

Annual School Report **2025**



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: Nathan Murray



Valley Hope experienced continued growth throughout 2025. More significant than the increase in student enrolments, however, was the growth in character evident among our students. Teaching, Learning, Serving, and Christian Character in Community formed the four key pillars guiding our work as a school, supporting the holistic development of each student. Our families were also positively impacted, as Valley Hope continued to provide a flexible and individualised Christian learning environment for children whose needs are not always well met in a standardised educational setting.

Students were inspired through a wide range of indoor and outdoor experiences, learning daily within a natural environment that reflects God as Creator. They were encouraged to step beyond their comfort zones, to be curious about the world around them, and to confidently demonstrate newly acquired skills. Our caring staff sought to model effective problem-solving, working through challenges with students in humility, trust, and faith, following the example of Jesus.

Community connections were strengthened through several shared initiatives with Pacific Valley Christian School and Pacific Hope Christian School. Valley Hope continues to benefit greatly from being part of the Pacific Group of Christian Schools, receiving ongoing support in leadership, administration, curriculum development, and valuable networking opportunities for staff.

New high school building facilities were utilised for the first time, enabling six classes—one per stage—to operate. As a result, Valley Hope classes were located across two areas of the campus. Despite this physical separation, staff met regularly as a unified team, including through purposeful professional learning opportunities. Unity of purpose remained strong, as staff continued to work from a shared mission and vision, grounding all practices in biblically based beliefs, values, and behaviours. I am thankful for the team we have and the parents who partner with us in the education of their children.

From the Executive Principal: Dr E J Boyce

Pacific Group of Christian Schools

In 2025, the Pacific Group of Christian Schools has continued to grow as a community committed to Christ, to one another, and to the careful nurture of young lives. Across all our Schools, we give thanks for the strong trust shown by families who seek an education shaped by faith, compassion, and a clear sense of purpose. Our Schools remain places where students are known, valued, and encouraged to grow academically, socially, and spiritually.

Throughout the year, there has been a deepening sense of unity across the Group. Staff, students, and leaders have increasingly shared in learning, service, and encouragement, reflecting our call to be one body serving together. Our teachers and leaders have faithfully pursued excellence in their vocation, seeing their work as service unto the Lord, and our students have responded with creativity, diligence, and generosity.

Service to others continues to be a defining mark of our Schools. Through local community engagement and broader outreach, students have been reminded that learning is not only for personal achievement but for loving God and serving others. As we look ahead, we do so with gratitude for God's provision, confidence in His guidance, and prayer that our Schools would continue to be places of peace, hope, and faithful witness, as we seek to honour Christ in all that we do.

Valley Hope Christian School

In 2025, Valley Hope Christian School continued to serve children with additional needs within a compassionate and supportive Christian environment. Families remain actively involved, working alongside staff to support each student's learning journey.

Professional learning for staff continues to be a priority as the School seeks to respond thoughtfully to the needs of its students. Planning for future development remains a focus, with the aim of extending the School's capacity to serve more families in the years ahead.



From the Board Chair: Mr Mark McCrindle



This Annual Report of the Pacific Group of Christian Schools offers a snapshot of our vibrant Christian culture across ten school communities. While these pages provide an overview of our schools through key figures, financial information, and reports, the true health of our community is seen in the daily interactions between our students, staff, and families.

In 2025, we experienced both the excitement of new beginnings and the significance of transition. A particular highlight was the official opening of our new Early Learning Centre at Dural early in the year. It has been a joy to see our youngest learners begin their journey with us.

We trust this report provides insight into the character of our communities, reflected in our name: *Pacific*. Derived from the Latin relating to peace, the name speaks to the peace-making character we seek to embody as a community, grounded in Jesus' promise: "*Peace I leave with you; my peace I give you*" (John 14:27).

We are thankful for the leadership teams and dedicated staff who faithfully navigate the complexities of our schools while continually prioritising the growth and wellbeing of our students. We are also grateful to our families, who partner with us in the education and care of their children.

About our School

Valley Hope Christian School (VHCS) commenced operation in January 2017. It is an independent, co-educational, special school, registered and accredited for Years 1 to 12 by the NSW Education Standards Authority (NESA). The school caters for students with an autism spectrum disorder and/or Intellectual Disability (moderate).

