



HopePoint
CHRISTIAN SCHOOL

In Spirit and Truth

ANNUAL REPORT 2022



TABLE OF CONTENTS

A MESSAGE FROM KEY SCHOOL BODIES

Page 2 Board Chair

Page 3 Principal

CONTEXTUAL INFORMATION ABOUT THE SCHOOL AND CHARACTERISTICS OF THE STUDENT BODY

Page 4 School Profile

STUDENT OUTCOMES

Page 4 Naplan 2022

Page 4 Teacher Professional Learning

Page 6 Workforce Composition

Page 7 Student Attendance and Management of Non-Attendance

Page 8 Enrolment Policies

Page 9 Other Policies

Page 10 School Determined Improvement Targets

Page 11 Initiatives Promoting Respect and Responsibility

Page 11 Parent, Student and Teacher Satisfaction

FINANCIAL INFORMATION

Page 12 Income

Page 12 Expenses

BOARD CHAIR

I am pleased to present to you the Annual Report for HopePoint Christian School. The School has been a light to our community for over 40 years. 2022 was a year of transition as we prepared for the next Chapter of our school's story. We undertook a significant restructuring of the school's leadership and began the strategic planning process for the development of the school. Term 4 was spent in consultation processes with parents, teachers, students and Board members within our community to help create growth pathways for the future.

The role of the Board is to effectively represent and promote the interests of the School to add long-term value to the School as an educational enterprise. The Board is responsible for setting and reviewing the strategic direction of the School as well as monitoring the implementation of that strategy by management. It is responsible for appointing the Principal and monitoring performance; establishing the vision and strategic direction of the School; supporting the School Executive and management in implementing that vision and strategic direction and ensuring that the resources necessary for achieving those goals are available.

In 2022, this was evident in how the Board navigated the smooth transition of the school leadership and continued to provide spiritual and pastoral support to the School. The School Board comprises volunteers representing the parent body, the Church and the local community. This year our Board underwent some changes. Cristian Tobar, our Board Chairman, resigned, and we farewelled Kate Theodore from the school board. We are very grateful for their service to our school board and community and thankful that Cristian has agreed to remain on the Board as a director. According to our school constitution, the Senior Pastor of HopePoint Church is to be the Board Chairman, or they can appoint a representative in their place. Ps Warren appointed me (Ps Rebecca Tobar) to fulfil the vacated role at the end of Term 3.

For the first half of 2022, the school's day-to-day operations were led by Mr Gary Brummell, as he fulfilled the role of Interim Principal. He was integral in stabilising the school environment after the Pandemic and assisting in navigating and mentoring the emerging school leadership team, preparing for the transition. His expertise in school management was a great asset and support to the Board and the school executive team. In July, Mr Joe Britton was appointed as the School Principal and after a term handover, he began his tenure as the HPCS School Principal in Term 4. Mr Britton has brought great enthusiasm to the role, determination to see the school progress and a commitment to collaboration across the HopePoint Campus. This has been reflected in the strong enrolment growth, with waiting lists occurring in several classes and the highest enrolment numbers in over 20 years. We ended 2022 with 138 students, and to date, this has increased to 161 students.

We upgraded some of our facilities this year, including our new sensory playground, an aesthetic and flooring upgrade to the administration block, landscaping improvements and furniture purchases. We are looking at ways to improve our buildings and facilities again and have plans already in place for new flooring in the Infants block, repairing the roof in the Infants block and new furniture in several classrooms. One of the results of the strategic plan will be the completion of a Master Plan that will guide our facilities plan for the coming years.

We ended the year with a small negative financial result with the change in Executive staff and ongoing costs relating to casual staffing. The school's cash position is very strong, so it is in a good position to meet the challenges going forward.

The Board revises all policies and procedures to ensure it meets and will continue to meet educational and financial reporting requirements per the legislation.

The School is committed to completing the Strategic and Master Plans and setting HPCS on a path for continued growth and development. We want to acknowledge our staff, led by Mr Britton and the Executive team, for their significant efforts in 2022.

