Parkes Christian School

Annual Report
2022

PARKES CHRISTIAN SCHOOL
1982 **40** 2022
YEARS
CHRISTIAN EDUCATION

CONTENTS

ANNUAL
REPORT 2022

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

40 Year Celebrations

In 2022 Parkes Christian School turned 40! We had a wonderful year celebrating the milestone culminating in a Spring Fair and Celebration Service in October. Both events were extremely successful with many past students and staff making the journey back to PCS to celebrate with our existing community. With God's faithfulness as an underlying theme, it was a significant time to honour all that God has done in this great school through the hard work and commitment of many families and individuals along the way.

The celebration service featured the story of Parkes Christian School as told through the perspective of Mr John Magill, Miss Chris Cohen, Mr Jason Wynstra, Mrs Eileen Michalk and past and present students. Guests were also treated to the official launch of the Parkes Christian School Documentary, 40 Years of Faithfulness, completed by talented Year 10 student, Marcus Moss.

For many founding members, it was a particularly special celebration with the school continuing to acknowledge the sacrifice of so many to help build the school that we continue to see flourish today. The significance of the occasion was not lost on existing staff and families who now look to a fresh vision and exciting phase in the life of PCS which continues to honour God and serve our community through effective Christ centered education.

Enrolments

2022 continued to see PCS steadily increase student numbers with 297 students at Census date in August. This was up from 270 in 2021. The May enrolment push proved productive with both Kindergarten and Year 7 reaching solid enrolments at 20 and 47 respectively. It is anticipated that these numbers will remain strong moving forward.

Teaching and Learning

In 2022 we continued our focus on developing effective and consistent teaching methods across K-12. We continued to be purposeful in supporting 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 Mrs Elizabeth Harris and Mrs Annette Moss to continue their work as instructional leaders within the primary school, including modeling and observing lessons on a weekly basis in all K-6 classrooms. Key data continues to show growth in literacy and numeracy targets across all classes.

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. Access to the school via Victoria st was cut in September as part of construction, with the completion of a bridge over the bypass still set to be completed in 2023. The identification of naturally occurring asbestos along the site has slowed progress according to communication from RMS staff.

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 and the court was painted with an acrylic netball/basketball surface in 2022, completing the project. Students and staff alike are loving the new facility.

The (at the time) Deputy PM, Mr Michael McCormack visited PCS to announce an $800k funding injection for our $1,353,953.00 million Industrial Arts building, with Barnes Construction to complete the project. Our $1,353,953.00 million Industrial Arts building was completed in February of the 2022 school year and opened to the students. The total project cost came in $57 under budget. It should be noted that with the project tracking significantly under budget in 2022, we applied for a variation to the project to include rear access to the building featuring curbing, guttering and a hot mix surface at a cost of $273,000. This variation was approved and the project completed by Steve Magill Earthmoving. It is proving to be a wonderful addition to the Industrial Arts Building and is testament to the outstanding economic management of the project by Business Manager Elsie Joubert in partnership with project builder, Rodney Barnes.

The government grant of 800k has been paid in full and an official opening will occur in 2023 with ministerial representation. A date is yet to be finalised.

In conjunction with this building process, 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 2022 saw a range of staff movements. Our Primary staff farewelled Miss Amy Crawfard who relocated to Newcastle and Mrs Belinda Boland who moved with her family back to Melbourne.

High School staff farewelled Mr Jay Quince who relocated with his family to Taree, Mrs Felicity Dobbs

to Orange, and Mr Peter Clifton who announced his retirement as a teacher aide at the end of 2022.

New staff joined Parkes Christian School in 2022 including Mrs Melanie Hodge and Mrs Tiffany Peden as Support Staff. We also welcome back Mrs Suliana Naqua as a classroom teacher and Mrs Jane Watt as a learning support staff. We also welcomed Mrs Sonia Bland into our Administration team.

Staff Retention Strategy
2022 continued to highlight challenges in recruiting suitable staff. With there being a statewide teacher shortage, schools are using increasingly aggressive recruitment and retention strategies. With the aim of increasing staff retention rates at PCS and minimising the need to recruit new staff, we worked with the school Board to develop a short term staff retention strategy to be implemented from 2022 and into 2023.

In 2022 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 look forward to continuing this strong and positive partnership through this exciting phase of Parkes Christian School.