The purpose of Valley Hope Christian School is to be a Christian educational community which provides quality individualised and meaningful education in a caring and supportive learning environment for students with special needs. It provides a Christian educational community as a centre of teaching, learning, and serving which is founded on Biblically based beliefs, values and attitudes. The school pursues the vision from a Biblical base by aiming: to be authentically Christian; to provide quality education and to be a proactive Christian community that is rigorous, authentic, and collaborative.

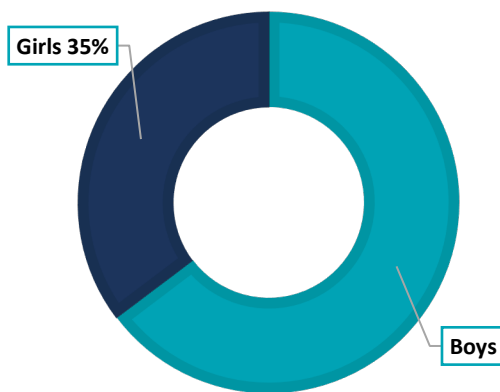
Valley Hope Christian School is located on the grounds of Pacific Valley Christian School (PVCS) in Townsend, NSW and seeks to maintain strong links between the schools. PVCS provides support through resources, facilities, staffing and social opportunities for students and staff.

With energetic leadership the school is innovatively responding to the needs of its students and the community by implementing diverse programs to support and extend the learning of all students. It does so with the full support and experience of the leadership and staff of Pacific Hills Christian School and New Hope Christian School in Sydney and Pacific Hope Christian School at Tweed Heads, as well as other schools within the Pacific Group of Christian Schools.

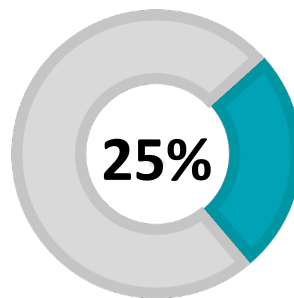


Characteristics of our student body

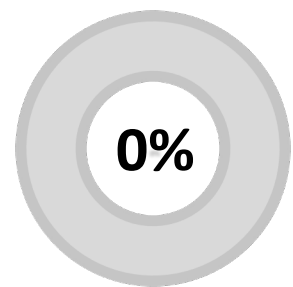
Total Students	51
Boys enrolled	33
Girls enrolled	18
Indigenous students	13
Language Background other than English	0



Indigenous students



Language Background other than English



Priority Areas for School Improvement

Strategic Goals (WHAT)	Activities to Support these Goals (HOW)
1.1. Develop a culture of respect while demonstrating a passion for teaching and pastoral care	• Discuss Christian approaches to discipline in staff meeting (at least once per term) • Share good news and stories of student growth and development regularly • Provide PD related to discipline and behaviour management • Ensure all staff are aware of following the Classroom and Playground Management and Referral flowchart • Ensure that all classes have Peacewise posters, materials and have a strategy to teach it during the year. • Utilise the approach of Collaborative and Proactive Solutions and/or Kids Skills for pervasive behaviour challenges
1.2. Analyse qualitative and quantitative measures to grow students in wisdom and knowledge encompassing student feedback, assessment of performance and approaches for diverse learners	• Incorporate student feedback into unit/program reflection • Collect and reflect on yearly diagnostic data • Quarterly review of IEPs with half yearly including parents/student
1.3. Develop quality teaching programs in response to curriculum reform with Christian perspectives and literacy as priority areas	• VHCS staff to collaborate with PVCS and contribute to new program writing • Refine Stage 6 Life Skills programs and improve Life Skills across Stages 4 & 5. • Incorporate Transformation by Design into all program writing.
1.4. Provide staffing to support curriculum reform	• Staff released to develop new programs • Release staff and provide new curriculum PD •
2.1. Further develop the use of blended learning underpinned by Biblical beliefs and values	• Utilise a number of LMS platforms including MathsOnline, Writers Toolbox, Reading Eggs, Stile, Inquisitive, ReadLive, Matific and Education Perfect. • Provide PD for online platforms to staff where required • Continue teacher roundtables to share best practice.
2.2. Provide opportunity for Aboriginal education and cultural awareness	• Ensure staff are aware of RAP through once a term staff meeting agenda item • Facilitate students and staff participation in Close the Gap Day, NAIDOC week celebrations

