



Parkes Christian School

Annual Report 2018



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ANNUAL REPORT 2018

Policy

The school will maintain the relevant data and will comply with reporting requirements of the NSW Minister for Education and Training and the Australian Department of Education, Employment and Workplace Relations. This reporting will include public disclosure of the education and financial performance measures and policies of the school as required from time to time.

Procedures

Procedures for implementing the policy include:

- Identification of the staff member responsible for coordinating the final preparation and distribution of the annual report to the Board and other stakeholders as required
- For each reporting area, identification of the staff member responsible for the collection, analysis and storage of the relevant data and for providing the relevant information to the coordinator for inclusion in the report
- Determination of the specific content to be included in each section of the report and reviewing this each year to ensure ongoing compliance, relevance and usefulness
- Preparation of the report in an appropriate form to send to the Board of Studies
- Setting the annual schedule for:
 - Delivery of information for each reporting area to the coordinator
 - Preparation and publication of the report
 - Distribution of the report to the Board of Studies and other stakeholders
- Provision of information for the My School website as requested



THEME 1

A MESSAGE FROM KEY SCHOOL BODIES

Principal's Report

2018 was a year of consolidation at PCS. After a shift in leadership in 2017, the beginning of 2018 saw the establishment of a Senior Executive consisting of a Primary and High School Coordinator, Business Manager and Principal. Mrs Elizabeth Harris was appointed as Primary Coordinator and Mr Greg Ballantyne as High School Coordinator. Mr Paul Suffolk continued in his role as the Business Manager. In addition, Primary and High School Welfare Coordinators were appointed. In 2018 those roles were filled by Mr Matthew Denmead, Miss Hollie Oates and Mr Jay Quince. These appointments have allowed greater consistency in the key areas of student welfare and discipline.

Under the leadership of the Senior Executive, PCS continued our emphasis on quality teaching and learning through effective teaching pedagogies, and developing a greater understanding of Christian Education and how to maximise our impact as an educational institution.

To this end, as a staff we explored the role of the school in working alongside churches and families in instilling in our students an accurate biblical worldview. This meant examining the role of the church, the family and the school within that process. Major outcomes for staff were understanding that PCS is a school and not a church, understanding that we are called to model the life of Christ in the way we teach and engage with our students and families, understanding we are here to ground our students in an understanding of Jesus, the Gospel, our God and His Character, but also to respect the different doctrines and opinions that exist church to church, family to family. And most importantly, understanding that the teaching of key differences in doctrine and opinions is the responsibility of churches and families. Staff have worked hard to ensure that no matter a students religious background or level of exposure to biblical teaching, a consistent message is conveyed from class to class through carefully sequenced biblical content and staff who model strive to model the life of Christ on a daily basis. PCS is truly here to support and complement all churches and families desiring a Christian education.

In 2018 we continued our focus on developing effective and consistent teaching pedagogies across K-12. As such, 2018 saw our Primary School enter the 2nd year of our 4 year funding agreement with the Association of Independent Schools NSW in the Literacy and Numeracy Action Plan. This involved the training and equipping Of K-6 staff in the delivery of best teaching practice according to gold-standard educational research. With a focus on literacy and numeracy, the implementation of explicit and direct instruction (EDI) at classroom level involved numeracy and literacy consultants working with PCS staff twice a term in observing and modeling Explicit and Direct Instruction, along with numerous face-to-face professional development sessions on EDI. The funding allowed Mrs Elizabeth Harris to continue in her role as an Instructional Leader. It has been Mrs Harris's role to spend time in each K-2 classroom on a weekly basis, teaching, observing and supporting class teachers in the implementation of LNAP. At the conclusion of 2 years, PCS is greatly encouraged by the growth experienced in our students in literacy and numeracy as the EDI model is increasingly implemented and refined. The success of the program was so evident that teachers across the High School also began to undertake training and steps towards a more explicit based approach to teaching.

After an extensive research and consultation process, PCS implemented a Compressed Curriculum model into Year 11 and 12. This sees students undertake the HSC over 2 years by completing 3 HSC subjects in Year 11 and 3 HSC subjects in Year 12. Being the only school in this area implementing Compressed, we are so excited by the unique benefits it provides our students including a greater range of subjects, bigger class sizes and a sustainable study model for students which reduces stress and unnecessary pressure. We look forward to seeing the first cohort of students complete their HCS under the model in 2019 and learning what we can in order to refine our implementation of Compressed where needed.



In 2018 we further expanded our University Early Entry program, which again saw 100% of our participating students receive offers to study at University in 2019 in courses of their choice. In a similar vein, we refined our Senior Mentor Program where each student has their own staff mentor to help guide and support them through the senior years, set goals and ultimately transition each individual to life beyond Year 12.

2018 saw a record number of enrolments into the 2019 Kindergarten class, resulting in the class reaching its capacity of 21 students. Numbers across the school continued to grow steadily as we concluded 2018 with 215 enrolments from K-12. With some classes reaching close to capacity in Primary and High School, the school Board and School leadership have been engaging in an ongoing conversation around class sizes and the optimal size for PCS as a whole moving into the future. This has coincided with the undertaking of a Master Planning process around students numbers and facilities for the next 10-15 years.

After much research and planning, Term 4 saw the exciting launch of the Parkes Christian School Bus which began its daily service to Forbes. This was a positive step in strengthening the long standing relationship between the Forbes community and PCS. Along with the daily Forbes service, the bus would also serve to transport students to and from events around Parkes during school hours. Mr Byrne Harris was employed to as the bus driver.

Staffing in 2018 saw with Mr Andrew Hardy resign from his role as 7-12 PDH/PE teacher, Mrs Lucy Ah Mu resign from her role as Primary RFF and Visual Arts teacher and Mrs Elizabeth White resign from her role as High School English teacher. Kindergarten teacher Mrs Kate Melhuish began 12 months

maternity leave at the end of 2018. PCS welcomed Mrs Erika Muller into the role of Primary RFF and High School Visual Arts and Music teacher.

2018 again saw the P&F successfully engaged the school community via a diverse range of fundraising activities. These included a 5 cent challenge, running the canteen at the Athletics Carnival, the PCS Cookbook 'Dish it Up', and the Biennial Spring Fair. Through these enormous fundraising efforts the school has benefited with additional resources including a Pie Warmer, a host of sporting equipment and the allocation of funds for the future development of the PCS sports precinct. I value the efforts of the P&F and thank the committee for their outstanding support of the school in 2018.

In 2018 I continued to enjoy a positive and productive relationship with the School Board who have provided PCS with excellent governance throughout the year. I am greatly encouraged and excited by the positive culture that exists at PCS and the growth we are seeing as an effective educational ministry to students, families and the broader community.

Thank you

Mr Glen Westcott
Principal



Parents and Friend's Report

The PCS P&F met once a month on the third Thursday of the month in 2018. The executive was comprised of President - Jacquelyn Greenland, Vice President - Gregor Sammut-Paul, Treasurer - Paul Suffolk, Secretary - Rachael Magill, regular attendees included school representatives Glen Westcott - Principal and Elizabeth Harris - Primary Coordinator, Andrew Field, Heidi Field, Toni Unger, Hayley Ballantyne, Marty Sammut-Paul and Margaret Applebee.

2018 has been a great year for the P&F, with a number of activities, bringing in funds for the school, while simultaneously raising the profile of the school within the local community. Earlier in the year we held a five cent challenge which was enjoyed by the Primary school students in particular. The P&F also ran the canteen at the annual Athletics Carnival, proving a popular attraction to students, parents and staff alike. Our first ever cookbook 'Dish It Up', was released just in time for the Spring Fair. It featured beautiful photos of children, artwork and of course, wonderful recipes. K-6 also drew self-portraits which were printed onto tea towels. The cookbooks and tea towels were sold through the school and at Parkes Stationery. There is still stock remaining.

The most significant event of 2018 was the biennial Spring Fair, which was again a great success. Not only did we undertake a World Record attempt, we raised around \$13,000 and we were fortunate enough to be able to attract a number of visitors to the school, many of whom had never been here before. We await patiently the decision from the UK as to whether we broke the record for the most books used to make an identifiable sculpture, we should know by early next year. Planning for Spring Fair 2020 is already underway!

Funds raised by the P & F this year have begun to be allocated. A pie warmer has been purchased for use on hot food days. \$2,000 dollars has been given for the purchase of sporting supplies, including athletic equipment, such as discus' and javelins. Money has also been earmarked for the construction of a long jump pit. It is hoped our students will enjoy practicing with this new equipment before our Athletics Carnival and in preparation for other carnivals.

Tithing cheques were presented to 100% Hope (\$800), a charity who partners with local, poverty-stricken communities in Uganda to promote the spiritual, and Northside Chapel (\$1,000) a ministry of the Forbes Christian community ministering to the community with events for children, youth and families.

The P&F could not operate without volunteers. This time last year we asked for volunteers to help continue the work that had been established by the P&F and we are very grateful that 2018 has seen a significant increase in this area. We are hoping for a fresh executive committee with great new ideas for 2019 and into the future.

Jacquelyn Greenland
Parkes Christian School
P&F President



SHAKE WELL
BEST SERVED CHILLED
DIT STRAWBERRY FLAVOURED
REDUCED FAT MILK

INGREDIENTS: REDUCED
FAT MILK, SUGAR,
FLAVOUR, VEGETABLE GUM
(CARBAGEENAN), NATURAL
COLOUR (CARMINES).

14% LESS FAT VS
REGULAR FAT FLAVOURED
MILK WITH 2.4% FAT.
ONCE OPENED REFRIGERATE
BELOW 4°C AND CONSUME
WITHIN 3 DAYS.

MANUFACTURED FOR:
LORD AUSTRALIA PTY LTD
122 BOURKE STREET
DOCKLANDS, VICTORIA
AUSTRALIA
Customer Care
1800 677 82

10¢ REFUND AT SANY
COLLECTION DEPOTS IN THE
TERRITORY OF
N.S.W.

