Parkes Christian School

Annual Report

2021

GROWING UP INTO CHRIST

REACHING OUT · TO THE WORLD

CONTENTS

ANNUAL REPORT 2021

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

Enrolments

2021 continued to see PCS as a growing school with numbers sitting at 270 students at Census date in August. This was up from 235 in 2020. The PCS master plan currently allows for 1 class per grade in Primary School and 2 classes per grade in High School. The 2020 enrolment campaign during May proved productive with both Kindergarten and Year 7 reaching maximum enrolments at 22 and 50 respectively. It is anticipated that these numbers will remain strong moving forward and eventually take the school to maximum enrolments which will sit between 380 and 420 students.

COVID-19

The impact of COVID-19 continued in 2021, presenting many challenges throughout the year. Restrictions limited opportunities for students in extracurricular events with many events cancelled beyond school based level, including representative athletics and cross country. Parent involvement was also impacted with parents unable to attend assemblies and classrooms for a large portion of the year, including presentation evening.

During Term 3, PCS along with schools across the state were forced back into at-home learning which ran for 5 weeks. We were extremely happy to have our students back for 1 day before the Term 3 holidays. The work done in 2020 to prepare the school for at-home learning proved invaluable as the school shifted back into the remote learning model with limited notice. Whilst some individual students and families again found the transition challenging, generally speaking families responded positively to the shift and were highly appreciative of the efforts made by staff to keep students engaged in active learning, not just mundane 'busy' work.

Our HSC students and staff worked extremely hard during this time of uncertainty and were able to complete the full range of exams here at the school as originally planned; albeit at a slightly later starting date in Term 4.

Perhaps one of the biggest challenges of 2020 was the introduction of COVID-19 vaccine mandate. The announced mandate, attached to Public Health Orders, instructed all school staff to have 2 doses of an approved COVID-19 vaccine before November 8, 2021. School employees, including volunteers of the school who were not vaccinated by November 8 would not be allowed to continue working beyond that date and would be required to take a period of leave. 6 staff members indicated their intention not to receive the vaccine for a variety of reasons. As a result, the school spent significant time working and supporting those staff, whilst at the same time, completing alternate staffing arrangements for the remainder of 2021 and potentially into 2022.

During a time of high emotion and uncertainty within our broader society, I would like to commend the PCS staff who actively worked to ensure that at staff level, our school remained a positive place where people's choices were respected. It was not an easy period of time for the school and in particular those staff members directly impacted by the vaccine mandate. I was and continue to be so grateful for the supportive nature of our staff, families and school Board during unprecedented times, where unity, quality education and the ongoing mission of PCS have remained the focus of our school.

Teaching and Learning

In 2021 we continued our focus on developing effective and consistent teaching methods across K-12. As such, 2021 saw our Primary School enter the 5th year of our 4 year funding agreement with the Association of Independent Schools NSW in the Literacy and Numeracy Action Plan. Funding was extended into a 5th

year due to the impact COVID had on the program in 2020. The Literacy and Numeracy Action Plan 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 and Mrs Annette Moss to continue their work as instructional leaders within the primary school. At the conclusion of 5
years, PCS and the AIS are greatly encouraged by the growth experienced in our students in literacy and numeracy as the model is increasingly implemented and refined.

Parkes Bypass
Early works commenced on the Parkes Bypass late in 2021. Parkes Christian School has been assured a high level of communication during construction which is scheduled to continue until 2024. The bridge at Victoria st / Back Trundle rd is on track to be completed throughout 2022/2023.

Funded Capital Works
In 2020 Christian School was the recipient of a one-off drought relief payment of $82,368. This money was allocated for the future construction of a Covered Outdoor Learning Area (C.O.L.A) over the entire bottom basketball court. This construction was completed in 2021 under the guidance of Mr Jim Davis and Mr Rodney Barnes. As part of the project, the existing maintenance shed was relocated to its new position behind the Science block. The new facility is outstanding and features height adjustable basketball rings which make everything a lot more accessible to our little students.

The court is set to be painted with an acrylic netball/basketball surface in 2022.

The (at the time) Deputy PM, Mr Michael McCormack visited PCS to announce an $800k funding injection for our $1.35 million Industrial Arts building, with Barnes Construction to complete the project. The building was set to be completed by the beginning of the 2022 school year. At the end of 2021, the project was still on track for a February completion and under budget. There is a lot of excitement around the building which will provide our students with state of the art industrial arts facilities, including a future hospitality suite.

In conjunction with this building process, early works have continued into Stage 2 of the masterplan which is set to include a carpark expansion and additional high school facilities, all to be located on the new block of land to the east of the school.

Staffing
Staffing in 2021 saw a range of staff movements. Grounds and maintenance man, Mr George Ward announced his retirement in March. Mrs Kate Melhuish resigned from her teaching position after an extended period of maternity leave. Mrs Erika Muller and Mrs Triniti Pobjie both resigned from their teaching position amid relocation plans; and Mrs Jackie Berry also resigned from her teaching position to pursue other endeavours. Long term teachers aide, Mrs Melissa Richards entered a period of Long Service Leave in December with the aim of a family relocation.

New staff joined Parkes Christian School in 2021 including Miss Amy Crawford as a Kindergarten teacher, Mrs Felicity Dobbs as a High School English teacher and Mr Paul Cowie as our new Grounds and Maintenance man.

In 2021 I continued to enjoy a positive and productive relationship with the School Board who have greatly supported me and provided PCS with excellent governance throughout the year. I am greatly encouraged and excited by the positive culture and growth that exists at PCS and the growth we are seeing as an effective educational ministry to students, families and the broader community.

Thank you

Glen Westcott
Principal

Financial Report to Parkes Christian School Limited AGM

May 8th 2022

The 2021 total comprehensive income for the year is $1,765,097. This is an excellent financial result for the School. This income includes a capital grant of $272,070 being part of a $800,000 grant for the construction of the Design & Technology Facility.

The school invested $1,417,461 in property, plant & equipment during 2021 of which $830,000 was spent on the construction of the Design & Technology Facility that commenced in January 2021 and completed (the building) in December 2021. The Building Grant Authority (BGA) approved a variation to the project which allowed us to construct an access road with a turning circle allowance to the back of the facility within the BGA budget of $1,353,000. The school's contribution to the capital project is $553,000. The works will be completed in 2022.

The key contributor to this profit was the growth in student numbers to 270.2 at Census 2021 from 235 the year before.

The School balance sheet (total equity) increased to $5,385,986 from $3,620,889 in 2020.

Financial Statements - Of note in the financial report are the following items:

Note 5 - Employee expenses increased by 3.8% ($131,395) from 2020.

Note 6 - Cash at the beginning of the year was $1,491,228 and on 31 December 2021 it was $2,195,762 with $1.4m on term deposit.

Note 14 - Long service leave on-cost increased from $407,412 in 2020 to $453,259 in 2021. This provision includes all employees with 5+ years service with the School. The School has since implemented a strategy to reduce and manage this liability on an ongoing basis.