Strategic Goals (WHAT)	Activities to Support these Goals (HOW)
	• Encourage staff to build connection with Indigenous community through guest speakers
2.3. Continue to implement strategies for academic improvement	• Celebrate student progress through recognition through 'Connection' awards and newsletter. • Engage students in real world learning experiences and local community Recognise those students who demonstrate effort in learning and assessment • Evaluate assessment in Stage 4 & 5 and balance rigour with student engagement • Teach literacy through cross curricular strategies, as well as individual tuition when required
2.4. Introduce and implement online learning across the Pacific Group of Christian Schools	• Use group CANVAS course for Stage 4 & 5 when appropriate
3.1. 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	• Continue to combine with PVCS for major events ie. fair, family fun, combined churches carols • Combine with PVCS for Showcase or Junior School showcase • Promote service activities in all classes • Request parent support and further involvement in the school ie. working bees, reading groups
3.2. Develop and implement a schoolwide parent communication strategy that uses The Alpha School System (TASS) and associated software applications	• Further develop the use of TASS Learning Support • Streamline and clarify communication ie. TASS for official announcements and excursions • Promote use of TASS and provide support such as workshop or video instructions to parents
3.3. Expand the provision of Christian Educational Communities through the Pacific Group of Christian Schools	• Support development of Outside of Hours School Care • Assign mission/service to Assistant Principal or other suitable staff
4.1. Engage the staff in personal Christian formation in community	• All staff to be on roster to lead devotions • Include local pastors/ministers on devotions rosters • Support new teachers to complete 'Teaching from a Christian Perspective' and new support staff to complete 'Effective Teaching and Learning Series'
4.2. Develop the spiritual formation of each community	• Continue to combine with PVCS most days for devotions • Implement a VHCS devotions day • Invite parents to join for assembly and Chapel • Implement classes/staff leading Chapel • Schedule staff gatherings for connection, fellowship and support • Combine with PVCS for pastors/ministers gatherings/breakfasts

Strategic Goals (WHAT)	Activities to Support these Goals (HOW)
4.3. Engage with the Pacific Group of Christian Schools, Sister Schools and other Christian communities to build our culture of community service	• Liaise with PVCS to combine for domestic service and mission • Staff and students to be considered for overseas mission • Distribute Pacific Group contact list (through Sharepoint or PDF document) • Continue and expand on student connections, particularly with Pacific Hope • Send staff to visit Pacific Hope, consider a combined PD opportunity
4.4. Consistently monitor the stewardship of our resources utilising environmentally sustainable practices, innovated strategies and respect for our community	• Develop new VHCS area with landscaping, native edible plants and water tanks and irrigation • Recycling and composting to be considered in new class areas • Establish outdoor eating areas in VHCS High School.

Theme 2: Our Outcomes and Results:

Student outcomes in standardised national literacy and numeracy testing

In 2025, Thirteen Valley Hope students participated in NAPLAN. This number included four Year 3 students, four Year 5 student, three Year 7 students and two Year 9 students. Three students were exempt due to disability. NAPLAN data has been used alongside classroom assessments to identify individual strengths and areas for improvement, supporting targeted teaching and continued academic growth.

Year 3:

Most domains ranged from Developing to Strong across the cohort.

One student was identified in **Needs Additional Support** for *Conventions of Language*.

Year 5:

Results across all students and domains generally fell within the **Developing to Strong** proficiency range.

Year 7:

Achievement spanned **Developing to Strong** across literacy and numeracy, with strengths evident in numeracy and text comprehension.

Year 9:

Where results were available, achievement ranged from **Developing to Strong**.

Some domains were unreported due to absence.

Post-school destinations (secondary schools only)

Two Valley Hope graduates have transitioned to local employment. While two are seeking employment or training options.

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

Four students graduated from Valley Hope and were issued with a Life Skills Higher School Certificate in 2025. These students all achieved numerous outcomes based on their individual proficiency.

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

One Year 12 student completed an external Certificate III course, supported by the school. The student was able to do work placement in the school as part of the training.

