



Annual Report 2023

This report is prepared according to the requirements set out in the NSW Education Standards Authority (NESA) Registered and Accredited Individual Non-Government Schools (NSW) Manual (Section B2.7), and the Australian Education Regulation 2013 (Part 5 Section 60(1)).

It provides general information to the community about the school's ethos and character as well as academic and financial performance.

Published June 2024

CONTENTS

| | |
|--|----|
| Context..... | 3 |
| Overview..... | 3 |
| Message from the Board of Directors | 4 |
| The School and it's Student Body | 6 |
| Message from the Student Executive..... | 6 |
| Outcomes & Results | 7 |
| Student Outcomes In Standardised National Literacy And Numeracy Testing..... | 7 |
| Granting Records of School Achievement | 7 |
| Retention of Year 10 to Year 12 | 7 |
| Results of the Higher School Certificate..... | 8 |
| Post-school Destinations..... | 11 |
| Staffing | 12 |
| Professional Learning undertaken by Teaching Staff..... | 12 |
| Accreditation Status of Teaching Staff..... | 12 |
| Workforce Composition..... | 12 |
| Attendance..... | 13 |
| Student Attendance Rates..... | 13 |
| Managing Student Non-attendance..... | 13 |
| School Policies | 14 |
| Stakeholder satisfaction | 15 |
| Parents | 15 |
| Students..... | 15 |
| Teachers..... | 15 |
| Summary Financial Information..... | 16 |
| Income..... | 16 |
| Expenditure..... | 16 |

Context

Overview

Coffs Harbour Christian Community School (CHCCS), established in 1981, is a co-educational non-government school for students from Kindergarten to Year 12.

It exists to provide an educational experience where the biblical teachings of Jesus Christ are presented as the core values. The school is located on the NSW Mid North Coast serving the coastal and hinterland communities from Macksville to Woolgoolga and Bellingen to Dorrigo. We operate from three campuses:

- Bonville (Middle and Senior Schools, Years 6 to 12);
- Coffs Harbour (Junior School, Kindergarten to Year 5); and
- Sherwood Cliffs (Kindergarten to Year 6).

The school has an open enrolment policy, meaning that if a position is available and the parents are in agreement with having a biblical Christian worldview presented as core values for their children, anybody may apply for enrolment.

We endeavour to provide a safe and caring environment where we maintain an expectation of genuine individual effort and positive interpersonal relations amongst students. The school has opportunities for students to engage in various sporting activities from competition to leisure. Drama, music, intellectual extension (e.g., Tournament of Minds), equestrian, dance, overseas mission trips, language and cultural exchange programs (e.g., Bali Buddies) and Christian Outreach programs are part of the curriculum.

The school is a member of the Association of Independent Schools, NSW.

Message from the Board of Directors

It is a privilege to serve our community and school body in the calling and ministry of Christian education. We have continued with our vision to see an ongoing engagement of our students with the teachings of Jesus Christ. It is our hope that each student will have the opportunity to seriously consider the Christian faith as the true way of life and accept it as the way of life for themselves.

As a school we engage Christian staff to implement this vision. Principles of Christian education are founded on a curriculum which includes the entire learning environment. The values-base to the written curriculum is the teachings of Jesus Christ from which all other curricula are given relevance. In the classroom these principles are central to all teaching programs, while meeting all of the syllabus content set or endorsed by the New South Wales Educational Standards Authority (NESA).

We are very supportive of the mission focus of many of the students and staff. It is a genuine blessing to see Christian students sharing their faith with peers and engaging in practical mission trips both locally and overseas. As the school's Board of Directors, we wish to see this Christian focus continue within the school's operations. The school exists for the prime purpose of teaching young people about Jesus Christ so that their education might be founded in the Christian faith. We believe that we are maintaining a genuine Christian Community School.

As a comprehensive school, we see all students of equal value before God. As such, we encourage all to strive to use their talents to fulfil their best efforts in whatever they seek for the betterment of life. Not all can be elite achievers, in fact only a few can be at this level. Our school endeavours to accept all as precious in God's sight and thus worthy of recognition and opportunity. We aim to provide a good educational experience for all students and see each achieve well, according to their individual gifting.

The academic achievement of students at the Higher School Certificate in 2023 was pleasing. A number of our students achieved merit listing in their HSC subjects. We enjoy seeing our students achieve at this level in conjunction with our belief that all people, whether multi-talented or single-talented, are precious to God. This value exceeds any nominal scoring. The cultural, academic, relational and sporting aspects of the school have continued to be enriching experiences for our students. We are proud of the efforts of the students and the positive commitment of our teaching staff.

