 - * Serving Authentically
- Principal, Malcolm East had chosen to step down from his position as Principal prior to the return of Term 2. The Board would like to acknowledge and express gratitude for the 5 years of service to HCS, including 1 year as Head of Secondary and 4 years as Principal. The Board also would like to acknowledge John Rolland as Acting Principal for the interim period whilst the appointment of a replacement permanent Principal was sought.
- We welcomed Simon Herd as Executive Principal in May 2022. Simon has a long connection with Mayfield Baptist Church, ex student of HCS and was inspired to step into the new season of HCS. Simon has an outstanding pedigree in Christian

education and was an awardee of the Australian Principal of the year for 2021. Simon is currently the Deputy Chair of the Australian Association of Christian Schools and has sat on various councils for the Association of Independent Schools in NSW. Simon has completed a Master of Leadership and Management in Education, A Master of Educational Studies, A Master of Business Administration and is currently completing a Doctorate of Strategic Leadership from Liberty University, USA. This experience and passion for effective governance in Christian schooling place him in an ideal position to grow the school's commitment to leadership development, equipping and empowering staff to lead themselves, their peers and our students. Simon is a passionate, visionary leader with demonstrated skill and expertise in the development of thriving communities.

- In addition to the change within the Principal position mentioned above, staffing structures, roles and responsibilities were reviewed and the Board supported the schools recommendations to refine and restructure. Through this, the school farewelled some recent and long-serving staff and are grateful for their respective commitment to HCS over their time. As consequential outcomes, the school has been blessed to receive new staff across many levels, including a new Head of Primary as well as filling two new roles, Assistant Head of Primary and Assistant Head of Secondary. The Board support the placements of these roles and their contribution to the healthy leadership of the school staff and students.
- The finance sub-committee continued to meet monthly to fulfill fiduciary governance. This has allowed direct connection with the finance team to streamline financial reporting, with summary recommendations presented to the Board.
- The Board focused on, and continued to track political/social changes in legislation, including gender fluidity and religious freedoms.
- In July 2022 the Board were saddened to have ex-officio Director Stephen Nosworthy retire as Senior Pastor of Mayfield Baptist Church (MBC). Stephen had brought a wealth of experience in church and Board governance into our sessions and we have surely missed the contributions Stephen made over his years. We welcomed Andrew Pratt as the MBC pastoral representative as ex-officio Director.
- A series of capital improvements were undertaken in 2022. This included electrical upgrades, removal of redundant structures and garden improvements, painting & patching.

Overall, the position of the school into 2023 is in an opportune position to embark on new growth and strategic direction under new leadership and we look forward to working intentionally with the school leadership team in these areas. We look forward to partnering with our families and to serving more families as we journey through 2023.

On behalf of the Board of Hunter Christian School

Ben Morris





2022 Parents & Friends (P&F) Report

After a slightly delayed start to the 2022 school year it was a relief to slowly get back to a little more normality after the past two restriction-filled years. 2022 was not without challenge and change: as a P&F Executive, we all started off the year with newly elected roles and it has taken time to learn those roles, especially after a highly disruptive past few years.

We were so blessed by our guest speakers who spoke at our meetings throughout 2022: Hannah Stabler, Nathan Hill, Catrina Pennington, Chairman of the HCS Board Ben Morris, Simon Herd, and Grenville Axford. It's always a highlight having staff members speak into our meetings with a devotion, and we enjoyed hearing about their background as well as their roles at HCS.

We saw 6 new members join the P&F this year which is an increase from previous years. We look forward to increasing the membership even further in 2023. It not only helps create more of a sense of community, but the input from members of the school community is always welcomed, helpful and valued.

All positions on the Executive had been newly elected in December of 2021. Mel Graham moved from Secretary to Vice President, Mel Gardner moved from Vice President to President, and Jo Russell was newly elected as Secretary. The role of Treasurer remained vacant for much of the year. Rebecca Connell was voted in as Treasurer in May 2022, however had to resign from her position in July due to work commitments. Our Term 1 fundraiser was a Pie Drive with Thompson's Pies, raising \$387.

Term 1 also saw a casual community picnic held at Stevenson Park. While attendance was quite low, two new families found great value in the event, and built some new connections in the school community. It was suggested that we hold a community picnic in Term 1 and Term 4 if time permits, to help build community. The picnic proved a great idea as attendees were in control of their budget for dinner, and the kids were free to run around together, rather than having to be seated for an entire night at a restaurant.

Term 1 also saw P&F meetings return to school grounds after the lifting of restrictions. Ironically, I was struck down with Covid for our first meeting, however Zoom allowed me to run the meeting from home. It was decided that we would continue to offer virtual access to our P&F meetings via Zoom to allow greater flexibility for people to join our meetings from home, from work, or while out.

Term 2 was a busy but successful term for fundraising. Our main Term 2 fundraiser was our Mother's Day stall and it was so wonderful to be able to host on-site events for the students again. We raised \$760 and were only left with a shoebox full of leftover stock.

The P&F contributed to the Mother's Day breakfast which was our first big event back on school grounds. The P&F gifted a flower from a local florist to each mother/grandmother/mother figure, and also provided a small giftbag.

Due to the relocation of the Athletics Carnival, the P&F was given the last-minute opportunity to run the canteen on the day. While we only made \$75.35 profit, we took away some extra stock which we then sold at the Cross Country later in the term, raising \$170.80.

We also sold some excess stock via an honesty box system in the staff room, raising a further \$21.80. The remaining stock was later sold at a mountain bike BBQ in Term 4. We have been offered the opportunity to run the canteen for the 2023 Athletics Carnival and I believe our experience this year will ensure a more profitable event in 2023.

Term 3 saw the Father's Day stall and Father's Day breakfast held. The stall raised \$664 profit, and we had some leftover stock which will be pure profit for 2023. For the Father's Day breakfast, the P&F contributed two lucky door prizes as well as a small giftbag for guests.