Theme 3: Our Staffing

Teacher Accreditation

All teachers at Valley Hope Christian School have accreditation with the NSW educational Standards Authority (NESA)

Level of Accreditation	Number
Conditional	1
Provisional	1
Proficient	8

Workforce composition

The staff of Valley Hope Christian School represent an appropriate spread of age and experience giving a balance of energy and innovation with maturity and discernment. National backgrounds include Anglo, Asian, European, and South African. Administration, technical assistance and maintenance support is also provided by staff from Pacific Valley Christian School.

Year	Number	Full-time Equivalent
Teachers (including Leadership)	9	8
Youth Support Workers/Teacher Assistants	10	6.0
Counsellor	1	0.6
Administration	1	0.6
Maintenance	1	0.2
Total	22	15.4



Theme 4: Our Student Attendance

Student attendance rates per year level and whole school

Year	Number of Students	Attendance %
1	3	81.77%
2	5	83.87%
3	5	90.5%
4	3	95.4%
5	4	87.85%
6	5	79.2%
7	4	88.95%
8	6	84.9%
9	3	72.18%
10	5	78.78%
11	5	55.93%
12	4	69.61%
Total	51	80.68%

Description of how school manages student non-attendance

Unexplained Absences

The school has implemented the following systems and procedures to follow up on unexplained absences from school:

- Unexplained absences will be followed up by the School Office under the supervision of the Director.
- Where absences remain unexplained in writing after the initial School Management System text, parents will receive an email after 7 days requesting that they provide a written explanation of the absence by email, text, written note, or through the School Management System.
- Student absence will be monitored by the Class teacher on a daily basis. Class teacher to liaise with the Principal regarding any extended or unexplained absence.
- Class teacher will contact parents where a student is absent for one week without explanation. Further outstanding absences will be referred to the Director.

- Formal communication with parents regarding unexplained absences should be approved by the Director.
- Unexplained absences will be followed up every three weeks by the School Office through the School Management System for the period of one term under the supervision of the Director.

Unsatisfactory Attendance Intervention Strategies

The school has implemented the following strategies to improve unsatisfactory attendance and student engagement in school and learning:

- Students with persistently low attendance will be monitored, and personalised strategies will be considered to increase their attendance and/or engage them in continuing education programs. In this situation a Student Attendance Plan would be used. Attendance Improvement Plans will be developed by the Principal in conjunction with the student and their parent/carers.
- The Principal will have access to a daily automated report detailing student absences that are greater than three consecutive days.
- Where frequent absences are explained as being due to illness, the school will request medical certificates for the absences and will consult with parents/guardians regarding the health care needs of the student.
- A Student Attendance Improvement planning meeting can be held where agreed actions are noted, and goals are set to improve student attendance. This meeting will be conducted by the Director. Documents using the Student Attendance Improvement Plan will be saved in the student file. Communication and emails will be documented.
- All required reports will be made to the Community Services Child Protection Helpline, and/or contact will be made with the Child Wellbeing Unit if there are safety, welfare or wellbeing concerns in relation to student attendance.
- Independent schools are supported in this process through the Department of Education's legal branch and can obtain assistance from the AIS Education Regulations and Program Implementation Team on (02) 9299 2845.

Theme 5: Our School Policies

Enrolment policy

- [Student Enrolment Policy and Procedures](#)

Child protection policy

Please scroll down the page to "Policies" and select the Child Safe tile required for the particular policies included.

- [Roles and Responsibilities \(Child Safe\) Policy and Procedures](#)

Anti-bullying policy

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

Discipline policy

- [Student Discipline Policy and Procedures](#)

Complaints policy

- [Complaints Handling Policy](#)

Theme 6: Our Community Satisfaction

Source: McCrindle Thriving Schools Index – 2025 October

Parent satisfaction

Valley Hope Christian School has a high year to year retention rate, with very few students exiting the school within or between years.

Below is a snapshot of Parent feedback from the 2025 Stakeholder insights study (McCrindle):

- 90% of Parents believe that Students are growing academically compared to that national bench of 59%
- 93% of Parents believe that Teachers create a classroom environment where students can learn and take part easily.
- 93% of Parents believe that Teachers support the different learning needs of each student.