Note 21 - Contingent Liabilities relates to the Block Grant Authority grants for school buildings. The school is required to keep using the buildings for school purposes for 20 years after the funding is given. If the school closed on 31 December 2021 then $76,000 would be payable to the Federal and State governments who funded the project.

Note 23 - The School has no borrowing facility/loan at the moment.
The P&F remained in recess from mid 2019.
Thank you

Elsie Joubert
Business Manager

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 sixteen-acre site on the outskirts of Parkes. This site will provide for more than 270 students from Kindergarten to Year 12. Expansion plans are in place for more high school facilities.

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.

Parkes Christian School, Parkes, NSW

| School profile | NAPLAN ˅ | Attendance | Finances | VET in schools | Senior secondary | Schools map |

Parkes Christian School was established in 1982 with the vision of bring Christian education to the Central West of NSW.

Our school's mission is "*To provide a Christian school which both teaches and models Christian faith*".

The school's motto is "*Growing up into Christ – Reaching out to the world*". ...more

| 2016 | 2017 | 2018 | 2019 | 2020 | 2021 |

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2021

School facts

School sector	Non-government
School type	Combined
Year range	K-12
Location	Outer Regional

School staff

School links

School website

Parkes Christian School ⤴

Sector, system or association website

Christian Schools Australia ⤴

Student background

Index of Community Socio-Educational Advantage (ICSEA)

School ICSEA value	973
Average ICSEA value	1000
School ICSEA percentile	33

Distribution of Socio-Educational Advantage (SEA)

Bottom quarter: 37% / 25%
Middle quarters: 33% / 25%
Middle quarters: 21% / 25%
Top quarter: 9% / 25%

Students

Total enrolments: 271

- Boys 145
- Girls 126

54% / 46%

Full-time equivalent enrolments: 270.1

Indigenous students: 8%

Language background other than English: 2%
- Yes (2%)
- No (61%)
- Not stated (37%)

THEME 3

STUDENT OUTCOMES IN STANDARDISED NATIONAL LITERACY AND NUMERACY TESTING

Student Outcomes in Standardised National Literacy and Numeracy Testing

Parkes Christian School, Parkes, NSW

| School profile | NAPLAN ⌄ | Attendance | Finances | VET in schools | Senior secondary | Schools map |

Student results 🖨 ℹ

The table below shows the average student results at this school for the selected year.

The cell colour shows how the school's results compare to those of students with a similar background. You can also see whether the selected school's results are above, close to or below those of all students nationally by selecting 'All Australian students'.

Tap on or hover over any cell to see the average score for all Australian students, for students from a similar background and the margin of error at 90 per cent level of confidence.

Please note that from 2019, the method for determining the colour coding of results changed.

| 2016 | 2017 | 2018 | 2019 | 2020 | 2021 |

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Compare to ⦿ Students with similar background ◯ All Australian students

NAPLAN ONLINE

	Reading	Writing	Spelling	Grammar	Numeracy
Year 3	464	431	427	468	437
Year 5	516	467	498	519	491
Year 7	547	526	532	551	546
Year 9	557	532	552	559	578

NAPLAN participation for this school is 98%
NAPLAN participation for all Australian students is 95%

Interpreting the table

Selected school's average when compared to students with a similar background

- 🟩 Well above
- 🟢 Above
- ⬜ Close to
- 🟥 Below
- 🟥 Well below
- ⬛ No comparison available

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 has not been the case throughout the past six years at PCS.

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.

Compressed Curriculum

Compressed Curriculum has continued to be a success at PCS. Our Year 12 cohort was the first to complete their entire HSC in the compressed format, and there was a definite advantage in terms of results, perceived workload and overall mental health of the students.

Once again, the higher student numbers (29) also allowed for the addition of four new courses, Engineering Studies, Sports, Lifestyle and Recreation, Visual Design, and Photography, Video and Digital Imagery, with more to follow in 2022.

On the whole, the Year 12 students completing their HSC outperformed their Year 11 counterparts in terms of average Band achieved.

Higher School Certificate Results 2021

In 2021, 32 students sat for the award of the Higher School Certificate via Compressed Curriculum. 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 2021 are generally quite pleasing with some results exceeding expectations. The small cohort was largely focused on Early Entry for University and were able to achieve their goals.

2021 HSC Band Analysis

Course	Students	PCS % Band 3-6	State % Band 3-6
Biology	6	100	91
Business Studies	11	82	87
Design and Technology	4	100	97
Engineering Studies	3	100	93
Industrial Technology	9	89	80
Mathematics Advanced	7	43	94
Mathematics Standard	18	22	79
Music	7	100	98
Photography	1	100	99
Sports, Lifestyle and Recreation	8	100	95
Visual Design	1	100	98

A summary of student achievement in the 2021 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 greatly improved our overall percentage of Band 3-6 results, meaning that we have moved up our bottom end of students very effectively.

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. There were no courses significantly below the state average for the first time, with the few courses below the state average being affected by a single student.

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 2021 HSC

Talesha Ellis - History Extension, Business Studies (Year 12)
Tyler Boland - Music (Year 11)
Laura Hall-Matthews - Industrial Technology, Business Studies (Year 12)
Leilani Lavaka - Music (Year 11)
Jordan Powter - Music (Year 11)
Kaitlyn Stevenson - Industrial Technology (Year 11)
Thomas Unger - Engineering Studies, Business Studies (Year 12)

At PCS we are aware of the socio-economic challenges that some of our students must overcome to achieve to 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 (2015-2021)

Course	Year	PCS % Band 3-6	State % Band 3-6
Ancient History	2020	100	85
Biology	2016	80	91
	2017	50	82
	2018	100	90
	2019	100	85

	2021	100	91
Business Studies	2015	100	88
	2016	73	86
	2017	50	87
	2018	83	88
	2019	71	84
	2021	82	87
Chemistry	2020	100	91
Community and Family Studies	2018	100	87
	2020	100	91
Design and Technology	2015	100	93
	2016	75	91
	2017	67	95
	2018	100	95
	2019	100	96
	2020	100	98
	2021	100	97
Drama	2015	100	98
	2018	100	98
	2019	100	98
Engineering Studies	2021	100	93
English (Advanced)	2015	100	99
	2016	78	99
	2017	100	99
	2018	100	98
	2019	100	99
	2020	100	99

English (Standard)	2015	71	84
	2016	35	87
	2017	0	85
	2018	25	85
	2019	36	88
	2020	73	89
English (Studies)	2020	50	31
English (Extension 1)	2017	100	99
	2018	100	95
	2019	100	94
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
	2019	100	80
	2020	100	81
	2021	89	80
Information and Digital Technology	2018	100	90
IPT	2020	71	82
Legal Studies	2019	75	84
Mathematics Advanced	2015	0	90
	2016	0	92
	2017	33	91
	2018	67	92
	2019	50	92
	2021	43	94

