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</tbody>
</table>
School Context

Parkes Christian School sits on approximately 7 acres of land situated 2.5 kilometres from the centre of town and is surrounded by farmland. This gives the school a sense of peace and calmness.

By the end of 2013 our school had its highest student population in the 32 year history of the school at 138 students. With the continued flow of enrolment enquiries the school is expecting in excess of 169 students for the beginning of term1, 2014.

The town of Parkes sits at the intersection of the north – south running Newell Highway which links Melbourne and Brisbane and the east – west running transcontinental railway linking Sydney and Perth. Agriculture, Mining and Tourism are the major areas of employment. Mining in the Parkes area focuses on copper and gold. In the agricultural sector it is wheat, canola, barley, lupins and wool are the major products, with a smaller number of beef producers. These three industries contributed in excess of $ 130,000,000 to the Parkes economy.

Parkes Christian School commenced 32 years ago by Parkes Community Baptist Church with the vision “to provide a Christian school which both teaches and models Christian faith”. The school continues to be a ministry of the church but has expanded to include families from all Christian denominations. The school is autonomously governed by a board of directors and is affiliated with Christian Schools Australia.

As a condition of its Registration and Accreditation the school follows the NSW Board of Studies syllabuses from K-12. Also the school only employs Christian teachers who meet NSW Institute of Teachers standards.
**CHAIRMAN’S REPORT**

It is my privilege on behalf of the Board of Parkes Christian School, to present the School Report for 2013.

2013 has been a year that has focused on the planned introduction of Year 11 in 2014 and Year 12 in 2015. This expansion has been the focus of our capital works over the recent years, from the building of our covered play area, the building of the library, to the creation of our extra primary classrooms and staff room area in the old hall area, allowing the primary school to be fully housed in their own stand-alone building.

Our most recent building program has also been completed adding our new school hall that can hold approximately 300 students, and this includes two new classrooms, bathroom facilities that will service the High School students only. Part of this expansion also included the refurbishment of the old hall area into 2 classrooms and the refurbishment of the old kitchen into teacher offices.

During the year the School has also undergone the registration process for the whole school and the accreditation process for the introduction of Years 11 and 12. This process is undertaken by Christian Schools Australian on behalf of the NSW Board of Studies which involves a very thorough application process followed up by an onsite visit by a panel of Principals and senior teachers from other schools who look at the School’s curriculum, its capabilities, plans and facilities and make recommendations to the NSW Board of Studies regarding the schools ability to deliver the further years.

Our School was successful in this process thanks to a huge amount of work by Graham, Anne Wynstra, the school executive and teaching staff. I also take this opportunity to thank Graham for his leadership of an incredible staff but also thank the wider school community of parents, friends and grandparents that continue to give so much.

Alan Magill
**PRINCIPAL’S REPORT**

In the history of Parkes Christian School 2013 will be marked as a significant year for a number of reasons.

From the beginning of the year, PCS was part of the National Partnership for Low Socio-Economic Communities. This gained our school significant funding. The planning process associated with this funding enabled our school to identify the areas of needs for our school. These areas included Student Welfare, Early Career and Staff Development, Literacy and Professional Development. This funding was spent in the employment of staff, the purchase of resources and the professional development of staff. Unfortunately, due to changes to the arrangements for school funding, this program was discontinued from the beginning of 2014.

Probably one of the most satisfying events of 2013 was the Official Dedication of our School Hall & classrooms. This project was funded under the Block Grant Authority, through the NSW Association of Independent Schools. The occasion was a fantastic example of our school community coming together to showcase all the things that are great about our school. We were honoured to have in attendance Dr Geoff Newcombe, Executive Director of the NSW Association of Independent School along with Mr Michael Carr, Deputy Executive Director of the NSW AIS. Our school was also privileged to have Mr Stephen O'Doherty, Chief Executive Officer for Christian Schools Australia. Having these representatives of the peak bodies for independent schooling in NSW was not just an opportunity for us to entertain, but more importantly to educate them on how Christian and independent schooling is done on this side of the Sandstone Divide.

It was also a remarkable year that saw the establishment of a Parents' and Friends' Committee. This committee has been charged with three main objectives. The key one is to provide a avenue for the development and growth of a sense of community within our school for our parents, especially by providing a contact point for new parents. I also envisage that the P & F. Committee as a fund-raising body. This will NOT be the main objective of the committee. However, in the short time that they have been active they have been very effective in this area. The third area of operation is as an avenue of communication to general parent body. I am very pleased to say that this committee is very ably led by Mrs Jacqueline Greenland.

For the second time in two years, 2013 saw our school prove to the Registration Committee of Christian Schools Australia its capacity to provide courses of study appropriate to Stage 6, that is Years 11 and 12. I see this as the fulfilment of the original vision or divine revelation for Parkes Christian School. Our school now provides an education path from Kindergarten to Year 12. This has been major attraction for parents, so that by the end of 2013 our school reached its highest student population since the beginning of the school's history. The commencement of Year 11, the increase in student numbers and a number of teachers resigning, required our school to search for a number of new staff member. This process was made decidedly easier due to the assistance of Mr Jeff Evans on the selection panel. The quality of candidates that we were able to attract was high, not just in numbers but also in quality. We were happy to announce that we had secured the services of Mrs Neroli Jackson and Mr Lukas Butler, both from Wellington Christian School, Miss Emma Goodwin from Gulgong along with Mr Michael Drew. We were also very pleased to have Miss Hollie Oates join our teaching staff.
At the end of 2013 we submitted an expression of interest for another Block Grant from NSW AIS. Our enrolment enquiries have continued. Our student population for the commencement of 2014 will be in excess of 170 students. Because of the continued interest in our school from the local community and beyond, our School Board has implemented two projects that will assist our school to deal with the anticipated growth. Firstly, we are funding a chartered bus from Forbes. In the longer term it is anticipated that the NSW Transport will take over this bus once we can show that we have more than 15 students using the bus on a consistent basis.

Planning for increases in student numbers, changes in staffing, rooming, and time-tabling for 2015 are already under way, as are the plans for our Mission Trip to Boggabilla in November of 2014.

I am looking forward to the 2014 school year as I see it as one where we as a community will continue to seek God’s will for our school. I also know that 2014 will be an outstanding year as we have School Board that has a heart for God and a heart for our school. To them I say thank you for your support and all of their efforts in guiding our school.