After considerable time lapse with approval authorities, the full Development Approval for the new Bonville Campus was granted. Construction of the new school buildings has begun and the opening of a new Junior School stream of learning for this campus is planned to be operational in 2025.

This project has been the largest singular building project undertaken by the school to date. Considerable savings in cost have been achieved by the use of our own tradesmen, complemented by specific contractors. The phenomenal increase in the price of building materials during 2023 has been accommodated. Without the use of our internal skilled resources, this project would not have been possible in the current economic climate.

The Board of Directors is proud of the staff who have made this possible.

CHCCS is sound financially. The school leadership is cohesive and focused upon the attainment of the school vision. The community demand for enrolment access is positive and we believe, with current resources, we are operating at peak enrolment levels.

As a Board of Directors, we are very proud of the school. We commend our staff for their dedication to service. The community respects our school and this respect is earned by all who serve in the school.

The school has no parent representative body because governance is undertaken by the Board of Directors on behalf of Coffs Harbour Baptist Church. The Principal is responsible for all day-to-day operations and he works in co-operation with the Board for development of plans and accountability.

David Hamilton
Board Chairman on behalf of the Board of Directors

The School and it's Student Body

Coffs Harbour Christian Community School (CHCCS), established in 1981, is a co-educational non-government school for students from Kindergarten to Year 12 with a current enrolment of 868 students. There are 419 boys and 449 girls enrolled at the school.

We have a broad range of cultural backgrounds within our student body. Students identifying as Indigenous make up 4% of our enrolments, while students from a language background other than English comprise 11% of our student body.

Further information can be found on the My School website (<http://www.myschool.edu.au>)

Since 2016 the school has been operating an alternative learning stream for students from Year 9 and above. This program helps students who do not learn well from the standard classroom setting and texts, to have a more practical perceptual learning environment. Students already enrolled in the school who have these characteristics may be invited to join the program, subject to parental approval.

The school also has a 'learn to fly' aviation program for students. A Sting S4 aircraft is used to provide this program under the guidance of experienced instructors. This program operates from a school-owned hangar at Coffs Harbour Airport.

Message from the Student Executive

In 2023, the school's Student Executive comprised of two School Captains, two Vice-Captains and five additional Executive members from Year 12.

The Executive functions as a body who meet at lunchtime each Monday with the Year 12 Advisors to discuss how they can contribute in a positive way to the school community. They work together to plan fundraising initiatives, school-wide community building events and major events such as the Year 12 Formal, Valentine's Day and the Year 12 Final Assembly. It is an opportunity for the students to have a voice within the school on relevant student issues. Executive students are also given instruction to develop their leadership skills, with key leadership components taught each week by the Year Advisors.

The Student Executive organised a number of fundraising events, including Bali Day, Valentine's Day, Christmas in July and Mufti Days. A total of \$2,668.20 was raised from these activities. With these funds, the Student Executive purchased a new lectern for the school and donated money for the purpose of assisting families in financial stress to purchase school uniforms.

Our student executive were also involved in Community Service activities throughout the year including ANZAC Day ceremonies, Red Shield Appeal and ministry to youth in their local churches.

The Student Executive also led out in a range of other school events and activities such as the Run for Membantu, United (a spiritual mentoring program) and Churchtime. They played a key role in encouraging the younger students to participate fully in school life.