The Scholastic Book Fair was also held in Term 3, run by the P&F. This was a very successful Book Fair despite not receiving an EFTPOS machine from Scholastic. We earned \$813.26 in Scholastic rewards which has been passed on to Linda Axford in the library. We ran the Book Fair on two afternoons during Book Week and also immediately following the parade. Next year we will endeavour to open up the Book Fair every afternoon to help relieve the pressure on the Friday.

Term 4 started with Teacher Appreciation Week, coinciding with World Teacher Day. Once again, the P&F provided printed apples for the children to write a note of thanks and gratitude to their teachers. The P&F and school community (including a group of ladies from Mayfield Baptist Church) provided the teachers with morning tea every day during the week. We received incredible feedback from staff, and will definitely keep this week long event on the calendar!

Our main Term 4 fundraiser was the popular mango fundraiser. We sold 110 trays for a total profit of \$715. Pick up worked well from the front of the school with families given the option to pick up their trays from the waiting shed line if parking was an issue. Also in Term 4 we were given the opportunity to run a BBQ for an inter-school mountain biking event. A big thank you to Jo Russell for taking this on as it proved to be a highly successful fundraiser, raising \$1590.90 profit. It also allowed us to use up leftover drinks from the Athletics Carnival.

In closing, I'd like to take this opportunity to thank Jo Russell and Mel Graham for standing alongside me this year to make the year a success. To the staff - thank you for all the ways you have assisted us this year - there are too many to mention, but thank you to you all. We appreciate all you do for us and it has been a pleasure working alongside you. Thank you to Julie Hussey and Heidrun Blair for always being willing to open and close our meetings in prayer, and thank you to all of our members for your contributions throughout the year - we appreciate you all, and look forward to working with you all in 2023!

Finally, I would like to acknowledge a valuable staff member, who has attended countless P&F meetings, who has provided many stories, laughs, and valuable contributions to the P&F and who is making me teary writing this. John, we appreciate you being part of the P&F in your various roles over the years of Head of Primary, Associate Principal and Acting Principal. We'll miss your sense of humour and your stories, your passion for what you do, and your great disdain for soap on a rope. Thank you for everything you've done for the P&F. We'll all really miss you at our meetings.

Melanie Gardner
P&F President



Student Information

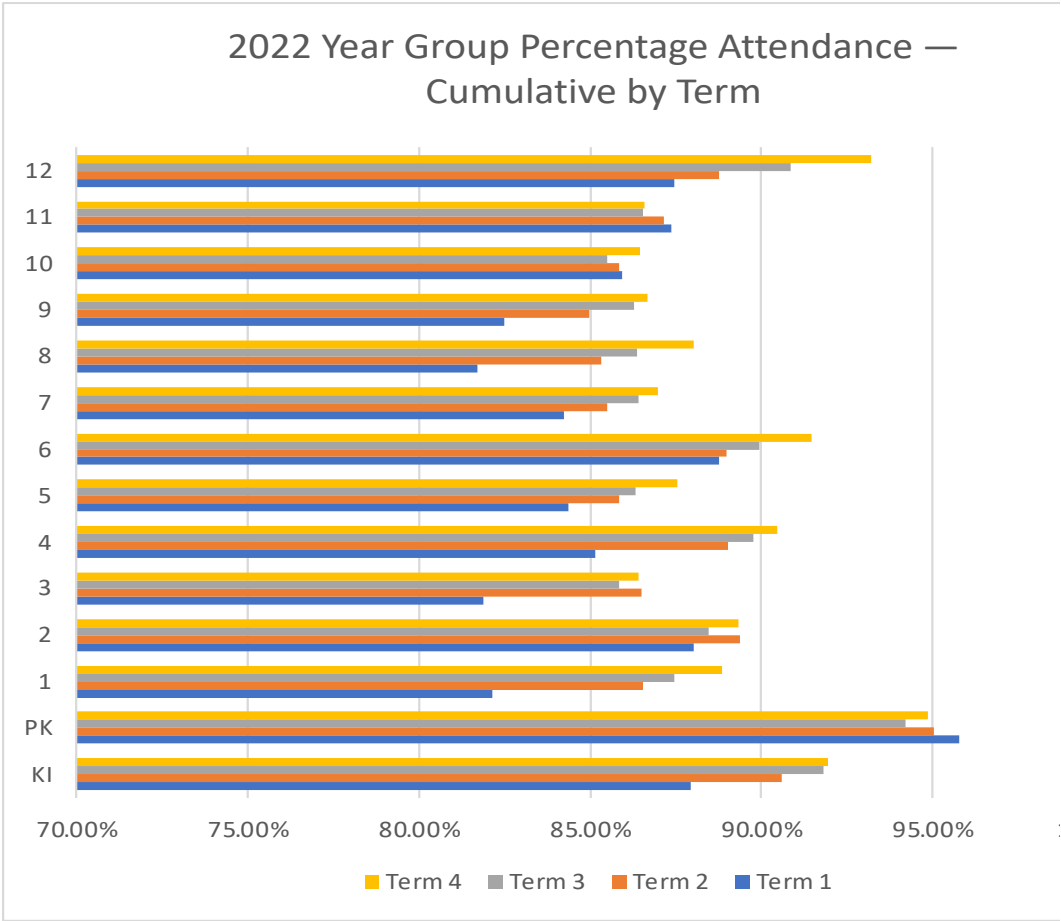
Student Body

Along with our Pre-Kindergarten class, Primary consists of Kindergarten, two Stage 1 classes, two Stage 2 classes and two Stage 3 classes.

Primary have captains and vice captains from Year 6 as well as house captains for sport houses. Secondary have captains from Year 12 as representative captains over the whole P-12 school community. Secondary prefects come from Years 11 and 12, and the house captains for sport houses come from senior years.

Student Attendance Rates

The 2022 average annual rate of whole school student attendance was 88%.



Summary of Procedures for Non-Attendance

The Principal and school staff, in partnership with our students and their parents will usually be able to resolve problems of non-attendance. In 2022 we continued to refine our strategies to support student attendance difficulties. Thankfully, school was less impacted by Covid-19 lockdowns however the impact of increased levels of illness from our student body, especially as Covid-19 waves rolled through community meant that we had higher levels of absenteeism to monitor than would have occurred pre-pandemic.