Thank you

Glen Westcott
Principal
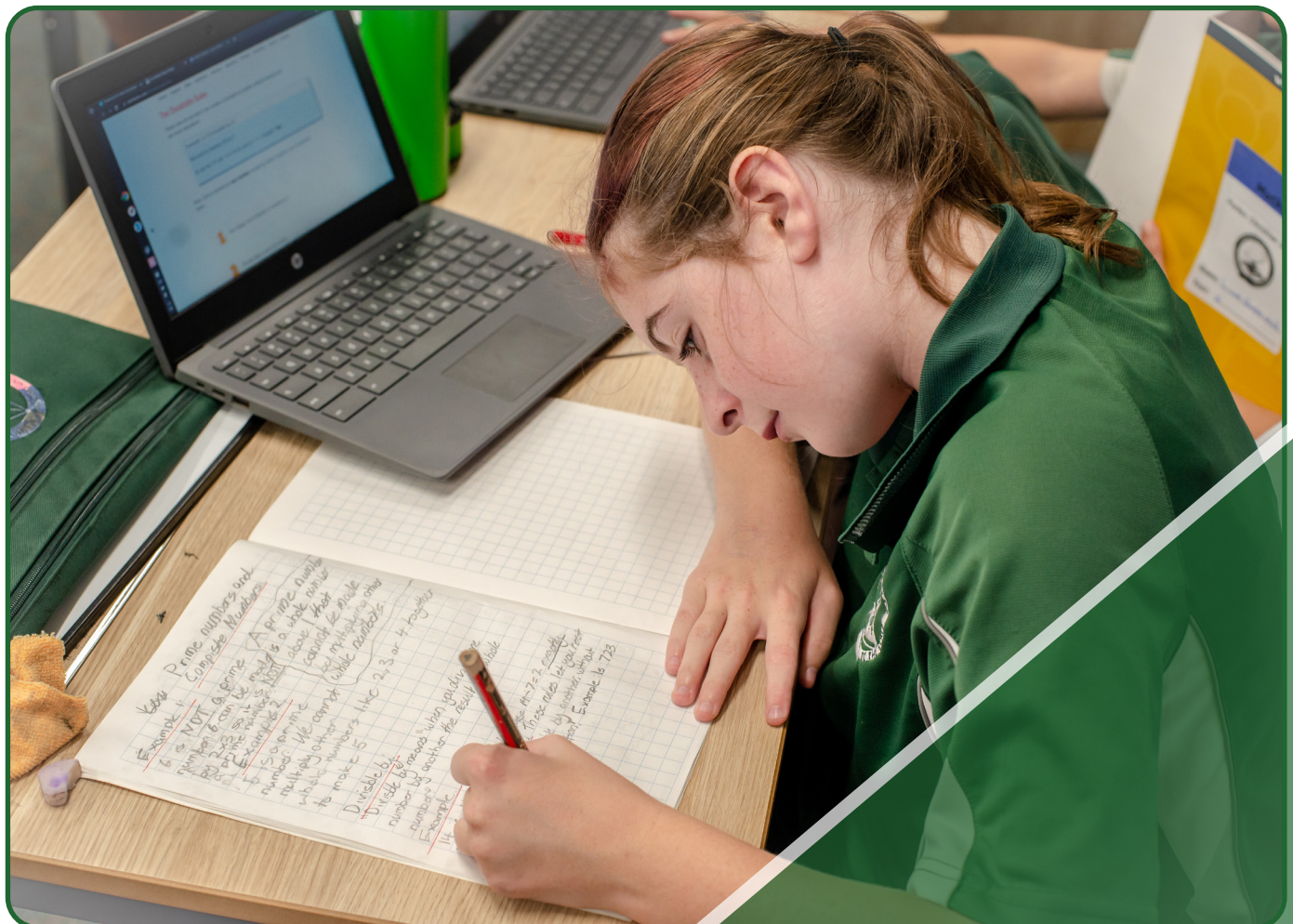
THEME 2

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 300 students from Kindergarten to Year 12. Expansion plans are in motion in accordance with the Parkes Christian School Facilities Masterplan.

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 and PE teachers from Kindergarten to Year 12 ensure ongoing success and development of our Creative Arts and sporting 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.
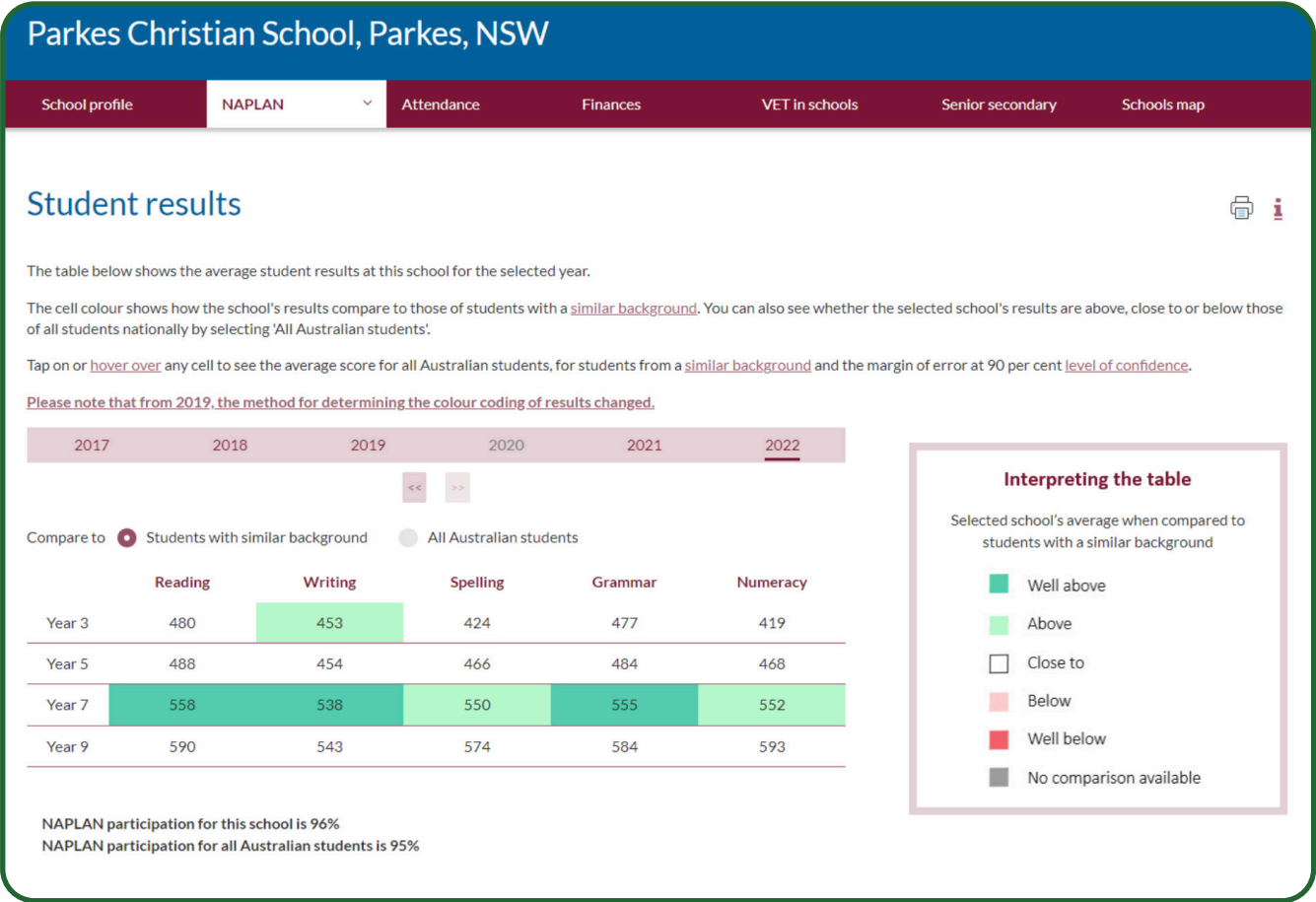
Parkes Christian School, Parkes, NSW

| 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

| 2017 | 2018 | 2019 | 2020 | 2021 | 2022 |

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2022

School facts

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

School staff

Teaching staff	28
Full-time equivalent teaching staff	23.9
Non-teaching staff	13
Full-time equivalent non-teaching staff	9.5

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	999
Average ICSEA value	1000
School ICSEA percentile	46

Distribution of Socio-Educational Advantage (SEA)

Bottom quarter 29% / 25%
Middle quarters 25% / 25%
Middle quarters 26% / 25%
Top quarter 20% / 25%

■ School distribution   ■ Australian distribution
Percentages are rounded and may not add to 100

Students

Total enrolments: 297

■ Boys 153
■ Girls 144

52% / 48%

Full-time equivalent enrolments: 296.1

Indigenous students — 10%

Language background other than English — 3%

■ Yes (3%)
■ No (97%)
☐ Not stated (0%)

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.

2017	2018	2019	2020	2021	2022

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Compare to ● Students with similar background ○ All Australian students

	Reading	Writing	Spelling	Grammar	Numeracy
Year 3	480	453	424	477	419
Year 5	488	454	466	484	468
Year 7	558	538	550	555	552
Year 9	590	543	574	584	593

NAPLAN participation for this school is 96%
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 fourth 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 (26) also allowed for the addition of new courses, Agriculture and Food Technology, with more to follow in 2023.

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 2022

In 2022, 26 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 2022 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.