Jonathan Petersen

Year 12 Advisor

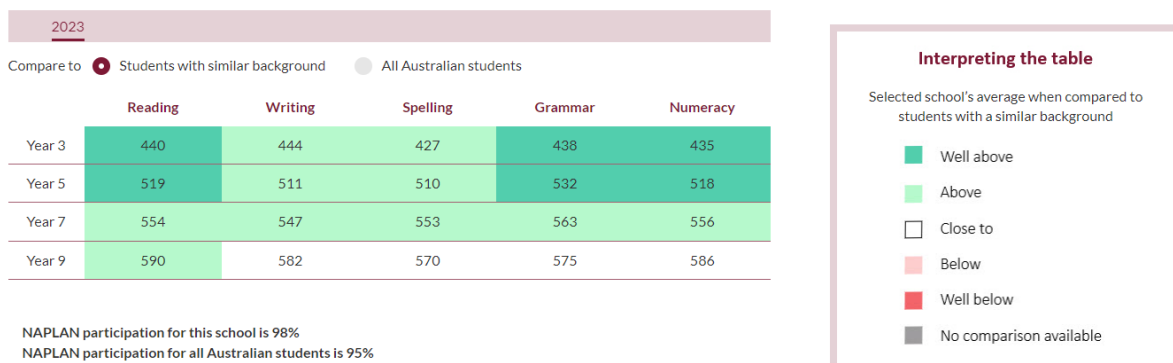
On behalf of the Student Executive

Outcomes & Results

Student Outcomes In Standardised National Literacy And Numeracy Testing

National Assessment Program – Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9. It has been a part of the school calendar since 2008.

NAPLAN tests the skills which are essential for every child to progress through school and life, such as reading, writing, spelling and numeracy. The assessments are undertaken nationwide every year and consist of tests in the four areas (or 'domains') of Reading, Writing, Language Conventions (spelling, grammar and punctuation) and Numeracy.



Granting Records of School Achievement

The Record of School Achievement (RoSA) is the exit credential for students who leave school before achieving a Higher School Certificate (HSC). The RoSA has been designed to provide grades for all Stage 5 (completed in Year 10) and Stage 6 Preliminary (Year 11) courses completed during a student's secondary education. Only students who leave school before completing their HSC are eligible to receive a RoSA.

For the 2023 scholastic year, there were five (5) students who requested a RoSA from the School.

Retention of Year 10 to Year 12

Fifty (50) students remained at CHCCS to complete their Senior years, starting in 2024. Whilst the retention rate declined slightly for 2024, six (6) of the students who left Year 10 entered the workforce into traineeships and apprenticeships. Since the start of the year, one (1) student has returned to CHCCS. This is a trend we continue to see each year.

Results of the Higher School Certificate

A total of 44 students completed their Higher School Certificate (HSC) in 2023. As in previous years, our students achieved some outstanding results and made a positive contribution to our school during their senior years.

According to the Sydney Morning Herald, our school was the number two ranked school on the Coffs Coast.

The 2023 Dux of Year 12, Cathleen Jackson, received an ATAR of 88.10.

Three (3) students were listed as **NESA Top Achievers** in Indonesian Beginners:

- Reese Briggs
- Cathleen Jackson
- Clare Wright

The following twelve (12) students were listed as **NESA Distinguished Achievers**:

- Sydney Blair (Music 1 & Indonesian Beginners)
- Reese Briggs (Indonesian Beginners)
- Ryan Everett (Industrial Technology)
- Joy Hess (Industrial Technology)
- Cathleen Jackson (Mathematics Standard 2 & Indonesian Beginners)
- Indy Leet (Visual Arts)
- Samuel Murray (Industrial Technology)
- Savannah Penny (Music 1 & Indonesian Beginners)
- Bailey Pilati (Industrial Technology)
- Noah Pratley (Industrial Technology)
- Mia Wildstar (Music 1)
- Clare Wright (Indonesian Beginners)

Impressively, each of our Year 12 students received a mark of 70 or more in at least one subject with 82% of our cohort obtaining a score of 80 or more in at least one subject.

A total of fifteen (15) Band 6 scores were achieved. There were 12 students who obtained at least one Band 6 score (90% or more) in their HSC, representing five of our courses taught (Indonesian Beginners, Industrial Technology, Mathematics Standard 2, Music 1 and Visual Arts).

The following table illustrates the HSC results of CHCCS students compared to statewide performance over the past three years.