God Bless

Graham Hope  
Principal  
Dip Teach  
Grad Dip Ed Stud  
(Hear Imp & Lang Dis)  
MACEL
Parents and Friends Committee Report

The inaugural committee of Parkes Christian School’s Parents and Friends Association was formed in April 2013 and has had a wonderful start to what they hope will be a long, supportive and fruitful association with the school.

2013 saw the P and F perform a variety of functions, from providing and serving supper at school events such as the new school hall opening, the Performing Arts evening and the student’s disco evening, to manning the BBQ at the open and welcome days and providing the canteen at the athletics carnival.

Supporting the school in terms of providing extra manpower at school run events, such as the cross country has also increased with the involvement of the P and F and their commitment to be supportive of the school and its staff, with these events being discussed at their regular meetings.

One of the main roles of the P and F has been to raise funds, particularly for additional equipment for the school. 2013 was a year in which the P and F was involved in the annual pie drive, a fundraiser that they will in the future, run in its entirety. The P and F also hosted a number of canteen days for the students and teachers. While raising funds was one reason for these days, the major focus was to provide something different and enjoyable for the children. Our major fundraiser for 2013 was the trivia and auction night held in September, this was a wonderful event that had amazing support from not only the school but the wider community.

The monies raised so far have been used to purchase portable gazebos for use at school and community events and also when children travel away, particularly for sporting events. These gazebos not only provide shade but also promote the school with their display of the school logo. Promoting the school in the local community and further afield is another focus of the P and F committee.

Other monies are being saved for the purchase of outdoor gym equipment which we hope will be utilised by students of their own volition, and also staff as they programme for the physical development of the children.

2014 has seen the committee elect a grants officer as a more efficient way to apply for grants available from government, public sector and private entities. Most of the grants which have been applied for so far have related to shade, seating and water conservation/ supply.

The P and F committee has many plans in place for 2014 with at least three major fundraisers over the coming year. A paver wall will be constructed near the flagpole using personalised pavers purchased by, past and present, parents, students, teachers, and interested community members. This is an ongoing fundraiser, which is hoped will reach completion in term four. The annual pie drive fundraiser has already commenced with orders being filled in late May.
Finally September 6th will see the school transformed to host a Spring Fair with the theme New Life. The P and F will organise and run the day with the support of other parents, students and staff. There will be many stalls, including white elephant, gardening, baking and handcrafts and a display of local artist’s work, who have agreed to donate 15% of their sales to the school.

This year was just the beginning for the PCS P and F, and as a committee we look forward to the coming years, supporting and promoting the school in a number of ways as it grows and moves forward into the future.

Your Servant in Christ
Jacquelyn Greenland
P and F President

Student Body Report

2014 was a big year for the school. It was the final year of preparation before our first year 11 class commenced. It was the year that we opened an amazing school hall with extra facilities such as a kitchen and sound desk, which has allowed the school to not only fit more students and families in but to cater for their growing & changing needs and interests. We took some huge steps in the right direction which are now paying off, as we have roughly 170-180 students at the school as of the be.

Lots of smaller things happened too, but they definitely were not any less significant. We had our first end of year school magazine written by Mr. Ballantyne and his hard-working team of students which was a fun and creative way to look back on the year and to show off what our students have been doing in their classes. The school raised more money than they ever had for the 40 hour famine due to the efforts of Miss Harris and a large number of dedicated students from both high school and primary. The money that they raised has helped a lot of people in less privileged countries which shows their compassion for others. The school also participated in the ANZAC day march and Christmas Parade, as well as a number of other events in the community. Our school has an amazing heart for outreach and the sense of community & family, which I hope we never lose.

Being school captain for such an important year in the school's life was an amazing, privileged and humbling experience. I am so proud to be able to say that I was part of something so significant. David and I will never forget our experience of leading this awesome school.

Kiira Richards - School Captain 2013
Parent and Community Satisfaction
These survey results continue to show strong parental support for our school. One significant conclusion is that parents are very appreciative of the efforts made by the school for form a Parents and Friends Committee in 2013.

The Parent Satisfaction Survey also shows that parents are acknowledging the improvement in communication between school and home.

**Parent Satisfaction Survey - 2013**

<table>
<thead>
<tr>
<th>Comment</th>
<th>Agree or Strongly Agree</th>
<th>Comment</th>
<th>Agree or Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. I feel welcomed in the school</td>
<td>87.50%</td>
<td>11. The school regularly praises and rewards students when successful</td>
<td>88.24%</td>
</tr>
<tr>
<td>2. The introduction of Parents and Friends Committee has been a positive thing for our school.</td>
<td>88.23%</td>
<td>12. Students are the school's main focus</td>
<td>88.23%</td>
</tr>
<tr>
<td>3. With the newly formed P &amp; F Committee, I feel that parents have more opportunity to communicate with staff and other parents.</td>
<td>76.47%</td>
<td>13. I am pleased that my child attends this school</td>
<td>88.23%</td>
</tr>
<tr>
<td>4. I have participated in Parent - Teacher Interviews to discuss my child's progress.</td>
<td>100.00%</td>
<td>14. I am encouraged to take an interest in the education of my child.</td>
<td>88.23%</td>
</tr>
<tr>
<td>5. The school values my help and interest</td>
<td>82.35%</td>
<td>15. I receive adequate notice of school events</td>
<td>82.36%</td>
</tr>
<tr>
<td>6. Teachers at this school provide a stimulating and challenging environment for my child</td>
<td>76.47%</td>
<td>16. The annual school report, newsletters and other information tell me how the school is performing</td>
<td>82.35%</td>
</tr>
<tr>
<td>7. Teachers are endeavouring to educate the children academically, emotionally and spiritually.</td>
<td>76.47%</td>
<td>17. I believe that community events organised by the P &amp; F are important.</td>
<td>100.00%</td>
</tr>
<tr>
<td>8. The school has a safe and secure working environment</td>
<td>88.23%</td>
<td>18. I am sufficiently informed about the decisions of the P &amp; F in school newsletters.</td>
<td>88.24%</td>
</tr>
<tr>
<td>9. The school has high expectations of its students</td>
<td>88.23%</td>
<td>19. I am adequately informed about major school changes, such as the introduction of Years 11 and 12 in 2014 - 15.</td>
<td>88.23%</td>
</tr>
<tr>
<td>10. The school is always looking for ways to improve what it does</td>
<td>88.24%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Student Attendance