100% RECYCLABLE

NUTRITION INFORMATION
SERVINGS PER PACK: 1
SERVING SIZE: 250ML

	AMOUNT PER 100ML	PER SERVING
ENERGY	170kJ	425kJ
PROTEIN	3.2g	8.0g
FAT, TOTAL	4.5g	11.2g
- SATURATED	2.4g	6.0g
CARBOHYDRATE	12.0g	30.0g



THEME 2

CONTEXTUAL INFORMATION ABOUT THE SCHOOL



Contextual Information about the School

Parkes Christian School Ltd was established as a ministry of Parkes Community Baptist Church (now Parkes Community Church) in 1982. It is acknowledged that the commencement of this ministry was a response by Parkes Community Church to a direct leading by God. The School therefore operates under the spiritual guidance of Parkes Community Church and its leadership through the elected members of the Company Board.

Our campus is located on a six-acre site on the outskirts of Parkes. This site will provide for more than 200 students from Kindergarten to Year 12 and includes plans to expand in the near future.

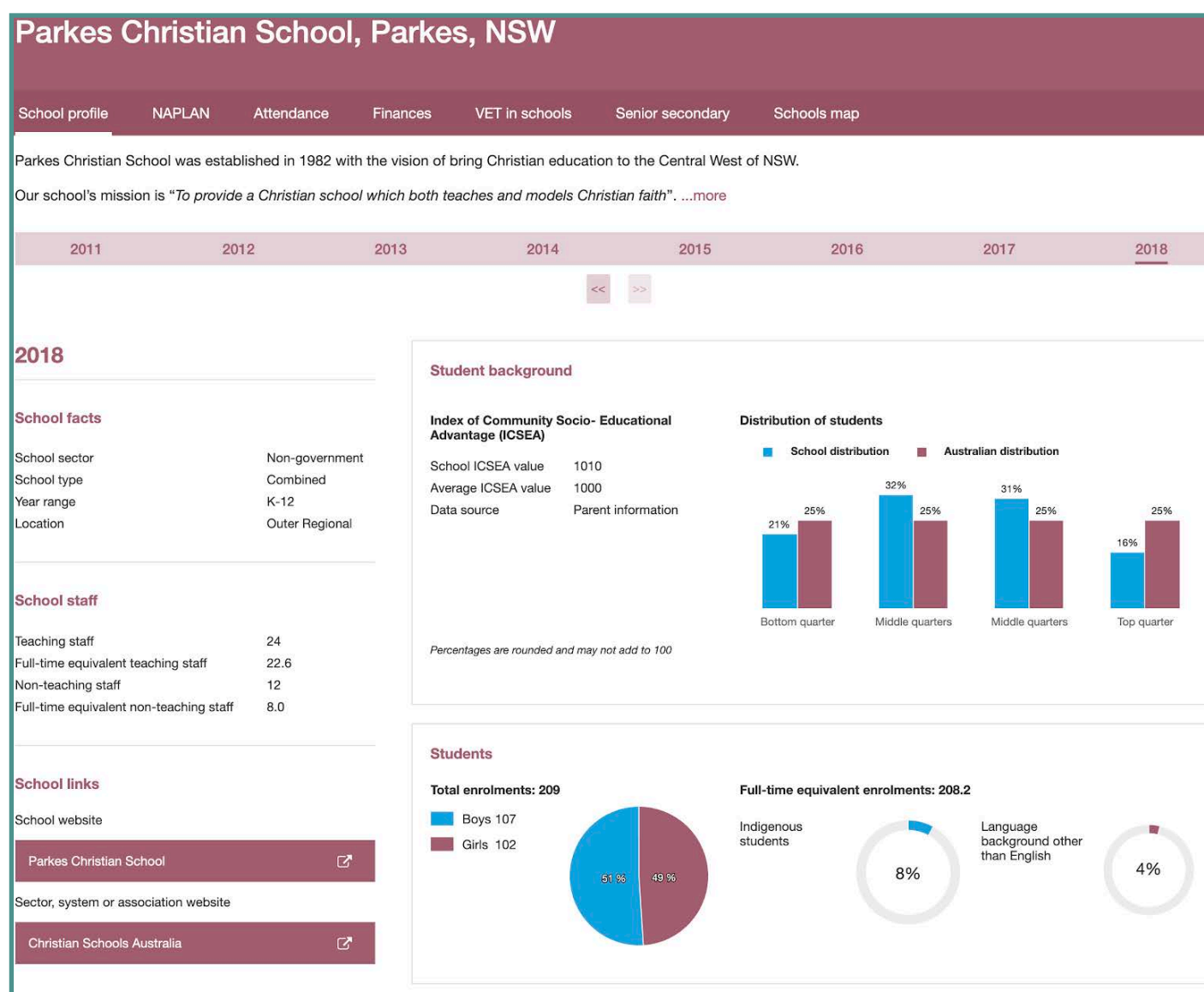
The mission of the school is to provide quality education in a caring, secure and challenging learning environment based on Christian beliefs, values and practice. The six core values of the school are:

- Perseverance
- Excellence
- Advocacy
- Respect
- Leadership
- Service

The school seeks to acknowledge the potential and uniqueness of each student and aims to provide opportunities for all-round development - intellectual, social, cultural, moral, spiritual and physical. The school is passionate about the pursuit of excellence in all areas of school life, particularly academic achievement, including the latest advancements in technology, performing arts and sporting endeavours.

Our technology program utilises individual Chromebooks in Years 3 to 12 with banks of Chromebooks and iPads in Kindergarten to Year 2 to support and extend their learning. Specialist Art and Music teachers from Kindergarten to Year 12 ensure ongoing success and development of our Creative Arts programs. Extra-curricular activities include: a wide range of sporting activities (netball, touch football, rugby league), gala days, music groups, drama performances, academic competitions, excursions and camps, and a range of community activities.

We are facilitating a community approach to education through involving parents in the ongoing daily activities of the school and hosting a range of community-wide events. A feature of the school is its supportive pastoral care program. We believe that education occurs best when students are known well, taught well and loved well.

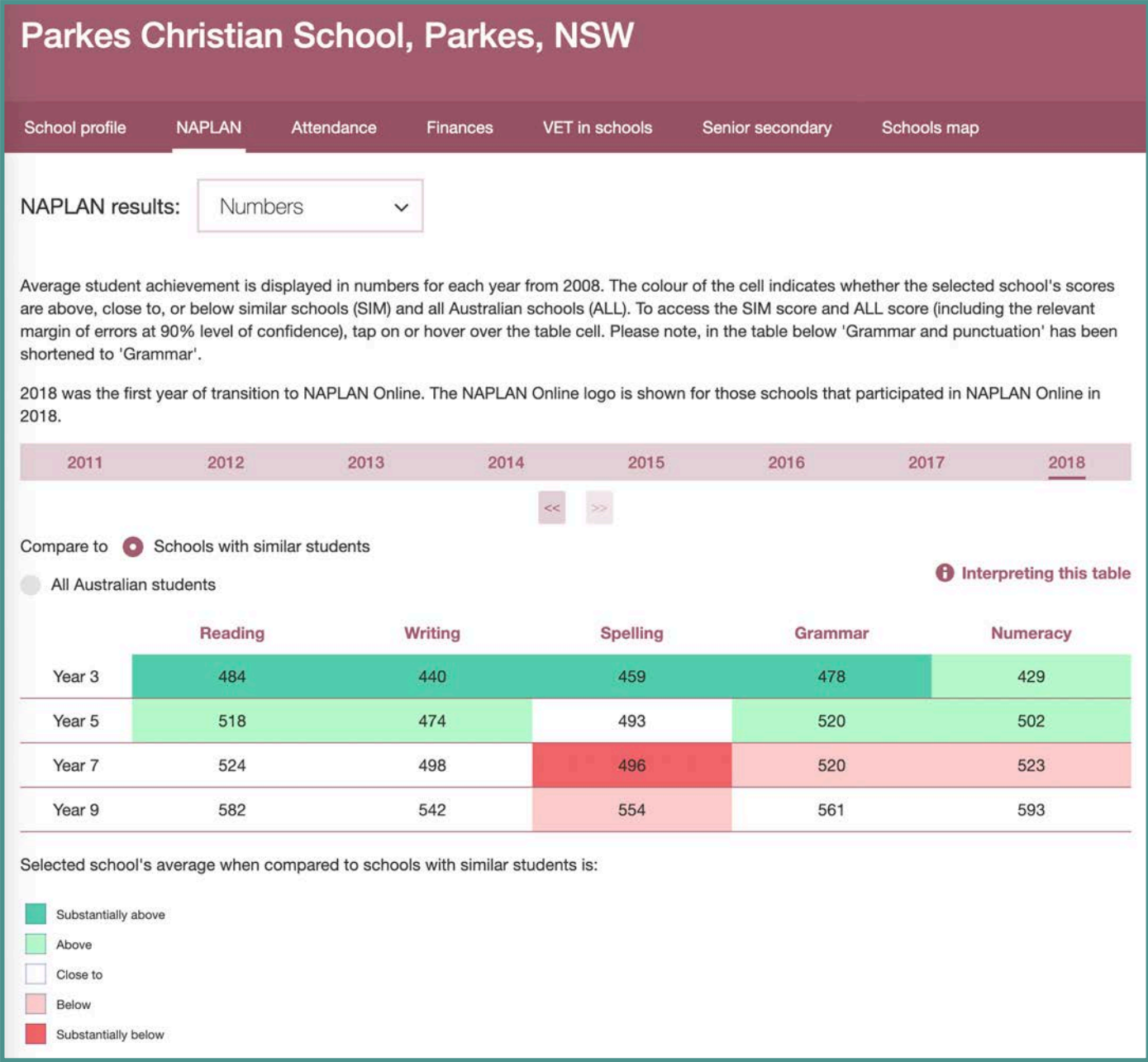




THEME 3

STUDENT OUTCOMES IN STANDARDISED NATIONAL LITERACY AND NUMERACY TESTING

Student Outcomes in Standardised National Literacy and Numeracy Testing



For student performance in national and state-wide testing please refer to the school’s data on the My Schools website: <http://www.myschool.edu.au>



THEME 4

SENIOR SECONDARY OUTCOMES



Senior Secondary Outcomes

Years 11 and 12 have traditionally followed an academic curriculum over two years, to qualify for the HSC and then go on to study at a University. This is no longer the case.

Currently in NSW only 50% of senior students follow an academic program of study with the aim of entering University. Of this 50%, approximately 26% meet the needs of University entrance through the ATAR.