| Subject | Year | No. of Students | Performance Band Achievement (No. of students & percentage) | |
|----------------------------|------|-----------------|---|---------------------------------|
| | | | Bands 3-6 | Bands 1-2 |
| Agriculture | 2023 | 3 | School: 3 (100%) Statewide (85%) | School: 0 (0%) Statewide (15%) |
| | 2022 | 3 | School: 3 (100%) Statewide (83%) | School: 0 (0%) Statewide (17%) |
| | 2021 | 4 | School: 4 (100%) Statewide (79%) | School: 0 (0%) Statewide (21%) |
| Ancient History | 2023 | 9 | School: 8 (89%) Statewide (81%) | School: 1 (11%) Statewide (19%) |
| | 2022 | 5 | School: 5 (100%) Statewide (83%) | School: 0 (0%) Statewide (17%) |
| | 2021 | 6 | School: 3 (50%) Statewide (79%) | School: 3 (50%) Statewide (21%) |
| Biology | 2023 | 14 | School: 14 (100%) Statewide (89%) | School: 0 (0%) Statewide (11%) |
| | 2022 | 12 | School: 12 (100%) Statewide (80%) | School: 0 (0%) Statewide (20%) |
| | 2021 | 11 | School: 10 (91%) Statewide (91%) | School: 1 (9%) Statewide (9%) |
| Business Studies | 2023 | 6 | School: 6 (100%) Statewide (88%) | School: 0 (0%) Statewide (12%) |
| | 2022 | 9 | School: 9 (100%) Statewide (90%) | School: 0 (0%) Statewide (10%) |
| | 2021 | 6 | School: 5 (83%) Statewide (87%) | School: 1 (17%) Statewide (13%) |
| Chemistry | 2023 | 10 | School: 8 (80%) Statewide (86%) | School: 2 (20%) Statewide (14%) |
| | 2022 | 3 | School: 2 (67%) Statewide (85%) | School: 1 (33%) Statewide (15%) |
| | 2021 | 7 | School: 7 (100%) Statewide (89%) | School: 0 (0%) Statewide (11%) |
| Community & Family Studies | 2023 | 1 | School: 1 (100%) Statewide (92%) | School: 0 (0%) Statewide (8%) |
| | 2022 | 0 | - | - |
| | 2021 | 5 | School: 5 (100%) Statewide (93%) | School: 0 (0%) Statewide (7%) |
| Drama | 2023 | 7 | School: 7 (100%) Statewide (99%) | School: 0 (0%) Statewide (1%) |
| | 2022 | 0 | - | - |
| | 2021 | 12 | School: 12 (100%) Statewide (98%) | School: 0 (0%) Statewide (2%) |
| English Extension 1 | 2023 | 0 | - | - |
| | 2022 | 3 | School: 3 (100%) Statewide (93%) | School: 0 (0%) Statewide (7%) |
| | 2021 | 3 | School: 3 (100%) Statewide (93%) | School: 0 (0%) Statewide (7%) |
| English Extension 2 | 2023 | 0 | - | - |
| | 2022 | 3 | School: 3 (100%) Statewide (85%) | School: 0 (0%) Statewide (15%) |
| | 2021 | 0 | - | - |
| English Advanced | 2023 | 12 | School: 12 (100%) Statewide (99%) | School 0 (0%) Statewide (1%) |
| | 2022 | 9 | School: 9 (100%) Statewide (99%) | School: 0 (0%) Statewide (1%) |
| | 2021 | 7 | School: 7 (100%) Statewide (99%) | School 0 (0%) Statewide (1%) |
| English Standard | 2023 | 32 | School: 31 (97%) Statewide (90%) | School: 1 (3%) Statewide (10%) |
| | 2022 | 19 | School: 19 (100%) Statewide (88%) | School: 0 Statewide (12%) |
| | 2021 | 23 | School: 21 (91%) Statewide (91%) | School: 2 (9%) Statewide (9%) |
| Food Technology | 2023 | 11 | School: 11 (100%) Statewide (89%) | School 0 (0%) Statewide (11%) |
| | 2022 | 0 | - | - |
| | 2021 | 1 | School: 1 (100%) Statewide (87%) | School 0 (0%) Statewide (13%) |
| Indonesian Beginners | 2023 | 12 | School: 12 (100%) Statewide (91%) | School 0 (0%) Statewide (9%) |
| | 2022 | 4 | School: 4 (100%) Statewide (100%) | School: 0 Statewide (0%) |
| | 2021 | 8 | School: 7 (88%) Statewide (95%) | School: 1 (12%) Statewide (?%) |
| Industrial Technology | 2023 | 8 | School: 8 (100%) Statewide (86%) | School: 0 Statewide (14%) |
| | 2022 | 6 | School: 6 (100%) Statewide (87%) | School: 0 Statewide (13%) |
| | 2021 | 2 | School: 2 (100%) Statewide (79%) | School 0 (0%) Statewide (21%) |