Targeted school-based strategies include:

1. Staff are expected to record attendance each session, with the official roll taking place at a point in time in the day. Staff are asked to flag immediately with senior leadership and/or delegate if a student fails to attend class as expected; a follow-up process is activated.
2. Initial contact from the administration team to parents to assist in quickly identifying if additional factors are in play.
3. Referral to the Wellbeing team and/or Heads of School to identify and implement strategies that address and support the needs of the student. The Wellbeing team became the focal co-ordinating team for interventions and regular monitoring of student attendance concerns, procedures for attendance management being a high priority for improvement throughout the 2022 school year. This job was made much easier by being able to be onsite throughout the year.
4. Referral to the school counsellor with the student and parent for the development of an attendance improvement plan and/or a meeting with the Heads of School and/or Director of Studies (for Secondary) to develop a plan to catch up on missed learning (often a significant barrier to students feeling able to return to school).
5. Requesting and sharing information and working collaboratively with other government or non-government agencies.
6. Seeking advice about culturally appropriate responses from relevant services and collaborating with them.

Other general processes for attendance follow up include: The school identifying if other agencies are involved with the family and consult with them when a student's attendance is of concern and where it is determined that the issues impacting attendance are outside of the role of the school to address in isolation.

The school may have a role in working collaboratively with the services to engage the family. Family case discussions may be attended by school representatives if the issues relate to students whose attendance is a concern. Meetings and interviews at the school may also involve representatives from support agencies. E.g., Association of Independent Schools, the Police Liaison Officer or the Department of Community Services and Justice.

The meetings may be initiated by the school, other agency or department staff. A child protection report may occur if it is believed the student is at suspected risk of significant harm via no access to school or if other significant risks are identified.

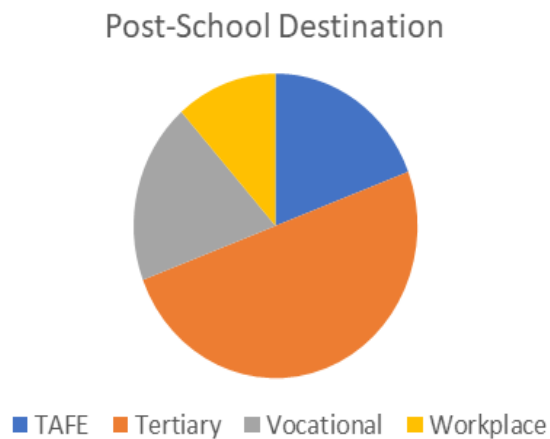
Retention of Year 10 to Year 12

34 students completed year 10 in 2020. 27 students completed year 11 in 2021. 25 students studied through to completion in Year 12 in 2022.

Retention of students from Year 10 to Year 12 was 74%.

Post School Destinations

Students beyond the compulsory years of schooling can be represented in broad terms (e.g. workplace, further study) and in the most appropriate way according to each school's circumstances.





Staff Information

Workforce Composition

In 2022 the workforce was composed as follows:

Teaching Staff (including Principal):

Full time Males: 15 Females: 10

Part time Males: 4 Females: 7

Teaching Staff Full Time Equivalents:

Primary FTE: 10.6

Secondary FTE: 21.7

Student to Teacher Ratio:

Primary: 14.6:1

Secondary: 8.0:1

As of January 2022 teaching staff under the Teacher Accreditation Act were as follows:

Teacher Accreditation

Teacher Accreditation Level	Number of Staff
Proficient	32
Provisional	3
Conditional	1

Non-Teaching Staff

Full time	Males: 2	Females: 6
Part time	Males: 4	Females: 17

All teaching staff have teacher education qualifications from a higher education institution within Australia or as recognised within the National Office of Overseas Skills Recognition (AEI-N00SR) guidelines.

During 2022, no staff members identified as Aboriginal and/or Torres Strait Islander.

Summary of Professional Development

Staff have participated in two professional development weeks during 2022. The first week in January prior to the start of the school year and then another week mid-year. The topics/sessions covered a range of learning that allows for more effective management of a number of vital areas in the day-to-day school environment to help staff in their teaching and learning activities both professionally and internally in the classroom.

A range of other professional development was programmed and delivered during these vital weeks of strengthening and developing our teaching staff.

Alongside this, staff have throughout the year undertaken their own professional development activities aligned to their own personal needs and carried out as a part of the NESA requirements for all teachers to maintain their accreditation to teach in NSW schools.

A sample of the learning activities can be seen below:

Description of the Professional Learning Activity	No. of staff participating
Policy and Procedure Review: <ul style="list-style-type: none"> • Child Protection • Staff Code of Conduct • Emergency Procedures • Workplace Health & Safety 	All Staff
Organisational Development: <ul style="list-style-type: none"> • Education from a Christian Worldview • The Global Horizon of Education • Organisational Transformation • Building Culture and Leading Teams • Future Focus - Research update 	All Staff
School Development: <ul style="list-style-type: none"> • Sentral Education – School Management System • Building Culture and Leading Teams • Future Schools – best practice 	Executive Staff
Student Wellbeing: <ul style="list-style-type: none"> • Along for the Ride – Student Wellbeing • Autism in Schools • Cool Kids – Anxiety Management • Zones of Regulation 	4 Staff

Curriculum & Learning: <ul style="list-style-type: none"> • Data Analysis in Reporting • Leading Evidence Informed Practice • Riding the Wave of Curriculum Reform • How to plan a Cohesive and Effective Mathematics Curriculum • Planning and programming for the new Mathematics K-2 Syllabus • Personalised Learning Processes for Aboriginal Students • Teaching for Discipleship • Primary Language and Learning • The Art of Possible • Critical Interpretation and Classroom Pedagogy in Visual Arts • Reconnecting and rebuilding music in schools • What's your game plan? - Best Practice and emerging ideas in School Sports • VET Manufacturing and Engineering • VET Construction 	21 Staff
Workplace Health & Safety/Risk: <ul style="list-style-type: none"> • Work Health and Safety in Schools • Chemical Safety in Schools • Young Employees and Volunteers in Schools • First Aid and Cardiopulmonary Resuscitation • Crossing Professional Boundaries - Reportable Conduct • Risk Management 	23 Staff
School Law: <ul style="list-style-type: none"> • Law for School Counsellors • Transgender and Gender Fluidity • Best Practice note taking, record keeping and Privacy • Commercial Negotiation • Managing Restructures 	Executive Staff



School Strategies

Strategic Priorities

Achievement of Strategic Priorities in 2022

The Board of Hunter Christian School determined the need for new strategic priorities and alignment resulting in the formation of new leadership within the school. Consequently, the 2022 priority areas previously established required renewal throughout the year.