Subject	Year		
Mathematics Standard 2	2015	50	75
	2016	22	76
	2017	0	75
	2018	25	80
	2019	62	84
	2021	22	79
Mathematics Extension 1	2016	0	83
	2018	100	96
	2019	33	96
Mathematics Extension 2	2019	100	97
Modern History	2015	75	87
	2016	83	90
	2018	83	85
	2019	0	87
	2020	100	85
Music 1	2016	100	98
	2017	100	98
	2019	100	98
	2021	100	98
PDHPE	2015	91	91
	2016	57	83
	2017	0	81
	2018	80	86
	2019	100	89
	2020	88	86
Photography	2021	100	98
Physics	2019	100	86
	2020	80	86

Software Development and Design	2017	0	89
	2018	100	90
	2019	83	87
Sports, Lifestyle and Recreation	2021	100	95
Studies of Religion 1	2015	50	95
Visual Arts	2015	100	98
	2016	100	93
	2019	100	98
	2020	100	98
Visual Design	2021	100	99

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%
2016: 27%
2017: 33%
2018: 25%
2019: 17%
2020: 7%
2021: 10%

The percentage of VET course participants continues to remain low, indicating a more academic focus for our 2021 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 2021 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

Course	A % students PCS	A % students State	B % students PCS	B % students State	C % students PCS	C % students State	D % students PCS	D % students State	E % students PCS	E % students State
English	0.00	13.32	31.58	28.80	47.37	35.62	21.05	15.64	0.00	5.98
Mathematics	10.53	15.34	10.53	22.86	63.16	32.01	15.79	22.68	0.00	6.57
Science	10.53	13.87	31.58	25.17	36.84	36.37	21.05	17.72	0.00	6.22
History	5.26	15.54	31.58	27.95	42.11	34.29	21.05	15.18	0.00	6.52
Geography	5.26	15.90	26.32	27.94	63.16	34.11	5.26	15.25	0.00	6.30
PDHPE	5.26	18.52	52.63	36.79	42.11	31.43	0.00	9.65	0.00	3.32
Music	0.00	13.30	33.33	28.57	50.00	33.54	16.67	16.05	0.00	8.18
Drama	0.00	19.96	100	33.58	0.00	30.36	0.00	11.59	0.00	4.26
D&T	28.57	29.64	0.00	33.18	71.43	26.84	0.00	7.88	0.00	2.36
Multimedia	60.00	21.36	20.00	30.22	0.00	26.90	20.00	14.08	0.00	7.28
Hist Elective	0.00	23.61	100	30.97	0.00	29.93	0.00	11.67	0.00	3.61
Agriculture	0.00	11.49	66.67	22.88	33.33	33.77	0.00	20.81	0.00	10.62
Visual Arts	50.00	28.10	0.00	32.86	50.00	32.45	0.00	11.47	0.00	5.32

These results indicate that too many B and C grades are being given to Year 10 students in the core subjects. It is highly unlikely that our students are this far above the state averages, and recalibration may need to take place in terms of grading.

Electives are often a long way from the averages due to the small cohorts.

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 2021 was $430.05. This has been a significant decrease on previous years due to majority Staff Professional Development being completed online and travel being heavily reduced due to COVID19.

Course Name	Staff	Department
Student Mental Health	1	Learning Support
Jolly Grammar	2	Early Primary
Jolly Phonics	1	Early Primary
Principal Induction Course	1	Principal
Principal's Retreat	1	Principal
Initial Lit	5	Primary
NCCD Network Meeting	1	Learning Support

Analyzing VALID Data	1	High School
Meet the Markers - Science HSC	1	High School
HSC PDHPE	1	High School
Educating Students with an Acquired Brain Injury	1	Learning Support
New to Stile	1	High School Science
National Policy Forum	2	School Executive
Supporting Students with a Disability in Stage 6	1	Learning Support
Investigations Masterclass	2	Child Protection
Promoting and Protecting Student Wellbeing and Mental Health	1	Learning Support
Managing School Construction Projects	2	School Executive
LNAP Sharing Achievements Masterclass	3	School Executive
STANSW Stage 6 Conference	1	High School Science

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

Category	Number of teachers
Proficient Conditional	7
Proficient	21
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)	28
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 2021

Workforce Composition	Number of staff
Teaching Staff	28
Full-time Equivalent Teaching staff	24.6
Non-teaching Staff	13
Full-time Equivalent Non Teaching staff	9.4
Staff who Identify as Indigenous	1
Female Staff	31
Male Staff	10

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 often seen as an important factor in school success. High rates of student absenteeism are believed to affect regular attenders as well, because teachers must accommodate non-attenders in the same class. Chronic non – attendance is extremely rare at Parkes Christian School, it is something the executive staff take very seriously and actively manage by working with both the student and parents to ensure satisfactory attendance is reached even during times of adversity.

Student Attendance Rates - 2021

The student population is **270**

Year Group	2020 Students	2021 Students	Growth
Kindergarten	--	24	--
Year 1	17	18	+1
Year 2	17	20	+3
Year 3	16	18	+2
Year 4	13	18	+5
Year 5	20	27	+7
Year 6	17	19	+2
Year 7	16	33	+17
Year 8	29	28	-1
Year 9	18	17	-1
Year 10	22	19	-3
Year 11	21	17	-4
Year 12	13	12	-1
Overall	233	270	+37