It follows from this that an academic pattern of study will not suit all students. We advise that students select courses that best fit their individual needs, abilities and aspirations.

At PCS, students consider the following options to obtaining a HSC:

Option A: Academic

You select a pattern of study which is academic and which is designed to lead you to further studies at University. Qualifying for an ATAR with a range of subjects that require high academic rigour is vital.

Option B: Academic/Vocational

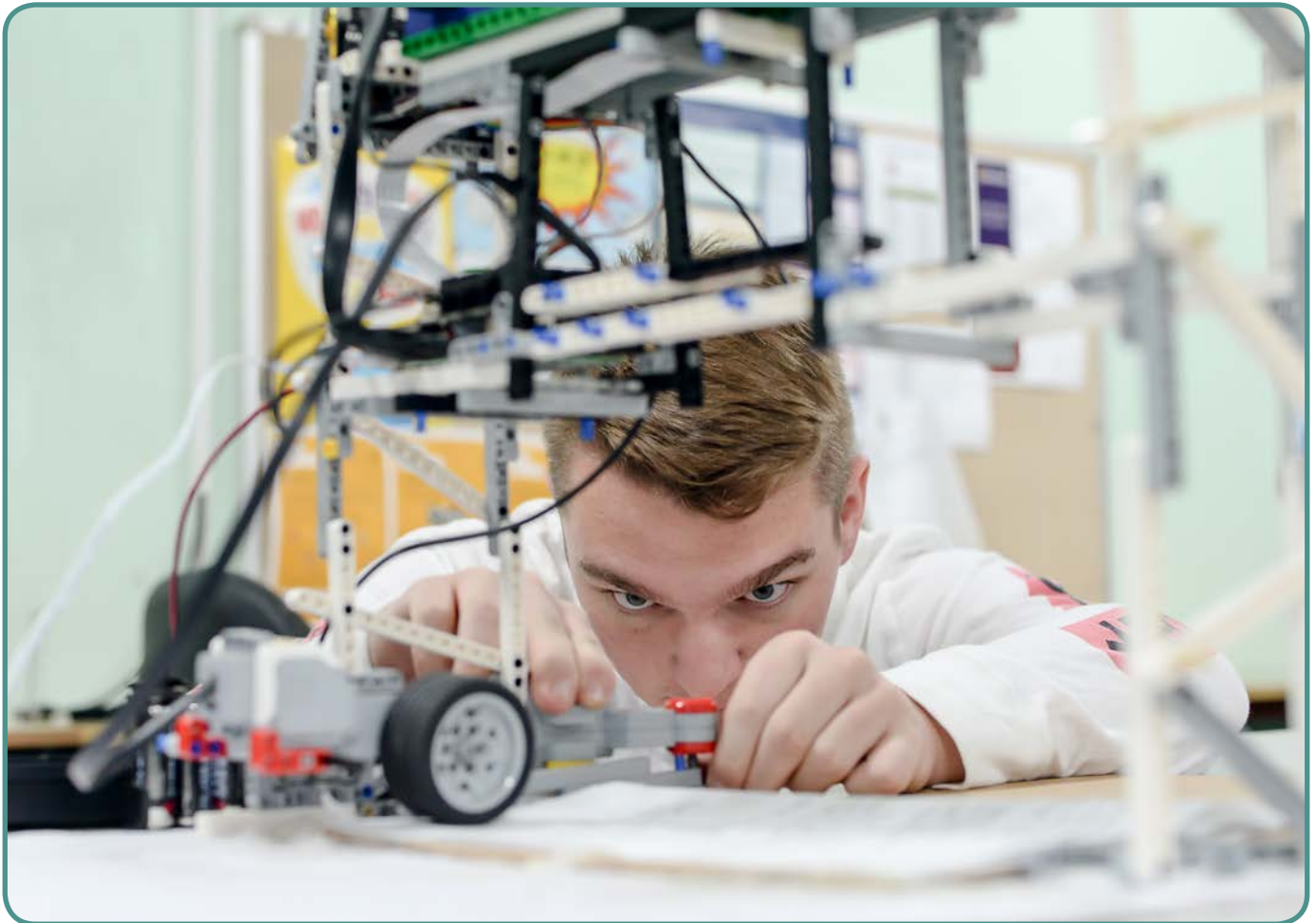
You select a pattern of study which is academic and which is designed to lead you to further studies at University. Qualifying for an ATAR is vital. However, you may include a TAFE course and choose other subjects that are more practical in nature.

Option C: Vocational

You select a pattern of study that is more concerned with future training at TAFE or with securing employment in the near future. You might select a mixture of traditional subjects and VET courses. This provides you with TAFE credentials, which will be useful in attaining employment.

Option D: Individual Transition Program (ITP) / Vocational

You select a pattern of study more concerned with immediate employment and a combination of employment and TAFE studies. Life Skills courses are also available for students with particular learning needs.



Higher School Certificate Results 2018

In 2018, 12 students sat for the award of the Higher School Certificate with two students having already completed the HSC in 2017 as accelerated students in English only. A more detailed analysis of student achievement is available through individual faculty RAP/Strategic Plans.

Students are provided with significant choice when making subject selections and an interview process is undertaken with students during the selection process. The results achieved by our students in 2018 are generally quite pleasing with some results far exceeding expectations. The small cohort was largely focussed on vocational pursuits than further study, and were able to make significant strides towards their goals.

2018 HSC Band Analysis

Course	Students	PCS % Band 3-6	State % Band 3-6
Biology	3	100	90
Business Studies	6	83	88
Community and Family Studies	5	100	87
Design and Technology	4	100	95
Drama	3	100	98
English (Advanced)	6	100	98
English (Standard)	4	25	85
English Extension 1	1	100	95
English Extension 2	1	100	99
German Continuers	1	100	99
History Extension	2	100	98
Hospitality	1	100	84
Human Services	1	100	91
Industrial Technology	1	100	77
Information and Digital Technology	1	100	90
Mathematics	3	67	92
Mathematics Extension 1	1	100	96
Mathematics General 2	8	25	80
Modern History	6	83	85
PDHPE	5	80	86
Software Development and Design	2	100	90

A summary of student achievement in the 2018 HSC

Considering the short history of HSC cohorts at the school, the achievement of the students this year has been commendable in some areas. Our school achieved its first ever Band 6 results in Community and Family Studies and Biology.

We also managed to successfully introduce Community and Family Studies and English Extension 2 as new subjects taught on site.

A statistical analysis of Band performance indicates that the vast majority of courses met or surpassed the state average for percentage of Band 3-6 results. Results in Mathematics General 2 and English (Standard) were well below average; a result of the vast difference in academic ability and commitment from a small number of students at the lower end.

As a school we also recognise that student achievement is not defined by HSC results alone and there are more dynamic and meaningful measures of a successful school including student post-school pathways. This is reflected in the increasing opportunities for students to engage in Vocational Education and Training frameworks offered at the school.

Outstanding individual achievements for the 2018 HSC

Emma Greenland - Community and Family Studies, German Continuers, Biology, History Extension

Elly Collins - English Extension 1, English Extension 2, Design and Technology

Madelynne Capple - Business Studies

At PCS we are aware of the socio-economic challenges that some of our students must overcome to achieve their potential and to become contributors to society. The scope of the HSC results and student post-school pathways are reflective of how our school community strives to educate the whole child through a biblical perspective, so that not only are we measured by academic achievement but, more importantly, we are measured by the outstanding young people that graduate from our school.

PCS HSC Band Analysis (2015-2018)

Course	Year	PCS % Band 3-6	State % Band 3-6
Biology	2016	80	91
	2017	50	82
	2018	100	90
Business Studies	2015	100	88
	2016	73	86
	2017	50	87
	2018	83	88

Community and Family Studies	2018	100	87
Design and Technology	2015	100	93
	2016	75	91
	2017	67	95
	2018	100	95
Drama	2015	100	98
	2018	100	98
English (Advanced)	2015	100	99
	2016	78	99
	2017	100	99
	2018	100	98
English (Standard)	2015	71	84
	2016	35	87
	2017	0	85
	2018	25	85
English (Extension 1)	2017	100	99
	2018	100	95
English (Extension 2)	2018	100	99
German Continuers	2018	100	99
History Extension	2016	100	99
	2018	100	98
Hospitality	2018	100	84
Human Services	2018	100	91
Industrial Technology	2018	100	77
Information and Digital Technology	2018	100	90
Mathematics	2015	0	90
	2016	0	92
	2017	33	91
	2018	67	92

Mathematics General 2	2015	50	75
	2016	22	76
	2017	0	75
	2018	25	80
Mathematics Extension 1	2016	0	83
	2018	100	96
Modern History	2015	75	87
	2016	83	90
	2018	83	85
Music 1	2016	100	98
	2017	100	98
PDHPE	2015	91	91
	2016	57	83
	2017	0	81
	2018	80	86
Software Development and Design	2017	0	89
	2018	100	90
Studies of Religion 1	2015	50	95
Visual Arts	2015	100	98
	2016	100	93

The Senior School teachers are continuing to develop a learning culture in the middle and lower senior years. This will be critical to statistical improvements and assists greatly with personal success. There is clear evidence that senior students are displaying a significantly deeper understanding of a positive and proactive culture of learning.

Vocational Education and Training and HSC Qualifications

Year 12 students undertaking VET courses 2015: 11%

Year 12 students undertaking VET courses 2016: 27%

Year 12 students undertaking VET courses 2017: 33%

Year 12 students undertaking VET courses 2018: 25%

The percentage of VET course participants dropped off last year, indicating a slightly more academic focus for our 2018 cohort.

Record of School Achievement (RoSA)

The NSW Record of School Achievement is a record of achievement for students who leave school prior to receiving their HSC. It reports results of moderated, school-based assessment, not external examinations. The Record of School Achievement will be available when a student leaves school any time after they complete Year 10 and will be cumulative, recognising a student's achievements until the point they leave school. The Record of School Achievement will also offer students the ability to record their extra-curricular achievements. In 2018 no formal Record of School Achievement credential was awarded.

Awarding the RoSA

The model adopted by PCS is Model 2 as described on the ARC site (ARC: <http://arc.boardofstudies.nsw.edu.au/go/sc/sc-grading/>).

