

Annual School Report 2024



The following report is prepared according to the School's Annual Reporting Policy and the NSW Government's Education Act. It provides general information to the community about the School's ethos and character and its performance in Academic and Financial terms. More specific information can be obtained by contacting the school directly.

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Theme 1: Our Context

From the Principal: James van Gelderen

I am pleased to present the 2024 Annual Report for Pacific Coast Christian School.

This past year has been a testament to God's faithfulness and the strength of our community. As a school, we continue to grow as an authentic Christian learning community—Christ-centred, Bible-based, and Spirit-led. This report highlights the key achievements, progress, and moments that defined 2024, and reflects our ongoing commitment to excellence in teaching, learning, and service.



Our dedicated and passionate staff once again delivered a high-quality education grounded in Christian beliefs. Their commitment to personalised instruction, innovative pedagogy, and rigorous curriculum design enabled our students to thrive academically and personally. Throughout 2024, we witnessed remarkable student growth—in knowledge and character.

Living out our faith through action continued to be a characteristic of student life. Through the Pacific Journey service-learning program, local outreach, and the Fiji mission trip, students engaged deeply with communities both near and far. These experiences helped develop empathy, compassion, and a heart for servant leadership. The Fiji mission trip was a particular highlight for students and staff, and it was pleasing to see our partnership with Vitogo District School in Fiji grow stronger.

Our tradition of hosting international guests flourished again in 2024. We welcomed several overseas school groups for short-term study tours. These visits gave our International Student Ambassadors the opportunity to shine as cultural hosts and buddies, demonstrating hospitality, leadership, and Christ-like love in action. Pacific Coast is part of a large gathering of Christian Educators who share our heart for seeing lives changed by God so that young people can go out and serve in His world. It was exciting to host educators from some of our Sister Schools in Hong Kong. These cross-cultural exchanges enriched both our visitors and our school community—reminding us that loving others well is a powerful testimony of our faith.

Strengthening partnerships remained a priority throughout 2024. We were blessed by the involvement of parents, alumni, local churches, and community members who contributed to a wide range of activities, including:

- Parent learning sessions
- Community prayer breakfasts
- Harmony Day
- Community celebrations

A particular highlight from 2024 was the outdoor movie night. This was a wonderful evening where our school community came together to enjoy a relaxing night under the stars.

A significant highlight of the year was our school musical, *The Little Mermaid*. Performed across two sold-out nights, the production showcased the exceptional talent, dedication, and creative spirit of our students. Participation in the musical developed valuable life skills—teamwork, time management, public speaking—and gave students a joyful space to express their creativity. It was more than a performance; it was a celebration of community and the arts and will be remembered fondly for years to come.

The Waratah Project continued to enrich our commitment to educational equity and cultural respect for our Aboriginal and Torres Strait Islander students. In 2024, the Project team led initiatives including:

- A moving NAIDOC Week celebration,
- Community BBQs and Elders' morning teas,
- Attendance at Waratah events across NSW

These events deepened relationships in our community and promoted mutual learning, understanding, and respect.

Construction on the Performing and Creative Arts Building progressed rapidly throughout 2024 and was completed in November. Students and staff were excited to use the Building for:

- Specialist classrooms for Music, Visual Art, and Drama,
- Individual and group music practice rooms,
- One Maker Academy lessons
- Collaborative spaces to nurture artistic excellence

We eagerly anticipate the impact this new space will have on student creativity and expression in the years to come.

As we reflect on 2024, we do so with gratitude and hope. I wish to sincerely thank our Staff, Parents, Students, and Wider Community for your unwavering support, encouragement, and trust. Most of all, we give thanks to our Heavenly Father, whose grace and provision continue to guide our school. We step into 2025 full of faith—ready to act justly, love mercy and walk humbly with our God.



From the Executive Principal: Dr E J Boyce



2024 has seen continued significant interest by the parents of the **Pacific Coast Christian School** community as they perceive that the school is a safe place for their children and a place where a variety of learning activities is normal both for student with strong academic capacity and those with other practical ways of learning. The school continues to excel in sport of various kinds and in using the local environment as a place beyond the school boundaries for further learning such as the beaches of the area. Additionally, Pacific Coast Christian School has engaged in acts of service throughout the local community and far beyond including involvement in mission in the country of Moldova in 2024.

During 2024 **Pacific Online Christian School** experienced dramatic growth in numbers of students as the school catered for the needs of students from remote areas and also students with challenges in subjects that they could take in their schools and also students suffering from anxiety. Accompanying that growth in the number of students was the need to employ new staff, both administrative and teaching.

Throughout the year Pacific Online Christian School experienced a growth in cultural understanding and cultural expression. The feedback from parents and students was particularly strong regarding the ways in which the school met the needs of the children.

We look forward to continuing growth in this school with a continuing real interest by the wider community with their children being involved. The calibre of student performance continues to be admirable.

From the Board Chair: Mr Mark McCrindle

This Annual Report of the Pacific Group of Christian Schools gives a great snapshot in numbers, finances and reports of a system of ten thriving schools. Growth is an evident theme in all of this, from student enrolments and building programs to the financial wellbeing of our schools for which we are thankful to God. It is interesting to note that many of our schools are located on land that once was used for farming. Land that was once cultivated to grow trees which produced fruit is still being used to grow things: now children, nurtured and sustained by the Living Water, that they might be fruitful.