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

Primary School
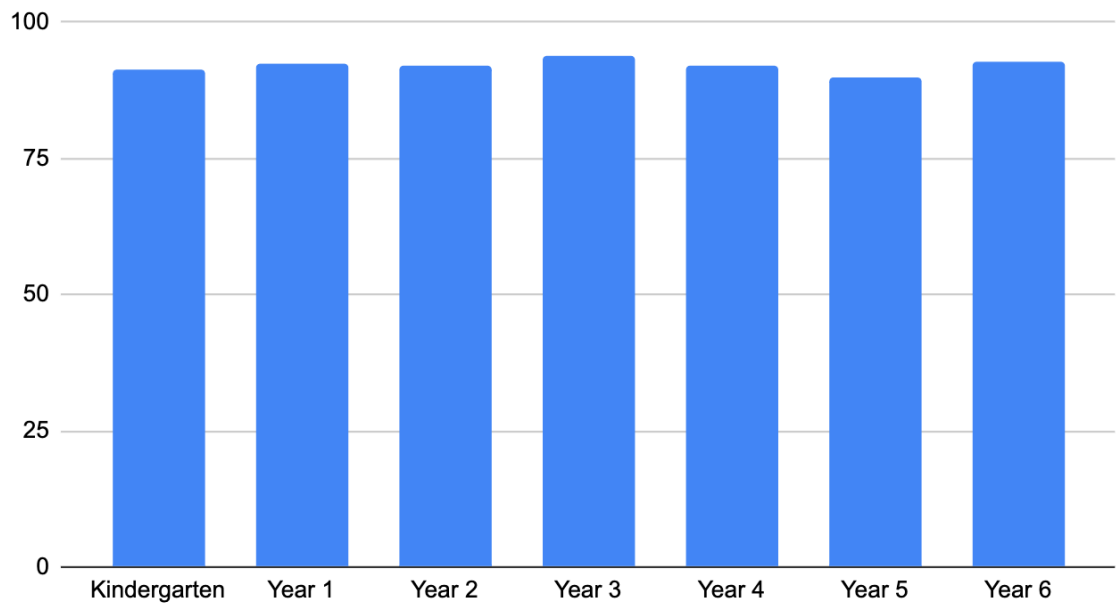
High School
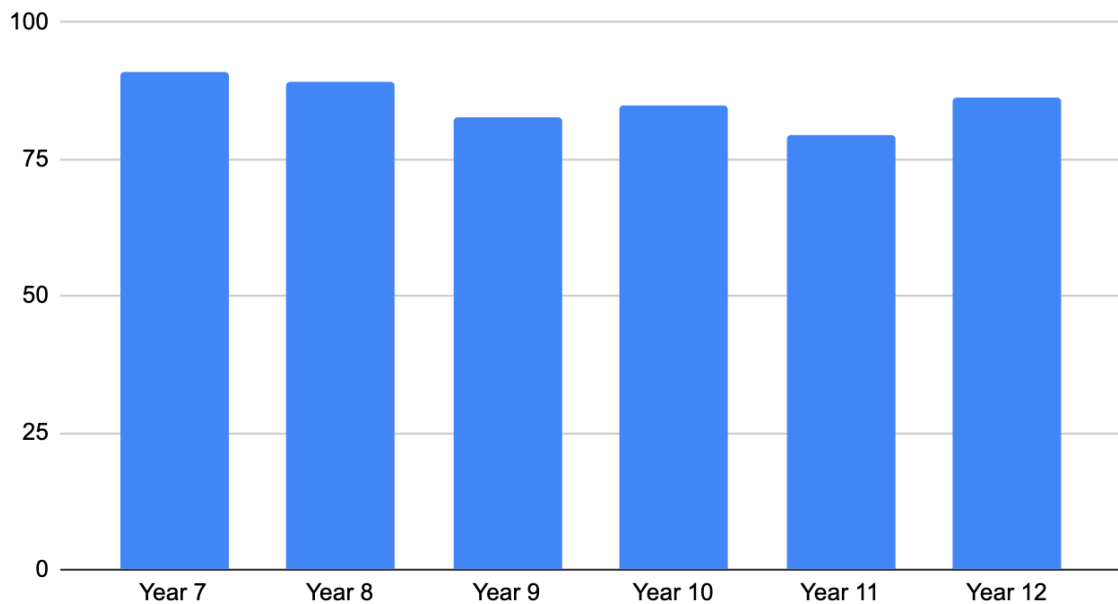
Management of Non-Attendance

Accurate attendance records are maintained on the database by administration staff on the front desk. Student attendance is managed according to the School's attendance policy. The School maintains an accurate electronic register of daily attendance of all students.

Parents are expected to notify the front office if a student is going to be absent. Attendance and reasons for absences are recorded each day on the digital roll. Attendance is initially monitored by the class teachers and any concerns are referred to the head of Primary and the High School Welfare Coordinators. If further concern continues, the Principal is notified and if communication with parents fails to have an improvement on the student's attendance, a "Student Attendance Plan" is established and the school Liaison officer may be contacted.

Records of late arrivals and early departures are kept on file and students will be referred to the Welfare Coordinators for persistent lateness.

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 given a phone call to establish the reason for the absence and confirm the students safety. By 10.00am an Absence Report is generated and emailed out to all High School teachers.

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 of the absence, 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 will be required to substantiate any absence due to illness.

Chronic non – attendance is rare at Parkes Christian School, it is something the executive staff take seriously and actively manage by working with both the student and parents to ensure satisfactory attendance is reached even during times of adversity.

Attendance during COVID Lockdown

Accurate attendance records are maintained on the database by administration staff on the front desk. Student attendance is managed according to the School's attendance policy. The School maintains an accurate electronic register of daily attendance of all students.

Retention of Year 10 to Year 12

The retention rate of students who completed Year 10 (2019 - 22 students) and continued on in the school to complete Year 12 in 2021 (12 students) was 67%. This was very similar to the previous year and is a result of a number of students moving straight to the workforce thanks to government incentives to offset the impact of Covid.

Reporting Year	Retention Rate
2015	60%
2016	95%
2017	46%
2018	57%
2019	88%
2020	64%
2021	67%

Post School Destination

Post-school destinations for our students include:

      a) Workforce - 7 students

      b) Attending University - 1 students

      c) Other study - 4 students

These post-school destinations indicate that students are successful in achieving their goals in a range of areas. A number of students secured university positions through the SRS Early Entry Scheme, with six 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.
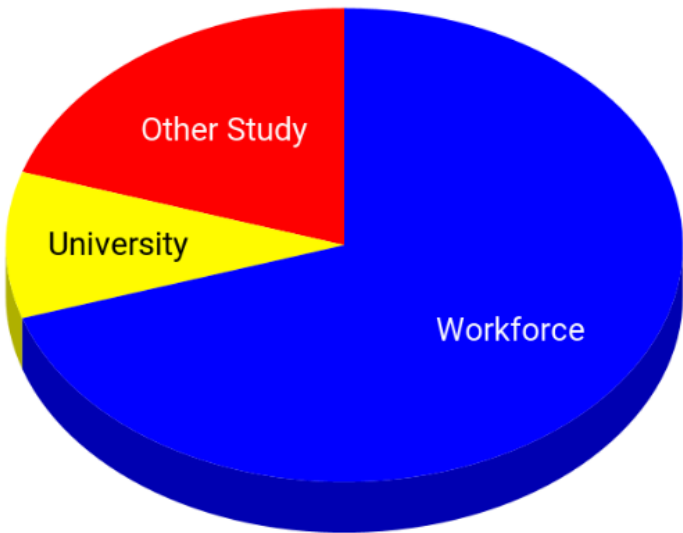
Early Entry Application Success Rate (2015-21)

Reporting Year	Applicants	Success Rate
2015	5	100%
2016	8	100%
2017	3	100%
2018	7	100%
2019	6	100%
2020	10	100%
2021	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 worldview, 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 arrange 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

Version	Date	Board Authorisation
1.0	March 2012	Chair Signature / Principal Signature
2.0	March 2017	Current Draft

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, Harrassment 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 happened 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 2019 reporting period.