Strategic Priorities for 2023

- Identify and develop new leadership structures throughout the school.
- Ensure reliable and quality collection of NCCD data.
- Establish best practice in the formation of budget and financial monitoring.
- Enhance the professional development of staff through the provision of exceptional professional development opportunities.
- Commence the formation of a new student learning framework.
- Analyse the school's mission, vision and values implementing changes and providing structural organisational alignment.
- To enhance the spiritual foundation of the community.

Parent, Student and Staff Satisfaction

- Hunter Christian School parents have the opportunity to provide feedback through a monthly engagement meeting as part of the Parents & Friends Association. The school also provides an opportunity for parents to provide feedback by meeting with families in local cafes.
- Students regularly have the opportunity to provide feedback to mentors.
- The Principal meets annually with every individual staff member.

School Strategies

Primary Department Initiatives Promoting Respect and Responsibility

2022 saw a change in leadership in Primary commencing with the formation of an Acting Head for Terms 1 and 2 prior to the appointment of Mr Nathan Hill as Head of Primary from June 2022.

Following the leadership transition, the strategic development of new behaviour management strategies was a significant priority for the year.

Following the impacts of Covid-19 on the Primary learning community significant attention to pastoral care and student wellbeing were further enhanced throughout the year.

Zones of Regulation Framework across Primary

This is a social emotional learning framework and pathway to regulation.

The Zones is a systematic, cognitive-behavioural approach used to teach us how to regulate our feelings, energy and sensory needs in order to meet the demands of the situation around us and be successful socially. This enables students to learn about themselves and others and how they can learn to self-manage behaviours. This further enables the students to interact with one another, staff, and parents in a more respectful and responsible manner.

Ongoing Development of our Student Leaders

Our student leaders have been working through how to lead the weekly Primary Assembly. The Gathering as it is called is organised and led by the student leaders with staff support. The students also have a role in the setting up and planning of daily PE sessions in consultation with teaching staff.

Secondary Department Initiatives Promoting Respect and Responsibility

In 2022 our Invictus classes formed the foundation of our pastoral care, Personal Development and Health and Christian Studies approaches. Based on Biblical principles and using positive psychology tenets, it is a sequential program taking students through a range of experiences, theories, and activities, culminating in an entire year focus on serving for Year 10. Students are equipped to take responsibility for their own wellbeing and to support the wellbeing of others.

- Transition to High School. Our Bounce on Program resumed this year (Year 9 students run groups throughout Semester 2 for our new Year 7 cohort to introduce them to key aspects of high school). Additionally, parent and student information sessions, experience days, taster lessons and more are keyways our community works together to help graft new students into our school and to help all our Year 6 students by reinforcing school values, expectations at a pivotal time.
- Camps and other excursions beyond the school grounds give students the opportunity to develop responsible behaviour and self-reliance. They are designed to support our goals of developing student leadership, resilience, connection, and emotional development. The camping program was able to proceed with adapted scheduling and was a powerful opportunity for staff to reinforce key messages in a low key, predominantly outdoor setting.
- Assemblies: Assemblies have historically focused on thematic topics that encourage students to consider responsible and respectful approaches to issues raised or observed in the student body. Such thematic topics range from anti-bullying, creating a safe school environment, respecting elders, acknowledging others, online behaviours etc. A mix of teaching staff and invited guests are scheduled to ensure that this aspect of school life is as relevant and engaging as possible.
- Student leadership mentoring: As part of the student leadership process students were asked to select a staff mentor who they met at least once a fortnight. This provided opportunities for students to learn leadership from a variety of staff members, created opportunities for student leaders to ask questions around life, learning and leadership as well as connections with a staff member to create accountability, respect, and responsibility in leadership.
- Student Leadership Team: These roles continued as an important part of building a positive school culture; ensuring that student voice is valued throughout the school and that the students have representatives who work together to contribute to community. Training occurs for students at the commencement of their role and as part of their regular meetings.
- Student/staff Morning Welcoming Team: The student leaders continue to facilitate a mix of staff, senior leadership, and students to greet students at the front gate in the

morning, helping to establish positive connection with school from the outset of each day.

- Flex Time: Each Thursday afternoon the students took time out to select an activity to support their emotional and social growth and development. Examples of these activities include masterclasses in art skills, collaborative performance time, oz tag games, wood-turning and Minecraft club. All activities are inter-year group and allow opportunities to develop new strength and passion areas.
- Student representation and service at the Lord Mayor's Prayer Breakfast and Student Leadership Forum.
- Year 12 students actively planned to spend time in the playground to play games such as handball with the younger students to facilitate community.
- Our regular fundraising and awareness events to support kids around the world who are living in extreme poverty. This year these events were our Winter Woollies and Summer Stylz fundraising days. And through workshops held by Compassion Australia explaining the causes of poverty and how we can individually and collectively respond.

Student Outcomes and Performance

2022 NAPLAN

Student outcomes in standardised national L&N testing:

www.myschool.edu.au/school/44020/naplan/results

	Reading	Writing	Spelling	Grammar	Numeracy
Year 3	402	396	381	409	393
Year 5	479	461	492	476	492
Year 7	565	536	560	540	551
Year 9	585	582	579	575	575

Interpreting the table

Selected school's average when compared to students with a similar background

Well above

Above

Close to

Below

Well below

No comparison available

NAPLAN participation for this school is 95%

NAPLAN participation for all Australian students is 95%

2022 Record of School Achievement (RoSA)

The granting of Records of School Achievement.