We trust that this report gives you an overview of our schools and an insight into the character of our communities, summed up in the name of this group: Pacific. Pacific comes from the Latin word for Peace the true source of which comes from Jesus who said: "Peace I leave with you, my peace I give you" (John 14:27).

From the school Captain: Noah Robbie

As the 2024 School Captain of Pacific Coast Christian School, I was fortunate to have countless opportunities to serve my community and help bridge a gap between staff and students. Being able to work alongside a student council with other Year 12 students allowed for many creative minds to explore how we could make a difference in how we can foster a sense of community at Pacific Coast.



The leadership team had been given the chance to run student-led chapels. These chapels allowed us to share the message, with other fellow students in an engaging and relatable way, helping students understand that a relationship with Christ is not only something adults have. Whilst we often had to tackle a tough crowd, having a council of students getting directly involved in event organising allowed for stronger dialogue between grades. Throughout chapels and assemblies, I had also had the opportunity to hold Welcome to Country, which helped me feel more connected to culture and land, something which I feel most honoured to be able to do.

Events such as the colour run, also allowed us to foster a stronger sense of relation across grades and could help foster a vision of how student leadership teams engage with students and staff. Organising events, for students, by students, helped us demonstrate how good leadership is not just authoritative decision making, but active, inclusive and community-driven work.

Weekly meetings with staff members such as Mrs Lyndall Coulthart, as well as the opportunity to speak with Mr James van Gelderen, drastically helped foster a stronger sense of dialogue between students and teachers. These meetings allowing for opportunities to propose ideas and improvements to daily life at Pacific Coast Christian School, further allowing students to have a voice in the school's development.

These experiences have helped every single one of us grow and flourish as human beings. Learning new skills, such as public speaking and event organisation, and allowing us to explore how to develop and grow a strong sense of community. I am extremely grateful for the opportunities Pacific Coast Christian School has given me.

Thank you.

About our School

Pacific Coast is a transdenominational Christian School that has been in operation since 2008.

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

We are committed to authentic Christianity, to excellence in education and to genuine community.

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

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

Characteristics of our student body

In 2024, our school catered to students from Prep to Year 12. Located in Tweed Heads, NSW, our campus serves a diverse student community. Many students commute to school on buses, which travel as far north as Robina in QLD and as far south as Pottsville and Murwillumbah in Northern NSW.

The total enrolment for 2024 was 631 students, distributed as follows: -

Junior School: 260 students

Middle School: 234 students

Senior School: 137 students

The gender distribution across the school is approximately equal, with the number of boys slightly less than girls. Our students represent 15 different cultural backgrounds.

Priority Areas for School Improvement

Strategic Objective 1

TEACHING: As a relational activity that engages a school community to know God and His Word.

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

Strategic Objective 2

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

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

Strategic Objective 3

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

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

Strategic Objective 4

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

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

Our Initiatives Promoting Respect and Responsibility

At Pacific Coast, we embrace the SERVE model, which encompasses five core values:

Safety, Effort, Respect, Volunteer and Excellence.

Using our SERVE model, we encourage students to use their God-given gifts to serve our school community, local community, and our Nation and world through mission opportunities. Serving others helps our students to become responsible global citizens, developing leadership, courage and empathy.

Photo below of Pacific Coast Christian School



Pacific Online Christian School – a campus of Pacific Coast Christian School

From the Principal: Rowan Garner

As we reflect on 2024, I give thanks for the ways God has led and sustained our community. It has been a year marked by courage, connection, and grace. At Pacific Online Christian School, the PGOCS 2024 theme—Hope with Kindness—has been lived out each day in our interactions, our learning, and the way we have supported one another through the ups and downs of life and learning. As an Online Christian school, our hope to build a faithful and connected community has only deepened, and I have been continually reminded that distance is no barrier to genuine care, shared purpose, and spiritual growth.



This year we celebrated a defining moment in our school's story—the graduation of our first Year 12 class. These students have journeyed with us through the final stage of schooling, and their resilience, commitment, and character have left a lasting legacy for our community. Their graduation was not just an academic achievement, but a powerful symbol of what is possible when students are nurtured in a community of faith, encouragement, and high expectation. The graduation and presentation event was a particularly special time to honour their achievement, reflect on God's work in their lives, and look forward to what lies ahead.

Throughout the year, Experience Days continued to be a highlight for both students and families. These gatherings offered space for practical shared learning, laughter, and memorable moments—whether through science practicals, sports events, or simply the joy of meeting together in person. One of the most memorable contributions came from guest speaker Russell Boyce, who engaged families during Science Week with deep insights, particularly for our physics students!

We saw our students grow not only in knowledge but in understanding of God's love, with many stepping forward to serve others in quiet but powerful ways. Whether it was encouraging a peer, participating despite illness, or showing up with joy after personal challenges, these stories were woven through our year as reminders of God's grace at work in the lives of our young people. The diversity of experiences this year was truly remarkable. For those who could not be there in person, all events were live streamed so that the wider school community remained united and engaged.