PS REBECCA TOBAR

PRINCIPAL

2022 was another successful year for our school, and I am very proud of the achievements of our students.

HopePoint Christian School believes in nurturing a caring, supportive, and welcoming environment where our students can thrive. The bonds of friendship and the sense of belonging that our students feel are a testament to the dedication of our staff and the engagement of our families. It is heartening to see the positive impact that our school has on the lives of our students and the wider community.

Early in the year, the difficulties of COVID continued to linger. Mandatory isolation periods and sicknesses proved to be a challenge. Thankfully with the loosening of isolation periods and a healthy staff we were able to navigate these challenges with minimal disruption. God was indeed faithful in bringing the right people into our path and a group of casual teachers who were able to step in when required. Terms 1 and 2 also saw a record number of wet weather days and our school had to close for three days due to severe flooding.

Despite these challenges, our school continued to thrive. We enjoyed excellent results in NAPLAN testing. Our students performed at or above the national average in nearly all of the areas. Many students received the highest band across all areas. These results are a credit to the hard work of our teaching staff who have been diligently ensuring our students are given high quality learning experiences.

One of the highlights of the year was our musical production of "In the Big-Inning". It was a tremendous success, with a packed-out auditorium and outstanding performances. The talent and dedication of our students, teachers, and staff were evident in every aspect of the production, from the music to the choreography and set design. Our students' hard work and passion for the performing arts shone through.

Our students have also excelled in various sporting endeavours. They have represented our school with distinction in soccer, basketball, cross country, futsal, touch football, athletics and netball. Of particular note, was the performance of our Junior Boys touch football team who made it all the way to the semi finals of the state championship and fell short of a place in the final. A special mention to Kiril Jadroski as well; who represented the CSSA representative team in tennis.

Towards the end of the year we undertook our largest parent survey that we've done in our recent history. We are grateful for the feedback and suggestions that we received from our families, and we are committed to addressing their concerns and building on the overwhelmingly positive responses. This feedback has been invaluable as we work towards the development of a five-year strategic plan which has been underway at the start of 2023.

As we look to the future, we have created a new vision for our school that reflects our commitment to providing an exceptional Christian education that prepares our students for a rapidly changing world. Our strategic plan will guide us as we continue to build on our strengths, address areas for improvement, and pursue new opportunities for growth and development.

It is a privilege to serve as the principal of such an outstanding school. I am committed to upholding our traditions while also seeking new opportunities to enhance our programs and offerings. I want to thank my predecessors Mr Gary Brummell and Miss Linda Spence for their support and encouragement in this transition period. I'd like to thank the board for their confidence and for ensuring the school is effectively governed.

I would finally like to express my gratitude to our staff, students, and families for their dedication, hard work, and support. Our achievements this year would not have been possible without their commitment to excellence and their belief in our mission and values. I look forward to continuing to work together to achieve even greater success in the years ahead.

MR JOE BRITTON

SCHOOL PROFILE

Contextual Information

HopePoint Christian School (formerly known as Calvary Chapel Christian School) was established in 1980 at Greenacre. It moved to Georges Hall in 1989 where we enjoy sharing five acres with HopePoint Church and HopePoint Preschool. Our school caters for students from Kindergarten to Year Six, following the Board of Studies Syllabi.

HopePoint Christian's School's vision is: We are a Christian Educational Community where children flourish as their unique qualities are developed so that they live out their God-given potential.

Our mission is to grow minds, shape hearts and to develop purpose in every child. Our school values are courage, excellence, respect and kindness.

Governance

HopePoint Christian School is a member of Christian School's Australia. The School is governed by HopePoint Church, which numbers amongst its members representatives from HopePoint Church and members of the Parent Community at the school.

Characteristics of the Student Body

The School had a total of 138 students enrolled in 2022. There were approximately 67 boys and 71 Girls. We have a diverse school community with families from Chile, Brazil, Samoa, New Zealand, the Philippines, Vietnam and Australia. A total of 35% with a language background other than English.