Number of school leavers on record.

Year Group	Year 2022 Qualified for a RoSA	Year 2022 Nominated for a RoSA
10	34	4
11	29	1
12	27	0

2022 Senior Secondary outcomes

Senior School outcomes including:

- Percentage of students in Year 12 undertaking vocational or trade training
- Percentage of students in Year 12 attaining a Year 12 Certificate or equivalent VET qualification

Vocational or Trade Training	Year: 2022
Year 12	7 students had VET subjects = 26%

Year 12 Certificate or VET Qualification	Year: 2022
Year 12	All Year 12 attained HSC = 100%



2022 NSW Higher School Certificate

In 2022 - 27 students sat the Higher School Certificate in 17 courses.

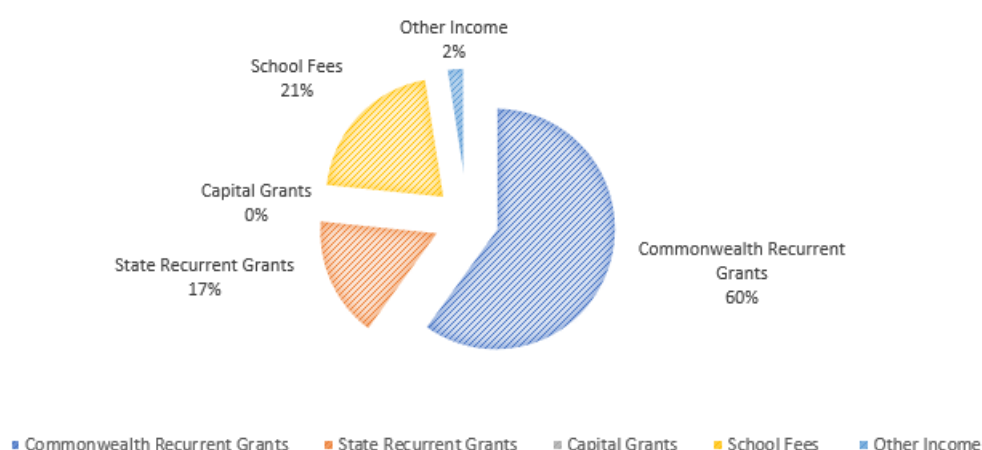
All Year 12 students who sat for the Higher School Certificate received a Higher School Certificate credential.

Results of the Higher School Certificate including comparison of student performance to state-wide performance and trends in student performance.

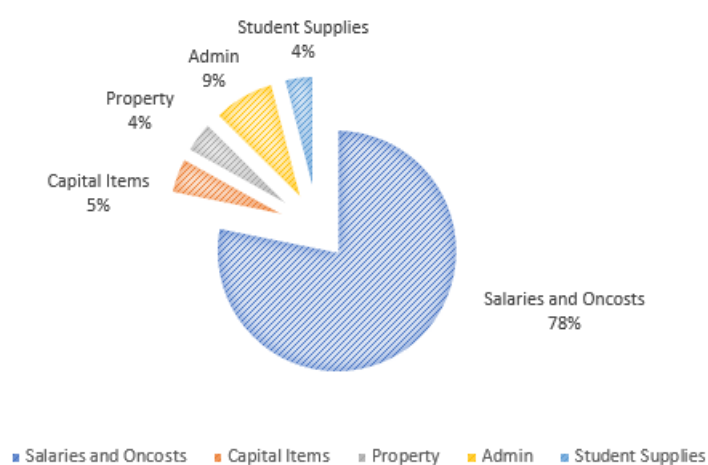
	2022 % of top 3 bands			2021 % of top 3 bands			2020 % in top 3 bands		
	Students	School	State	Students	School	State	Students	School	State
Ancient History	5	60	53	5	80	61	-	-	-
Biology	10	50	63	2	50	66	6	50	63
Business Services Examination	4	25	57	-	-	-	-	-	-
Business Studies	6	17	64	2	50	66	4	50	62
Chemistry	1	0	64	-	-	-	-	-	-
Community and Family Studies	9	78	73	3	33	71	3	67	70
Construction Examination	3	100	57	2	0	51	-	-	-
Design and Technology	-	-	-	-	-	-	1	0	83
Drama	-	-	-	-	-	-	1	100	90
English Advanced	10	40	93	4	100	94	15	60	95
English Standard	15	7	55	8	25	58	6	0	58
Food Technology	-	-	-	-	-	-	7	86	60
Industrial Technology	5	40	51	-	-	-	-	-	-
Legal Studies	-	-	-	-	-	-	6	17	68
Mathematics Advanced	10	10	76	3	67	79	8	50	81
Mathematics Standard 1 Examination	-	-	-	2	0	33	1	0	55
Mathematics Standard 2	15	20	54	6	33	51	11	45	50
Modern History	-	-	-	5	20	65	8	25	66
Music 1	5	100	89	2	100	90	4	100	91
Personal Development, Health and Physical Education	9	56	50	3	33	60	10	50	61
Studies of Religion I	15	47	80	10	40	69	17	35	77
Studies of Religion II	9	22	79	2	50	72	4	75	74
Visual Arts	3	33	92	2	100	91	4	100	90

Financial Information Summary

2022 INCOME



2022 EXPENDITURE



School Policies

Enrolment Policy

Introduction

The NSW Education Act (1990) sets out requirements for enrolment of students at school.

The law in NSW states that all children between the ages of 6 and 17 years of age are required to attend school regularly (Section 22 Education Reform Act 1990). It is the responsibility of parents or caregivers to make sure that their children attend school every day unless there is a justified reason. Section 21B of the Act states that a child is of compulsory school age when the child is of or above the age of 6 years and below the minimum school leaving age.

The minimum school leaving age is:

1. the age at which the child completes Year 10 of secondary education (subject to participation listed below), or
2. the age of 17 years, whichever first occurs.