In every stage of learning, from year 7 through to 12, students have been encouraged to grow in understanding and faith. Our Stage 4 programs were strengthened with new resources and supports, helping younger learners flourish in their transition to high school. Senior students continued to pursue courses in a wider range of areas, including many doing TVET and SBAT options. We have seen growth in engagement of students with many demonstrating thoughtful analysis, perseverance, and a desire to contribute meaningfully to class discussions and assignments. The academic development we've witnessed has been underpinned by a commitment to understand each student's unique learning story, supported by our dedicated teaching and support staff.

One of the exciting this year has been seeing students reflect on what it means to live out Biblical perspectives in their learning. As part of our regular devotions and pastoral care, students were invited to consider how Christ's love shapes the way we treat one another, pursue truth, and respond to challenge. We continue to see the fruit of a growing community that makes space for questions, kindness, and growth.

This year it was also encouraging to see some students represent the school in sports such as horse riding or mountain biking. It has also been wonderful to celebrate the achievements of our students in sports beyond the school, with students participating in high level Tennis, Gymnastics, soccer to name a few. These moments gave students opportunities to step outside their comfort zones and build confidence and friendships in a unique and safe environment.

Our staff team undertook many different training opportunities together this year, of note, was the whole staff completing the ETLS program as well as completing professional reading together. The teaching team continue to train and develop resources inspired by the Transformation by Design framework.

As we look forward, the journey of Pacific Online Christian School continues to unfold. Plans are underway to further develop our senior programs, strengthen our parent engagement through tools like Canvas, and pursue formal recognition as a separate school under the Australian Education Act. These steps will enable us to serve more families and build on the foundation that has been so faithfully laid.

We remain committed to being to be a Christ-centred, digitally connected, and community focused school. We give thanks to God for all He has done this year and trust Him with the year to come.

To our students, thank you for your courage, creativity, and kindness. To our parents and carers, thank you for your trust, partnership, and prayerful support. To our staff—thank you for your faithful service and the countless ways you give of yourselves.

As Psalm 133 reminds us, "How good and pleasant it is when God's people live together in unity." May that unity continue to flourish in our community as we carry the light of Christ into a new year.

Blessings.

Photo below of Pacific Online Christian School



From Year 12 graduate Simeon Hansen



During my time at Pacific Online, I found myself in a season of transition—moving between

countries and facing an uncertain future. I didn't have a clear vision of what lay ahead, but what I did have was a supportive community.

As I journeyed through my learning, I gradually drew closer to my peers and teachers. I came to see that the staff at Pacific Online were more than just teachers—they were exceptional role models, mentors, and friends who walked alongside me every step of the way.

My experience at Pacific Online wasn't just about academics; it was a source of inspiration. It showed me what it means to live with purpose, integrity, and grace. I'm truly grateful that I have experienced Pacific Online.

About Pacific Online Christian School

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

We are committed to authentic Christianity, to excellence in education and to genuine community.

Pacific Online Christian School is a vibrant, Christ-centred learning community that brings families together from across NSW through the flexibility and connection of online education. Our school is grounded in strong relationships, deep learning, and a shared commitment to nurturing each student's God-given potential. Every student who joins our community brings a unique story, and we see it as a privilege to journey with them—helping them discover their God-given giftings, where they're headed next, and how they can continue to grow and learn. We pursue our vision from a Biblical base by aiming to be authentically Christian, to provide quality education, and to practise Christian community that is rigorous, authentic and collaborative.

What sets our distance education school apart is the way we cultivate a strong sense of belonging through shared experiences—live lessons, experience days, and whole-school online events that bring students and families together. These moments help us see beyond the screen and understand more of the heart of each student. We believe education is not just about ticking boxes but about guiding each student toward their next steps—academically, spiritually, and personally. At Pacific Online Christian School, each student is known, encouraged, and supported as they grow in knowledge and in the hope we have in Christ.

Characteristics of our student body at Pacific Online Christian School

In 2024, our school catered to students from year 7 to 12. Our campus serves a diverse student community with students from all over NSW.

The total enrolment for 2024 was 189 students, distributed as follows: -

Year 7 - 25

Year 8 - 47

Year 9 - 47

Year 10 - 36

Year 11 - 24

Year 12 - 10

At the completion of the calendar year Our school community included 120 female and 91 male students, reflecting a slightly higher number of girls enrolled. Our school represents 11 different cultural backgrounds.

Priority Areas for School Improvement

Strategic Objective 1

TEACHING: As a relational activity that engages a school community to know God and His Word.

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

Strategic Objective 2

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

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

Strategic Objective 3

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

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

Strategic Objective 4

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

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

Our Initiatives Promoting Respect and Responsibility at Pacific Online Christian School

POCS DIGITAL DISCIPLESHIP PROGRAM

At Pacific Online Christian School, our commitment to a Christ-centered education is evident through our focus on digital discipleship. The foundational principles of our Christian faith form the core of our educational philosophy. These values guide us in creating an environment that promotes responsible learning, fosters spiritual growth, and cultivates a strong sense of community among our students. The key focus points of our digital discipleship program delivered in Pastoral care classes are listed below.