From Valley Hope Parents



"I am extremely happy and impressed with how the school has supported my children in settling in. The learning environment is warm, inclusive, and clearly designed to meet the individual needs of each child. Communication between myself and the staff has been excellent — open, responsive, and consistent. I truly feel heard and supported as a parent, and I'm grateful for the care and commitment shown to my children's education and wellbeing."

"We are so blessed and very lucky to be included in Valley Hope. Everyone there has helped My child find himself authentically which has brought happiness into our lives."

"Valley hope has made my sons life and my life better their support and love ongoing commitment to the children is amazing; best school ever. Thank you. We are so blessed to be a part of the Valley Hope community."

"I have been incredibly happy and proud to be a part of the Valley Hope community and staff."

Source: McCrindle Thriving Schools Index – 2025 October

Student satisfaction

As part of our student satisfaction feedback, students were asked what they are grateful for at Valley Hope. Their responses reflected the importance of friendship, belonging, learning, emotional support, and opportunities for play and movement within our school environment.

Students shared that they are grateful for:

- "Having heaps of friends"
- "That I get to run around and have lots of space when I need it"
- "That it helps me learn how to control my emotions"
- "Having a place to learn and be taught"
- "Access to iPads for learning"
- "The sandpit to play in"
- "Teachers who try to understand and help me"

These responses highlight the value students place on the supportive, flexible, and nurturing environment provided at Valley Hope Christian School, where students are encouraged to learn, grow, connect, and feel safe.

Teacher satisfaction

Staff feedback continues to reflect strong confidence in leadership at Valley Hope. Leaders are highly regarded for authentically living the School's culture and values, with staff reporting strong levels of trust, open communication, and shared pride in the School community. These results highlight a positive and cohesive workplace culture where staff feel strongly aligned with the School's purpose.

Staff also report feeling well supported to provide high-quality learning experiences for students. There is a shared commitment to continually enhancing student engagement by inspiring learning and sustaining active participation. Preparing students for life beyond school remains an important focus for the community, informing ongoing reflection and future planning.