A child who completes Year 10 of secondary education but who is below the age of 17 years is of compulsory school age unless the child participates on a full-time basis in

1. approved education or training, or
2. if the child is of or above the age of 15 years - paid work or a combination of approved education or training and paid work.

Purpose

The purpose of this policy is to show that the school is meeting the legislative requirements of student enrolment at Hunter Christian School.

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) requires the school to provide a safe and supportive environment by maintaining a student enrolment register.

Policy Statement

Hunter Christian School will uphold the NSW Education Act (1990), with explicit notice of Section 22 Education Reform Act 1990.

Throughout this policy, unless the context requires otherwise, a reference to parents includes guardians or caregivers or any other person who has applied to have a child entered on the waiting list or enrolled at the school and, where the child has only one

parent, means that parent.

1. Applications for enrolment may be made at any time by the parent of students to commence at Hunter Christian School.
2. Students enrolling in Kindergarten at Hunter Christian School must be five years of age on or before 31 March (unless special consideration has been granted by the Principal).
3. The school will base any decision about offering a place to a student on:
 - 3.1. Family relationship with the school:
 - 3.1.1. sibling of a current or ex-student.
 - 3.1.2. either parent attended the school.
 - 3.1.3. child of a staff member of the school.
 - 3.1.4. they hold attitudes, values and priorities that are compatible with the school's ethos.
 - 3.2. The student:
 - 3.2.1. the contribution that the student may make to the school, including the co-curricular activities.
 - 3.2.2. the student's reports from previous schools or prior to school service e.g. the NSW Department of Education's Transition to School Statement.
 - 3.3. The school:
 - 3.3.1. ability to meet the special needs or abilities of the student.
 - 3.4. Other considerations
 - 3.4.1. Order of receipt - when the application to enrol is received by the school.
4. The school will meet with the parent/s and the student before offering a place.
5. The school has absolute discretion in determining the weight of each of the factors it takes into account in determining whether to offer a place for the student.
6. Continued enrolment at the school is dependent upon the student making satisfactory academic progress, attending consistently, upholding the ethos of the school, and the student observing all behavioural codes of conduct and other requirements of the school which the school deems appropriate.
7. Continued enrolment at the school is also dependent upon the parents continuing to support the enrolment contract, uphold the ethos of the school, commit to honouring fees, and observe the parental codes of conduct throughout the duration of the child's education.

Procedures

Before applying for enrolment parents should read:

1. the enrolment policy;
2. the current fees schedule; and
3. the terms and conditions of enrolment.

All documents are available on the school's website or can be sent to families on request.

New Enquiries

The Family Engagement Team will provide enquiring prospective parents:

1. information about the enrolment process;
2. an invitation to attend a school tour; and
3. an invitation to complete an application for enrolment form which includes a copy of the statement of faith and conditions of enrolment.

Applications for Enrolment

All applications for enrolment must be:

1. via the school's official application form;
2. signed by the parent/s;
3. lodged with a non-refundable application fee of \$250, paid online via credit card when the application is lodged.

The following documentation is requested to be included in the child's enrolment application:

1. completed enrolment application form (signed by parents);
2. the \$250 non-refundable enrolment application fee paid;
3. a copy of the child's birth certificate or passport (and current visa confirming student citizenship or permanent residency status, if applicable). Note: Hunter Christian School is not CRICOS accredited and cannot accept applications from international students;
4. a copy of an immunisation certificate (or notification in writing that the child is unimmunised);
5. copies of the child's last two school reports (if applicable);
6. latest NAPLAN results (if applicable);
7. any relevant medical, psychological or other reports about the child (if applicable); and
8. any other information about the child which the school considers necessary.

Once an application is received, the Principal or delegate will consider it based on the school's enrolment policy criteria.

Entry into Kindergarten

Children need to turn 5 on or before 31st March of the year they enter into Kindergarten. All children must undertake a readiness-for-school assessment conducted by the Discovery Team or delegate. If parents have already indicated specific learning needs, an alternative and/or additional assessment process may be required.

For those who do not turn 6 until after the end of the fourth term of the proposed year of entry, and who are assessed as being not yet ready for school, the Principal may require an additional assessment process to be undertaken to determine whether or not the child has specific learning needs. The Principal reserves the right to defer the enrolment to the following year.

In respect of any prospective enrolment, the school reserves the right to have members of its staff visit the child's preschool or early intervention centre to more accurately assess the learning needs of the child.

Assessment

The school may undertake standardised assessment testing at a time determined by the school after an enrolment application form has been received for a child. As part of the assessment process, the school may ask the parents to provide more information about the child.

Any assessments or reports required from non-school personnel will be at the parent's expense.

In considering all prospective enrolments, the school may ask parents to authorise the Principal or their delegate to contact:

1. the Principal of the child's previous school to obtain or confirm information pertaining to the child or the child's enrolment;
2. any medical or other personnel considered significant for providing information pertaining to the needs of the child.

Where information obtained by the school suggests a profile of wilful misconduct, illegal activities or strong anti-social behaviours that indicate that the child's enrolment at the school is likely to be detrimental to other students, the staff or the school; or the parents may not be able to meet the financial commitment required by having a child at the school, notwithstanding that the child is the sibling of a current student, the principal may decline to proceed any further with the enrolment process.

Interview

The school will at its discretion invite the parents and the student (applying to enrol) to attend an interview at the school with the Principal and/or delegate. At the interview, among other things, the school's representative will:

1. seek to establish that the expectations and commitments of the parents and the child are consistent with the ethos, vision, values, goals, policies and resources of the school;
2. inform the parents of their responsibility to the school in relation to fees and will ascertain their ability to afford the fees.

Offer

At the satisfactory conclusion of the enrolment process, the school may make an offer to the parents to enrol the child. If the school makes an offer of enrolment or conditional offer of enrolment the parents must within 14 days of receiving it:

1. sign the conditions of enrolment which confirms acceptance by the parents of the conditions of enrolment;
2. complete an enrolment acceptance slip.

The school must be informed of any change of address or contact details after an offer (or conditional offer) of enrolment is made.