For further details see the 'My School' website [here](#)

STUDENT OUTCOMES

NAPLAN – Literacy and Numeracy Assessments

The My School website shows the school NAPLAN results in details and demonstrates comparative data with similar and local schools.

NAPLAN for 2022 has been published on the My School website.

2022 Results

The results below illustrate the School's performance against all Australian School and also against schools with similar characteristics.

Boxes coloured green indicate areas where student results were above or well above average of all Australian students.

YEAR		READING		WRITING		SPELLING		GRAMMAR		NUMERACY	
YEAR 3		441		446		467		434		404	
Sim	All	431	438	425	422	430	418	431	433	395	400
YEAR 5		526		517		544		508		486	
Sim	All	519	510	502	484	523	505	510	499	493	488

TEACHER PROFESSIONAL LEARNING

Professional Learning undertaken by our staff in 2022 include:

- Child Protection and mandatory reporting guidelines for staff
- Effectively supporting students with specific learning needs.
- Christian Schools Australia annual conference “be transformed”
- Embedding a Christian worldview into programming
- Spelling and effective teaching of phonemic and phonological awareness
- NCCD and the effectiveness of data collection

WORKFORCE COMPOSITION

All staff are committed to the ethos, beliefs and vision of the school. All of them are active Christians. They are supportive of HopePoint Church as the sponsoring church.

The average staff attendance rate was 94%.

Teacher Accreditation 2022

LEVEL OF ACCREDITATION	NUMBER OF TEACHERS
Conditional	
Provisional	2
Proficient Teacher	6
Highly Accomplished Teacher (voluntary accreditation)	1
Lead Teacher (voluntary accreditation)	1
Total number of teachers (should be the same as reported on My School)	10

Profile of Teaching Staff Qualifications in 2022

CATEGORY	NUMBER OF TEACHERS
Teachers who have teacher education qualifications from a higher education institution within Australia or as recognised within the National Office of Overseas Skills Recognition (AEI-NOOSR) Guidelines	10
Teachers who have a bachelor degree from a higher education institution within Australia or one recognised within the AEI-NOOSR Guidelines but lack formal teacher education qualifications	
Total number of teachers	10

Full Time Equivalent Workforce

In 2022, the total full time equivalent teacher workforce was 8.7. The total full time equivalent non-teaching workforce was 9.7.

STAFF TYPE	TOTAL NUMBER
Teaching Staff	10
Full Time Equivalent Teaching Staff	8.7
Non-Teaching Staff	15
Full Time Equivalent Non-Teaching Staff	9.7

STUDENT ATTENDANCE AND MANAGEMENT OF NON-ATTENDANCE

Management of Student Non-Attendance

HopePoint Christian School has an attendance policy which sets out the processes and responsibilities of Parents, Principals and Teachers in regard to student attendance and non-attendance. Included in this policy are the following instructions to Principals specifically relating to student non-attendance:

- Principals must provide clear information to students and parents regarding attendance requirements and the consequences of unsatisfactory attendance.
- Principals must advise parents promptly when their children are absent from school without explanation.
- Principals are responsible for ensuring that accurate records of student attendance are maintained in an approved format.
- Principals must ensure that all cases of unsatisfactory attendance and part or full day absences from school are investigated promptly and that appropriate intervention strategies are implemented.

In addition, specific instructions are given for staff to manage student non-attendance as follows:

- Rolls are to be marked daily with absences recorded including partial absences.
- Absences must be identified and recorded in the attendance register.
- Unexplained absences need to be followed up and parents and/or guardians notified regarding poor attendance.
- Transfer unsatisfactory attendance information to student files after notifying their supervisor.

As a general rule, on a practical level, if a child is going to be absent or is absent from school for three or more days, the parents are required to contact the school and inform us of the reason for the absence. If a student is absent for 3 days and we have had no contact with the parent, the school will contact them seeking an explanation. This contact is recorded in the class attendance roll. When students return from an absence of any time, they are required to return with a note of explanation signed by their parent. If this is not forthcoming within one week, the parent is sent home a reminder slip.