COMMUNITY MINDED

"Each of you should look out not only to your own interests but also to the interests of others."
Philippians 2:4

PERSEVERING

"Whatever you do, work at it with all your heart, as working for the Lord, not for men."
Colossians 3:23

RESPECTFUL

"Show proper respect to everyone."

1 Peter 2:17

SERVANT HEARTED

"Each of you should use whatever gift you have received to serve others, faithfully administering God's grace in various forms."

1 Peter 4:10

Theme 2: Our Outcomes and Results

Please note:

- In 2024 Pacific Online Christian School's NAPLAN data analysis has been wholly incorporated with the Pacific Coast Christian School analysis.

Student outcomes in standardised national literacy and numeracy testing

NAPLAN Testing

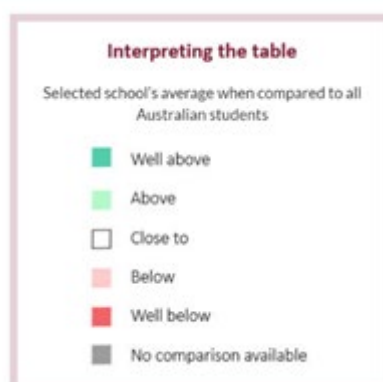
Summary of data provided in Scout of the results at the school level reports 2024

Pacific Coast Christian School students received pleasing results in the 2024 NAPLAN (National Assessment Program- Literacy and Numeracy). The school achieved results at the State average in most areas, though it was below average in a significant minority. NAPLAN provides a snapshot of student achievement in the key areas of literacy and numeracy and is used by the school along with other standardised testing, formative and summative assessment and teacher feedback to assist each student to develop key skills that they can use to honour and glorify God.

Photo below of Pacific Coast Christian School



	2023	2024			
Compare to	● Students with similar background		● All Australian students		
	Reading	Writing	Spelling	Grammar	Numeracy
Year 3	403	430	388	404	406
Year 5	489	459	465	485	481
Year 7	526	534	532	511	522
Year 9	550	558	560	540	537



This shows that PCCS is achieving at a similar rate to schools with a similar student profile in all areas except Year 9 numeracy.

The school performed above the national average for writing in Year 3 but below the national average for writing and spelling in Year 5. Our school performed below the national average for Grammar and numeracy in Year 7. Year 9 remained close to the national average across most areas only performing below the national average for Numeracy

The school also has the similar percentage (94%) of students taking NAPLAN as the national average (95%). 2024 shows similar or improved results across all Years and all domains, only Year 9 is showing slightly lower results in Grammar and numeracy than 2023, against similar schools.

The Year 3 cohort remained close to the achievement of similar schools in all areas. Year 3 results have become more stable in recent years, and there are no longer any areas that are 'below' or 'well below' similar schools.

The strongest domain is writing.

The Year 5 cohort remained close to the achievement of similar schools in all areas. Year 5 results have become more stable in recent years, and there are no longer any areas that are 'below' or 'well below' similar schools.

The strongest domain is reading.

The Year 7 cohort remained close to the achievement of similar schools in all areas. Year 7 results are generally stable, but they have declined slightly in all areas except writing. There are no longer any areas that are 'below' or 'well below' similar schools.

The strongest domain is writing.

The Year 9 cohort remained close to the achievement of similar schools in all areas except numeracy, which is below the achievement of similar school populations.

The strongest domain is spelling.

A detailed summary of the NAPLAN data is available through the My School's Website <http://www.myschool.edu.au/>

The granting of Records of Student Achievement (RoSA)

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

In Year 10, the RoSA grades are allocated by the school using school-based assessments and aligning student performance with the Course Performance Descriptors. The school-based assessment schedules are issued to students in a Year 10 Assessment Handbook.

On the completion of the Year 11 Preliminary Course, students will be given a Preliminary Course Grade. The grades allocated will be in line with the Preliminary Common Grade Scale and based on student performance in their School Assessment Program. The School based assessment schedules are made available to students in the Preliminary Assessment Handbook. Students who leave at the end of the Preliminary Course are entitled to apply for a Preliminary RoSA. Students who leave the school prior to the completion of the HSC will also be offered the opportunity to complete the Literacy and Numeracy tests offered by NESA. From 2020 a minimum literacy and numeracy standard must be achieved by students to receive a Higher School Certificate. Students will be provided with opportunities to meet these standards in the Year 9 NAPLAN testing and subsequent online literacy and numeracy testing.

Results of the Higher School Certificate (HSC) (secondary schools only)

Congratulations to each of the 35 students of the 2024 cohort who completed their HSC at PCCS and POCS.

Of these students, 10 were full time students with Pacific Online and the remaining 25 students were full time students with Pacific Coast.

Across both campus', a total of 29 HSC courses were offered to students, including 5 Life Skills courses and 3 internal VET courses.

Our students also accessed 4 extension courses – Science Extension, History Extension, English Extension 1 and Maths Extension 1.

Number of students who completed HSC subjects

35 students total (full time)

- o 10 students POCS
- o 25 students PCCS

POCS also offered single subject offerings to a further 15 students at other schools within the group and outside of the group schools.