| Subject | Year | No. of Students | Performance Band Achievement (No. of students & percentage) | |
|-------------------------|------|-----------------|---|---------------------------------|
| | | | Bands 3-6 | Bands 1-2 |
| Mathematics Extension 1 | 2023 | 5 | School: 5 (100%) Statewide (96%) | School: 0 (0%) Statewide (4%) |
| | 2022 | 1 | School: 1 (100%) Statewide (74%) | School: 0 Statewide (26%) |
| | 2021 | 0 | - | - |
| Mathematics Advanced | 2023 | 9 | School: 9 (100%) Statewide (93%) | School 0 (0%) Statewide (7%) |
| | 2022 | 2 | School: 2 (100%) Statewide (94%) | School: 0 Statewide (6%) |
| | 2021 | 5 | School: 5 (100%) Statewide (94%) | School 0 (0%) Statewide (6%) |
| Mathematics Standard 2 | 2023 | 33 | School: 31 (94%) Statewide (82%) | School: 2 (6%) Statewide (18%) |
| | 2022 | 21 | School: 19 (90%) Statewide (82%) | School: 2 (10%) Statewide (18%) |
| | 2021 | 21 | School: 17 (81%) Statewide (79%) | School: 4 (19%) Statewide (21%) |
| Modern History | 2023 | 4 | School: 4 (100%) Statewide (84%) | School: 0 (0%) Statewide (16%) |
| | 2022 | 6 | School: 6 (100%) Statewide (89%) | School: 0 Statewide (11%) |
| | 2021 | 7 | School: 5 (71%) Statewide (84%) | School: 2 (29%) Statewide (16%) |
| Music 1 | 2023 | 7 | School: 7 (100%) Statewide (98%) | School 0 (0%) Statewide (2%) |
| | 2022 | 5 | School: 5 (100%) Statewide (98%) | School: 0 Statewide (2%) |
| | 2021 | 3 | School: 3 (100%) Statewide (98%) | School 0 (0%) Statewide (2%) |
| PDHPE | 2023 | 24 | School: 24 (100%) Statewide (90%) | School: 0 (0%) Statewide (10%) |
| | 2022 | 15 | School: 15 (100%) Statewide (80%) | School: 0 Statewide (20%) |
| | 2021 | 11 | School: 11 (100%) Statewide (86%) | School 0 (0%) Statewide (14%) |
| Physics | 2023 | 3 | School: 3 (100%) Statewide (89%) | School: 0 Statewide (11%) |
| | 2022 | 3 | School: 3 (100%) Statewide (87%) | School: 0 Statewide (13%) |
| | 2021 | 0 | - | - |
| Society & Culture | 2023 | 0 | - | - |
| | 2022 | 6 | School: 4 (67%) Statewide (93%) | School: 2 (33%) Statewide (7%) |
| | 2021 | 2 | School: 2 (100%) Statewide (94%) | School: 0 (0%) Statewide (6%) |
| Studies of Religion | 2023 | 7 | School: 7 (100%) Statewide (95%) | School: 0 (0%) Statewide (5%) |
| | 2022 | 7 | School: 6 (86%) Statewide (93%) | School: 1 (14%) Statewide (7%) |
| | 2021 | - | - | - |
| Textiles and Design | 2023 | 3 | School: 3 (100%) Statewide (94%) | School: 0 Statewide (6%) |
| | 2022 | 1 | School: 1 (100%) Statewide (93%) | School: 0 Statewide (7%) |
| | 2021 | - | - | - |
| Visual Arts | 2023 | 6 | School: 6 (100%) Statewide (99%) | School 0 (0%) Statewide (1%) |
| | 2022 | 4 | School: 4 (100%) Statewide (99%) | School: 0 (0%) Statewide (1%) |
| | 2021 | 10 | School: 10 (100%) Statewide (98%) | School 0 (0%) Statewide (2%) |

We had no students in Year 12 undertaking VET, vocational or training during 2023.

Post-school Destinations

The following information on student's plans and movements for their post-school options have been collected since their departure last November. Many students have engaged in either full-time or part-time study since planning to either commence tertiary studies in 2024 or 2025 across NSW and Qld.

Our Dux, Cathleen Jackson is planning on commencing her degree mid-year in Canberra in the field of Biomedical Science.

Early entry was a major access point for our students who looked for confirmation of entry to their desired degree prior to their HSC with the goal of being able to focus more on their Examinations when the time came. In 2024, a record 75% of HSC students have begun study this year across Qld and NSW. 100% of students who applied for early entry were successful in their applications.

Courses which students have now begun include:

- Education – Primary & Secondary
- Arts
- Criminology
- Paramedicine
- Oral Health
- Nursing
- Occupational Therapy
- Physiotherapy
- Biomedical Science
- Forensic Science
- Pharmacy
- Commerce & Law
- Aviation
- Psychology

Students were also successful in their applications for scholarships which for some means, free accommodation for the duration of their degree and financial contributions directly to their bank accounts.