2022 HSC Band Analysis

Course	Students	PCS % Band 3-6	State % Band 3-6
Agriculture	4	75	83
Chemistry	2	0	85
Community and Family Studies	8	100	95
Design and Technology	1	100	97
Drama	4	100	98
English Advanced	9	100	99
English Standard	17	65	88
Food Technology	7	86	88
Industrial Technology	3	100	86
Legal Studies	2	100	85
PDHPE	7	43	80
Photography	1	100	98
Software Design and Development	3	100	87
Visual Arts	1	100	98

A summary of student achievement in the 2022 HSC

Considering the relatively 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. PDHPE and Chemistry continue to perform well below the state averages, while there are a 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 2022 HSC

Zac Bennett - Drama (Year 12)
William Ellis - Drama (Year 11)
Luke Hall-Matthews - Design and Technology, Software Design and Development (Year 11)
Bethany Moss - Community and Family Studies (Year 12)
Ashlee Ross - Community and Family Studies (Year 11)
Kaitlyn Stevenson - Drama, Visual Arts, English Advanced (Year 12)
Nicholas Unger - Industrial Technology (Year 12)

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

PCS HSC Band Analysis (2015-2022)

Course	Year	PCS % Band 3-6	State % Band 3-6
Agriculture	2022	75	83
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
	2022	0	85
Community and Family Studies	2018	100	87
	2020	100	91
	2022	100	95
Design and Technology	2015	100	93
	2016	75	91
	2017	67	95
	2018	100	95
	2019	100	96
	2020	100	98
	2021	100	97
	2022	100	97
Drama	2015	100	98
	2018	100	98
	2019	100	98
	2022	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
	2022	100	99
English (Standard)	2015	71	84
	2016	35	87
	2017	0	85
	2018	25	85
	2019	36	88
	2020	73	89
	2022	65	88
English (Studies)	2020	50	31
English (Extension 1)	2017	100	99
	2018	100	95
	2019	100	94
English (Extension 2)	2018	100	99
Food Technology	2022	86	88
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
	2022	100	86
Information and Digital Technology	2018	100	90
IPT	2020	71	82
Legal Studies	2019	75	84
	2022	100	85

Subject	Year		
Mathematics Advanced	2015	0	90
	2016	0	92
	2017	33	91
	2018	67	92
	2019	50	92
	2021	43	94
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

	Year	%	%
	2019	100	89
	2020	88	86
	2022	43	80
Photography	2021	100	98
	2022	100	98
Physics	2019	100	86
	2020	80	86
Software Development and Design	2017	0	89
	2018	100	90
	2019	83	87
	2022	100	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
	2022	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%

2022: 14%

The percentage of VET course participants continues to remain low, indicating a more academic focus for our 2022 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 2022 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	17.65	12.28	41.18	28.82	5.88	36.16	35.29	15.86	0.00	5.87
Mathematics	5.88	14.54	11.76	21.99	58.82	32.20	23.53	22.62	0.00	6.77
Science	0.00	12.60	41.18	23.92	41.18	36.73	17.65	19.39	0.00	6.42
History	11.76	14.75	35.29	27.70	17.65	34.46	35.29	15.91	0.00	6.31
Geography	5.88	15.03	47.06	27.91	29.41	34.74	11.76	15.58	5.88	5.93
PDHPE	11.76	17.57	41.18	38.09	41.18	31.39	5.88	9.23	0.00	3.05
Music	50.00	26.98	50.00	31.85	0.00	25.10	0.00	11.06	0.00	4.25
Drama	50.00	35.29	0.00	34.31	50.00	21.00	0.00	6.42	0.00	2.52
D&T	37.50	28.93	25.00	31.05	37.50	28.15	0.00	9.04	0.00	2.61
Multimedia	50.00	23.62	25.00	30.65	12.50	26.92	12.50	12.73	0.00	5.76
Hist Elective	0.00	23.61	50.00	30.97	50.00	29.93	0.00	11.67	0.00	3.61
Agriculture	0.00	11.49	33.33	22.88	66.67	33.77	0.00	20.81	0.00	10.62
Visual Arts	33.33	28.10	33.33	32.86	33.33	32.45	0.00	11.47	0.00	5.32
Commerce	40.00	24.53	20.00	34.91	40.00	29.52	0.00	8.49	0.00	2.27

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 total expenditure for staff Professional Development in 2022 was $32,077.24.

Course Name	Staff	Department
Innovate Year 9 Food Tech	2	High School Technology
Stage 6 Science Conference	2	Science
Hands on Technology 2022	1	High School Technology
Teaching the Modern History Course	1	History
LNAP Masterclass - Sharing Achievements	2	Primary
Initial Lit	5	Primary
TAFE White Card	1	TAS
CSA Leadership Summit	2	School Leadership
PDPHE HSC Marking Simulation	1	PDHPE
School Counsellors Conference 2022	1	School Counsellor
Accidental Counsellor	1	Learning Support
CSA National Policy Forum	2	School Executive
Google Classroom: The next steps	1	High School Welfare
Building Student Wellbeing and Resilience	1	High School Welfare
Engaging Reluctant Learners-Strategies to get them back on track	1	Primary

Practical Behavior Management	1	Student Wellbeing
Key Elements for School Wellbeing	4	Student Wellbeing
Autism: Differentiating the Curriculum	1	Student Wellbeing
Inspiration in Teaching Business Studies	1	High School
Inspiration in Teaching Legal Studies	1	High School
Art on Trial	1	High School TAS
How to plan a Cohesive and Effective Mathematics Curriculum	1	High School Maths
Strategies for New Learners	1	High School
Mentoring and Development - Interpersonal skills for Life and Work	1	High School
Creating Student Management Practices that work!	1	High School
Geographical Inquiry made Simple	1	High School
Teach the Big Picture of Sustainability	1	High School
Teach Mindfulness to Primary Students	1	Primary
Growth Mindset: Improving Teaching and Learning	2	Primary

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

Category	Number of teachers
Proficient Conditional	3
Proficient	25
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 2022

Workforce Composition	Number of staff
Teaching Staff	28
Full-time Equivalent Teaching staff	24.6
Non-teaching Staff	15
Full-time Equivalent Non Teaching staff	10.92
Staff who Identify as Indigenous	1
Female Staff	32
Male Staff	11

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 - 2022

The student population is **296**

Year Group	2021 Students	2022 Students	Growth
Kindergarten	-	20	+8
Year 1	24	22	-2
Year 2	18	20	+2
Year 3	20	21	+1
Year 4	18	21	+3
Year 5	18	23	+5
Year 6	27	27	–
Year 7	19	47	+28
Year 8	33	28	-5
Year 9	28	25	-3
Year 10	17	17	–
Year 11	19	10	-9
Year 12	17	15	-2
Overall	270	296	+26