Courses that had higher results

Band 6	Mathematics Extension 1
Band 5	Business Studies; Aboriginal Studies; Legal Studies; Mathematics Standard 2; Visual Art; Software Design and Development; Music 1; Sport Coaching; Early Childhood Education and Care; Modern History; Ancient History; Physics; PDHPE

Courses Undertaken

Ancient History
 Biology
 Business Studies
 Design and Technology
 Early Childhood Education and Care
 Economics
 English Standard
 English Advanced
 English Extension 1
 History Extension 1
 Hospitality
 Legal Studies
 Mathematics Advanced
 Mathematics Standard 1 & 2
 Mathematics Extension 1
 Modern History
 Music 1
 Personal Development, Health and Professional Development
 Sports Coaching
 Science Extension 1
 Software Design and Development
 Studies of Religion 1 & 2
 Physics
 Visual Arts

 English Life Skills
 Living World Science Life Skills
 Ancient History Life Skills
 Modern History Life Skills
 Visual Art Life Skills

Overview of Results

Course	Course	Students Included	Students Omitted	E.M. Mean	State E.M. Mean	School/State Variation	Z-score
Ancient History 2 unit	15020	8		66.65	72.92	-6.27	-.44
Biology 2 unit	15030	16		62.45	73.89	-11.44	-.98
Business Studies 2 unit	15040	15		68.81	73.45	-4.64	-.35
Design and Technology 2 unit	15080	4		73.30	77.25	-3.95	-.37
Economics 2 unit	15110	6		54.20	77.35	-23.15	-1.88
English Advanced 2 unit	15140	15		67.89	82.03	-14.14	-1.98
English Extension 1 1 unit	15160	2		39.15	42.42	-3.27	-.70
English Standard 2 unit	15130	19		64.97	71.40	-6.43	-.78
History Extension 1 unit	15280	3		26.67	40.16	-13.49	-2.23
Hospitality Examination (Food and Beverage)	26589	10		72.38	74.75	-2.37	-.27
Legal Studies 2 unit	15220	9		70.58	75.55	-4.97	-.39
Mathematics Advanced 2 unit	15255	4		59.45	78.43	-18.98	-1.65
Mathematics Extension 1 2 unit	15250	1		90.60	79.94	10.66	.75
Mathematics Standard 1 Examination 2 unit	15232	1		53.80	71.46	-17.66	-1.64
Mathematics Standard 2 2 unit	15236	24		63.83	71.63	-7.80	-.60
Modern History 2 unit	15270	16		66.96	75.02	-8.06	-.68
Music 1 2 unit	15290	3		84.47	81.49	2.98	.30
Personal Development, Health and Physical Education 2 unit	15320	10		67.28	74.03	-6.75	-.60
Physics 2 unit	15330	5		55.20	73.75	-18.55	-1.39
Science Extension 1 unit	15345	2		24.10	38.03	-13.93	-2.72
Software Design and Development 2 unit	15360	4		73.95	74.22	-.27	-.02
Studies of Religion I 1 unit	15370	5		32.80	38.35	-5.55	-1.03
Studies of Religion II 2 unit	15380	1		63.20	77.45	-14.25	-1.32
Visual Arts 2 unit	15400	4		81.15	81.90	-.75	-.09

Course	Name	Included Students	Omitted Students	Band 6	Band 5	Band 4	Band 3	Band 2	Band 1
15020	Ancient History	8			1	4	2		1
15030	Biology	16	1			4	6	6	
15040	Business Studies	15			3	2	9	1	
15080	Design and Technology	4	1			3	1		
15110	Economics	6				1	3		2
15140	English Advanced	15	2			9	4	2	
15130	English Standard	19	1			4	11	4	
26589	Hospitality Examination (Food and Beverage)	10	1		1	6	2	1	
15220	Legal Studies	9	1		1	3	4	1	
15255	Mathematics Advanced	4	1			1		3	
15232	Mathematics Standard 1 Examination	1	1					1	
15236	Mathematics Standard 2	24	2		1	7	8	8	
15270	Modern History	16	2		1	4	10	1	
15290	Music 1	3			3				
15320	Personal Development, Health and Physical Education	10	1		2	2	4	2	
15330	Physics	5	1		1			3	1
15360	Software Design and Development	4	1		2		1	1	
15370	Studies of Religion I	5				1	3	1	
15380	Studies of Religion II	1					1		
15400	Visual Arts	4			3	1			
Band Total					19	52	69	35	4
Course	Name	Included Students	Omitted Students	Band E4	Band E3	Band E2	Band E1		
15160	English Extension 1	2			2				
15280	History Extension	3			1	1	1		
15250	Mathematics Extension 1	1		1					
15345	Science Extension	2					2		
Band Total				1	3	1	3		

Our 2024 cohort was the first group to have gone through without doing any compressed courses in HSC and it was the first group of students to complete their HSC with students across both campus' (POCS and PCCS).

Our goals last year were to:

- Have at least one student with an ATAR above 90.
- A greater number of students achieving above 60.
- Top students to achieve Band 5 consistently.