Staffing

Professional Learning undertaken by Teaching Staff

All members of the teaching staff at CHCCS were given the opportunity to participate in professional development and learning in 2023. In addition to professional development undertaken by each individual teacher, both accredited and elective, the school provided the following professional learning opportunities:-

| Description of the Professional Learning Activity | No. of staff participating |
|---|----------------------------|
| Child Protection and Reportable Conduct | 60 |
| Disability Standards | 60 |
| How Students Learn: High-Impact Strategies | 60 |
| Feedback that Makes Learning Visible | 60 |
| Teacher Tips – at each staff meeting the school provides short sessions in which specific standard descriptors are addressed. | 60 |

Accreditation Status of Teaching Staff

All teaching staff who are responsible for the delivery of curriculum under the Education Act (1990) have teaching qualifications from a higher education institution within Australia or are recognised within the National Office of Overseas Skills Recognition (AEI-NOOSR) guidelines.

All teaching staff were accredited during 2023 to teach in NSW by NESA at the following levels:

- Proficient Teacher level - 56 staff
- Conditional/Provisional Teacher level - 4 staff

We also maintain a pool of teachers for casual employment to meet our needs for teacher relief, all of whom possess accreditation at Proficient Teacher or Conditional/Provisional Teacher.

Workforce Composition

The school workforce comprises people from many cultural backgrounds including Myanmar, China, Indonesia, Europe and Africa, demonstrating our community's multicultural diversity. There are less than five non-teaching staff who identify as Aboriginal or Torres Strait Islander though we confidently expect that future recruitment will result in applications from First Nations teachers and support staff.

The teaching staff receive support from staff who work as laboratory assistants, library assistants, computer administrators and classroom assistants. Administration and maintenance teams are also employed to ensure that positive operation of the school's educational program is soundly delivered.

Total workforce at CHCCS includes:

- 60 Teaching staff (58 FTE*)
- 64 non-teaching staff (59 FTE*)

* FTE = "Full Time Equivalent"

Attendance

Student Attendance Rates

The attendance rates for our students in 2023 evidenced an increase in daily attendance rates compared to those in 2022. The attendance rates are outlined in the tables below.

| Year | Number of Students | Full Day Attendance Rate (%) |
|---------|--------------------|------------------------------|
| Overall | 868 | 91.6 |
| Boys | 419 | 91.7 |
| Girls | 449 | 91.6 |

| Year | KI | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
|---------------------|----|------|------|------|------|------|------|------|------|------|------|------|------|
| Attendance Rate (%) | 91 | 92.6 | 91.9 | 93.3 | 92.1 | 92.2 | 91.9 | 91.6 | 91.7 | 89.7 | 89.2 | 91.6 | 95.5 |

Managing Student Non-attendance

All legitimate absences from school must be explained by the student's parents or caregivers to the school as soon as possible following a student's absence. Absences not explained after all reasonable attempts have been made to obtain a note will normally be recorded as an unexplained absence.

For more information on student attendance and absences please refer to the school's Enrolment Policy and Attendance Policy for an explanation of all prerequisites for continuing enrolment.

School Policies

The following policies are publicly available on our website and can be found under the “For Parents” tab which contains a link to “School Policies”. Each policy can be accessed and downloaded from the following tabs:

| Name of Tab | Name of Policy |
|--------------------------------|---|
| Enrolment & Attendance | Attendance Policy Enrolment Policy |
| Student Welfare | Student Welfare Policy |
| Discipline | Discipline Policy |
| Child Protection | Child Protection Policy |
| Safe & Supportive Environments | Student Computer and ICR Policy Students & Families Code of Conduct Disability Policy and Procedures Complaints Policy Anti-Bullying Policy |

The above can be found at www.coffscs.nsw.edu.au/school-policies.

Stakeholder satisfaction

Parents

Our parent/caregiver cohort regularly attend our weekly Churchtime meetings, school assemblies, presentation nights, performance showcases, sports events, Stage information nights and parent/teacher interviews.

Evidence of parent satisfaction can be gleaned from our extensive waiting lists from Kindergarten through to Senior School. Our school is highly regarded among the Coffs Coast community and enrolment is much sought after. We consistently have all siblings within family groups enrolled with recommendations made to friends and family who move to the area.