The average student attendance rate for HopePoint Christian School for Kindergarten to Year 6 was 86%.

Unexplained absences are monitored and followed up on a regular basis by a delegated member of staff. Rolls are marked electronically in our student information system (Sentral) and messages are sent to parents requesting an explanation for the absence. The table below shows the student attendance percentage for each grade as is consistent in the government attendance reporting requirements.

YEAR	ATTENDANCE %
Kindergarten	89%
Year 1	87%
Year 2	93%
Year 3	90%
Year 4	85%
Year 5	70%
Year 6	85%
Average Student Attendance Rate	86%

ENROLMENT POLICY

HopePoint Christian School aims to provide a biblically-based, Christ-centred education primarily, to children from Christian families. Accordingly, our enrolment priorities are as follows:

1. Children who already have an older brother or sister enrolled in the school.
2. Children of families where at least one parent is a Christian who have been on the waiting list. These are processed in order of receipt.
3. Where families don't meet the above criteria, they must be able to support the ethos of the school as detailed in the School Handbook. These are also processed in order of receipt.

Prerequisites for Continuing Enrolment

HopePoint Christian School reserves the right to discontinue enrolment for any student if the following outcomes aren't met after: Failure to comply with the HPCS Fee Policy steps for payment or failure to comply with our Behavioural Policy.

Kindergarten Enrolment

Students must turn five (5) before the 30th June of the year enrolling. Students must be enrolled before they turn six (6).

Early School Entry

Many factors need to be considered for a child to be entered into school life before the prescribed entry date. At HopePoint Christian School any parent wishing to enrol their child early is required to have an interview with the Principal. Some of the areas to be discussed could include the child's social ability, preschool recommendations, the results of a psychometric assessment, the child's behaviour and attitude to learning.

Fees

An enrolment bond is to be paid in full prior to a child beginning at HopePoint Christian School. This bond is returned to the parents after the youngest child of the family leaves in Year Six or one term's notice is given of the termination of enrolment AND all outstanding fees have been paid.

Term fees are to be paid by the end of the second week of each term unless other specific arrangements have been made in writing, with the School Bursar or Principal. Other arrangements could include periodic direct debit (e.g. fortnightly payments), fortnightly or weekly cash or cheque payments. Payments can be made using credit card or PayPal through our school website www.hpcs.nsw.edu.au both of which will incur an additional 2.5% fee.

Outstanding fees, after reminders, could result in your child's enrolment being terminated.

Our school does offer the opportunity for both a family rebate and a hardship rebate if needed and if approved by the School Board. Application forms are available upon request from the front school office.

Please note that the Fee Policy was updated in 2019.

Note: All enrolments will be at the School Boards' discretion.

OTHER POLICIES

HopePoint Christian School ensures that students are provided with a safe and supportive environment.

Pastoral Care Policy

All procedures that pertain to the emotional, physical and social safety and well-being of our students are included within our Pastoral Care Policy.

These include, but are not limited to matters relating to bullying, discipline, *Student Welfare*, WH&S and Child Protection. All procedures set in place are motivated by the understanding that we are accountable to God, parents and the Government for how we disciple and care for our students. They identify issues relating to security, supervision, as well as staff and student codes of conduct. As such, our rationale and procedures demonstrate the high value we place upon our students and how we can prepare resilient young people, who will confidently take their place in Australian society.

Our Pastoral Care Policy is concerned with providing children the modelling, training and practising of skills that will assist them to lead effective and Godly lives. To this end, at the beginning of the year, all classes participate in our personal development program: *The Chosen Generation*. This program provides children with a Biblical perspective on how we should treat one another and resolve conflicts. In the third term, all classes participate in *Protective Behaviours*, a program that provides children with strategies to keep themselves safe.