* 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

Kinder	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6

High School

Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
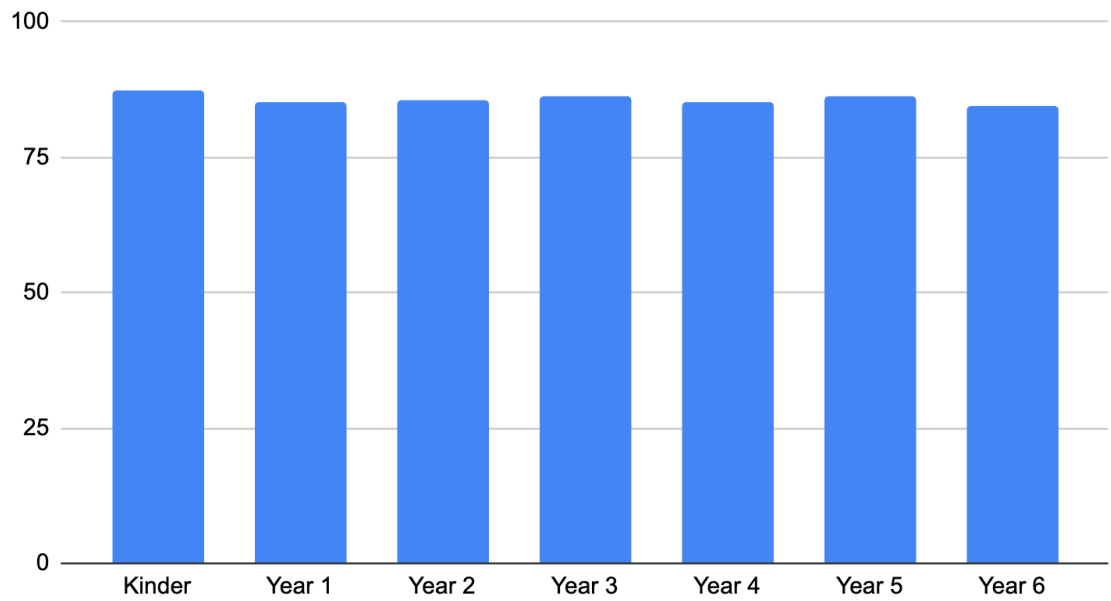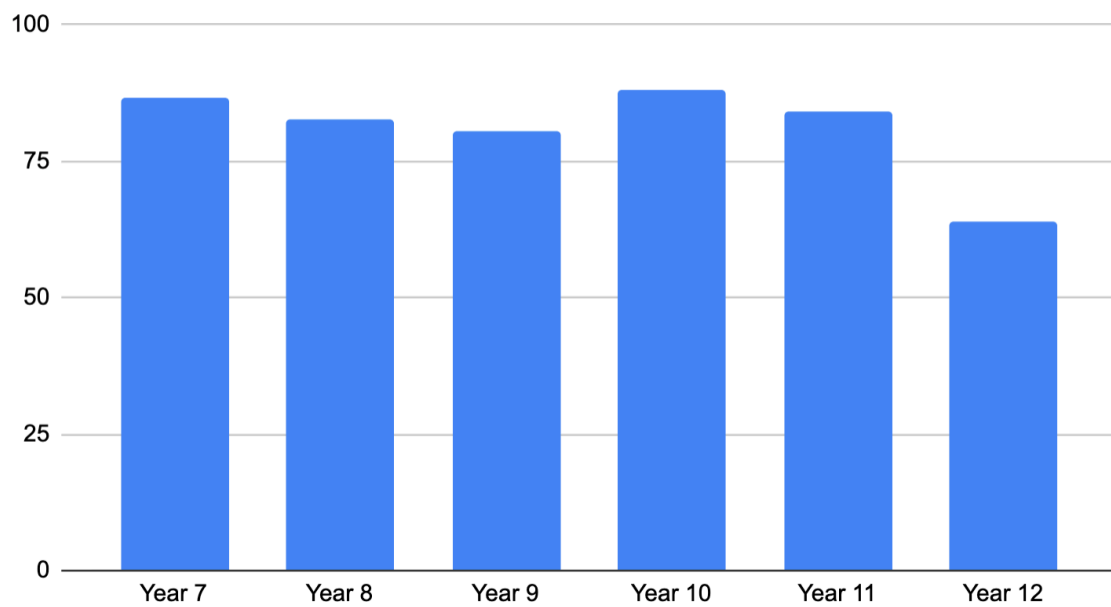
Management of Non-Attendance

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 (2020 -19 students) and continued on in the school to complete Year 12 in 2022 (15 students) was 79%. This was higher than 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%
2022	79%

Post School Destination

Post-school destinations for our students include:

    a) Workforce - 5 students

    b) Attending University - 8 students

    c) Other study - 2 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 eight students accepting an offer, with another four deferring offers. This trend of Early Entry into university courses maintains our school's 100% record of students successfully applying for university study.
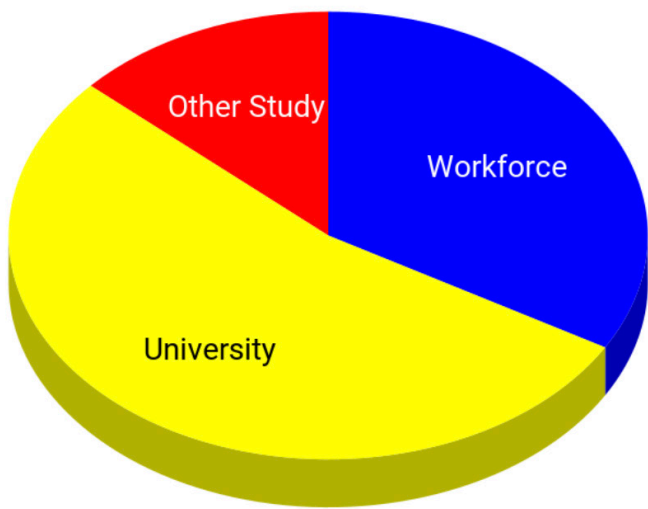
Early Entry Application Success Rate (2015-22)

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%
2022	10	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 31st May 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
- Whether the child has made a positive contribution to their current school (Year 7 applications)
- 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 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 the 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.

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 Friday 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.

THEME 10

SCHOOL-DETERMINED IMPROVEMENT TARGETS

Priority areas for improvement as selected by the school for 2022 and the achievement of those priorities

The following areas were identified as priority areas for school improvement in 2022:

1. Student Learning and Achievement

Priority Area	SMART Goals for Priority Area	Achievements
Staff Development	Classroom management & Engagement of students	Key features of EDI were refreshed for High School staff as a reminder of floor practice for good classroom management. Professional Development sessions were run on managing student behaviour and having high expectations as well as use of iPads as a teacher tool for annotation in a classroom setting. Curriculum planning was addressed to the whole school through a session focusing on the continuum of learning and focusing on key skills in subject areas. An emphasis was put on minimising tasks and allowing time for editing, improving and completing tasks to a high standard.
	Continue to support Primary staff to use the EDI framework	2022 was the final year of the funded LNAP program. AIS Literacy and Numeracy consultants conducted Professional Development sessions twice each term to equip the Primary teachers to become independent in the application of the EDI framework in 2023. Professional Development sessions were conducted face to face again with consultants, which greatly increased the teachers understanding and practise through face to face discussions. Weekly observations and demonstrations were held in the K-6 classrooms to give positive feedback to teachers in their practice of EDI in each lesson as well as term observations from the AIS Literacy and Numeracy consultants. AIS Literacy and Numeracy consultants spoke to teachers in person and sent written feedback of observations by email. Instructional leaders also gave feedback to Primary teachers each week from classroom demonstrations and observations.
	Continued development of new syllabus outcomes	Consultants advised and provided document examples to the Primary teachers on how to implement the new English K-2 syllabus and Mathematics K-2 syllabus in order to develop effective programs using the new outcomes and indicators.