Students

Student satisfaction can be evidenced by the large retention rate from Kindergarten through to Year 10 and beyond. Although there are Year 10 students who seek to complete their HSC elsewhere, those who remain provide positive feedback in relation to the support and care provided within our school community.

Each year, we forward an online survey to our outgoing Year 12 students. From that survey, they provide us with feedback as to what they will remember about their schooling at Coffs Harbour Christian Community School. When asked what the highlight of their year was, their responses heavily resounded with their peers, the sense of community, Year 12 events, teachers and for some, Churchtime.

“... School is a once-in-a-lifetime opportunity for students to be around so many like-minded people ... the teachers at CHCCS are among the hardest working individuals ... and are a true testament to the school.”

Teachers

Informal feedback from teachers, provided to both Executive Staff and members of the Board, together with staff retention rates, evidence a high level of satisfaction from staff, particularly in terms of:-

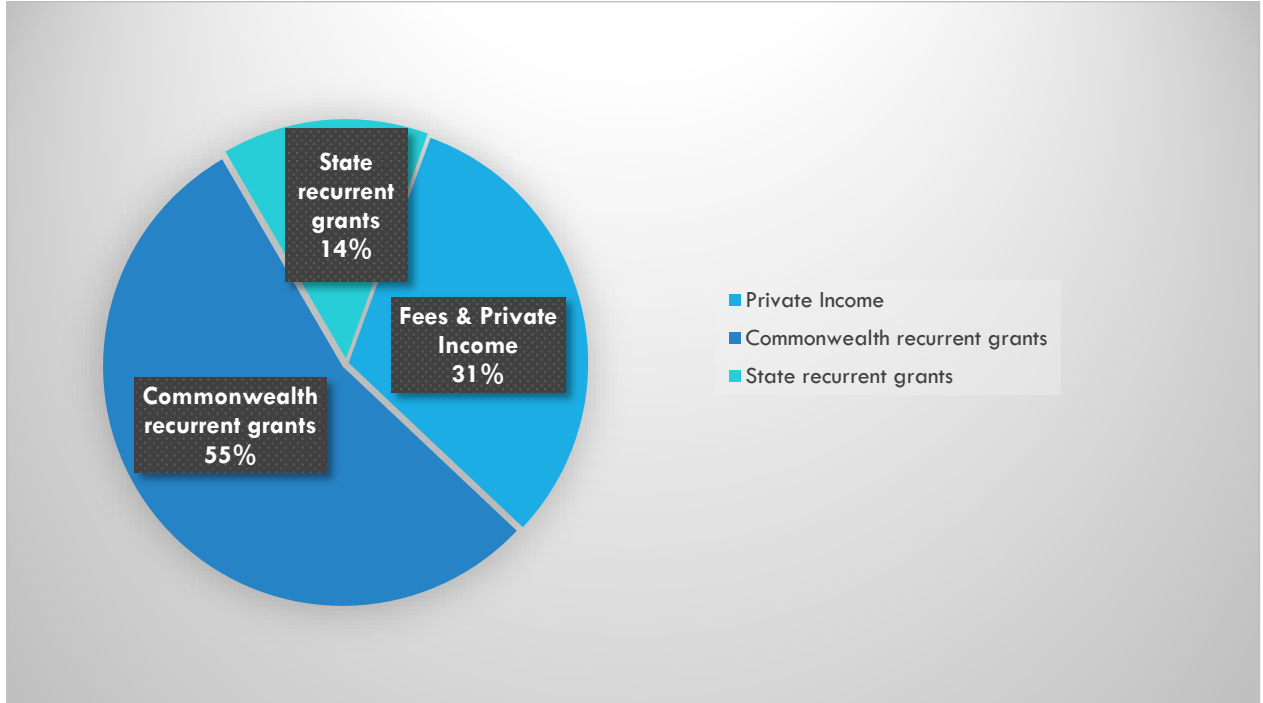
- personal support;
- job satisfaction;
- supply of resources to facilitate student learning;
- positive team morale;
- addressing and supporting professional development needs;
- school management;
- clarity of role expectations; and
- recognition of individual achievement.

Our teaching staff have continued to prove they are hard-working valuable team players, striving to achieve our corporate and education goals.

Summary Financial Information

Income

A summary of financial income during 2023 is provided below:-



Expenditure

A summary of financial expenditure during 2023 is provided below:-