<table>
<thead>
<tr>
<th>Primary School</th>
<th>Year</th>
<th>Attendance Rate %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kindergarten</td>
<td></td>
<td>97.2</td>
</tr>
<tr>
<td>Year 1</td>
<td></td>
<td>98.0</td>
</tr>
<tr>
<td>Year 2</td>
<td></td>
<td>98.9</td>
</tr>
<tr>
<td>Year 3</td>
<td></td>
<td>99.1</td>
</tr>
<tr>
<td>Year 4</td>
<td></td>
<td>98.3</td>
</tr>
<tr>
<td>Year 5</td>
<td></td>
<td>97.5</td>
</tr>
<tr>
<td>Year 6</td>
<td></td>
<td>97.6</td>
</tr>
<tr>
<td>Average</td>
<td></td>
<td>98.1</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>High School</th>
<th>Year</th>
<th>Attendance Rate %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 7</td>
<td></td>
<td>98.6</td>
</tr>
<tr>
<td>Year 8</td>
<td></td>
<td>98.7</td>
</tr>
<tr>
<td>Year 9</td>
<td></td>
<td>97.8</td>
</tr>
<tr>
<td>Year 10</td>
<td></td>
<td>97.6</td>
</tr>
<tr>
<td>Average</td>
<td></td>
<td>98.2</td>
</tr>
</tbody>
</table>

School Average 98.15

It is pleasing to see an improvement in student attendance. This has been due to a small number of students with high rates of absences leaving the school before the beginning 2013.

Our student population has a slight gender imbalance. There are marginally more male students (52.2%) across the school compared with female students (47.8%). However this was not seen in all classes. For example, the Year 10 class of 2013 was composed of 15% male and 85% female students.

The distribution of student across the ICSEA and SES quartiles shows that 64% of our students fall into the lower two quarters and only 8% in the top quartile.

The school’s ICSEA value was 971 compared to the national average 1,000.

**Managing Non-attendance**

Class rolls are marked each morning and all absences are recorded on the school’s computer system. This is usually completed by 9:45 am each morning. Parents of absent students are notified by SMS and are asked to contact the school. When a child is absent from school and a note of explanation has not been provided a letter is sent home after 7 days asking for an explanation. In cases of very high levels of absenteeism and there appears to be very little co-operation from the parents, the school will contact Community Services (NSW).
## Staff

The staff of Parkes Christian School is composed a dedicated group of people who take their ministry very seriously.

<table>
<thead>
<tr>
<th>Staff Type</th>
<th>FTE</th>
<th>Head Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Staff</td>
<td>15.3</td>
<td>21</td>
</tr>
<tr>
<td>Administration Staff</td>
<td>3</td>
<td>5</td>
</tr>
<tr>
<td>Administration Female:Male</td>
<td>4:1</td>
<td></td>
</tr>
<tr>
<td>Administration Female:Male (FTE)</td>
<td>2.6:0.4</td>
<td></td>
</tr>
<tr>
<td>Teaching Staff</td>
<td>12.3</td>
<td>16</td>
</tr>
<tr>
<td>Teaching Female:Male (Head Count)</td>
<td>12:4</td>
<td></td>
</tr>
<tr>
<td>Teaching Female:Male (FTE)</td>
<td>8.9:3.4</td>
<td></td>
</tr>
<tr>
<td>Executive</td>
<td>4.2</td>
<td>5</td>
</tr>
<tr>
<td>Executive Female:Male (Head Count)</td>
<td>3:2</td>
<td></td>
</tr>
<tr>
<td>Executive Female:Male (FTE)</td>
<td>2.4:1.8</td>
<td></td>
</tr>
</tbody>
</table>

All staff hold appropriate qualifications and accreditation according to the NSW Institute of Teachers.
Professional Development activities held in 2013 covered the areas of:

… Building teacher capacity
… Building leadership capacity
… Improving Literacy outcome for students
… Improving parent and community participation.
School Results

NAPLAN results for 2013 continued to show similar results to previous years. Again, given our small cohorts in each year it means that class results can be unduly influenced by a small number of students.

The growth in our students is our main area of interest. This “value adding” is the best indicator of our school’s achievement in this testing program. When we compare the average growth of our students across all elements of the NAPLAN tests, we find that our students continue to perform slightly better than the State average.

<table>
<thead>
<tr>
<th>Year 3 → Year 5</th>
<th>Year 5 → Year 7</th>
<th>Year 7 → Year 9</th>
</tr>
</thead>
<tbody>
<tr>
<td>State Average Growth</td>
<td>77.8</td>
<td>43.2</td>
</tr>
<tr>
<td>School Average Growth</td>
<td>80.7</td>
<td>43.8</td>
</tr>
</tbody>
</table>

While our results are very pleasing, there were areas identified that do need to be targeted in 2014. The main area identified was Writing across all years. This has been acknowledged as a target for 2014.

ROSA results for 2013 were very much in line with state grading patterns. While across the state there were approximately 850 students in English, Mathematics, Science, Australian Geography and Australian History that received an “N Determination” as their result. There were also a number of students across the state that received “N Determinations” in electives as well. This means that the student is deemed to be a NON-COMPLETE. I am pleased to state that all students at Parkes Christian School completed all students

ROSA Grading Pattern for compulsory Stage 5 subjects.

<table>
<thead>
<tr>
<th>Subject</th>
<th>School % A–C Grades</th>
<th>State % A–C Grades</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>74</td>
<td>75</td>
</tr>
<tr>
<td>Mathematics</td>
<td>73</td>
<td>69</td>
</tr>
<tr>
<td>Science</td>
<td>66</td>
<td>72</td>
</tr>
<tr>
<td>Australian Geography</td>
<td>20</td>
<td>73</td>
</tr>
<tr>
<td>Australian History</td>
<td>73</td>
<td>71</td>
</tr>
</tbody>
</table>
## Targets