Our School Vision

“HopePoint Christian School: Building, Growing, Empowering” and Core Values: Integrity, Unity and Compassion, have had an impact on our school in 2019.

Our vision encompasses every area of a child’s development at school. We desire to partner with parents in building, growing and empowering their children through:

- Building a solid foundation for our students, both educationally and spiritually.
- Growing - encouraging students to be continually growing in their knowledge, experiences and skills as well as in the ways of the Lord.
- Empowering them as they go on through their lives to be witnesses and living examples of Jesus in their environment and be prepared for any task or vocational area they choose.

The core values are to be at the centre of everything that is planned, decided, implemented and communicated. Our pastoral care to students is reliant on these being demonstrated by all those in the school community. They remind students, staff and parents of the standard of character and quality of relationships that should exist in our school. Throughout the year, students, staff and parents will be reminded of these values and how they would be manifested in various situations.

The full text of our Pastoral Care Policy is detailed within the School Handbook and is also available from the school office. The most recent update was completed in 2019.

Discipline Policy

Our school Discipline Policy is a document encouraging positive behaviours. The processes of receiving merit awards, Bravo Awards, Class Awards and any extra incentives that are attached to these are identified in the policy.

There will be times when student behaviour requires corrective discipline, but this is administered in a manner that is procedurally fair and does not include corporal punishment. We currently have levelled discipline steps that the students are placed on when intervention is needed. The students are often informed of these steps

and the important elements of the Discipline Policy during the year as it is a working policy that influences the school on a daily basis. The full text of the Discipline Policy is printed in the School Handbook and is available from the school office. This policy was updated throughout 2019.

Antibullying Policy

HopePoint Christian School does not tolerate bullying of any kind. Our school has a number of strategies in place to encourage antibullying. These include: Whole school strategies, classroom strategies and procedures for dealing with bullying. Certain behaviours are not tolerated and lead to suspension. These would be in line with the School Discipline Policy, including any physical abuse that causes serious injury to another person. If a student persists in displaying inappropriate behaviour, intervention occurs. This may include counselling or being placed on a daily social skills program. Parents and caregivers are always consulted throughout the different strategies.

The full text version of our *Antibullying Policy* can be found in hard copy form and kept at the front desk of the office for full viewing. It was last updated in 2019.

Complaints and Grievances Policy

When a member of our school community has an issue with another person, we recommend that the principles outlined by Matthew 18 be employed. The person with the complaint or grievance should approach the person who is in the best placed to rectify the situation (usually the classroom teacher). If the matter cannot be resolved, then both individuals should meet with the school principal. If this does not achieve resolution then these individuals should put their complaint in writing, addressing it to the Board Chairman. If, after this, the matter has not been resolved, then Christian Schools Australia is available to provide mediation. Whatever the dispute, we endeavour to work it through from a perspective that demonstrates respect for each other, honours God and maintains the unity of the Holy Spirit. This policy is detailed within the School Handbook and is also available from the school office. It was last updated in 2019.

SCHOOL DETERMINED IMPROVEMENT TARGETS

Achievements for 2022

- Review and implement targeted explicit instruction in both literacy and numeracy using LNAP and Covid literacy and numeracy funding
- Review adjustments for students identified as requiring and
- Ensure preparation of the new curriculum is adequately
- Review risk assessment policy and protocols
- Review effectiveness of semester reports
- Review consistency of K-6 teaching programs
- Staff development in regard to the new English and Maths syllabus commencing 2023.
- Commence a review of school facilities and future needs

Goals for 2023

- Development of the school's five year strategic master plan
- Rewriting the schools vision to reflect the unique position of the school
- Development of a school facilities plan
- Improving EALD teaching and learning
- Staff setting professional learning goals based on AITSL standards
- Increased targeted professional development for staff through the Association of Independent Schools