THEME 10

SCHOOL-DETERMINED IMPROVEMENT TARGETS

Priority areas for improvement as selected by the school for 2021 and the achievement of those priorities

The following areas were identified as priority areas for school improvement in 2021:

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. There are also plans for Primary staff to run sessions with high school and conduct observations as a way of sharpening practice.
	Continue to support Primary staff to use the EDI framework	2021 was supposed to be the final year of the funded LNAP program, however the funding was continued to 2022 due to Covid. AIS Literacy and Numeracy consultants conducted Professional Development sessions twice each term to further equip the Primary teachers to become independent in the application of the EDI framework for 2022. Due to travel restrictions many Professional Development sessions were conducted via Zoom.
	Continued development of new syllabus outcomes	AIS Literacy and Numeracy consultants spoke to teachers via Zoom or email and gave feedback to Primary teachers each term from classroom discussion and observations from their instructional leaders. Consultants advised the Primary teachers how to use diagnostic data to develop effect programs in both Literacy and Numeracy each term. This data was also used to guide student grades to ensure consistency was across the Primary school. Primary teachers were observed weekly and given feedback regarding EDI framework, by trained instructional leaders within PCS. 3-6 teachers continued to implement Spelling Mastery program across the upper primary. This program has been effectively implemented in class and showing increasing results amongst the students' literacy understanding and application. Across the Primary number facts and times tables were focused on in class. Many students are increasing their ability to recall

		number facts quickly. Teachers participated in professional development to unpack and implement a writing program with the assistance of the aisnsw literacy consultant. Teachers worked with the consultant to develop and create a K-6 writing program that is syllabus based on a trajectory of increasing skills. K-2 teachers had professional development to learn and implement Initialit Phonics program. K-2 teachers then facilitated this new phonics program each day in class.
Pedagogy	Encourage the use of more testing in High School to gain more accurate data of student progress	Staff have been encouraged to have more formal testing opportunities in their classes in the form of end of unit quizzes, formal examinations and pop quizzes. These strategies were used in the majority of classes by the end of the year.
	Encourage High School staff to use EDI practices within the classroom	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
	Use of external markers for HSC subjects	Due to our small staff size, teachers are encouraged to use external markers for HSC Trial exams where possible. This was made difficult due to COVID but was implemented in most subjects.
	Primary staff to use EDI practices within their classroom	Primary teachers continued to accurately implement the EDI framework and Student Engagement strategies within their lessons throughout the year. Literacy and numeracy resource materials were purchased to complement and improve the whole class implementation of the EDI framework.
	Primary staff to reflect on the DIBELS assessments and LNAP Literacy and Numeracy screeners to direct lesson warm ups	Primary Teachers carried on the use of 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 changes to programs to support areas for further development and to improve students' understanding. The data was used to guide consistent grading across the Primary school. K-2 teachers administered the LNAP Literacy and K-6 teachers administered the Numeracy screeners. This was the second year 3-6 teachers were included in the utilization of the Numeracy diagnostic assessment. From this data and discussions with the AIS Literacy and Numeracy consultants, changes to programs were created to support areas for further development, creation of daily reviews and improve student results.

	Primary staff to reflect on the DIBELS assessments and LNAP Literacy and Numeracy screeners to direct tier support of students learning needs	From data discussions with the AIS Literacy and Numeracy consultants, discussions with the Learning support team were made and plans were created to support individual students achieve individual educational goals. Teachers aids ran literacy and numeracy small groups so students had a double dose of exposure to targeted outcomes or skills. K-2 teachers used the regular and extensive data collected from the Initialit Phonics program to reflect and implement changes for students needs.
Data Collection	Put structures in place in order to track the academic progress of High School students through consistent data	All High School grades from 2017 to 2021 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
	HSC data to be plotted over a period of time	HSC data has been collated and plotted from 2015 through to 2021 in order to look for trends within cohorts and subjects. Teachers are able to use this data in order to inform their teaching practice.
	Primary staff used the DIBELS online data system, ESTa-L online data system, LNAP Numeracy screener data collection and weekly Spelling Mastery data.	Primary students' results from the DIBELS, ESTa-L, Initial Lit and Numeracy assessments were placed into reports.The data was displayed into instructional priorities graphs. From these graphs students were placed into Tiered levels to allocate students for support and intervention by the learning support team. This data also provided adjustments to lessons and programs to promote students' learning needs. 3-6 teachers used the weekly Spelling Mastery data to develop application lessons for students to consolidate targeted skills from the weekly data.
Technology	Continue to implement a one-to-one ratio of Chromebooks for all students in Year 3-12	Older students continue to use Chromebooks with increasing effectiveness in the classroom. Primary devices are kept at school and only used in class, while High School students are able to take their devices home.
	Increasing access to technology across all High School departments	All High School departments were given an accurate breakdown of their yearly budget and encouraged to spend money on technology to be used to enhance learning. This was achieved in most subjects, with Technology, Science, Maths, English and PDHPE making the most purchases. Equipment included Mac computers, graphics tablets, cameras, instructional videos, teaching tools and specialist Science resources.
	Primary classes have access to a bank of iPads	Primary teachers promoted the use of IPADS and Chromebooks within lessons to increase students' understanding and use of technology . Student engagement with and understanding of technology increased with the access to the iPads and Chromebook banks.

	3-6 Primary students used technology to learn from home	Stage 3 students also began to learn how to create short films of the activities occurring to showcase occasionally at Primary assemblies. Primary students used Google Classroom and effectively continued their learning using this technology from home.

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 Assignment of teacher aides to Primary classes	Continuation of Compressed Curriculum has resulted in larger class sizes in the senior school, creating better ratios in the high school. As student numbers have increased, we have been able to absorb more students without adding more staff. We were also able to double stream Year 7 and 8 by restructuring allocations rather than having to increase staffing levels. The two Kindergarten classes were assigned a permanent teachers aide to assist in student support, due to student needs and size of the classes. Stage 1had a Teacher's aid assigned to their class during key literacy and numeracy lessons to support students' needs. Primary classes consistently increased in enrolments, class sizes continued to be monitored to ensure the teacher to students ratios were met to ensure students needs were met.

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 digital newsletter has made its creation a more streamlined process, allowing for more articles and photos to be published. Our expanding student numbers and presence within the community saw our Facebook page surpass 1,500 likes and have a regular reach of more than 15,000 people per post.

		A refined schedule of Facebook posts ensured that all events and subject areas were publicised.
		Primary staff continued on a weekly basis to create newsletter articles and Facebook films to showcase units of work and excursions taken to communicate life at PCS.
		Teachers regularly sent the social media staff member articles, photographs and information to promote events, activities completed to the parent body and wider community. The reaction received via the Facebook feed demonstrated the effectiveness of this practice.
Information Nights	Increase the participation and professionalism of School Information Nights for prospective Kindergarten and Year 7 students	The Primary expo held to inform the wider community and prospective Kindergarten parents was held in the hall. The night was a success in engaging potential families through hands-on activities and open dialogue with teachers around the hall.
	Build links between the community and the school through information sessions	The Prekindergarten interviews and orientation program was a great success again at sharing information regarding the school and Kindergarten to prospective families and the wider community. Students and events were also published in the local paper that increased community knowledge regarding the school.