### Progress towards 2013 Targets

<table>
<thead>
<tr>
<th>Building teacher and leadership capacity</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>The school has established its first Executive structure, comprising Principal, Head Teacher – Administration, Head Teacher – Early Career and Staff Development, Head Teacher – Student welfare and Head Teacher – Learning Support.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Teacher Quality</td>
<td></td>
</tr>
<tr>
<td>1. Strengthen teacher capacity to improve student learning outcomes</td>
<td>Professional Development was well planned to meet the desired outcomes. In-school professional development enabled early career teachers to be monitored and pathways to accreditation have been devised. Further refinement will take place in 2014.</td>
</tr>
<tr>
<td>2. New Scheme Teachers will have an accreditation pathway.</td>
<td></td>
</tr>
<tr>
<td>3. All teachers will be involved in professional learning and reflecting their knowledge in teaching programs and in classroom practice as evident through supervision of programs, visits to classrooms and participation in team meetings.</td>
<td></td>
</tr>
<tr>
<td>4. Collection and analysis of data becomes standard practice with the analysis of data informing teaching and learning.</td>
<td></td>
</tr>
<tr>
<td>5. Provide support for teachers in the non-curriculum area of classroom management and student welfare.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>The collection and de-privatisation of data was successfully commenced at the end of 2013.</td>
</tr>
<tr>
<td>Literacy</td>
<td></td>
</tr>
<tr>
<td>1. All students achieve development which is comparable to their age and stage</td>
<td>The school will be moving from a remediation mind-set to one of early intervention in 2014. It is too late to identify students who are struggling in Year 3 or 4.</td>
</tr>
<tr>
<td>2. NAPLAN data indicates consistent improvement in all Literacy strands</td>
<td></td>
</tr>
<tr>
<td>3. The Literacy needs of all students, whether it be for remediation or extension, will be met</td>
<td></td>
</tr>
</tbody>
</table>
Targets for 2014

- Teachers are engaging in honest and open professional dialogue regarding classroom practice.
- Students will be more positively engaged in the learning process ensuring improved learning outcomes in the areas of literacy and numeracy and increased attendance at school.
- Teachers of Stage 6 classes will undertake professional development related to either their KLAs or cross-curricular areas.
- Staff are confident to teach in all KLAs with enhancements of technology, student welfare and accreditation pathways.
- Teachers will be provided with pathways for accreditation to improve pedagogy and therefore, improve student learning outcomes.
- Experienced teachers will have a pathway to higher levels of accreditation.
- Teachers are providing more explicit instruction in the area of Writing.

Respect and Responsibility
During 2013 the school commenced the ground-work to implement “PEARLS” as a means of promoting a series of values and attitudes including respect and responsibility.

PEARLS stand for:
- Perseverance
- Excellence
- Advocacy
- Respect
- Leadership
- Service

Each of these values relates directly to a Biblical value that the school will be promoting throughout 2014 and beyond.
**Perseverance**
- I press on to reach the end of the race and receive the heavenly prize for which God, through Christ Jesus, is calling us. (Philippians 3:14)
- Not only so, but we also glory in our sufferings, because we know that suffering produces perseverance; perseverance produces character; and character produces hope. (Romans 5:3–4)
- And let us run with perseverance the race marked out for us, (Hebrews 12:1)

**Excellence**
- Finally, brothers and sisters, whatever is true, whatever is noble, whatever is right, whatever is pure, whatever is lovely, whatever is admirable—if anything is excellent or praiseworthy—think about such things. (Philippians 4:8)
- In view of all this, make every effort to respond to God’s promises. Supplement your faith with a generous provision of moral excellence, and moral excellence with knowledge. (2 Peter 1:5)

**Advocacy**
- I tell you the truth, whatever you did for one of the least of these brothers of mine, you did for me. (Matthew 25:40)
- He has showed you, O man, what is good. And what does the LORD require of you? To act justly and to love mercy and to walk humbly with your God. (Micah 6:8)
- This is what the LORD says: Do what is just and right. Rescue from the hand of his oppressor the one who has been robbed. Do no wrong or violence to the alien, the fatherless or the widow, and do not shed innocent blood in this place. (Jeremiah 22:3)

**Respect**
- Love one another with brotherly affection. Outdo one another in showing honour. (Romans 12:10)
- Do nothing from rivalry or conceit, but in humility count others more significant than yourselves. (Philippians 2:3)
- You shall love your neighbour as yourself. (Mark 12:31)

**Leadership**
- Let no one despise you for your youth, but set the believers an example in speech, in conduct, in love, in faith, in purity. (1 Timothy 4:12)
- Where there is no guidance, a people fall. (Proverbs 11:14)
- And whoever would be first among you must be slave of all. (Mark 10:44)

**Service**
- For you were called to freedom, brothers. Only do not use your freedom as an opportunity for the flesh, but through love serve one another. (Galatians 5:13)
- As each has received a gift, use it to serve one another, as good stewards of God's varied grace: (1 Peter 4:10)
- Bear one another's burdens, and so fulfil the law of Christ. (Galatians 6:2)
Enrolment Policy

Preamble
Parkes Christian School was established and exists primarily to provide Christian Education for Christian families. The school's primary objective is to provide places for children of Christian families in the following categories:
- Christian families with a strong Church affiliation and with a sibling currently or previously enrolled at Parkes Christian School.
- Christian families with a strong Church affiliation but without a sibling currently or previously enrolled at Parkes Christian School.
- Other families.

In all of the above the school would conclude that in enrolling the child, we are providing a service for these families and committing ourselves to the task of providing an education that is Christ focussed and academically relevant to our culture and society, whilst complying with the regulations of government and statutory authorities as we are instructed in Scripture.

As such all families MUST sign the school’s Statement of Faith as a part of the enrolment process. The Board interviewing Panel will discuss any issues associated with this at the enrolment interview.

From time-to-time the school may receive requests from non-Christian families to enrol their children, as they recognise the value of what the school is offering. For whatever reason, the enrolment of non-Christian families must be undertaken prayerfully and with discernment. It is a prerequisite that the parents and the student are in agreement with the ethos of the school and do not oppose the principles being taught, nor the world view being espoused in our curricula. A clear understanding of these issues is vital for effective partnership in the education of the child and it is therefore imperative that the school’s Statement of Faith is accepted as the basis for the ethos of the school, as a condition of enrolment. Christian families from other churches are to be encouraged to attend Parkes Community Baptist Church on several occasions to ascertain the ministry position and emphasis of the sponsoring body of the school.

A waiting list will be established which includes children from existing families having first priority (ordered by date of application) and then other children being placed solely in order of date of application.

At all times it is imperative upon the Principal that the Christian Ethos of the school is not placed in jeopardy by the enrolment of children, where the children or family may directly oppose or subvert the objectives of the school. In particular, families actively involved in or declaring membership of religions or beliefs/practices which are not in agreement with the school's Statement of Faith, including, but not limited to, Buddhism, Islam, Hinduism, Mormonism, Jehovah's Witnesses, New Age Movement will not be enrolled. The discretion to refuse or annul an enrolment remains with the Board or its delegate.

Should the parent or student cease to uphold the terms of the Statement of Faith or exhibit behaviour or conduct which is inconsistent with the Statement of Faith, or become a member of a group whose beliefs are inconsistent with the Statement of Faith, then the school reserves it's right to terminate the enrolment of that child.
**Policy Guidelines**
Parkes Christian School will seek enrolment from families who desire a Christian Education for their children, who actively support the ethos of the school, and are in agreement with the school’s Statement of Faith.