		Primary teachers spent time during staff meetings attending zoom AISNSW meetings to further increase their understanding and unpacking of the new English K-2 syllabus and Mathematics K-2 syllabus.
		Teachers continued to participate in staff meetings with the AISNSW Literacy consultant as well as professional development modules during PD week to unpack and implement the writing project. Teachers continued to work with the consultant to develop and finalise a K-6 writing program that is syllabus based on a trajectory of increasing skills in the construction of imaginative, informative and persuasive texts.
Pedagogy	Return to the use of formal half yearly and yearly exams	Staff in core subjects have implemented the use of half yearly exams that use elements of HSC exam structures in order to better prepare students for HSC subjects.
	Emphasis on evaluating projects in practical subjects	Analysis and evaluation of HSC Major Work results found that students are lacking in the ability to evaluate their projects and discuss problem solving and design modifications. These elements are now a mandatory part of assessing Year 7-10 practical subjects.
	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	Three instructional leaders worked amongst the Primary Stages to continue the implementation of the EDI framework and Student Engagement strategies within the classes throughout the year. Literacy and numeracy resource materials were purchased to support and develop the whole class
		implementation of the EDI framework. With three new teachers to PCS this year, instructional leaders work closely with the three new teachers to help them attain EDI understating and teaching practice.

	Primary staff to reflect on the DIBELS assessments and LNAP Literacy and Numeracy screeners	AISNSW Literacy consultant continued to unpack the DIBELS assessment to collect Beginning of the Year (BOY), Middle of the Year (MOY) and End of the Year (EOY) data to ensure clear understanding and effective use of the data was reflected in their teaching. The AIS literacy consultant worked closely with the three new teachers in particular as well as the returning teachers, to plan 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.

Primary teachers continued the effective implementation of the Numeracy diagnostic assessments for the beginning, middle and end of year. From this data and discussions with the AIS Numeracy consultant, daily reviews for each grade were created that reflect the learning scope and sequence from K-6. These daily reviews were based on the data to create a trajectory of increasing skills in the construction of mathematical fundamentals. |
| | 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 their 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 2022 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 2022 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 put structures in place in order to track the academic progress of students | Primary students' results from the DIBELS, ESTa-L, Initial Lit and Numeracy assessments were used in reports.The data was displayed into reports displaying individual student growth, from this information learning support coordinator was able to facilitate appropriate levelled support in and outside the classroom. This data also provided adjustments to lessons and programs to promote students' learning needs.

The primary created an assessment timetable to encore consistent collection and reflection of data across all grades. |

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.
	Increasing use of iPads	iPads have become a more prevalent teaching tool, with teachers using the increased functionality of the iPad to model note-taking, summarising and annotation during class. This has led to more students becoming interested in using iPads in the classroom.
	Use of vocal feedback	Teachers have been trained in the use of 'Mote' a digital recording app that allows teachers to record their feedback vocally. Teachers and students both really seem to enjoy the vocal feedback system.
	Primary technology	Primary teachers promoted the use of Chromebooks within lessons to increase students' understanding and use of technology . Students increased their typing skills by completing activities in the online typing tournament program. From these activities students were able to increase the number of typing words per minute and accuracy.
	3-6 Primary students used technology to learn from home	Stage 3 students listened to a local Police Constable regarding the safety and laws surrounding cyber safety and social media. This assisted Stage 3 students to navigate emails and online communication which impacted the reduction of welfare referrals regarding online incidents.
		Primary students continued to use Google Classroom and to complete independent tasks and projects.

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 Kindergarten class is assigned a permanent teachers aide to assist in student support, due to student needs and size of the class. Stage 1 classes had 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 small.

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	Refinement of the 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 2,000 likes and have a regular reach of more than 20,000 people per post. A PCS Podcast was trialled and met with positive feedback. However, the project needs to be refined and managed properly in order to be sustainable. Primary staff worked with the social media manager to create newsletter articles and Facebook films to showcase units of work and excursions students participated in to communicate school life at PCS to the parent body and wider community. The comments and likes received via the Facebook feed demonstrated the effectiveness of this practice as well as information gained through conversations with new family wishing to enrol at PCS
Information Nights	Increase the participation and professionalism of School Information Nights for prospective K-12 students	The traditional Primary expo was replaced with a K-12 expo to inform the wider community and prospective Kindergarten and other grades enrolment families was held. Instead of hosting only in the hall, exhibits were held in three different buildings including the hall and the COLA. The night was a success in engaging potential families through hands-on activities and open dialogue with teachers regarding the benefits of a K-12 schooling environment.

	Build links between the community and the school through information sessions	The Prekindergarten interviews and orientation program continued to be a great asset again at sharing information regarding the school and Kindergarten to prospective families. Families and prekinders displayed confidence and excitement in knowing what was occurring during the orientation sessions. Students and events from orientation were also published in the PCS newsletter and Facebook to increase community knowledge.

Parkes Christian School

1.8K likes · 2K followers

Send Email   Message   Like

Posts   About   Mentions   Followers   Photos   Videos   More ▾   ...

Intro

Parkes Christian School is a non-denominational, co-educational school located in Parkes, NSW.

ⓘ Page · Religious School

◈ 243 Back Trundle Road, Parkes, NSW, Australia, New South Wales

📞 +61 2 6862 4164

✉ administration@parkescs.nsw.edu.au

🌐 parkescs.nsw.edu.au

🕐 Closed now ⌄

💲 Price Range · $$$

Featured

Parkes Christian School
19h · 🌐
Athletics Training has been cancelled for this Thursday (29th June) due to the movie afternoon....

Parkes Christian School
June 18 at 7:52 AM · 🌐
Mr Quince always looked amazing on Pyjama Day... on Thursday, 29 June, you too can wear your pyjamas to school in...