Parkes Christian School
@parkescs · ⭐ 5 17 reviews ℹ · Religious School

✉ Send Email

THEME 11

INITIATIVES PROMOTING RESPECT AND RESPONSIBILITY

Actions undertaken by the school to promote respect and responsibility

In student engagement and welfare for 2021 we focused on building connections and creating experiences that allowed our students to display their talents and abilities across the broad range of school experiences. Whilst experiencing lock-downs for most of Term 3 which caused many cancellations and postponing of events and activities, we embarked on many other activities to assuage the negative effect that could have resulted.

The cultural focus in Term 2 was the musical "The Little Mermaid" where a vast majority of the school performed or participated in some way to make it a showcase of talent. This had a great community feel and students got to create friendships with lots of different students.

Most sporting events that were held during Term 1 and 2 eventuated, with many selected to perform at higher levels, particularly in Hockey and Swimming. Athletics and Cross Country carnivals were held in Term 2, along with a regional football carnival to allow for interaction with other schools.

Stage 4 had an excursion to Crusaders Camp Lake Macquarie to work on team building and service within a Christian Ethos. This was an important camp as there has been an increase in the number of students entering our school in Year 7 that are new to our school environment and character. A similar bonding excursion was held for the senior years as they went to Sydney as a group of Year 11 and 12 students.

All High School students attended a day camp at Burrendong State Sport and Recreation Center where students were vertically integrated and participated in outdoor activities to build school spirit and to test boundaries and resilience.

The School Houses were able to celebrate the Mascot Launch day, where students have been elected to perform the role of mascots Leroy, Emmett and Sherman. This activity provided a physical ideal of the attributes of the houses: Endeavour - Strength through Bravery, Discovery - Victory through Passion, Endurance - Excellence through Determination.

The Student Representative Council addressed student wellbeing through hosting house challenges of sport, art and creativity at lunch times, hosting a school disco, and holding dress-up days based on varying themes.

Year 10 students participated in the Gotcha4Life program which works to improve mental health and decrease suicide ideation.

Year 11 and 12 students participated in the BATYR program in a joint initiative with Parkes Shire Council to work at improving mental health. In conjunction with various health providers in the region, a mental health triage service was initiated in our community schools and has been effective in students quickly receiving advice and treatment as necessary.

As the continued ramifications of COVID disrupted school during term 3 and 4, staff worked hard at maintaining learning programs. Zoom was the vehicle for a lot of activities, including a Feel Good Friday where students would be able to play supervised games with each other and in the final week of term 3,

we held a Scavenger Hunt, Disco and Trivia Quiz on consecutive days.

The delayed HSC examinations meant that with the return of students in Term 4, we held masterclasses to ensure they could continue their engagement with study in the time leading up to their examinations, and then with the roll-over with Year 10 into 11, further masterclasses were held to kick-off their study in senior years, focussing on sound study and learning habits.

It was a nice end to the year with a feeling of normalcy in most situations although we adapted our Presentation events to a student only and online format and pushed back our Year 12 Graduation.

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.
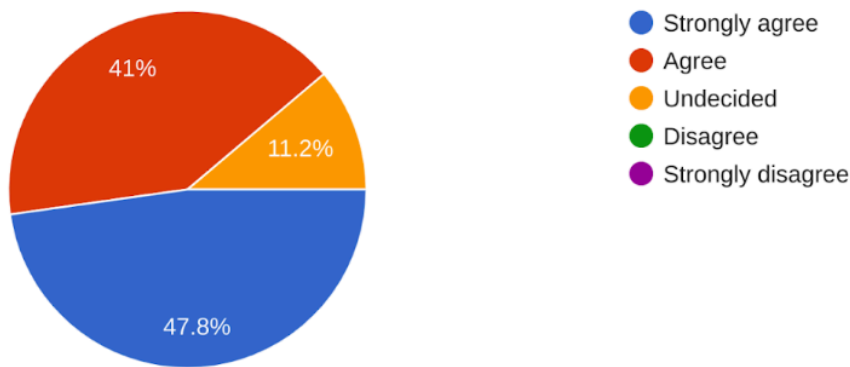
Student Satisfaction

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

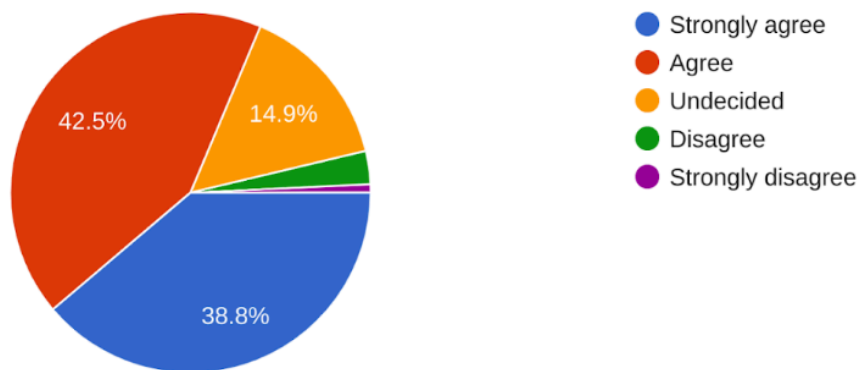**Excerpts from the most recent Student Satisfaction Survey**

I feel proud to be a student at PCS
134 responses

- Strongly agree
- Agree
- Undecided
- Disagree
- Strongly disagree

41%
11.2%
47.8%

I am satisfied with the education I receive at PCS
134 responses

- Strongly agree
- Agree
- Undecided
- Disagree
- Strongly disagree

42.5%
14.9%
38.8%

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 the recent Teacher Satisfaction Survey

Overall, I am satisfied with my teaching role at PCS

23 responses

Legend:
- Strongly agree
- Agree
- Undecided
- Disagree
- Strongly Disagree
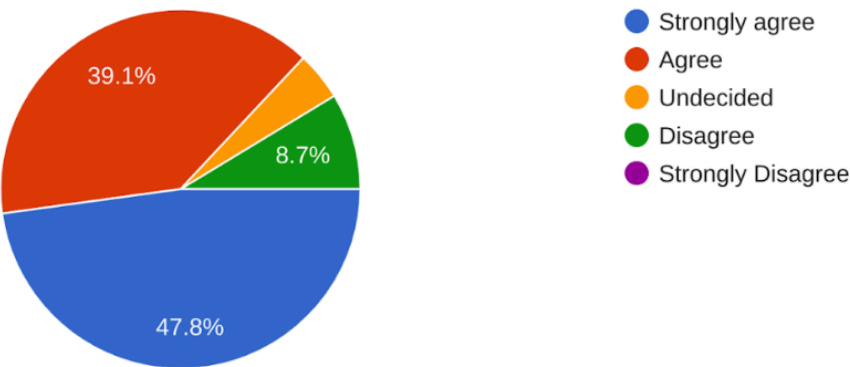
Parent Satisfaction