Priority of enrolment will be given to siblings of current families, to ensure that where possible, all children in the family can be enrolled at Parkes Christian School except where the guidelines for special programs will be compromised.

Enrolment guidelines will exist to maximise the opportunities for enrolment of students from families in financial hardship, families with special needs students, and students from families of other countries, ethnic backgrounds or cultures; with reference to a reasonableness test in relation to the stewardship of school resources.

The expectation would be that all children of the family would be enrolled unless a written request to the contrary is accepted by the School Board.

**Enrolment Offers**
Enrolment will be offered with reference to:
- the date order of application received,
- whether or not the family is a member of the Community Baptist Church Parkes,
- whether or not the child is a sibling,
- and the availability of a place in the school in one of the enrolment categories listed below.

**Categories of Enrolment**
The references to “class” refer to students grouped for specific learning activities. Categories of enrolment are as follows:

**General:**
For the general category of enrolment it is the aim of the school to have, at all times, most school families committed followers of Jesus Christ, and in regular church attendance and/or involvement.

**Concessions:**
These are offered on successful application. They are generally based upon the capacity of the family to pay and are related to Family and Financial Hardship. Concessions are reviewed on an annual or more frequent basis as determined by the Financial Committee and Principal.

Enrolments in special programs will be limited due to the restrictions placed on the school by resources and financial limitations. The school actively seeks additional government funding for all special needs students to allow for continued enrolment in these areas.
Management Plan
At or Prior to Enrolment
At the discretion of the Principal, some Special Program Students will be enrolled on the basis of an Individual Management Plan between the parents and the school. This will be negotiated during the enrolment process. Where the student has a severe medical condition, such as anaphylaxis, or a severe learning disability, the Management Plan will form the basis of the agreed provisions by the school in relation to resources and general management strategies for Special Program Students. Management Plans will be reviewed on at least an annual basis.

Subsequent to Enrolment
In some cases students may be diagnosed with a learning disorder or disability which places them in one of the above Special Program categories sometime after they have been enrolled at the school. In these cases the Principal will determine in consultation with staff whether a Management Plan is warranted. If so an agreement will be entered into in consultation with the parents of the child concerned. This agreement will then be monitored in the same way as those above.

Fee Equity Principle
Additional tuition requirements may attract an additional fee. This fee may not always reflect the total cost of additional tuition received, but is charged to reflect the use of additional school resources by one section of the school community.

Kindergarten Starting Age
As a general rule a prospective student enrolling in Kindergarten must turn 5 before or on the 30th April in the year of commencement. Individual cases where parents would like consideration to enrol a child at a younger age will be considered at the discretion of the Principal.

Testing
Generally all students enrolling in Kindergarten will undertake readiness testing. The school reserves the right to recommend deferral of enrolment for students where testing indicates that they are not ready for school.

The school may request and/or administer testing as required to identify specific needs of students prior to enrolment. This may include, but is not limited to, reports from speech therapists, occupational therapists, psychologists, and/or further academic testing, etc.

Enrolment Procedures
Pre-Enrolment Phase
From time to time the school may engage in promotional activities to attract enrolments for a particular Year Group. Generally this will be to fill Year 7 and Kindergarten classes. There may also be casual vacancies which occur in other years and these may be filled from the waiting list or when the first qualifying family is available. Waiting lists should be developed on the basis of the applications received and processed using the criteria alluded to in the preamble.
The school conducts information evenings for students and their families wishing to enter Kindergarten and Year 7. These evenings are primarily for providing information to prospective parents and students with regards to the expectations, available course options and general administrative functions of the school.

Any further promotion of the school should be undertaken with care and consideration as to the targeted market group. Local churches should have a high priority for targeting of marketing materials as should local Pre-Schools. In general, large scale marketing of the school should be conducted with a view to raising community awareness of the school and the services provided. This can be an expensive exercise, care should be taken in the targeting and timing of any particular advertising materials. In general advertisements in the local newspapers prior to the end of Term 2 in any year should be undertaken with a view to notify the community of places that may be available in Years 7 and Kindergarten. Other advertising materials that may be used could include:

- fliers for mailbox drops,
- dropping off materials at pre-schools,
- use of the church newsletters and other advertising materials etc.

**Enrolment Prospectus**

The school will develop and maintain an appropriate prospectus for distribution in response to all enrolment enquiries. This prospectus will give a general outline of the aims, and objectives of the school and a clear statement of the values and Christian ethos presented at the school. It will be a high quality colour document which is easily updated as the need arises, which consists of:

- Prospectus
- Application for Enrolment Form
- Copy of the school’s Statement of Faith
- Outline of Fees and Charges
- Uniform Brochure and outline of costs
- Relevant Subject Selection Forms for students enrolling in Years 9 through 12.

To enable enquiries for enrolment to proceed to an interview the school requires the following to be returned:

- A completed Application for Enrolment Form
- Payment of the Application Fee
- Copies of Birth Certificate/Passport
- Current School Reports and Academic Achievements
- Specialist Medical or Paramedical reports where necessary (Special Programs)
Once documentation has been completed and all application fees paid the students and parents are to attend an interview with a view to determining whether the enrolment application will be successful. This will normally be aimed at filling a vacancy but may also be for the purpose of placing a student onto a waiting list if all places are taken in the particular year group for which they are applying. Generally classes are considered full when they reach the levels specified in the school’s Class Size Policy; however consideration must always be given to the general “case load” of special needs students that may be in specific classes. It may be that some classes would be considered full at less than the indicated levels because of the demands placed upon staff by the students already in those classes. Decisions in relation to this should be made in consultation with the Special Needs Teacher, the Class Teacher and the Principal. The final decision rests with the Principal.

The Interview Process
The Principal will conduct interviews for all prospective students in consultation with other team members.

For Kindergarten students the Kindergarten Teacher and/or the Principal will be invited to meet with the parents and the child to ascertain the child’s potential for readiness. Formal readiness testing will be carried out in Term 3 or 4 and successful completion of these tests is a condition of enrolment.