1. Faculties establish an assessment program that consists of a number of assessment activities, ensuring that the assessment activities cover the full range of outcomes.
2. The weightings or relative importance are determined for each activity.
3. Marks are awarded for each completed activity.
4. Marks for each activity are combined to obtain a total mark for each student.
5. On the basis of these marks, the group order of merit is determined.
6. Faculty leaders in consultation with the class teachers refer to the course performance descriptors to relate the order of merit to grades awarded.
7. Review the grade awarded to each student to make sure that no anomaly has occurred. The order of merit obtained by the summation of marks may require adjustment after consideration of students' achievement at/or near each grade cut-off, again in consultation with the class teacher.





PCS Stage 5 grades compared to the state

	A % students		B % students		C % students		D % students		E % students	
Course	PCS	State	PCS	State	PCS	State	PCS	State	PCS	State
English	23.53	12.20	17.65	28.22	29.54	37.55	23.53	15.57	5.88	5.55
Mathematics	5.88	15.02	35.29	22.91	41.18	31.61	5.88	22.80	11.76	6.79
Science	0.00	13.29	23.53	24.85	35.29	36.31	35.29	18.32	5.88	6.36
History	17.65	13.88	17.65	27.15	47.06	35.46	11.76	16.76	5.88	6.02
Geography	23.53	13.75	23.53	27.43	35.29	35.22	5.88	16.49	11.76	6.39
PDHPE	11.76	17.06	17.65	35.24	52.94	33.42	5.88	10.13	11.76	3.55
Music	0.00	27.24	33.33	32.42	66.67	26.33	0.00	9.86	0.00	3.54
Drama	0.00	30.05	100	35.84	0.00	24.14	0.00	7.12	0.00	2.42
D&T	0.00	25.98	50.00	35.13	50.00	28.15	0.00	9.06	0.00	1.55
IST	66.67	23.08	0.00	28.51	0.00	30.08	0.00	13.27	33.33	4.81
Hist Elective	100	23.77	0.00	33.83	0.00	29.95	0.00	8.95	0.00	3.03
Agriculture	0.00	18.33	0.00	26.94	100	29.91	0.00	16.16	0.00	7.89





THEME 5

TEACHER QUALIFICATIONS AND PROFESSIONAL LEARNING

A summary of professional learning undertaken by teachers
(as defined by the Teacher Accreditation Act 2004) during the year.

Professional Development

Staff development days are held in two blocks, one at the beginning of the year and the second at the beginning of Term 3. Parkes Christian School supports staff to maintain their professional accreditation with the NSW Institute of Teachers.

On Tuesday and Thursday afternoons, staff meetings are held across the school, whether they be whole school or faculty. The focus on staff meetings is professional development, with an overview of the term's meetings being published at the beginning of each term.

During Term 1, all staff renewed their CPR accreditation as well as Asthma and Anaphylaxis. Whole staff PD on Child Protection was also conducted in Term 1. This list below is a record of professional learning for the year. It does not reflect the ongoing internal professional development that occurs in a variety of forms including: professional reading, online courses and staff meetings.

Parkes Christian School is committed to providing quality education. One factor in achieving this is supporting continuous learning through the provision of professional development. The average expenditure per teacher for professional development in 2018 was \$1,657.59. This included 585.2 hours of off-site accredited professional development.

Course Name	Staff	Department
Live to Love	1	High School Welfare
Principal Induction Program	1	Principal
Assessing Assessment	1	High School Maths
Phonics in Action	4	Early Primary
AIS LNAP Masterclass "Evaluating Progress"	2	Primary
AIS LNAP Masterclass "Tiered Interventions & Differentiated Teaching"	2	Primary
AIS LNAP Masterclass "School Stories"	2	Primary
AIS LNAP Masterclass "Planning Workshop"	2	Primary
Makukuhan Peer Session	1	High School Music
NESA Work Readiness Workshop	2	High School Careers
LDA "Leaving Nothing to Chance"	3	Early Primary
Stage 6 History Professional Development Day	1	High School History
AIS Executive Leadership Program	2	Executive
CELF5 - Screening Testing	2	Special Education
NCCD Moderation and Support	3	Special Education

Advanced Skills for PA's & EA's	1	Administration
AIS Registration Requirements	2	Administration
Planning & Programming NSW Syllabus Yrs 7-10	1	High School English
National Policy Forum	1	Principal
RoSA & HSC Curriculum Accreditation Requirements	2	High School
Digital Tech & NSW Curriculum Workshop	1	High School STEM
AIS Registration Requirements - K-6 Curriculum	2	Primary
Edutech 2018	2	High School STEM
ICTENSW	1	High School STEM
AIS NCCD - Network Meeting	2	Special Education
Tourettes Annual National Conference	2	Special Education
Visual Learning Plus	2	High School English
School Nurses Workshop	1	Administration
Texts & Human Experiences Yr 12	1	High School English
Unpacking Technology Mandatory New Syllabus	1	High School Design & Technology
Notifying & Responding to allegations of workplace child abuse	2	Child Protection
Enhancing your child protection investigations skills	2	Child Protection
Child Protection Investigators	1	Child Protection
The Craft of Writing	1	High School English
MQ Reading Clinic	1	Special Education
KEATS and Bright Star	1	High School English
National Business Conference	1	Administration
Planning & Programming NSW PDHPE Syllabus	1	High School PDHPE
Multilit	2	Special Education

Accreditation status of all teaching staff who are responsible for delivering the curriculum

Category	Number of teachers
Proficient Conditional	2
Proficient	22
Highly Accomplished	0
Lead Teacher	0

Summary of qualifications of all teaching staff

Category	Number of teachers
Number of teachers who have teaching qualifications from a higher education institution within Australia or one recognised within the National Office of Overseas Skills Recognition (NOOSR)	24
Teachers who have qualifications as a graduate from a higher education institute within Australia or one recognised with NOOSR but lack formal teacher education qualifications	0
Teachers who do not have qualifications as described above but have relevant successful experience or appropriate knowledge relevant to the teaching context	0

THEME 6

WORKFORCE COMPOSITION

PCS Workforce Composition 2018

Workforce Composition	Number of staff
Teaching Staff	24
Full-time Equivalent Teaching staff	22.6
Non-teaching Staff	12
Full-time Equivalent Non Teaching staff	8.00
Staff who Identify as Indigenous	0
Female Staff	22
Male Staff	14





THEME 7

STUDENT ATTENDANCE, RETENTION RATES AND POST-SCHOOL DESTINATIONS IN SECONDARY SCHOOL

Student attendance rates for each Year level and the whole school

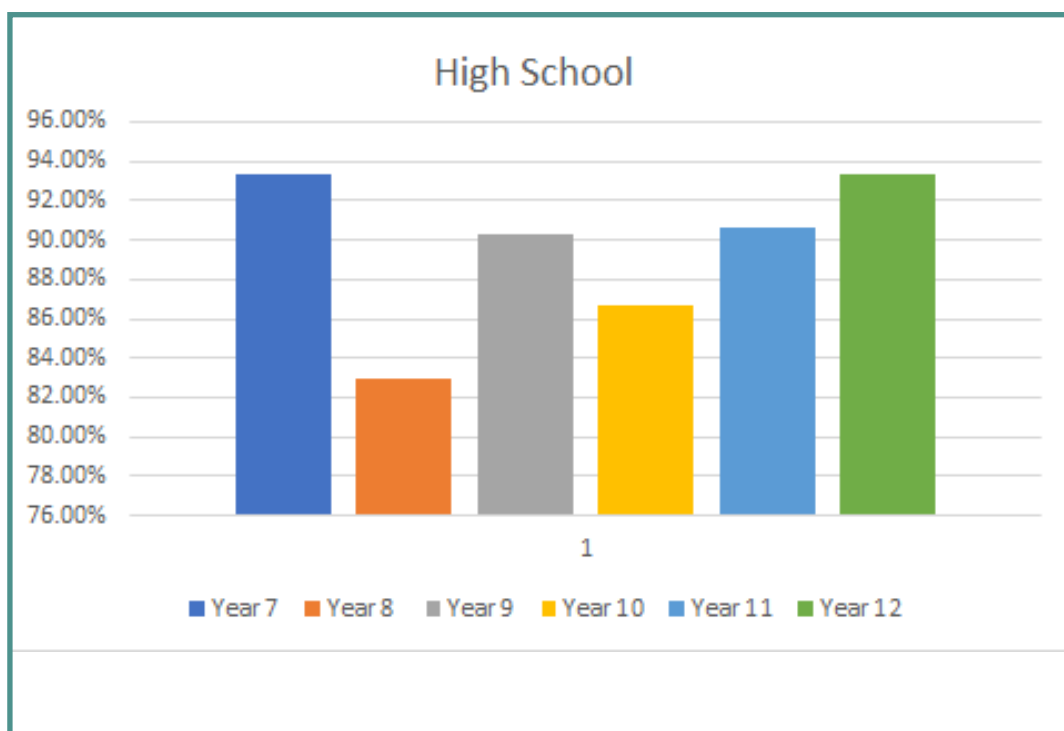
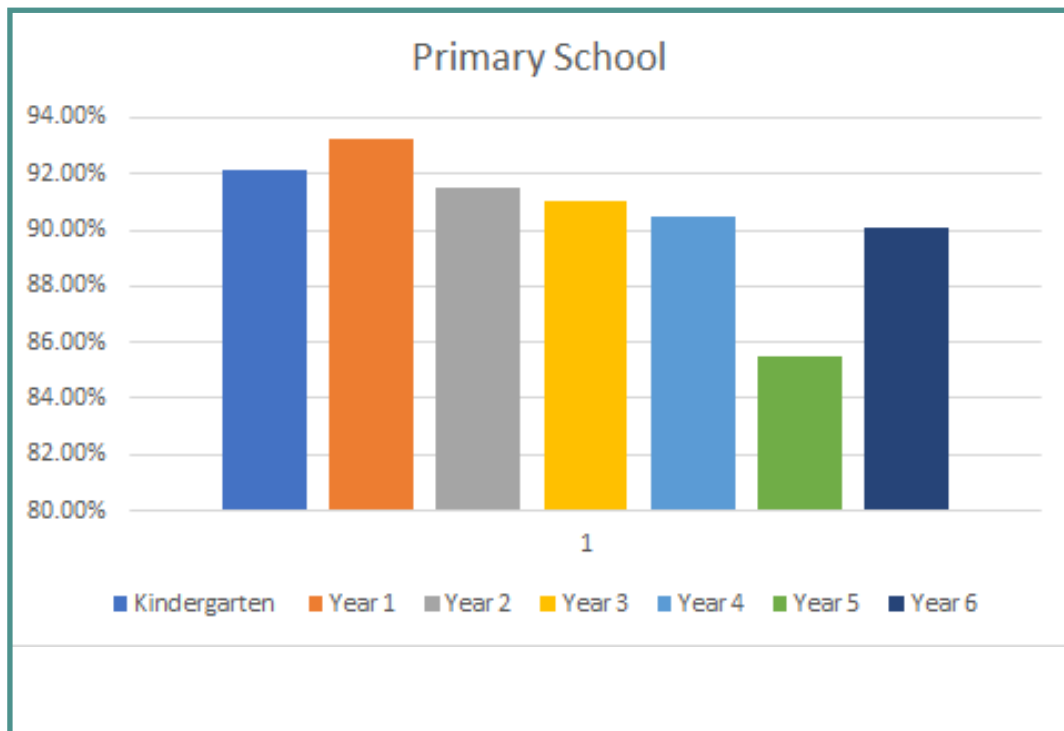
Regular attendance is seen as an important factor in school success for students. Chronic non-attendance is rare at Parkes Christian School. Non-attendance is actively managed by working with the student and parents to ensure satisfactory attendance is reached; even during times of adversity.