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

1. Parent Surveys
2. Phone Calls, Emails and Letters
3. Teacher/Parent Interviews
4. Student Leavers Forms/Exit Interviews
5. Parent Meetings
6. Welcome BBQ and Parent Information Night
7. Information evenings
8. Discussions with parents on informal occasions
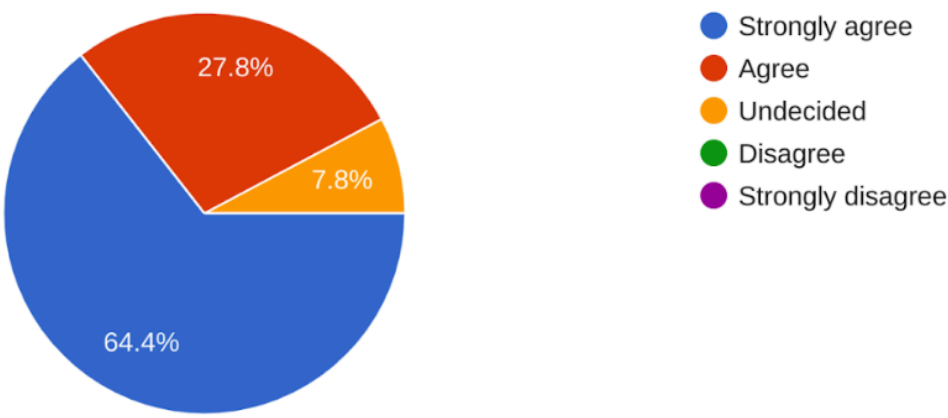
Excerpts from the most recent Parent Satisfaction Survey

Please select the section of the school where your child/children are enrolled
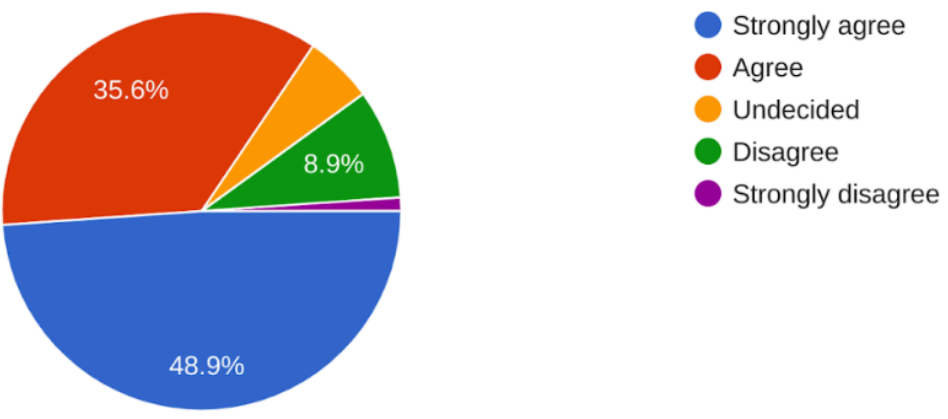90 responses

- Primary
- Secondary
- Both

27.8%
22.2%
50%
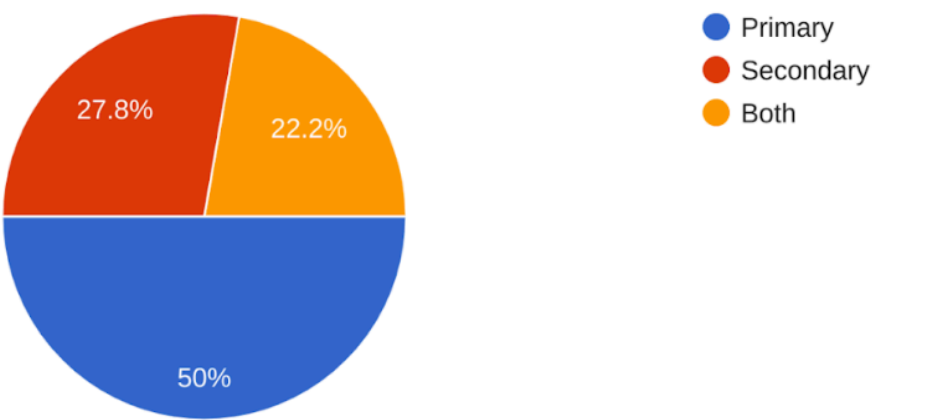
I feel proud to be a member of the PCS community
90 responses

- Strongly agree
- Agree
- Undecided
- Disagree
- Strongly disagree

27.8%
7.8%
64.4%

I am pleased with the performance of the teachers who work with my children
90 responses

- Strongly agree
- Agree
- Undecided
- Disagree
- Strongly disagree

35.6%
8.9%
48.9%

I am pleased with the performance of the Principal.
90 responses

- Strongly agree
- Agree
- Undecided
- Disagree
- Strongly Disagree

30%

63.3%
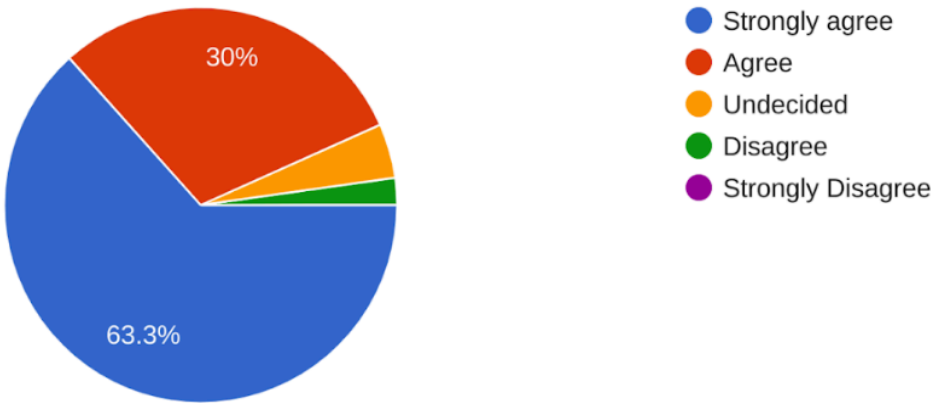
I am satisfied with the education provided by PCS
90 responses