The Interview Process
This will include the completion of the Enrolment Interview Form with the following points being noted:

With Parents
- Ensure all necessary forms are completed and that the enrolment application fee has been paid.
- Consideration of the child’s report cards from their previous school or pre-school paying particular attention to learning disabilities, behaviour problems and/or giftedness that may be indicated.
- An explanation of the differences between Christ Centred or Christian Education and Secular Humanistic Education and some indication of the history of the development of Christian Education in Australia and at Parkes Christian School in particular.
- An explanation of how Biblical values and imperatives permeate the curriculum and how the NSW syllabus is covered within this context.
- An outline of the relationship between the home and the school. Emphasis on the primary responsibility for the child’s education being with the parents and the school working alongside them supporting them in their God given task.
- A discussion of the systems and methods of communicating with the school and the class teacher.
- A discussion of the relationship between the school, church and families and how staff selection is carried out.
- An outline of the academic, sporting and extra-curricular activities available at the school should be discussed with the family. Care should be taken in not making commitments or promises to families that the school would find difficult or impossible to fulfil. This should be particularly so in relation to
students with special needs.

- Provision of opportunities for parents to ask questions.

With the Child
- For Upper Primary or Secondary children the child should be interviewed to ascertain whether the child wants to come to the school, what they enjoy doing and what they do well. Issues associated with socialisation should be discussed to identify if they have any friends at the school; how do they feel about leaving their old school etc.
- The child should be questioned to ascertain their level of understanding and commitment to the Lord.
- An explanation of the requirements of the school in terms of behaviour, homework, uniform codes, classroom etiquette and participation in Chapel and extra-curricular events should be given.
- A commitment from the child to be a positive contributor to the life of the school should be obtained as a consequence of the above.
- Provide opportunities for the student to ask questions.

Financial Matters
At the conclusion of the interview the parents will be informed of, and given the opportunity to discuss, financial matters such as;
- Procedures for the payment of fees,
- Any fee reduction applications and methods of payment.

Special Needs Children
Where the interviewer(s) suspect that special needs may exist for a child being interviewed the offer of a position may be deferred subject to testing results being provided by the parents, or testing to be carried out. In all cases where either behavioural, learning or physical disabilities are present the decision to offer a position must be undertaken with the present “case load” in mind. This should be done in consultation with the Classroom Teacher and the Principal. (See Section above on Management Plans)

Non-disclosure of special needs at interview or prior to enrolment will be regarded by the school as a breach of faith and the enrolment may be terminated.

Offer of a Position
Upon successful completion of all phases of this process an offer of a position will be extended to the family, (the letter of offer is generally sent to the family at the conclusion of a successful interview and after any consultation with staff that is required) formally offering a position in the school with a specified commencement date.

Conditional Enrolment may be offered where it is felt warranted by the Principal.
Parents must also purchase the appropriate uniform and then the student(s) should attend the school on the specified day, reporting to the Principal or delegate at the beginning of the day.

Offer Documents
The “Offer of a Position” consists of the following documents which must be completed and returned to secure enrolment at the school:
- Letter of Offer
- Student Medical Treatment Authorisation
- Conditions of Enrolment (to be signed by parents)
- School Fees Agreement (to be signed by parents and/or any parties responsible for fees)
- Privacy Collection Notice
- School Statement of Faith (to be signed by parents)
- Computers and Internet Acceptable Use Policy
- Transport Application

The Offer Document also includes a “Parents Guide” to assist parents to understand the policies of the school.

Post Enrolment Phase/Orientation
Upon receipt of the acceptance of an offer the Secretary will create the record on the school’s administrative system.

Student Induction
Head of School
On or prior to arrival at the school for the first day the student will be directed to the Principal who will:
- For secondary students ascertain which classes the student will enter for each subject line and issue the timetable and any other information such as Assessment Booklet
- Arrange for any assessments that may be required by the counsellor for remedial staff,
- Arrange for 'friends' or a ‘buddy’ to be introduced, direct the child to their class teacher or teacher for the first lesson of the day, etc.

When new students arrive in the school, it is important for each class teacher involved in teaching the children to adequately induct each child into the class environment. Students in this situation feel conspicuous and vulnerable and the success of the school in working with each child can be largely dependent on the way the induction process is conducted.
**Class Teacher**
In inducting new students into the school, each teacher should do the following:

… Meet with the student at the earliest practical moment individually

… welcome him/her warmly

… assure him/her of your interest and support

… enquire of his/her past profile in the subject area

… offer help in establishing him/her in the course

… Obtain details of the past history of the student from administration and note critical details

… Ensure that the student is connected with some supportive peers in the class

… Watch carefully for early attitudes and behaviour and act quickly to curb any unhelpful indicators

… Ensure the student is working effectively on all tasks set and not deferring until he/she settles in

… Act early on any problems.

**Specific Orientation Programs**
For different year groups where large numbers of new students may enter the school there may be specific orientation programs to be undertaken. These will generally be the responsibility of the respective Classroom Teachers.

Kindergarten Students will attend half day orientation days over several weeks to prepare them for entry into school in the following year.

Year 7 attend a half day BBQ and orientation through the school, followed by a whole day as a Secondary school student. This will occur in term 4 of the previous year to their enrolment.

Other teacher and or the Principal will from time-to-time call meetings to address ongoing issues with the students in their care.

**Other Considerations**

**Enrolment Deferral**
If a student wishes to defer enrolment, a place can be held but charges and fees must be paid, unless prior arrangements are agreed to by the Principal.

If a family does not accept an offer of enrolment but wishes to defer for a period of time and not hold a place, the student joins the end of the appropriate waiting list (if applicable).
Insurance
The School holds Public Liability Insurance in the case of injury involving negligence by the school.

Uniform
Each student is required to wear full school uniform as per the uniform code.

Camps /Excursions
These are an integral part of the school program and are compulsory for children at Parkes Christian School.

Subject Choices & Curriculum Matters
Any matters concerning curriculum, subject choices, electives, classes will be referred to the Principal after the interview. There may be elective limitations and it will be the responsibility of the Principal to inform parents and students of these. Places in specific courses cannot be guaranteed and courses are subject to change from year to year dependent upon demand, government policy changes and the viability of each course.

Parental Access Restrictions and Custody Rights
Some students have custody orders concerning access by a parent. It is the responsibility of the parent to inform the Principal in writing of these arrangements, with documentary evidence of any matters pertaining to legally binding agreements between the parties concerned. This will generally take the form of Court Orders, copies of which will be kept on file. The parents must provide new copies where arrangements change in relation to custody and/or access.

School Policies
The full version of the following policies can be obtained by contacting the school office. There have been no changes to these policies in the last twelve months.