Source: McCrindle Thriving Schools Index – 2025 October

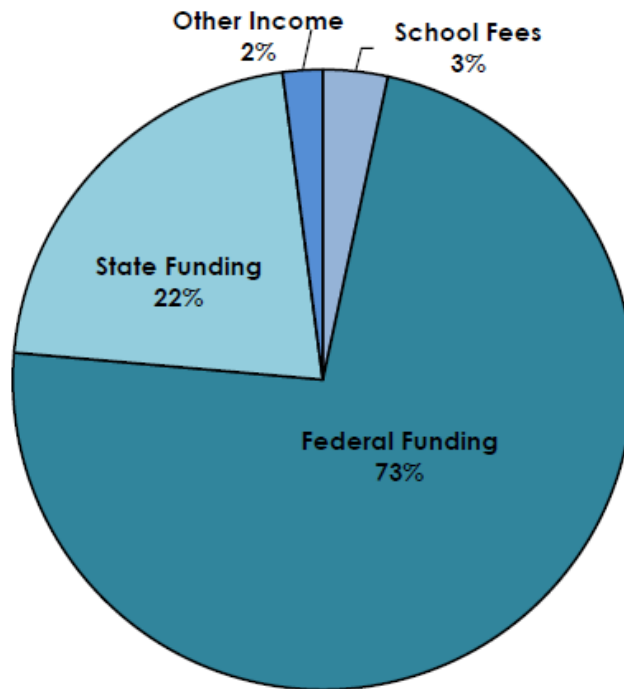


Theme 7: Summary of our Financial Information

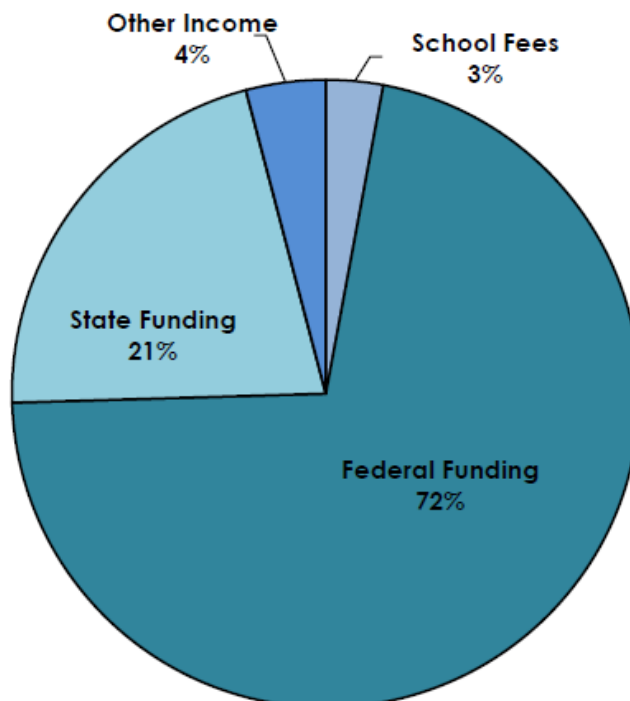
Recurrent/Capital Income

INCOME SOURCES

2025



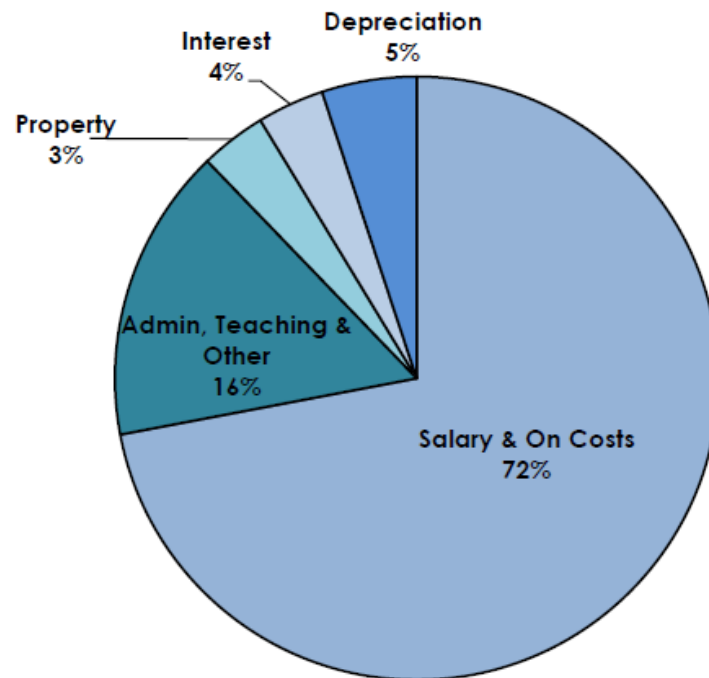
2024



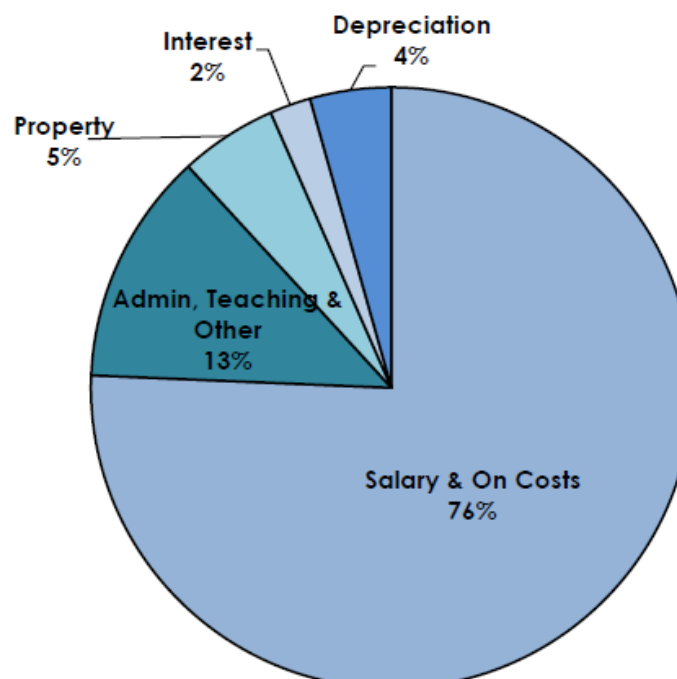
Recurrent/Capital Expenditure

EXPENDITURE AREAS

2025



2024





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Valley Hope Christian School is an independent school trading under the
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