Any questions concerning enrolment should be referred to the Family Engagement Team at the school.

Failure to reply within the required time may result in the offer being withdrawn and re-offered to another child waiting for entry to the school.

Register of Enrolments

The Family Engagement Team on behalf of the Principal maintains a register of enrolments that includes the following information:

1. student's name, date of birth and gender;
2. name and address of parent(s)/guardian(s);
3. date of enrolment and, where appropriate, the date of leaving the school and the student's destination;
4. students older than six (6) years, previous school or pre-enrolment situation;

The register of enrolments is retained by the Family Engagement Team for a minimum period of seven (7) years before archiving.

Change of Year of Entry

Parents may request to change the year of entry for a student. Such requests must be in writing to the Principal and approval is at the discretion of the Principal or delegate. If a change of year of entry is approved, the student's name returns to the list for the new year of entry, retaining the initial application date. The assessment process, including the interview, may recommence. If the enrolment fee has been paid, it does not need to be paid again.

Waiting Lists

The Principal is responsible for the maintenance of waiting lists for entry to the school. Entrance to the school is normally in Kindergarten. Entrance at other year levels is limited to vacancies that may occur from time to time. Entrance may be accommodated at any time throughout the school year depending on circumstances. Names of children will be entered on the appropriate waiting list only once they have successfully completed all required stages of the enrolment process.

Failure to provide all required information may result in the school declining to enter the child's name on the appropriate waiting list and may also result in the school declining or delaying the child's enrolment.

School Reserves Rights

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

The school reserves the right (in line with the school's enrolment policy) to determine if/when:

1. the Principal or delegate will conduct an interview with parents and the student applying for enrolment, at which the parent's expectations and the student's needs will be discussed.
2. the school will adopt other procedures as a part of the enrolment process e.g. meeting with the School Accountant.
3. the school makes an offer of enrolment; and/or
4. the school makes a conditional offer of enrolment; and/or
5. the school declines to make an offer of enrolment; and/or
6. a child's name will be placed on a waiting list and if an offer will be made when a place becomes available; and/or
7. the school will reconsider an application not more than two years prior; and/or

8. the school will withdraw an offer of enrolment.

The school also reserves the right to terminate an enrolment where the parents have not declared or have withheld known information pertaining to their child's needs.

The school reserves the right to determine the appropriate year of entry for each student.

Disability

While the school will not suit all children, there is no reason in principle that children with disabilities cannot be eligible to enrol. Indeed, the school has since its inception enrolled students with disabilities. Please refer to the Schedule – Disability for the school's policy regarding disability. The school will follow this policy when assessing an application for a child with a disability.

Student Withdrawal

Parents are required to provide one full term's notice of a student's withdrawal from the school in writing to the Principal. Failure to provide a full term's notice will incur the charge of one full term's fees (per student) in lieu of notice. This notice must be given prior to the commencement of the student's last term of attendance.

Before a student's last day of attendance and to comply with government guidelines, parents must provide a student's destination e.g. 'new school' details. Where the destination of a student below seventeen (17) years of age is unknown, the school will refer this matter to the Department of Education and School Liaison Officer. The Family Engagement Team will provide details including the student's full name, date of birth, last known address, last date of attendance, parent's names and contact details, an indication (if known) of a possible destination and any other information that may assist to locate the student, and any known work health and safety risks associated with contacting the parents or student. This information is also recorded on the student record.

Schedule - Disability

Relevant Legislation

1. Disability Discrimination Act (1992);
2. Sex Discrimination Act (1984);
3. Racial Discrimination Act (1975);
4. Anti-Discrimination Act (1991).

These Acts make it unlawful to discriminate against a person on the grounds of their disability, sex, or race by refusing to enrol them at the school. The school is committed to

fulfilling its obligations under the law in its enrolment policy.

Definition

Disability, in relation to a child, means:

1. total or partial loss of the child's bodily or mental functions; or
2. total or partial loss of a part of the body; or
3. the presence in the body of organisms causing disease or illness; or
4. the presence in the body of organisms capable of causing disease or illness; or
5. the malfunction, malformation or disfigurement of a part of the child's body; or
6. a disorder or malfunction that results in the child learning differently from a child without the disorder or malfunction; or
7. a disorder, illness or disease that affects a child's thought processes, perception of reality, emotions or judgment or that results in disturbed behaviour;
8. and includes a disability that:
 - 8.1. presently exists; or
 - 8.2. previously existed but no longer exists; or
 - 8.3. may exist in the future (including because of a genetic predisposition to that disability); or
 - 8.4. is imputed to a person.

To avoid doubt, a disability that is otherwise covered by this definition includes behaviour that is a symptom or manifestation of the disability.

Disability Policy in the Enrolment Process

Where a child has declared education support needs or a disability or other information has come to light indicating a possible need for education support services or for some measures or actions to assist the child to participate in the school's courses or programs or to use the school's facilities or services, the school will make an initial assessment of the child's needs. This will include consultation with the child and/or the child's parents. In addition, the Principal may:

1. require the parents to provide medical, psychological or other reports from specialists outside the school;
2. obtain an independent assessment of the child.

Where information obtained by the school indicates that the child has a disability, the Principal or delegate will seek to identify the exact nature of the child's needs and the strategies required to address them. Having obtained this information, the Principal will determine whether the child, if enrolled, would require some measures or actions to assist the child to participate in the school's courses or programs or to use the school's facilities

or services that are not required by students who do not have the child's disability. Where the Principal determines that the child would require some such measures or actions, the Principal will seek to identify whether those measures or actions required are reasonable in that they balance the interests of all parties affected. In assessing whether a particular measure or action for a particular child is reasonable, the Principal will have regard to all the relevant circumstances and interests, including:

1. the child's disability;
2. the views of the child or the child's parents about:
 - 2.1. whether the particular measure or action is reasonable;
 - 2.2. the extent to which the particular measure or action would ensure that the child was able to participate in the school's courses or programs or to use the school's facilities or services on the same basis as a child without the disability;
3. the effect of the adjustment on the child, including the effect on the child's:
 - 3.1. ability to achieve learning outcomes; and
 - 3.2. ability to participate in courses or programs; and
 - 3.3. independence;
4. the effect of the particular measure or action on anyone else affected, including the school, its staff and other students;
5. the costs and benefits of taking the particular measure or action.