We are uncertain of the ATAR results of all our students from 2024 and therefore are not able to confidently determine if these goals were achieved or not. However, the analysis of the bands continues to show that many of our top students are achieving Band 4's in subjects where they were expected to achieve a band 5 or above. While we were pleased with the growth in this cohort, we are looking to establish this further with our 2025 cohort.

Our goals for the 2025 cohort:

- Increased number of students in Band 5
- To see at least 3 students achieve a Band 6 result
- To have students receive offers of placements at university in their first preference

To achieve an E4 in at least one extension subject

Senior Secondary Outcomes (VET or equivalent) (secondary schools only)

In 2024 Pacific Coast Christian School and Pacific Online Christian School offered Certificate II in Hospitality, Certificate III in Sports Coaching and Certificate II in Early Childhood and Care. Further to this, many students access TVET courses externally to the school and some of the other qualifications were gained in Travel, Tourism and Events, Primary Industries and Human Services.

Theme 3: Our Staffing

Accreditation status

All teachers at Pacific Coast Christian School have accreditation with NSW Educational Standards Authority (NESA). The School currently employs teaching staff in a range of different teaching and non-teaching roles:

Level of accreditation	Number of Teachers
Conditional	3
Provisional	11
Proficient Teacher	49
Highly Accomplished Teacher (Voluntary accreditation)	0
Lead Teacher (voluntary accreditation)	0

Workforce composition

School staff 2024

Teaching staff	63
Full-time equivalent teaching staff	53.9
Non-teaching staff	39
Full-time equivalent non-teaching staff	26.2

1 teacher and 8 non-teaching staff identify as Aboriginal/Torres Strait Islander.

Staffing at Pacific Online Christian School

Accreditation status

All teachers at Pacific Online Christian School have accreditation with NSW Educational Standards Authority (NESA). The School currently employs teaching staff in a range of different teaching and non-teaching roles:

Level of accreditation	Number of Teachers
Conditional	0
Provisional	1
Proficient Teacher	17
Highly Accomplished Teacher (Voluntary accreditation)	0
Lead Teacher (voluntary accreditation)	0

Workforce composition

School staff 2024

Teaching staff	18
Full-time equivalent teaching staff	13.6
Non-teaching staff	4
Full-time equivalent non-teaching staff	2.7

Photo below of Pacific Online Christian School



Theme 4: Our Student Attendance

Student attendance rates per year level and whole school

Pacific Coast Christian School had a total enrolment of 631 students on 2 August 2024. This policy provides guidelines for enrolment. It seeks to acknowledge and continue the vision of those who founded the School as a Christian educational community - a centre of teaching, learning and serving excellence founded on Biblically based beliefs, values and behaviour.

Year	No of Students at census date	Total %
Kinder	46	96%
1	46	89%
2	40	90%
3	45	90%
4	44	92%
5	55	89%
6	48	90%
7	74	87%
8	57	88%
9	38	85%
10	42	86%
11	32	86%
12	25	84%

Description of how school manages student non-attendance

Pacific Coast adopts an attitude of close liaison with families in supervising students' attendance. Absences are noted and followed up both by phone call with the class teacher or if one week absence and by written correspondence. Long term unexplained absences are clarified with the Assistant Principal scheduling a meeting with the family to work with the family to organise Course Completion policy (available in full at the School) which requires, at the Principal's discretion, chronic non-attendance to result in the de-enrolment of the student and referral to the DET Home-School Liaison Officer for the area.

Retention of Year 10 to Year 12

There is a high value placed on education by families in the local area and within the Pacific Coast Christian School. Consequently, there are high levels of student retention for all Schools in the area.

Required retention reports cover both raw numbers between Year 10 2022 and Year 12 2024 and actual individual student retention between these points.

- 35 students completed Year 10 at PCCS in 2022. 24 students completed Year 12 at PCCS in 2024. This produces an actual retention rate of 69%.

Photo below of Pacific Coast Christian School



Student Attendance at Pacific Online Christian School

Student Attendance Rates per year level

Pacific Online Christian School had a total enrolment of 189 students on Census date. This policy provides guidelines for enrolment. It seeks to acknowledge and continue the vision of those who founded the School as a Christian educational community - a centre of teaching, learning and serving excellence founded on Biblically based beliefs, values and behaviour.

Year	No of Students at Census Date	Total %
7	25	88%
8	47	80%
9	47	87%
10	36	89%
11	24	90%
12	10	96%

Description of how school manages student non-attendance

Rolls are marked each morning during year group Pastoral Care class. Daily text messages are subsequently sent to parents for students absent with the request for their acknowledgement of and reason for the absence. If unexplained absences still exist after a week an email is sent from the administration team to follow up with parents/caregivers.

During this time Pastoral Care and class teachers are also encouraged to reach out to parents if student absence is sporadic or frequent.

Long term unexplained absences (after 3 weeks) are followed up with more formal communication to meet with Principal to discuss attendance plan. Chronic non-attendance will result in the de-enrolment of the student and subsequent report to NSW Department of Education for Home School Liaison to follow up with family.

Retention of Year 10 to Year 12

As our first year 10 students are due to graduate in 2025 - we are not yet able to provide comment on retention of year 10.