Student Attendance Rates - 2018

The student population is **209**

Year Group	Number of Students
Kindergarten	14
Year 1	13
Year 2	22
Year 3	10
Year 4	15
Year 5	20
Year 6	19
Year 7	14
Year 8	20
Year 9	19
Year 10	18
Year 11	13
Year 12	12

** Note that in some classes where the cohort size is relatively low, one student can have a significant impact on the overall class average.*



Management of Non-Attendance

Accurate attendance records are maintained in the online database by administration staff in the school office.

Class rolls are entered electronically each morning by the classroom teacher directly into the database. After checking the Late Arrivals Register, the parents/carers of students that are recorded as absent are called by administration staff to establish the reason for the absence and confirm the student's safety.

On the morning of an absence, parents/carers are required to notify the school by phone or email before 9.15am. Parents are still required to supply a note (written or email) to explain the student's absence. If an explanation is not received within 14 school days, the student's attendance is marked as "Unexplained/Unjustified". When a senior student is absent on the day or days on which official assessment tasks are scheduled or due, a medical certificate is required to substantiate any absence due to illness.

Students who arrive late to the school are required to bring a note of explanation (if circumstances permit). Unexplained or regular lateness is referred to the Student Welfare Coordinator to follow up.

The Principal's PA monitors attendance and engages the Student Welfare Coordinator where there is an area of concern. If, after informal intervention by a Welfare Coordinator, there is still concern the Principal is notified and a formal meeting is requested with the parents/caregivers. If formal communication with parents fails to see an improvement and the student has missed 30 of the last 100 school days, the School Liaison Officer is contacted.



Retention of Year 10 to Year 12

The retention rate of students who completed Year 10 (2016 - 21 students) and continued on in the school to complete Year 12 in 2018 (12 students) was 57%. This was a slight increase from the previous year and indicates that a large number of students are still seeking and finding employment before they completed the HSC.

Reporting Year	Retention Rate
2015	60%
2016	95%
2017	46%
2018	57%

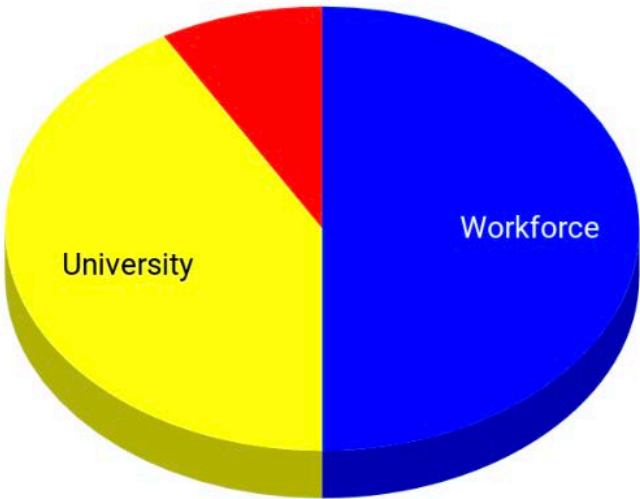


Post School Destination

Post-school destinations for our students include:

- a) Workforce - 6 students
- b) Attending University - 5 students
- c) Other study - 1 student

These post-school destinations indicate that students are successful in achieving their goals in a range of areas. Our university entrants secured their positions through the SRS Early Entry Scheme, with two further students receiving an offer which they deferred. This trend of Early Entry into university courses maintains our school's 100% record of students successfully applying for university study.



Early Entry Application Success Rate (2015-18)

Reporting Year	Applicants	Success Rate
2015	5	100%
2016	8	100%
2017	3	100%
2018	7	100%



THEME 8

ENROLMENT POLICIES AND CHARACTERISTICS OF THE STUDENT BODY

Enrolment Policies and Procedures

Policy Note:

This Enrolment Policy must be read in conjunction with the following documents:

- Motto, Vision and Mission Statement
- Statement of Faith
- Philosophy
- School Aims
- Anti-Discrimination Policy
- Fee Policy
- Discipline Policy

Preamble

Parkes Christian School was established in 1982 by the families of Parkes Community Baptist Church, (now known as “Parkes Community Church”), for the express purpose of providing Christian Education for Christian Families. Parkes Christian School is an Educational Ministry of the Parkes Community Church and as such is anchored in the foundational tenets of Christian faith and commitment to Gospel values and beliefs as evidenced in the person of Jesus, the Christ. Parkes Christian School currently provides education opportunities to Students from Kindergarten to Year 12 out of one campus.

Policy Statement

As Parkes Christian School has grown and matured, recognition of the fact that while the predominate nexus of families seeking enrolment at the school will come from Christian families, many other families are seeking the opportunity for their children to be nurtured by the strong Pastoral environment of the school and be exposed to the beliefs, values, practices and principles of Christianity during their formative school years. Parkes Christian School therefore extends the opportunity of enrolment to anyone seeking a Christian education for their children.

Parkes Christian School expects that all families seeking enrolment would familiarise themselves with the Ethos of the School and be unequivocal about the school’s commitment to approaching the whole of School life from a Christian world view, from the syllabus content to the individual formation of fundamental foundational beliefs, values and practices that the school intentionally focuses on developing through every aspect of school community. Parkes Christian School does **not** have an ‘opt out’ option for School activities such as Chapel Services, Assemblies of the school and Bible Study or Christian Principles and Relationship classes based around the Christian Ethos of the School.

Parkes Christian School emphasises an entire School approach to Pastoral Care and undertakes to engage at every step of the Enrolment process with families who may not agree with the Schools explicit Christian philosophy. Christian Schooling does not suit everyone and Parkes Christian School commits to providing every opportunity for those seeking enrolment to develop an informed, competent and comprehensive understanding of the school’s overall philosophy and daily educational methodology.

Generally, the two major enrolment entry points will be Kindergarten and Year 7, although families can inquire about enrolment at any time during their children's schooling. Prospective students seeking enrolment in Kindergarten must turn 5 before or on the 30th April in the year of commencement. Enrolment of Children younger than 5 years can be considered at the discretion of the Principal.

Completing the application process does not automatically mean that an offer of position is assured. All prospective students will be placed on a waitlist and offered a position when student places become available. Offer of positions are based on the following priority scale:

- Whether or not the child has a sibling already attending the School
- Staff members children
- Whether or not the family/student is an active participant of the Christian community
- Date order of received completed applications

If your child is offered a position at the school you will be required to sign a legally binding document committing to the school fees and payment terms, as per the Fee Policy.

Parkes Christian School is a member of Christian Schools Australia (CSA) and the Association of Independent Schools (AIS). More information about CSA and AISNSW and can be found on their websites:

- <https://www.csa.edu.au>
- <https://www.aisnsw.edu.au>



Relevant Legislation

- Anti-Discrimination Act (1977)
- Disability Discrimination Act (1992)
- Education Act (1990)
- ESOS Act (2012)
- Privacy Act (1988)
- Racial Discrimination Act (1975)
- Racial Hatred Act (1995)
- Sex Discrimination Act (1984)

Procedures

Enrolment Process

1. Initial enrolment enquiry received via phone, email or walk-in. Details to be entered into Edumate.
2. Information pack sent out. The pack should contain:
 - a. Prospectus
 - b. Enrolment application
 - c. Fees schedule
 - d. Uniform information
 - e. Parent Code of Conduct
 - f. Other advertising material
3. Follow-up phone call after two weeks if no response.
4. Depending on response above, further follow-up phone call.
5. On receipt of enrolment application, interview to be arranged with Principal and at least one other member of Executive Team or Leadership Team.
6. During interview:
 - a. Ascertain reasons for enrolment
 - b. Understanding of what Christian schooling is all about
 - c. Are there any special needs
 - d. Verify details as per enrolment application
 - e. General discussion with student
 - f. High School – subject selections
 - g. Activities/Interests outside school
 - h. Request further information – school reports etc
7. Following interview – discussion between interview panel – acceptance or otherwise.
8. Review of all paperwork. Request any outstanding reports.
9. Notification to parents, including discussion regarding fees and payments.
10. Establish start date.
11. Details entered into Edumate.
12. Student starts at Parkes Christian School.

Policy Record

For ongoing student enrolment, the following code of conduct must be adhered to.

Parkes Christian School - High School Student Code of Conduct

Purpose

Parkes Christian School is committed to ensuring a respectful learning environment that is safe, positive and supportive for all students of the school. It is the intention of Parkes Christian School to provide clear guidelines to all students regarding the conduct expected of them whilst at school, engaging in school related activities or representing the school. Students are expected to uphold the school's core values at all times.