The school will take measures and actions that are reasonable but will not necessarily take measures or actions that impose unjustifiable hardship on the school. In determining whether taking the required measures or actions, even though they are reasonable, would impose unjustifiable hardship on the school, the Principal will take into account all relevant circumstances of the case, including:

1. the nature of the benefit or detriment likely to accrue or be suffered by any persons concerned (including other students, staff, the school, the child, the family of the child, and the school community); and
2. the effect of the disability of the child; and
3. the school's financial circumstances and the estimated amount of expenditure required to be made by the school; and
4. the availability of financial and other assistance to the school.

Where the Principal determines that the enrolment of the child would require the school to take unreasonable measures or actions to ensure that the child is able to participate in the school's courses or programs or to use the school's facilities and services, on the same basis as a student without a disability, or would cause unjustifiable hardship, the Principal may decline the offer of a position or defer the offer.

Summary of Student Welfare and Discipline Policies

Each student at Hunter Christian School should have the freedom to develop spiritually, academically, socially, and emotionally. Each student needs to know that he or she is safe, and to be treated with respect and dignity and to learn without interference from other students. These principles are incorporated into the various policies and procedures of the School.

The discipline strategies and structures outlined in the School's Student Welfare and Discipline Policies are designed to encourage student ownership of self-disciplined, responsible, and mature behaviour so as to prevent students from interfering with their own and other students' education. It is recognised that, although behaviour itself is not necessarily an indicator of the 'heart' of the student, it is believed that these discipline strategies and structures will help our teachers provide just and fair discipline while also allowing provision for God's mercy and grace.

Hunter Christian School seeks to work in partnership with our parents in their God-given responsibility of nurturing and disciplining their children. Communication with parents is a vital ingredient of the Discipline Procedure and it is in the co-operation between school and home that our students can be better guided towards positive behaviour. The principles of our policies can be summarised as working together to disciple (train and nurture) students who need attention to their response to authority and respect in relationships, for the building up our community and to prepare students for regulating their own behaviour in a range of contexts.

The refinement of Sentral behaviour data allowed wellbeing staff to assess trends and challenge areas for school culture. This paved the way for a more targeted and specific approach to discipline and wellbeing and is shaping our procedures for future development in this area.

In Semester 2 a behaviour taskforce was established by the Principal with the following goals:

1. to review our approaches to student management
2. to review best practice approaches
3. to establish new procedures in the area of student behaviour management and anti-bullying pathways

Towards the end of year to best support these innovative approaches, new role descriptions and staff appointments took place to ensure that our student management is a key focus of leadership throughout the school.

Changes to Policies

Enrolment Policy, Terms and Conditions of Enrolment; the Student Welfare and Discipline Policies in their current full-text version are displayed on the school website: www.hunterchristian.nsw.edu.au/about/policies.

Attachments

Confession of Faith

We believe in the Divine inspiration, the infallibility and supreme authority of the Old and New Testaments in their entirety and that the Holy Spirit so moved the writers that what they wrote are authoritative statements of truth for all matters of faith and conduct, and are the basis of faith, belief and conduct for this Christian community.

We believe that there is one God in whom there are three equal Divine Persons, revealed as the Father, the Son and the Holy Spirit, and who of His own sovereign will, created the heavens, the earth and all that is contained within the universe.

We believe that the Lord Jesus Christ is the eternally existing, only begotten Son of the Father, conceived by the Holy Spirit and born of the virgin Mary. As God He became flesh and dwelt among us: as man He was God.

We believe that all men are in a fallen, sinful and lost condition through the rebellion of Adam and Eve, who were created without sin, and in this state of depravity are helpless to save themselves and are under the condemnation of God to eternal punishment in Hell.

We believe that salvation from the penalty and consequences of sin is found only through the substitutionary, atoning death and resurrection of the Lord Jesus Christ.

We believe that it is the Holy Spirit alone who convicts men of sin; leads them to repentance; creates faith within them and regenerates and fills those who believe on the Lord Jesus Christ as Lord. It is the indwelling Spirit who bestows the Gifts of the Spirit and manifests the fruit of the Spirit in the believer.

We believe Christ died for our sins, was buried and on the third day rose from the dead; that he appeared to men who touched Him and knew His bodily presence and that he ascended to His Father.

We believe that the Lord Jesus Christ will return in person with His saints and that the full consummation of the Kingdom of God awaits His return.

We believe those who have been regenerated by the Holy Spirit will receive a resurrection body at the return of Jesus Christ and be forever with the Lord, while those who have not believed will be resurrected to stand at the judgement seat of God to receive His judgement and eternal condemnation to Hell.

We believe in the actual existence of Satan who is the father of all evil and opposed to God although ultimately subject to the purposes of God and destined to be confined forever to Hell.

We believe the Church is the Body of Christ composed of all believers in the Lord Jesus Christ, which finds its visual manifestation in the local community of believers and ministers through the co-operative exercise of God-given gifts by the entire membership. Each local community of believers is competent under Christ as Head of the Church to order its life without interference from any authority whether civil or ecclesiastical*

We believe there are two ordinances instituted by the Lord Jesus Christ: Baptism by immersion of all believers as a prerequisite for church membership; * The Lord's Supper, which is a memorial and proclamation of the Lord's death until He returns.

We interpret and apply this statement of faith as conservative, protestant, evangelical Christians.

* Variations of these clauses will be accepted to allow for different convictions about these two beliefs.*

Vision Statement

At Hunter Christian School our vision is to empower every student to influence their world through enriched learning, enhanced resources and Christ-like service.

Mission Statement

Hunter Christian School ignites learning through Biblical foundations and grows young people in a life of hope, purpose and influence.

Values Statement

At Hunter Christian School we are:

- Christ Centred
- Community Contributors
- Inspirational Influencers
- Serving Authentically



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SCHOOL

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