It's 100% about comfort
THE OFFICIAL JAY QUINCE
PYJAMA DAY
Thursday, 29 June

Posts   ⚙ Filters

Parkes Christian School
34m · 🌐
REMINDER: Tomorrow (Thursday 29 June), Parkes Christian School Primary Students can join us for a movie afternoon, starting at 3:30pm and finishing at 5:15pm.
Please make sure you are there to collect your child by 5:15pm.
Movie: The Lego Batman Movie... **See more**

Photos   See all photos

ALWAYS BE YOURSELF... UNLESS YOU CAN BE BAT...
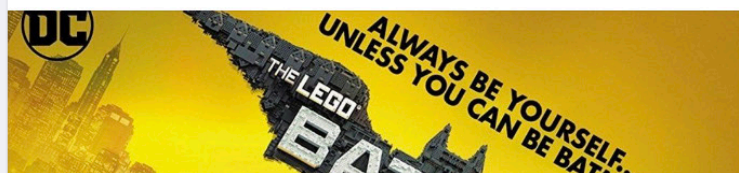
THEME 11

INITIATIVES PROMOTING RESPECT AND RESPONSIBILITY

Actions undertaken by the school to promote respect and responsibility

2022 was a year of reflection of the previous 40 years of our school history. In student engagement and welfare we had a focus on helping students to overcome challenges and striving towards excellence. Something that has been exemplified in the people who set up our school many years ago.

With some easing of COVID restrictions that have hindered the last two years we wanted to get our students out to see and experience different things with excursions to Cru Camp at Lake Macquarie, Wollongong, Sydney, Burrendong and more.

We enrolled our largest class in PCS history with Year 7 at 50 students. Our focus was to ensure a smooth transition to High School whilst also showing them what it means to be a student at Parkes Christian School. This meant setting culture and maintaining high standards over the year.

With the addition of Mr Steve Hooper and Mrs Sharon Deen-Moody who bring a wealth of sporting passion and experience to our school and with our already dedicated PDHPE team students were able to experience a range of sporting opportunities including; hockey, swimming, athletics, cross country, touch, rugby and many more. With the completion of the COLA it served as a great place to hang out in the shade but also a wonderful location for sport!

The cultural focus saw the performance of Wendy and Peter Pan with a large range of students from Kindergarten to Year 12 showcasing their talents. This major event did not detract from several Music, Art, Dance and Drama (MADD) Showcases, SRC events and opportunities to get to learn new things.

A new addition to the year was the House Captains expanding House Colours Day to include a House Challenge that featured not only sports like soccer, dodge ball, touch and netball but also art competitions and chess tournaments. The focus of this change was to include a wide range of interests and get as many students involved as possible. Students were able to learn teamwork and sportsmanship through these events held once a term.

The Student Representative Council took on a different challenge this year. They stepped away from fundraising as a main focus and looked towards recognising students, building leadership skills across the school and giving back to the school community. They started this with Kindness Day giving a small encouraging word out to each student and Staff member.

To create experiences and build mental toughness and resilience the following things were implemented at PCS;
• Years 9, 10, 11 and 12 participated in the BATYR Program - the group shared personal stories and real ways that students can seek to strengthen their own mental wellbeing and encourage others to do the same. This had a connection to services in Parkes that students could access including here at PCS
• Employment of Mrs Elisabeth McIntyre as our School Counsellor
• Year 9 & 10 Love Bites Program - a well-established national initiative aiming to educate and aid our young people in their development of respectful and safe relationships.
• Cyber Safety Talks for Years 5,6,7 and 8
• Year 11 & 12 Try-A-Trade - focusing on learning what opportunities are available for future work and training in our region. This was a real hands-on experience.
• Poetry in Action, Torres Strait Islander group performance, Library events, Compassion guest speaker, Grandparents Day, Mock Crash and Rotary Driver Simulator

We made some significant changes to Chapel and Bible Studies in High School which has seen a shift in students' Biblical literacy and being able to ask questions and engage with what they are learning about. Bible Study has a Year 7 to Year 12 continuum of learning allowing students to get the most out of their time here. In Chapel we have seen a lot of success in having small group time allowing for discussions. This has meant a large number of students have stepped up to help lead these groups and be a part of the planning process. With students also setting up a Friday lunchtime Bible Study fostering further ownership over their faith.

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
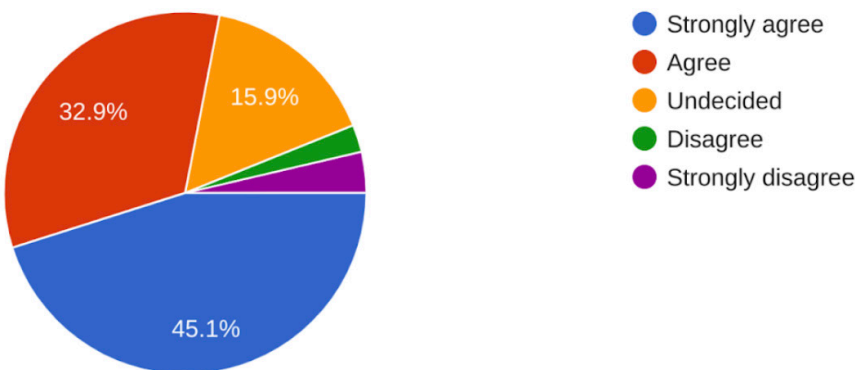
Excerpts from the 2022 Student Satisfaction Survey

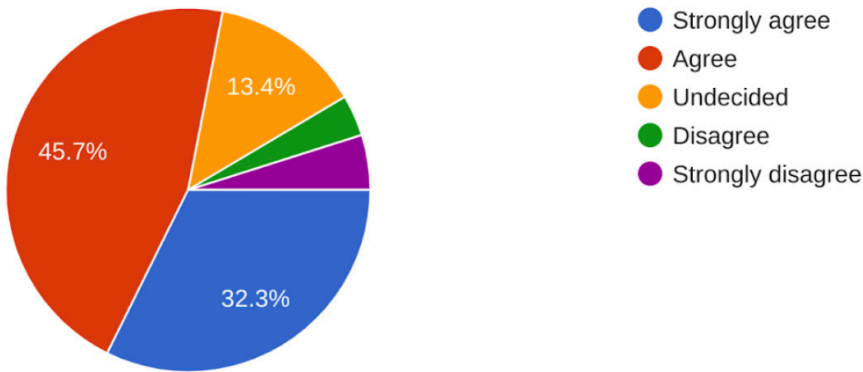## I feel proud to be a student at PCS
164 responses

- Strongly agree
- Agree
- Undecided
- Disagree
- Strongly disagree
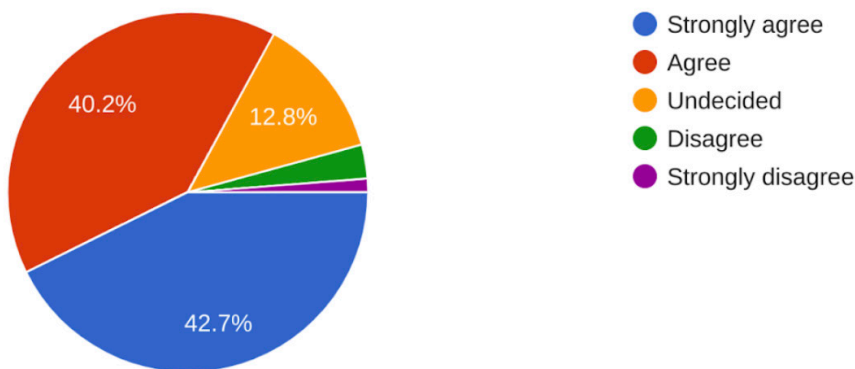
The future of PCS looks good. The school is heading in the right direction
164 responses