Application

This code applies to all Parkes Christian School students. The application of this code is not limited to the school site and school hours. It extends to all activities and events that are school-related and when representing or acting on behalf of the school. The code also requires that student actions do not bring the school into disrepute at any time regardless of whether the action occurs within or outside of school activities.

Definition of a 'Student'

For the purposes of this policy, a 'Student' of Parkes Christian School shall be considered to be a current student until they are withdrawn from the school and are no longer enrolled or (in the case of Year 12 students) the day after the completion of an individual's final exam.

Section 1 - Conduct and Bearing of All Students

It is expected that every student will:

- A. uphold the school's core values at all times;
- B. behave in a manner that does not endanger the health, safety and wellbeing of themselves or others;
- C. abide by all health and safety rules and procedures operating within the school and other locations at which the students may visit;
- D. ensure that their actions do not bring the School into disrepute;
- E. uphold the reputation of the School by observing an appropriate standard of behaviour in transit to and from the school and when wearing school uniform;
- F. respect the authority of members of staff and observe school rules as required;
- G. strictly adhere to the school's policies and procedures as required;
- H. be respectful and supportive of the school's Christian beliefs and values;
- I. behave with courtesy and consideration for others. In particular, students must refrain from all forms of bullying and harassment;



- J. refrain from behaviour which would interrupt the work of any class or hinder the learning opportunities of other students;
- K. refrain from activities, conduct or communication that would reasonably be seen to undermine the reputation of the school, employees or students of the school (including activities on social media);
- L. respect school property and the property of staff, contractors, visitors and other students;
- M. be punctual and attend all classes;
- N. remain in the school grounds during the school day unless otherwise approved by the applicable staff member;
- O. complete work set by teachers promptly and to the best of their ability and to take full advantage of the educational opportunities offered at the school;
- P. dress neatly and with due regard for health, hygiene and safety in accordance with the school's uniform requirements;
- Q. not possess or smoke cigarettes, e-cigarettes, possess or use or be under the influence of alcohol or illicit drugs or other substances harmful to health, at school, on school excursions, in transit between school and home or otherwise while wearing school uniform.



Section 2 - Unacceptable Conduct

Unacceptable conduct includes, but is not limited to:

- A. touching, handling, pushing or otherwise physically or sexually engaging with students or others in a manner which is not appropriate and may endanger the health, safety and wellbeing of that person;
- B. any form of physical or verbal violence including fighting, assault or threats of violence;
- C. any form of cyber-bullying or cyber-abuse;
- D. sending inappropriate, offensive or explicit text messages, photos or videos;
- E. gambling of any form (both online gambling and in person) during school time, whilst undertaking school activities or whilst wearing the school uniform;
- F. language or conduct which is likely to offend, harass, bully or unfairly discriminate against any student, teacher, contractor or visitor;
- G. theft, fraud or misuse of school resources;
- H. the use of inappropriate or profane words or gestures and images;
- I. smoking or consuming alcohol or illicit drugs at school, on school excursions, in transit between school and home or otherwise while wearing school uniform;
- J. attending school, social, sporting or other functions as a representative of the school whilst under the influence of alcohol, illicit drugs or other substances harmful to health;
- K. threatening or manipulative behaviour towards staff or students;
- L. disobedience.

Reporting

It is expected that all students will report any cases to a teacher or senior staff member (in confidence) of unlawful behaviour or behaviour in breach of this conduct which may have been observed or reported to them.

Breach

Students who breach the Code of Conduct may be sanctioned by the observing teacher or executive staff as deemed appropriate in accordance with the PCS Student Engagement Matrix. Students who continue to breach the code will be interviewed by Head of Student Engagement and/or the Principal. Parents or Guardians will be contacted. Appropriate action, which may include behavioural contracts, detention or mediation is at the discretion of the Head of Student Engagement.

The Head of Student Engagement may refer the matter to the Principal, who has full discretion to take action including suspension and expulsion as deemed appropriate. In accordance with applicable legislation and the school's Child Protection Policy, the Police and/or Department of Family and Community Services and/or the Office of the Children's Guardian will be informed of any unlawful breaches of this code.



THEME 9

OTHER SCHOOL POLICIES

A summary of the school policies for student welfare, anti-bullying, discipline and complaints and grievances.

Bullying, Harassment and Victimisation Policy

This policy is to be read in conjunction with:

- Motto, Vision and Mission Statement
- Statement of Faith
- Philosophy
- School Aims
- Enrolment Policy
- Employment Policy
- Anti-Bullying Students Policy
- Sex Discrimination Act 1984, NSW Anti-Discrimination ACT 1977

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” and in Galatians 5:22-25, to exhibit “the fruit of the Spirit.” Jesus’s 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
- 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 building 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
- often awkward and uncomfortable when facing people who are different from themselves
- usually unskilled at expressing themselves sensitively and skilfully
- sometimes unthinking in their actions and communications
- 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



- educate both parties as to why things went wrong
- seek to build bridges between the parties and to see them fully reconciled
- ensure that both parties have skills for the future to avoid repeat occurrences
- 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
- 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
- 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 evenhandedly

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 evenhandedly 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.
- d) 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.

Discipline Policy

This policy is to be read in conjunction with:

- Discipline policy
- Child protection policy
- Anti-Bullying policy
- Academic Integrity
- Attendance Policy
- Captaincy Policy
- Social Media Policy
- School rules
- Sun smart Policy
- Student medication Policy

Rationale

Parkes Christian School was established to provide an educational facility that reflects the beliefs and values of Christian families in the Parkes and surrounding communities. Parkes Christian School has a responsibility to support families who acknowledge God as creator and regard the Bible as a foundation to community life. Parkes Christian School believes in a biblical worldview that recognises each person as a unique creation of God. Each person is valued by God equally and created with purpose.

Parkes Christian School aims to provide an environment that:

- promotes the true value and worth of each person
- reflects Jesus' call to love God and to love others
- is just and fair for all students
- treats all people as equal
- is safe
- challenges each person in their academic, physical and spiritual pursuits

Policy Statement

Student welfare is a joint relationship between school, family and the community. Parkes Christian School aims to work closely with the family through:

- Volunteer capacity in carnivals, excursions, school activities and working bees
- P&F
- Information meetings
- Social functions
- Church
- Communication via newsletter, Facebook and website

Students are given opportunities to excel and extend in their academic, physical and spiritual wellbeing through:

- Providing modern facilities and resources
- A professional and dedicated teaching team that live by the beliefs and values they teach



- Providing sporting and physical opportunities
- Pastoral care groups
- Chapel/worship services involving visiting speakers from the community

Parkes Christian School will provide a school chaplain/counsellor for students.

Parkes Christian School will provide supervision for students in all school activities, leisure and rest times, bus interchanges and excursions.

Parkes Christian School will provide Year Advisors to:

- be a point of contact for students to receive information relating to academic, physical or spiritual needs
- support individual students through difficult times
- assist staff to understand the practical needs of individual students every year
- monitor students relating to – academic progress, classroom behaviour, attendance, social behaviour, adjustment and to refer, where necessary to Chaplin/counsellor or Principal
- initiate/develop/enhance programs that develop and promote group cohesion
- maintain a register of students with Special Needs and advise student welfare administrator

- provide a point of contact for parents
- provide liaison between parents and the school
- update information on Students with Special Needs every year
- provide liaison with the School Counsellor and be proactive in referring students of concern
- regularly survey students and monitor interests/concerns

For Safety purposes all students will understand and respect:

- The rules of the school
- The school uniform and dress code
- All directions and instructions given by the staff of Parkes Christian School
- That all medications need to be lodged to the School Office
- That all social media need to be lodged to the School Office

Parkes Christian School expects all students to adhere to the discipline policy that has an emphasis on promoting positive behaviour. The Discipline policy exists to direct change for behaviours that are inappropriate in social and community groups or where the safety and wellbeing of others is at risk.

Students are given opportunities and are encouraged to be involved in service to our communities through:

- Mission outreach
- Working with charities
- Visits to different community groups
- Other organised events

Parkes Christian School will provide opportunities for students to develop leadership skills by:

- Providing a student council
- School Captaincy program
- Courses offered in and out of school
- Exchange programs
- Sporting endeavours

Student Welfare Process

Commendations

Awarded to students based on PEARLS (perseverance, excellence, advocacy, respect, leadership and service).

Teachers award commendations and record them in the student's diary with a © and initials and date. Recording is done via Google Form [Commendations: <https://goo.gl/M6vVNo>] by the teacher who gives the commendation.

Student welfare team will be notified and keep track of student's progress.

10 commendations = Bronze Award

20 commendations = Silver Award

30 commendations = Gold Award

Commendation announcements will happen each Monday morning assembly and rewards given each term for high achievers.

Uniform

Uniform Policy needs to be followed consistently by each teacher to ensure students are hearing the same information. If a student is out of uniform during Roll Call without a note - record in students diary. Record via Google Form [Uniform: <https://goo.gl/FL1Kso>]. Office will then follow students up by contacting parents.

Behaviour

It is the teacher's responsibility to deal with behaviour management as guided by the Behaviour Matrix. Behaviour issues that have been dealt with or not are to be recorded via Google Form [Behaviour: <https://goo.gl/UX7lm1>]. Any issues that need to be followed up will be done by the Student Welfare team and teachers will be informed of any follow-up requirements.

Grievance Policy

This policy is to be read in conjunction with:

- Motto, Vision and Mission Statement
- Statement of Faith
- Philosophy
- School Aims
- Bullying, Harassment and Victimisations Policy

A student, parent or staff member may make a complaint/appeal orally or a formal complaint/appeal in writing. Oral complaints or appeals will be dealt with informally and complaints/appeals in writing will receive a written response, indicating the outcome and the reasons for the decision.

Parkes Christian School will always seek to deal with complaints, grievances or appeals in a constructive and timely manner. Each formal complaint, grievance or appeal and its outcome is to be recorded in writing. In the first instance, complaints/appeals should normally be discussed with the person/persons involved (Matthew 18:15). However, if this does not resolve the problem, or is inappropriate or impracticable, students, parents or teachers should communicate with the Principal.

Matters that are not resolved can then be brought to the attention of the School Board. In this instance the appellant will be offered the opportunity to formally present his/her case and to have an independent person as an advocate.

Grievance Handling

We understand difficulties or misunderstandings can arise and request parents/guardians proceed with the following Resolution Process.