Theme 5: Our School Policies

Please note:

Pacific Online Christian School, as a campus of Pacific Coast Christian School, acts in accordance with compliance obligations arising from Pacific Coast Christian School policies. Often Procedural parts of policies contain differences required for a Distance Education School.

Enrolment policy

- [Student Enrolment Policy and Procedures](#)

Child protection policy

- Please scroll down the page to "Policies" and select the Child Protection tile required for the particular policies included.
- [Child Protection Policies](#)

Anti-bullying policy

- [Bullying Prevention and Intervention Policy and Procedures](#)

Discipline policy

- [Student Discipline Policy and Procedures](#)

Complaints policy

- [Complaints Handling Policy](#)

Photo below of Pacific Online Christian School



Theme 6: Our Community Satisfaction

In 2024 we collected data to explore the perceptions, attitudes and experiences of the School community. The results inform strategic decision-making as the school seeks to equip the School community for acts of service so they can make a difference in our world.

Parent satisfaction

"I knew I had made the best decision to send my children to your amazing school and thank you so much for being so kind and wonderful to us. I couldn't be happier nor could my children who couldn't stop telling me how nice everyone is, teachers and students and everyone at school. Bless you all!

I just wanted to email to say thank you for your kind help & advice on just how to help advice through this changing season the other day. It's so good to know that her mental, spiritual & emotional well-being will be well taken into care & consideration. We are loving being a part of this school. I'd also love to offer my services as a social media coordinator as that is my area of expertise. And would be happy to help the school navigate this growing field of communication & community if ever you need.

Typical Parent/Carer comments include:



Thank you for the high standard of care and learning that is provided.



I would like to thank the school's leadership team, they are doing important work, setting direction



Our Son has loved it here. Great Teachers, great community, a real sense of care and God's love. and vision for the citizens of the future in their now formative years, and so would like to encourage them to continue to seek guidance for the direction to lead the school and its students, and to focus on the things that matter. Thank you.

Student satisfaction

Feedback from the data collected stated that students are highly equipped in their creativity, digital literacy and in their holistic development. Almost three in five parents (57%) who were surveyed believe their children are supported extremely or very well to navigate emerging and innovative technologies. A further 42% believe their children are supported somewhat or slightly well, while only 1% believe their children aren't supported well at all. They also agree that the physical environment of their School is conducive to learning.

Teacher satisfaction

Teachers at the School have expressed great satisfaction in their roles and a strong commitment to supporting the community. They particularly appreciate the strong Christian community that the School provides.

"I am very satisfied with working at this school. The most beautiful thing is morning prayer and encouragement to work in a Christian atmosphere. I consider the time spent at work to be productive and filled with cooperation with God."

Photos below of Pacific Coast Christian School



Community Satisfaction at Pacific Online Christian School

In 2024 we collected data to explore the perceptions, attitudes and experiences of the School community. The results inform strategic decision-making as the school seeks to develop and grow a stronger community where students are known, loved and cared for.

Parent satisfaction

72.6% of parents indicated that positive learning culture was a strength of the school with comments listed below:

It has been a blessing. the teachers show great empathy and kindness. My son was struggling with school refusal, and this has been an amazing option for us.

Very impressed and pleased with what we have seen and experienced so far.

My son is very happy, and I am very happy with the school

It provides a safe and flexible environment for school that I think will be the future for many students as traditional schooling becomes a thing of the past for many

A beautiful, responsive and kind Christian community

We are very appreciative of the online education which has allowed our Child to learn at home when a physical school situation was not working for and affecting her health dramatically

I believe more people need to know about POCS

The online platform allows my child to manage their anxiety and their learning in a safe and encouraging environment.

POCS- extremely prompt communication from teachers & other staff with us; extremely supportive teachers; ALL our son's teachers have been so understanding and nurturing- we can't thank them enough...have a child with a chronic illness is tough and school (I believe) should not be a source of stress for any student... POCS has been a breath of fresh air for us and a source of calm, peace and fantastic support... so thank you

Student satisfaction

Students are also considered well equipped in holistic development (71%) and communication skills (71%), results which are both consistent with 2023 data.

81 % of stakeholders believe students are extremely/very equipped in digital literacy these results still show a high level of technological capability at the school.

More than four in five stakeholders agree student reports are informative and helpful (82%), and the School is meeting the academic needs of its students (81%). Around three in four stakeholders agree teachers motivate students to learn (78%) and that the school has high academic standards (75%).

Students are similarly equipped in many character qualities. They are considered most well equipped in adaptability (74% extremely/very equipped), their sense of empathy (69%) and persistence (65%).

Teacher satisfaction

Teachers expressed strongly that School leadership values and incorporates their input and feedback and that they enjoy coming to work each day with comments as listed below:

I think it provides a valuable niche role for many families who need a flexible online learning provider with Christ centred values. Our mode of delivery makes it different from the traditional distance education school.

I really enjoy this job. The team is made up of wonderful people who all show genuine care for each other and the school.

Really enjoy the flexibility and being included in part of a team.