- Strongly agree
- Agree
- Undecided
- Disagree
- Strongly disagree

36.7%

51.1%
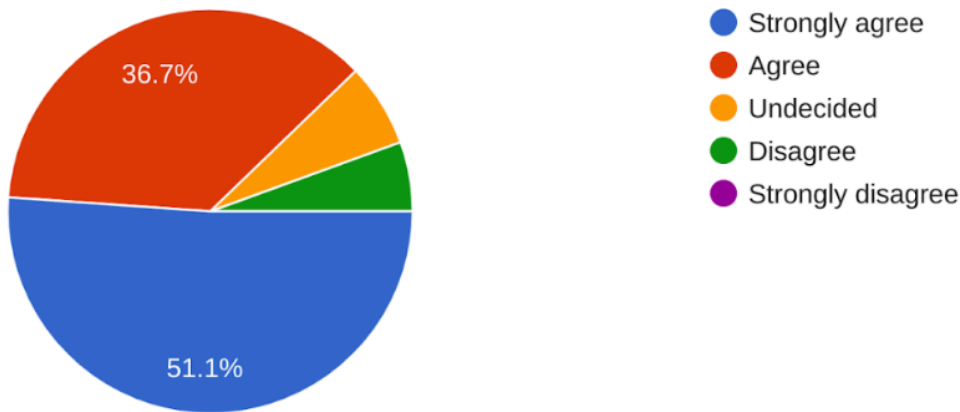
THEME 13

SUMMARY FINANCIAL INFORMATION

Percentage of Total Expenditure

Capital Expenditure
24.8%

Non-Salary Expenses
15.5%

Salaries and Related Exp.
59.700 (59.7%)

Salaries and Related Exp.
59.7%
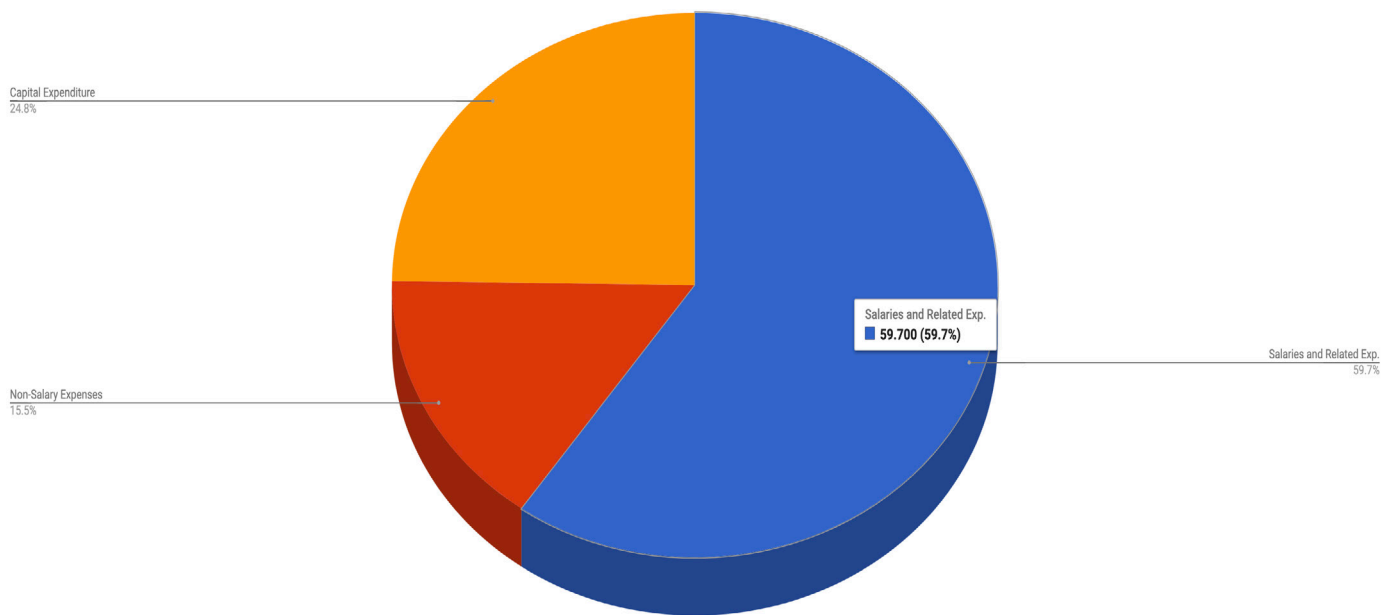
Percentage of Total Income

Fees & Private Income
16.0%

State Recurrent Grants
20.3%

C'Wealth Recurrent Grants
63.8%
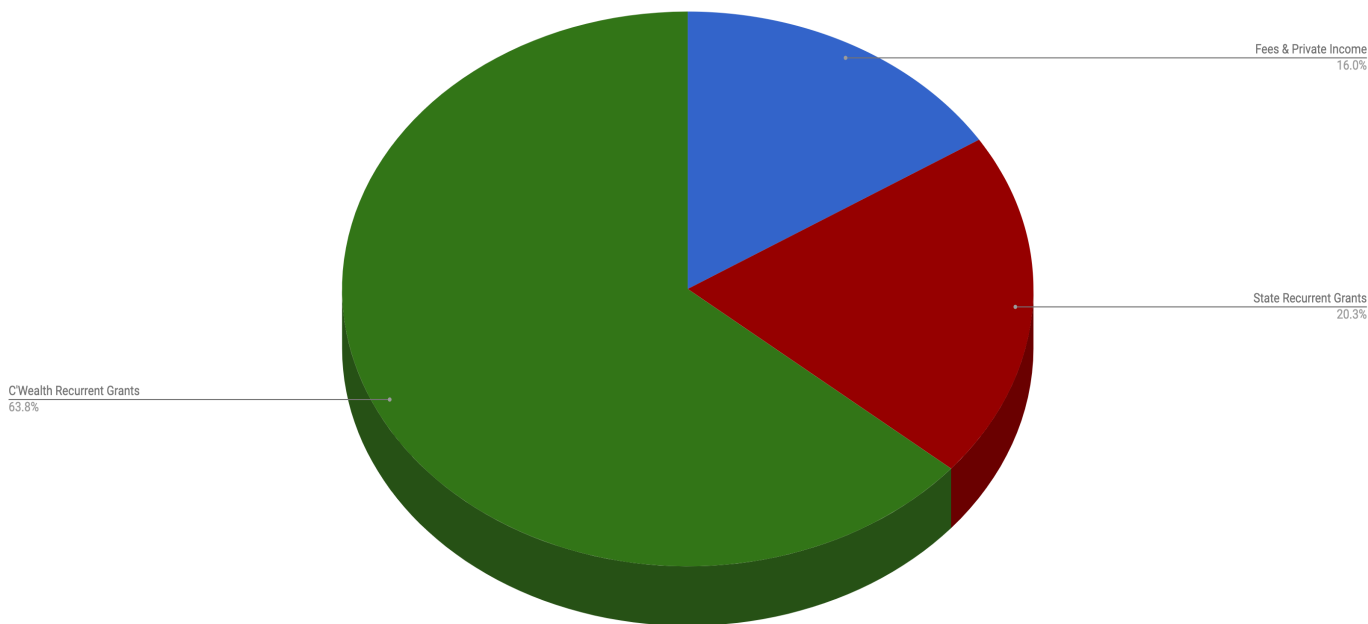
THEME 14

PUBLICATION REQUIREMENTS

This Annual report is provided to NESA on RANGS online no later than 30th June 2022
Public disclosure by publishing the annual report or
its availability online no later than 30th June
Report provided to those unable to access the internet
Policies and procedures to ensure the availability of information on request