Step 1 - Discuss the matter with the class teacher, or teacher concerned, directly.

Having spoken with the teacher, if you are still concerned, make an appointment to discuss the matter with the appropriate Coordinator.

Step 2 - If the matter remains unresolved to your satisfaction, the next step is to arrange an appointment with the Principal. If a parent or community member feels that the issue is serious enough, they may approach a member of the School Executive, who will help the complainant through the process. In the most serious circumstances this may mean proceeding straight to the Principal with the complaint.

Step 3 - The final option is to write a letter addressed to:

Chairman of the School Board

Parkes Christian School

PO Box 420

Parkes NSW 2870

Please note: If you feel that an issue is of a very serious nature affecting the immediate safety of your child or other students, it is important that you speak directly to the Principal.

Grievance Handling Procedures and Principles

The following are general guidelines for the handling of all grievances within the School Community. All grievances must be handled:

- confidentially; impartially; promptly; and
- according to clearly defined policy and procedures that everyone knows about.

Anyone handling a grievance should always keep the above rules in mind. The following steps should be followed:

- 1) Get full information from the 'complainant' about their grievance and how they want it resolved – LISTEN to the person making the complaint.
- 2) Ensure that written records are made relating to the grievance.
- 3) Decide whether you are the appropriate person to continue handling the grievance.
- 4) If you decide you are not, immediately refer the complainant to an appropriate person.
- 5) If you decide you are the appropriate person, put the information you have received from the complainant to the person/persons he or she has complained about and get the other side of the story.
- 6) Decide whether the complaint is valid or not (this may involve talking with others or witnesses).
- 7) Decide how the complaint should be resolved (again, this may involve talking with others; eg Principal, School Board.)
- 8) Act on your decision, letting both parties know what is going to happen and why and telling them about other/external avenues of complaint if they are not happy with your decision.
- 9) Monitor the outcome.
- 10) Report the matters to your superior, if you have one, or the chairman of the board.
- 11) Ensure that a written statement is given to the appellant stating the outcomes of the appeal/complaint.
- 12) Pray about the matter throughout the procedure.

There were no changes made to these policies during the 2018 reporting period.



THEME 10

SCHOOL-DETERMINED IMPROVEMENT TARGETS

Priority areas for improvement as selected by the school for 2018 and the achievement of those priorities

The following areas were identified as priority areas for school improvement in 2018:

1. Student Learning and Achievement

Priority Area	SMART Goals for Priority Area	Achievements
Staff Development	Provide further instruction on Explicit and Direct Instruction (EDI) to High School staff	Two Professional Development sessions were run with High School staff that explored the basics of EDI. Staff were encouraged to use Learning Intentions, Checking for Understanding and Success Criteria as part of their teaching.
	Continue to support Primary staff to use the EDI framework	<p>AIS Literacy and Numeracy consultants conducted Professional Development sessions each term to increase and further develop the Primary teachers understanding and application of the EDI framework within their lessons.</p> <p>AIS Literacy and Numeracy consultants observed lessons and gave feedback to Primary teachers twice a term. These sessions and discussions consolidated the implementation of EDI framework within their lessons.</p> <p>Primary teachers were observed weekly and given feedback regarding EDI framework, by trained instructional leaders within PCS.</p>
Senior School	To create a supportive environment for senior students that allows them to be successful academically while also maintaining positive mental health	<p>Planning and implementation of Compressed Curriculum which began in Term 4. The new HSC structure is designed to improve academic performance through increased frequency of lessons while reducing stress by only having three subjects to study at one time</p> <p>The 2018 HSC class achieved the best results of any cohort to date, indicating strong academic achievement while also balancing mental health as a priority.</p>

Pedagogy	<p>Modify assessment procedures so that students take more pride in their work and use assessment as a genuine learning tool</p> <p>Encourage High School staff to use EDI practices within the classroom</p> <p>Primary staff to use EDI practices within their classroom</p> <p>Primary staff to reflect on the DIBELS assessments and LNAP Literacy and Numeracy screeners to direct lesson warm ups</p>	<p>Students were able to resubmit tasks after receiving feedback, allowing them to achieve higher grades and use feedback effectively</p> <p>All High School staff were able to successfully use the ideas of Learning Intentions, Checking for Understanding, and I Do, We Do, You Do in observation lessons throughout the year</p> <p>Primary teachers were able to effectively implement the EDI framework and Student Engagement strategies within their lessons throughout the year.</p> <p>Primary Teachers used the DIBELS assessment to collect Beginning of the Year (BOY), Middle of the Year (MOY) and End of the Year (EOY) data. With the direction of the AIS Literacy consultant, Primary teachers planned warm ups to support areas for further development and improve results.</p> <p>K-2 teachers administered the LNAP Literacy and Numeracy screeners. From this data and discussions with the AIS Literacy and Numeracy consultants, plans were created to support areas for further development and improve data results.</p>
Data Collection	<p>Put structures in place in order to track the academic progress of High School students through consistent data</p> <p>Primary staff used the DIBELS online data system, ESTa-L online data system and LNAP Numeracy screener data collection.</p>	<p>All High School grades from 2017 and 2018 were collated and plotted in charts. The progress of each individual student was able to be mapped. Data comparisons between years, classes and subjects were also compiled and used to provide feedback to staff</p> <p>Primary students results from the DIBELS, ESTa-L and Numeracy assessments were placed into charts. The data was coloured coded and students were placed into Tiered levels to allocate students for support and intervention.</p>

Technology	<p>Implement a one-to-one ratio of Chromebooks for all students in Year 3-12</p> <p>Primary classes have access to a bank of iPads.</p> <p>K-2 classes have access to a bank of Chromebooks.</p>	<p>A successful roll out of devices was completed at the beginning of Term 2. Primary devices are kept at school and only used in class, while High School students are able to take their devices home.</p> <p>Primary teachers facilitated the use of IPADS and Chrombooks within lessons. Student engagement with and understanding of technology increased with the access to the iPad and Chromebook banks.</p>
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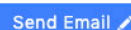


2. Staff Structure

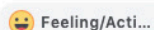
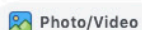
Priority Area	SMART Goals for Priority Area	Achievements
Student to Teacher Ratios	Improve the ratio of students to teachers by restructuring staffing	Reallocation of High School teaching loads to absorb 33 teaching periods without the need to replace staff who left during the year
	Assignment of teacher aids to Primary classes	Kindergarten and Year 2 were assigned a permanent teachers aid to assist in support, due to student needs and size of the classes.

3. Community Engagement

Priority Area	SMART Goals for Priority Area	Achievements
Social Media Presence	Promote and publicise the school by utilising social media effectively to engage the wider community	Creation of a new part time position - Social Media Manager. This position provides a wealth of publicity for the school and presents the school in a professional manner
Information Nights	Increase the participation and professionalism of School Information Nights for prospective Kindergarten and Year 7 students	Hosted two very successful Expo Evenings - one for Primary and one for High School. These evenings were well attended, involved student input and participation, and continued to grow community interest in the school
	Build links between the community and the school through information sessions	Hosted a very successful Compressed Curriculum Evening, Subject Selection Evening and an HSC Information Night which all attracted a large number of parents and students and helped strengthen communication with the school community



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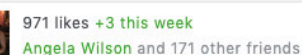


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THEME 11

INITIATIVES PROMOTING RESPECT AND RESPONSIBILITY

Our core beliefs

Our school mission statement clearly outlines how we endeavour to offer an environment that demonstrates respect and responsibility.

These Christian beliefs, values and practices are expressed further in the School Core Beliefs. At all times we encourage students to display and strive to show:

- Perseverance
- Excellence
- Advocacy
- Respect
- Leadership
- Service

These values of respect and responsibility flow from our love and respect for God and our desire to share this with others.

Our school promotes respect and responsibility among its community both through reinforcement of the School Beliefs and throughout specific service activities. We promote respect for self, respect for others, respect for the school and respect for property.

Respectful and responsible behaviour is encouraged and monitored through the implementation of key programs and strategies. There are three components to this and examples of each done in 2017 are listed below:

1. Service Activities

- 40 Hour Famine
- Compassion Sponsor Children
- Visits to Nursing Homes
- Mother's and Father's Day Functions
- Grandparent's Day
- ANZAC March and Service
- Environmental Programs

2. Student Programs

- Social Media and Internet programs
- ReachOut survey, dealing with bullying and student wellbeing within the school
- RAGE program facilitated by CentreCare
- Chapel Services
- School Assemblies
- Sport and co-curricular programs
- Literacy and Numeracy Enrichment Days
- Future Moves visits to CSU

3. Student Leadership

- Student Representative Council
- Student Leader's Excursion
- Organised various events for students throughout the year
- Conducted Assemblies and Chapel services
- Spoke at various school functions

THEME 12

PARENT, STUDENT AND TEACHER SATISFACTION

A description in plain language of parent, student and teacher satisfaction

At PCS we value each member of our school community including staff, students and parents. It is important that we ensure each stakeholder has the opportunity to provide PCS with feedback on their educational experience. Feedback is welcomed and seen as an opportunity to identify trends, areas of need and affirm areas that are progressing well.