Photos below of Pacific Online Christian School



Theme 7: Summary of our Financial Information

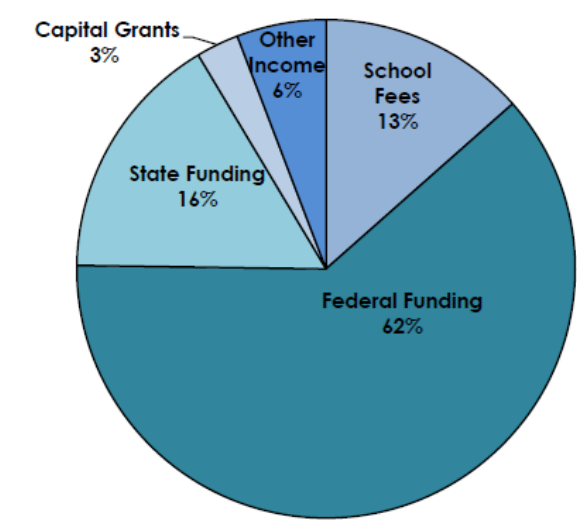
Please note:

- Pacific Online Christian School financial information is wholly incorporated with the Pacific Coast Christian School analysis.

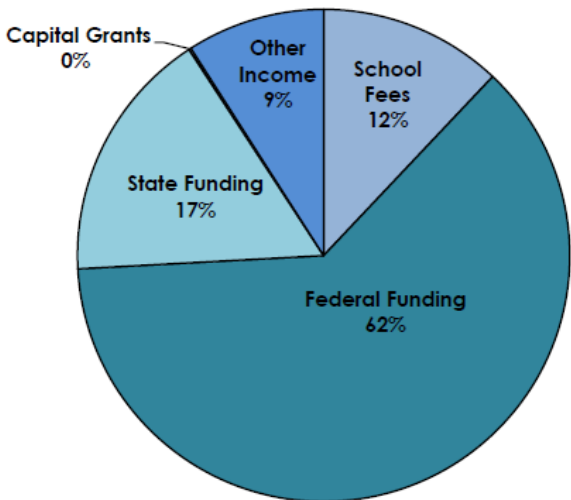
Recurrent/Capital Income

INCOME SOURCES

2024



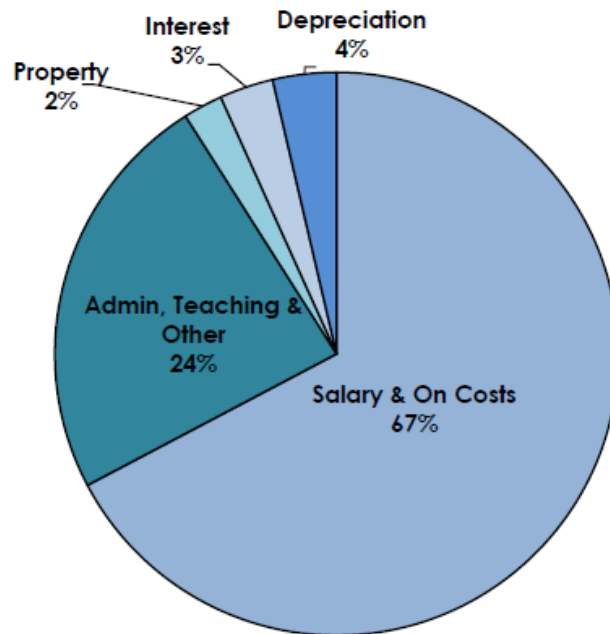
2023



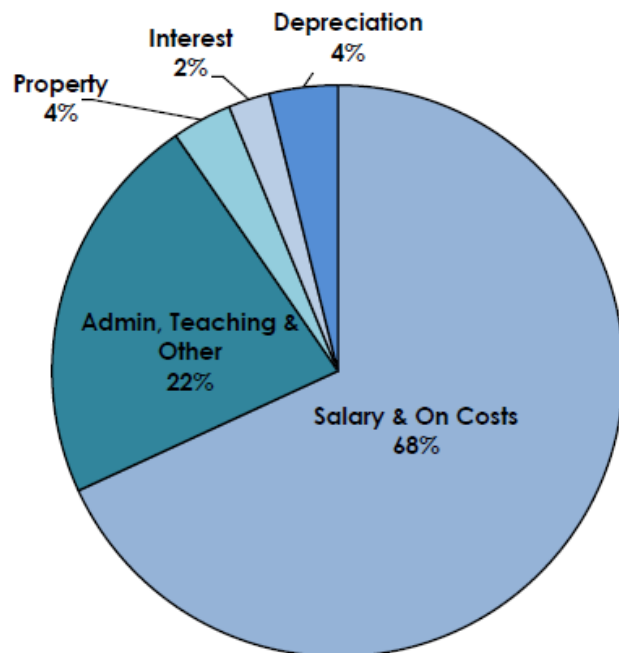
Recurrent/Capital Expenditure

EXPENDITURE AREAS

2024



2023





3a Acacia Street, Tweed Heads South NSW 2486 **P** 07 5589 7600 **E**
info@pacificcoast.nsw.edu.au **W** pacificcoast.nsw.edu.au

Pacific Coast Christian School is an independent school trading under the
Pacific Group of Christian Schools ABN 11 001 832 828