INITIATIVES PROMOTING RESPECT AND RESPONSIBILITY

- **“Buddy program”:** This initiative allows Years 5 and 6 the opportunity to mentor and assist a Kindergarten student settle into school and assist with their class work
- **Peer Support Classes:** Students participated in structured classes in different year groups aimed at fostering a connection with other year levels, whilst allowing our older students to lead discussions.
- **Cyber Safety:** Students participated in a program in Years 3-6 PDH that helped to foster appropriate online behaviour and strategies to ensure students are safe online.
- **Christmas Appeal:** The school partnered with Padstow Community Care and raised a considerable amount of money for homeless people. They also collected cans and non perishables to assist the organisation.
- **Devotions:** Each day our students are led in Devotions by their class teacher and take this opportunity to check in with students and ensure their positive well-being.
- **Commemoration of ANZAC day:** The school leaders led the school in a Chapel service to commemorate and remember ANZAC day.
- **Celebration of NAIDOC day:** Our First Nations students led the school in a celebration of Indigenous culture and identity.

PARENT, STUDENT AND TEACHER SATISFACTION

Parent Survey

Parents identify the school as a kind, caring and safe Christian community. Parents attributed to the clear Christian worldview, supportive staff, strong relationships that exist between families and quality pastoral care being provided to all students. Areas for feedback included the facilities of the school, opportunities for increased co-curricular and the lack of an OOSH service. Pleasingly, 95% of parents said that they would recommend the school to others and 92% of parents said that they are proud to send their children to HPCS.

Teacher Survey

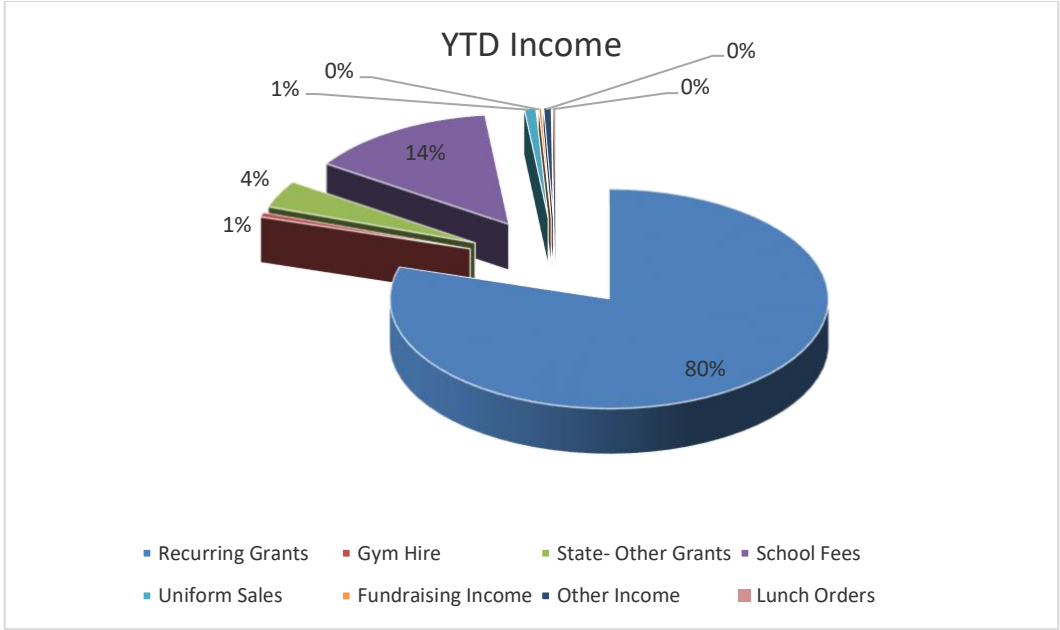
Staff were positive with the direction of the school and the staff culture. Staff commented on the fact they felt appreciated and that they have a voice in the direction of the school. The main identified area for improvement was access to professional development.

Student Survey

Students generally had positive rates of welling with 85% of students stating that they feel like they enjoy coming to school. 88% stated that they felt they had meaningful friendships with at least one other student. Students did comment that they wanted more access to co-curricular pursuits and opportunities.

FINANCIAL INFORMATION

Income



Expenses