Student Satisfaction

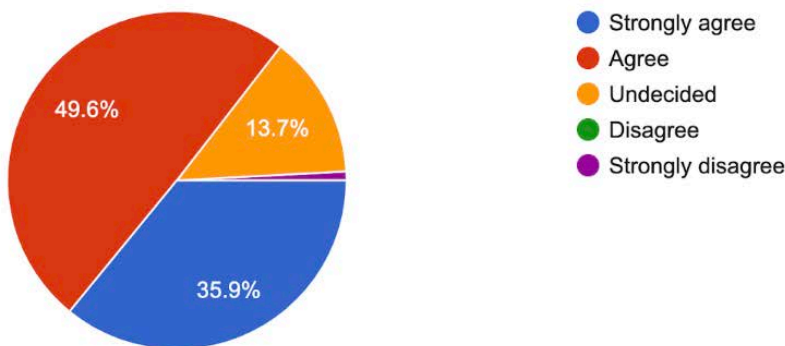
Students regularly meet with teachers and executive both formally and informally. Opportunities for student communication include:

- 1. Student Representative Council meetings
- 2. Daily Roll Call with Year Advisors
- 3. Informal sessions
- 4. Student Satisfaction Survey
- 5. Email to class teachers or PCS Executive staff

Excerpts from Student Satisfaction Survey

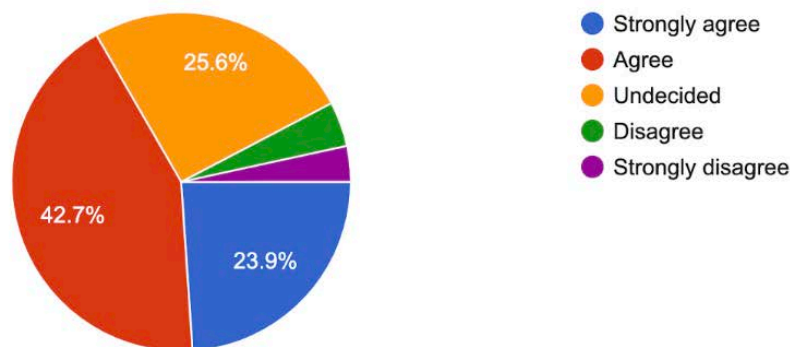
Teachers have high standards and expectations of students

117 responses



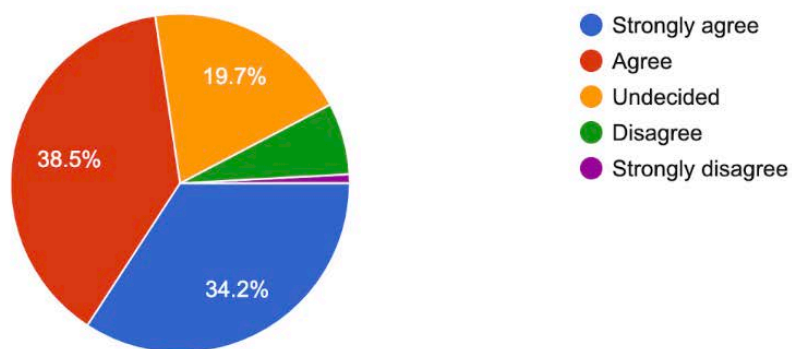
I am satisfied with the education I receive at PCS

117 responses



Teachers at PCS genuinely care and want the best for me

117 responses



Teacher Satisfaction

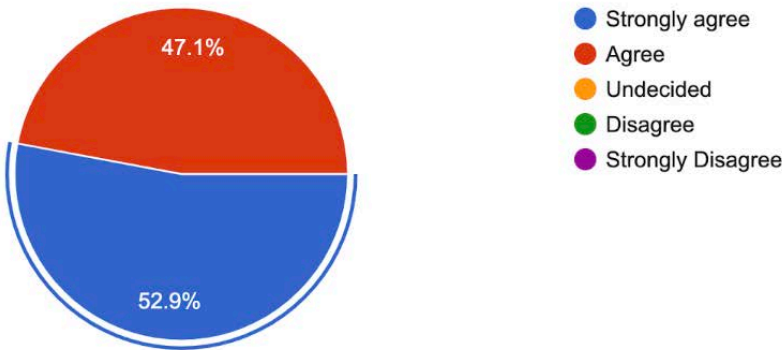
PCS works hard to maintain teacher unity and high staff morale. Teacher satisfaction is evident from:

- 1. Positive discussion and contributions at staff meetings
- 2. Positive feedback and encouraging emails from staff
- 3. Staff giving generously of their own time above what is required
- 4. Well attended and regular social events

Excerpt from a Teacher Satisfaction Survey

Overall, I am satisfied with my teaching role at PCS

17 responses



Parent Satisfaction

PCS greatly encourages parent involvement and feedback. Feedback is obtained in a variety of ways throughout the year.

1. Parent Surveys
2. P&F Meetings
3. Emails and Letters
4. Teacher/Parent Interviews
5. Student Leavers Forms/Exit Interviews
6. Parent Meetings
7. Welcome BBQ and Parent Information Night
8. Information evenings
9. Discussions with parents on informal occasions

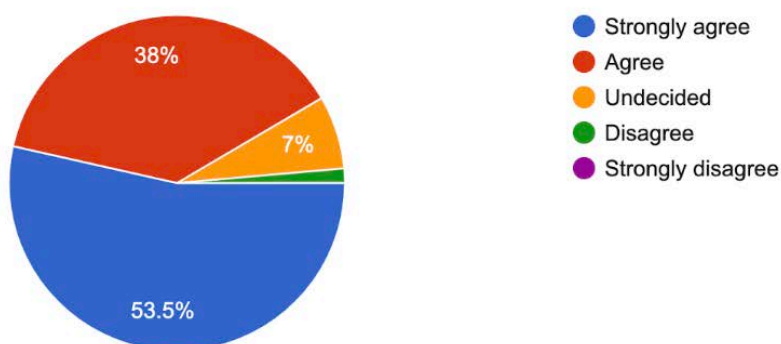
Excerpts from the most recent Parent Satisfaction Survey

Thank you Mr Westcott for all the positive changes you have made thus far. We don't always get to say thank you. The kids absolutely love having you as their principal. Thank you for all the hard work you put in , the "shouting" of food - your generous acts they love and always mention to me , your fair and caring nature..... and smiling face. A big thank you !

The staff are all amazing and I am forever amazed at the effort they all put in! It always astounds me the dedication they put into their job and their care for the children. Thank you to all of you!

I would recommend friends and acquaintances send their children to PCS

71 responses





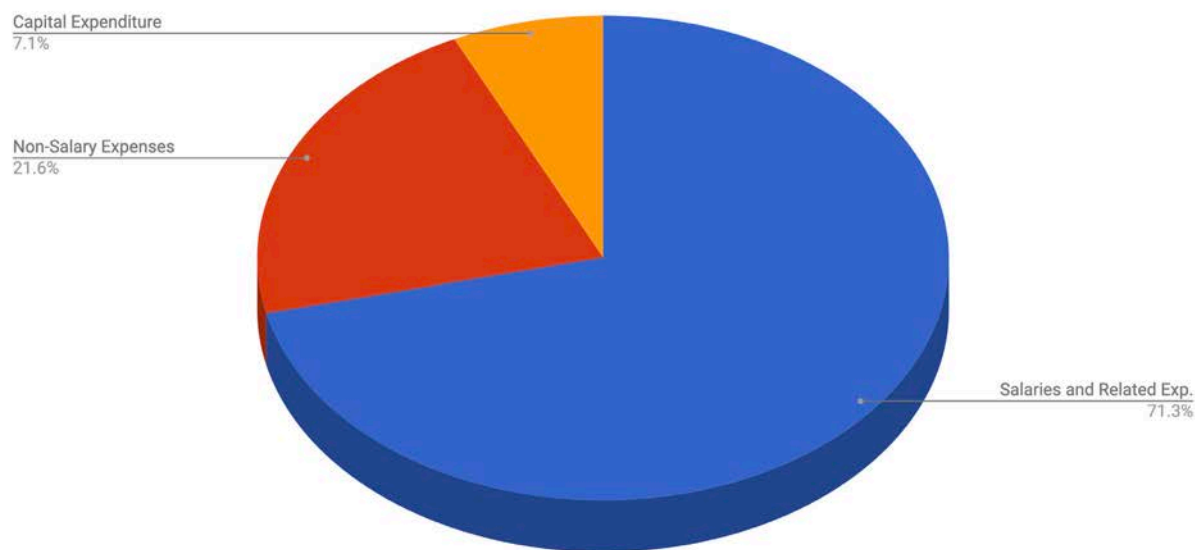


THEME 13

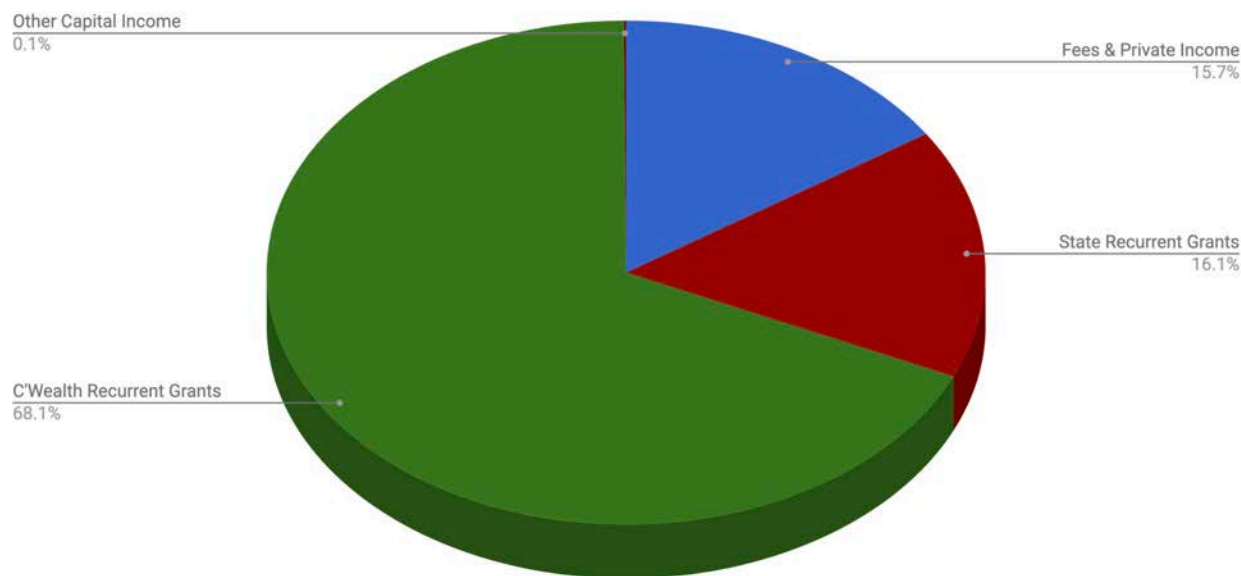
SUMMARY

FINANCIAL INFORMATION

Percentage of Total Expenditure



Percentage of Total Income



THEME 14

PUBLICATION REQUIREMENTS

This Annual Report will be made available on NESA online. It will also be uploaded to our school website and made available to parents upon request in hard copy form. A notice will be displayed in our school newsletter to notify parents that it is available.