Student welfare policies
Parkes Christian School is committed to:

… providing a safe environment for students;

… preventing harm to a student in any form within the school;

… acting promptly and suitably with any reports that a student is at risk of harm;

… training staff to recognize and appropriately deal with and report situations where a student may

… be at risk of harm;

… conducting interviews and employment screening to ensure that all appointed staff are worthy of

… appointment;
Parkes Christian School’s Discipline and Welfare policies are grounded in the following Bible-based principles:

… It is in the best interests of all children to have guidelines that will help define boundaries within which every student is safe and free to be themselves.

… The focus should be on the training and development of the self-discipline of each child as opposed to responding only when the child transgresses.

… The school should set high expectations which are realistic and achievable.

… Staff should develop proactive initiatives in dealing with behaviour (both positive and negative).

… Behaviour Management must be age and maturity appropriate to the child.

… Behaviour Management needs to be consistent and fair, ensuring the child is not exasperated.

… Behaviour Management has to remain within the Education Tripod (Home, Church and School); it is essential that it be communicated to the relevant parties.

The school adopts a procedurally fair approach to the management of student behaviour. Corporal punishment is neither practiced nor condoned.

Grievance resolution policies approach to handling complaints and grievances is contained in the Grievance Procedures Policy. It is based on the four following biblical principles:

1. Talk first with the person with whom you have a problem (If your brother sins against you, go and show him his fault, just between the two of you. If he listens to you, you have won your brother over. Matthew 18:15)

2. If you can’t resolve the problem take a wiser person along. (But if he will not listen, take one or two others along, so that every matter may be established by the testimony of two or three witnesses. Matthew 18:16)

3. Only refer matters to the Board when the prior steps have been tried. (If he refuses to listen to them, tell it to the church; Matthew 8:17a)

4. Preserve unity as much as you on your part can do. (Be completely humble and gentle; be patient, bearing with one another in love. Make every effort to keep the unity of the Spirit through the bond of peace: Ephesians 4:2-3)
Bullying, Harassment & Victimisation Policy (Full text)

Bullying, Harassment and Victimisation of any sort will not be tolerated at Parkes Christian School. This policy outlines what bullying, harassment and victimisation is and how it can be identified and reported as well as the responsibilities of staff and students who encounter bullying, harassment and victimisation.

Definitions of terms

Harassment is any unwanted, unsolicited and unreciprocated behaviour or statement that offends someone or humiliates them.

Victimisation is the specific targeting of one person by another person or a group of persons for repeated actions or comments of an unwelcome and unwanted nature. It is often inflicted on the subject in retaliation for a stand that has been taken against a wrong action or lodged a complaint against harassment or bullying.

Bullying is any repeated and/or intentional action or comment of a cruel, demeaning or intimidating nature by a person who is perceived to be more powerful than the person towards whom that action or comment is directed.

Sexual Harassment occurs if a person makes an unwelcome sexual advance or an unwelcome request for sexual favours or engages in other unwelcome conduct of a sexual nature and a reasonable person in the circumstances would have anticipated that the person harassed would be offended, humiliated or intimidated.

Physical abuse is any action of an unwanted nature inflicted upon a person that causes hurt or harm to their bodies.

Psychological abuse is any action or comment of an unwanted nature directed towards a person which has the effect of creating fear, isolation, distress, humiliation or affront in the victim.

Duty of Care is a legal term describing the responsibility of executive and teaching staff to be aware of and protective of the students’ well-being while under their supervision. If an outcome is foreseeable, the staff members most closely involved with the students concerned have a “duty of care” to take action to protect their well-being. The executive also have a duty of care to ensure that there is appropriate policy and that policy is being monitored and enforced.

Framework and Rationale

The Bible declares that all humankind is “…made in the image of God” (Genesis 1:26-27) and, as such, bears His likeness and is worthy of honour from other human beings.
This is expanded further, when in Romans 12: 9-2, Christ’s people are called to “…Live peaceably with all people” (v 18) and in Galatians 5:22-25, to exhibit “the fruit of the Spirit.” Jesus’ powerful words in Matthew 25:31-40 call us to allow our actions to speak the love of Jesus to those in need.

“For, inasmuch as you do it unto these, the least of your neighbours, you do it unto me.”

This is portrayed as the standard by which God will judge the faithful.

The scriptures then are clear that the Christian is called to act with awareness, compassion, thoughtfulness, grace, kindness and protection towards those who are vulnerable – not only within the church, but within the society. Therefore, it is appropriate that a Christian School community should be modelling, facilitating and educating with a view to all children catching a vision of what it means “to live at peace with all people” and to “bear the fruit of the Spirit”.

One of the most prominent characteristics of a Christian School must be its commitment to maintaining a safe and inclusive context for all students. To be known for this quality, the staff, the students and the parents must be firmly committed to it as a value. They must also have a commitment to:
- being aware of unacceptable behaviours
- understanding the sources of such behaviours
- actively educating at home and at school to instil such values
- working constructively together to prevent such behaviours from occurring in the school actively and
- creatively resolving unhelpful incidents that occur in the school context.

To achieve the ideal, there needs to be a recognition that the skills of communication and relationship do not just happen. They need to be taught and they need to be learned. Much learning takes place through the experiences of failure, disappointment and frustration. In the cases of harassment, victimisation and bullying, that learning needs to take place for both the victims and the perpetrators.

This policy therefore focuses on education, prevention, pastoral response, peer support and community leadership issues as much as it focuses on discipline.

Childhood and adolescence are periods in which students:
- are largely unaware of how others perceive them
- are often awkward and uncomfortable when facing people who are different from themselves
- are usually unskilled at expressing themselves sensitively and skilfully
- are sometimes unthinking in their actions and communications
- are unaware of the importance of setting limits in their risk-taking with others
We should therefore never be surprised that schools are places where behaviours, attitudes and comments between students have unexpected and unwelcome consequences. In such circumstances, the staff has a responsibility to all students (victims and perpetrators):

- to demonstrate understanding of the circumstances and the dynamics of the incident to seek to educate both parties as to why things went wrong
- to seek to build bridges between the parties and to see them fully reconciled
- to ensure that both parties have skills for the future to avoid repeat occurrences
- to establish monitoring procedures to help the parties to keep to their commitments.

Only in rare circumstances should it be necessary to revert to significant disciplines to deal with situations of this nature. However, it must be acknowledged that there will, in any school community, be students who wilfully and repeatedly offend in these areas. Having been through the pastoral and educational processes, they may reasonably be expected to know what is right and what is required of them. They will have been taught the skills and yet they have chosen not to exercise self-control. In such cases their behaviours have become:

- intentional or uncontrolled
- repetitive and
- a flagrant, unwelcome exercise of power over another person.