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

I am satisfied with the education I receive at PCS

164 responses

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

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

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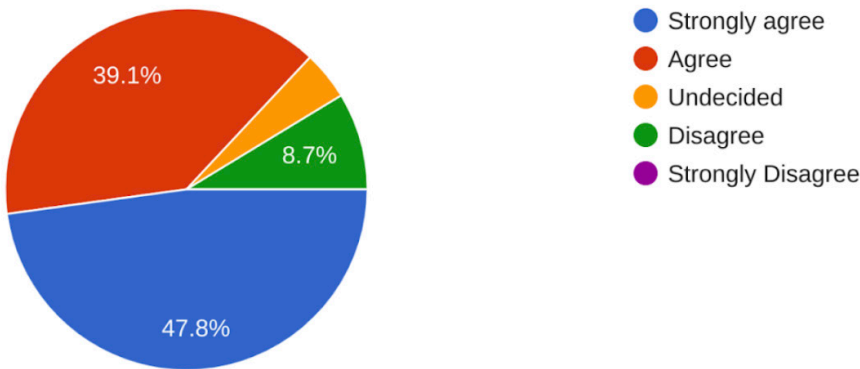
Parent Satisfaction

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

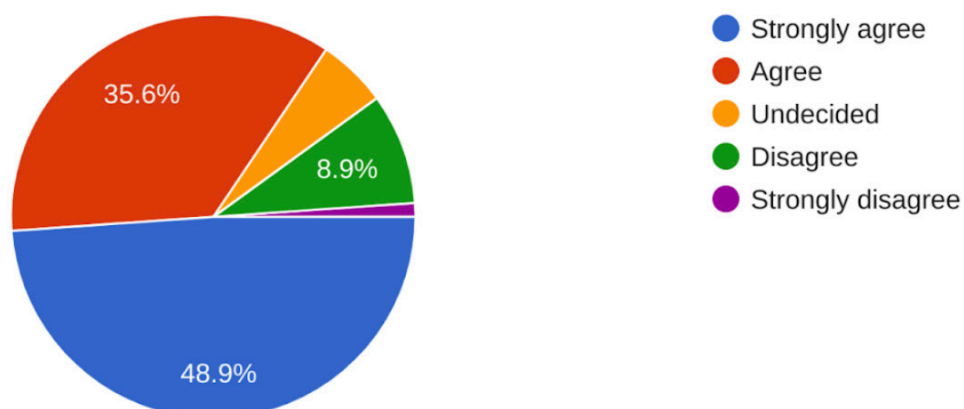# Excerpts from the 2022 Parent Satisfaction Survey

I feel proud to be a member of the PCS community
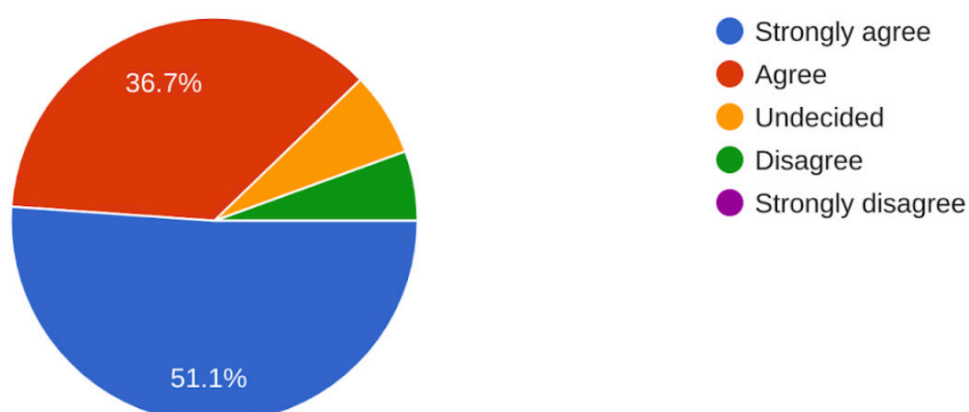
90 responses

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

27.8%
7.8%
64.4%
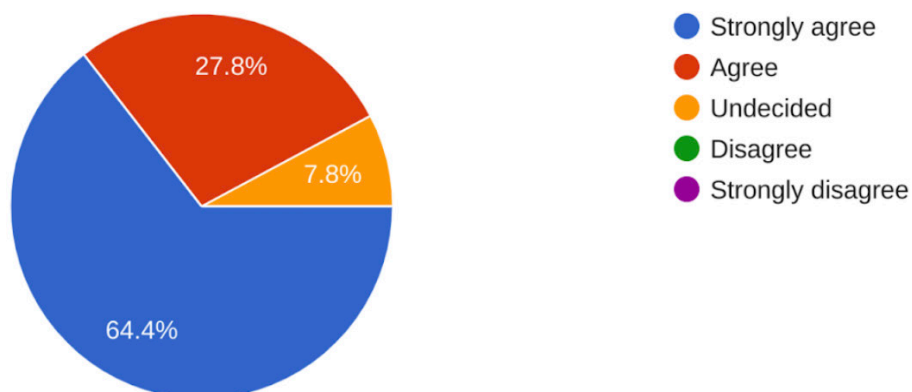
I am pleased with the performance of the teachers who work with my children