This is clearly within the definition of “bullying”. In its most serious forms, this behaviour becomes “assault” which is a civil wrong and, in certain circumstances, a crime. In this country, a child from the age of 10 can stand trial in a children’s court for such actions though this is unlikely to occur except in the most extreme situations.

Nevertheless, the standards of our society are defined by such laws and they coincide with our standards and our principles as a Christian School community. It is therefore appropriate that our policy and practices should be developed with these standards in mind.

**Statements**
- All members of the school community are entitled to feel and to be safe while in the school and while travelling to and from school.
- Harassment, victimisation and bullying are unacceptable behaviours.
- All members of the school community (staff, parents and students) have a responsibility to be working towards the school being a safe and inclusive environment.
- Any student experiencing harassment, victimisation or bullying can expect to be treated seriously when reporting an incident.
- Any student found responsible for repeated or intentional acts of harassment, victimisation or bullying must expect significant consequences.
- All students involved in incidents of harassment, victimisation or bullying (whether as victims or as perpetrators) can expect to receive counsel and advice to assist them in avoiding repeated occurrences of such incidents.

**Statement of Unacceptable Behaviours**

The range of unacceptable behaviours that fall under the headings of Harassment, Victimisation and Bullying can be grouped in a number of different ways. Irrespective of how they are grouped, there will be clear overlaps between the categories. These lists therefore serve only to assist in defining the territory of behaviours that have the potential to cause serious consequences were they not to be addressed.

**Physical acts:**
- hitting,
- kicking,
- pushing,
- tripping,
- punching,
- pinching,
- hair pulling,
- damaging property.

**Verbal acts:**
- taunting,
- teasing,
- name-calling,
- insults,
- put-downs or
- personal remarks of a racial or sexual nature.

**Psychological acts:**
- ostracism,
- rejection,
- threats of physical abuse,
- gossip.

Discrimination:
- exclusion based on grounds of race, sex, ability, appearance, disabilities.

Responsibilities of Staff, Parents and Students
For the school to succeed in its goal to minimise the occurrences of harassment, victimisation and bullying, there needs to be a commitment from all sections of the community to taking constructive steps when faced with incidents involving these behaviours.

1) Responsibilities of Staff
   a) To model appropriate standards in their speech, attitudes, values and behaviours that demonstrate respect for all.
   b) To refrain from actions designed to frighten, intimidate or demean students even under trying circumstances.
   c) To treat seriously any report of harassment, victimisation or bullying and investigate it even-handedly in establishing the facts of the incident.
   d) To ensure records of such reports are kept on file to assist in the identification of educational processes needed to help each student.
   e) To actively encourage a culture amongst the students of speaking up against all forms of victimisation. To actively affirm all students for qualities that they display.
   f) To take every opportunity to educate students and to raise their awareness of unacceptable behaviours. To take every opportunity to teach students appropriate skills of communication and relationships in the face of challenging circumstances.

2) Responsibilities of Parents
   a) To model appropriate standards in their speech, attitudes, values and behaviours that demonstrate respect for all types of people.
   b) To refrain from actions designed to frighten, intimidate or demean children even under trying circumstances.
   c) To treat seriously any report of harassment, victimisation or bullying and investigate it even-handedly in establishing the facts of the incident.
   d) To promptly convey to the school the facts of any incident that has been reported at home.
   e) To actively teach your children the importance of speaking up against all forms of victimisation and of appropriately expressing what is unwelcome behaviour towards them.
f) To actively affirm your children for qualities that they display.

g) To take every opportunity to educate your children and to raise their awareness of unacceptable behaviours.

h) To take every opportunity to teach your children appropriate skills of communication and relationship, especially in the face of challenging circumstances.

3) Responsibilities of Students
   a) To remember what you have been taught about inappropriate behaviours, attitudes and speech. To observe the effects of your behaviour, attitudes and speech on other people.

   b) To take action to actively discourage inappropriate behaviours and speech towards others.

   c) To appropriately express when certain behaviours and/or speech directed to you are unwelcome. To practise positive and encouraging behaviours towards your fellow-students.

   d) To refrain from actions designed to frighten, intimidate or demean other children even under trying circumstances.

   e) To promptly report to the staff the facts of any inappropriate incident that you have observed in the school or on the bus.

Identifying any Harassing, Victimising or Bullying Incident
   a) The relationship between the persons involved is not mutual, comfortable or equal in terms of power.

   b) The victim clearly demonstrated that certain behaviours or comments were unwanted and unwelcome.

   c) The effect of the behaviour or comment was to distress, confuse, humiliate, intimidate, exclude or physically hurt.

   d) The perpetrator is unrepentant, dismissive or insincere when confronted with the allegation.

Triggers for Harassment, Victimisation and Bullying
   a) Differences in style, personality, interests, visual appearance, race, language, ability. Humour - high risk sarcasm, put-downs, etc

   b) Secrets - keeping people out of the trust of the group

   c) Perceptions of power and influence - domination, manipulation, indifference, insensitivity Perceptions of inferiority and powerlessness - self-pity, dobbing, complaining, reactivity, being withdrawn, hypersensitivity, exclusiveness, unpredictability.

Processing a Complaint
Any complaint/report lodged to a member of staff, whether by a student, a parent or a staff member and whether it concerns a student, or a staff member, will be taken seriously and treated with sensitivity and care. The steps taken should include the following:
a) What was actually said/done to the complainant?
b) What was the context of the incident? (time, place, others present, what preceded the offending action/comment)
c) What was the reaction/response of the complainant?
d) Has this happened before? (from the same or different persons) Has anyone else had this treatment from this/these person(s)? Record the details of the complaint/report.
e) Interview both victim and bully and identify the facts of the matter. Weigh the evidence for intent, frequency, power, impact, etc.
f) Notify parents of victim and bully of the facts of the incident and the action taken. Establish monitoring mechanisms for both victim and bully. (peer leaders)
g) Seek to educate both parties regarding strategies for preventing repeat incidents.
h) Seek to establish reconciliation between the two parties and give them some skills for getting along more successfully.
i) Warn the perpetrator of more significant consequences in the event of repeated occurrences of such actions/comments.
j) Advise victims that they may take the matter further if not satisfied with the first steps taken.
k) Parents of students may also take the matter further including legal action if the incident falls within the confines of the law.
Summary of Financial Information

Recurrent/Capital Income

- Fed. Govt - Recurrent Grants: 68%
- State Govt - Per Capita Grants: 11%
- Fees & Private Income: 15%
- Other Capital Income: 0%
- Government Capital Grants: 6%