90 responses

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

35.6%
8.9%
48.9%

I am 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

Percentage of Total Expenditure

Capital Expenditure
13.2%

Non-Salary Expenses
22.2%

Salaries and Related Exp.
64.6%

Percentage of Total Income

Percentage of Total Income

Other Capital Income
6.0%

Fees & Private Income
15.8%

State Recurrent Grants
24.3%

C'Wealth Recurrent Grants
53.9%
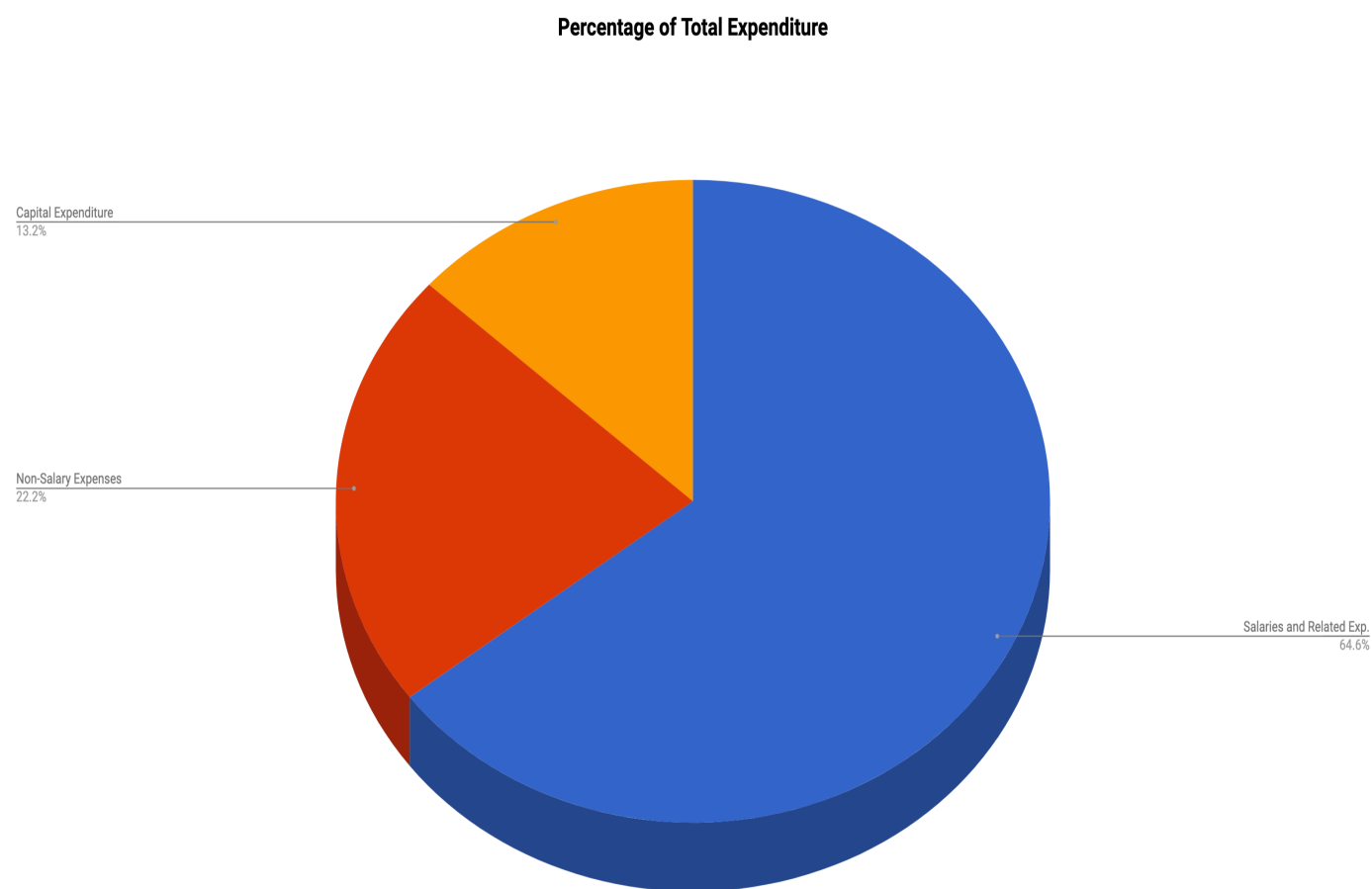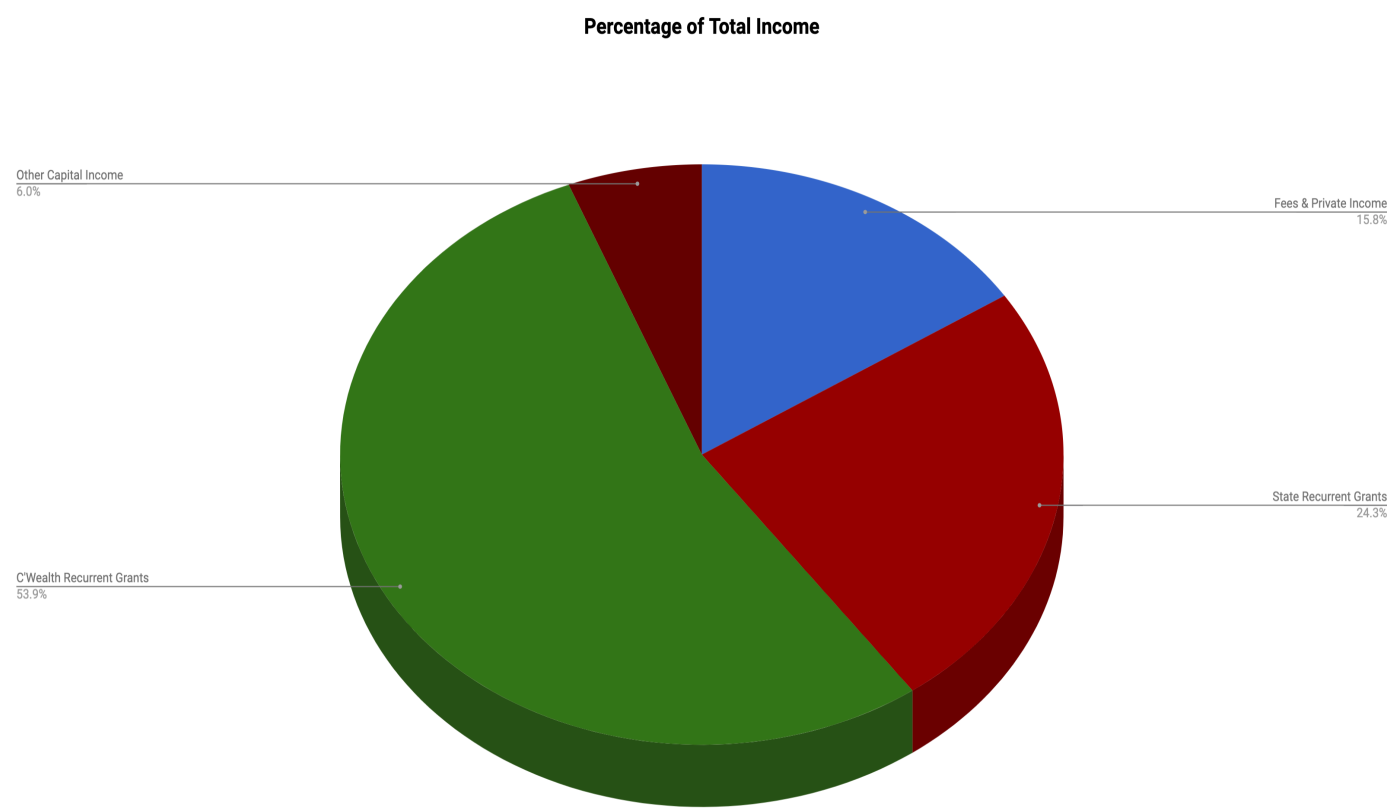
THEME 14

PUBLICATION REQUIREMENTS

This Annual report is provided to NESA on RANGS online no later than 30th June 2023
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