Parkes Christian School Annual Report 2014
# Table of Contents

- Principal’s Report .... Page 3
- P & F President’s Report .... Page 5
- School Context .... Page 6
- National Literacy and Numeracy Testing .... Page 7
- Records of School Achievement .... Page 8
- Professional Learning .... Page 9
- Staffing .... Page 10
- Student Attendance .... Page 10
- Enrolment Policy .... Page 11
- Student Body .... Page 19
- School Policies .... Page 20
- School-Determined Improvement Targets .... Page 27
- Initiatives Promoting Respect and Responsibility .... Page 28
- Parent, Student and Teacher Satisfaction .... Page 30
- Summary of Financial Information .... Page 32
2014 saw Parkes Christian School moved another step towards fulfilling the vision of the founders of the school. That vision was to provide Christian education for students from Kindergarten to Year 12 in the Central West of New South Wales. The commencement of Year 11 and 12 has been a long held dream for many parents, staff and the wider community. 2014 also saw the confirmation of the schools registration and accreditation for the first time as a Kindergarten to Year 12 school.

2014 also saw the school successfully gain Block Grant Authority funding for a building project that will comprise three General Learning Areas, a Science Laboratory and preparation area, along with a Sports Store area. The last three building programs, including this current one will mean that the school has constructed buildings with a value of $1.95 million. The school has self-funded 48.72% of this amount. It is anticipated that the current building project will be completed by approximately mid-August.

Enrolment growth remained strong during 2014. State census figures for February 2014 showed 139 students. The Commonwealth Census figures in August showed 186 students – a 33.8% increase. This was reflected in an increase in the number of students travelling from Forbes to the school. Currently there are 20 students from Forbes enrolled.

During 2014 Mrs Gillian Burmeister (Grover) resigned from her position at Parkes Christian School to take up a position at Orange Christian School as Business Manager. The school was exceedingly blessed to have Mr Paul Suffolk take up the position of Business Manager at PCS. 2014 also saw the employment of Mr Glen Westcott as Primary Co-ordinator. At the end of 2014 our school also lost two great teachers. Miss Renate Rothe resigned and moved to Bathurst to take up further study at Charles Sturt University. Miss Emma Goodwin also left PCS to take up a leadership position in the Lake Macquarie area.

With the increase in student numbers and the loss of two teachers the latter part of 2014 was spent in obtaining new teachers. We employed the equivalent of 6.4 new teachers (head count of 8 teachers). These were:
Mr Matthew Denmead from Walgett
Miss Kristen Barrass from Forbes
Miss Angela King from Parkes
Miss Angela Wilson from Parkes
Mr Glenn Pepper from Parkes
Mr Paul Brown from Parkes
Mr Michael Kim from Sydney
Miss Allison Peterson from Dubbo

In preparation for the 2015 school year, the school had employed 20.8 teaching staff, 2 Teachers’ Aides and 2.4 Administration staff.

The school was part of the School’s Leading Learning program for 2014. This is a Commonwealth funded project that aims to improve student learning outcomes. This amount was approximately
$22,000-00 and is provided to support the professional development of teachers with an emphasis on Writing.

I would like to thank the School Board for their support, encouragement and backing over what can only be described as a very busy year, but also a very productive year. I am so thankful for the group of men and women who have a heart for God and a heart for the school. Unfortunately, not every school is as blessed as we are at PCS.

2014 again was a year in which the blessing of God was evident upon our school. The wonderful students, professional and committed staff and supportive parents were all evidence of God’s provision. I want to sincerely thank the members of the church for their prayerful and physical support of myself and Lynne and of the school. This support, which has been the spiritual backbone of the school has been vital since day one of the school. Please understand that this is no small matter.

It is with great pleasure that I submit this annual report.

Graham Hope
Dip Teach
Grad Dip Ed Stud
(Hear Imp & Lang Dis)
Principal
P & F President’s Report

This last twelve months have been very exciting for the P and F and for the school as a whole.

Last year was the beginning of something new, with the first year eleven cohort at PCS. Those students are now counting down to their HSC and the end of school. From now on we will see students starting and finishing their schooling in the one place, and I think this is a great thing.

Over the last couple of years as parents and friends of PCS, we have seen many changes here at school. There have been changes to the physical structure of the school, with new buildings being erected, to the staff with the creation, particularly this year of a number of new teaching positions and changes in terms of the growth of the student population. It is an exciting time to be part of Parkes Christian School.

Thank you for giving me the opportunity to be the president of the P and F over the last couple of years, I have enjoyed this position and am proud to be part of such a great group of dedicated people, who I believe work together well. I feel that we have so far done as we set out to do, supporting the school, its students, staff and parents, raising funds and strengthening the schools profile within the community.

Last year was a big year for the p and f. We had a number of hot food days, we assisted at various sporting events, catered and served at special occasions, organised the annual pie drive and of course ran a very successful inaugural Spring Fair.

For a committee the size of this one, to take on an event as big as the Spring Fair turned out to be, and to raise over $6000 for the school, was truly magnificent. I thank everyone who contributed to this event.

One of the highlights of last year for me was on presentation night, when the P & F were able to present a cheque for $1000 to the Horizon Project. Being able to act in such a way, I think, reflects the motto of the school of “Growing up into Christ and reaching out into the world”. I look forward to seeing what we can support in this manner this year.

It’s been a great privilege to serve as president and I wish the new committee all the best as the P & F heads into another busy and productive year.

Jacquelyn Greenland
President
SCHOOL CONTEXT

Parkes Christian School was established in 1982 with the aim to provide Christian education from Kindergarten to Year 12 to the Central West of New South Wales. The school was founded by members of Parkes Community Baptist Church (now Parkes Community Church). This church continues to actively support our school.

Parkes is located approximately 360 km west of Sydney and approximately 300 kilometres north-west of Canberra.

The school itself is situated on approximately 2.8 hectares of land 2.5 kilometres from the centre of the township of Parkes, and yet it is surrounded by over 240 hectares of farmland. This setting helps to produce an environment of calmness within the school.

The area surrounding Parkes is considered part of the “grain-belt” of New South Wales. The area is a major producer of wheat, barley and canola. Other agricultural product of this area include chickpeas, sunflower seeds, lupins, wool, beef and lamb. Agriculture provides more than 10% of the employment in the Parkes Shire and contributes over 7% to Gross Regional Product of over $1 Billion (2011/2012).

Mining also plays an important part in employment in the Parkes area. The largest mine in the area produces copper and gold. Employment in the mining industry accounts for 6% of the total working population along with more than 30% of the Gross Regional Product of more than $1 Billion (2011/2012).

Together Agriculture and Mining make up 20.2% of the employment population. For New South Wales this figure is less than 3.5%.

All of this means that the school can be impacted by events that do not affect city schools. For example, the price of copper fluctuated by more than $1,000-00 per tonne during 2014. This represented a drop of 14.4%. This was one of the contributing factors to the shedding of over 100 jobs from the mine. On the other hand, the spot price for wheat rose from $144-00 per tonne to $283-00 per tonne during 2014. This represented an increase of 96.5%.

The student population is drawn from a wide geographical area. This includes towns such as Bogan Gate, Tomingley, Peak Hill, Alectown, Reedy Creek, and Yarrangong as well as the main centres of Parkes and Forbes.
NATIONAL LITERACY AND NUMERACY TESTING

NAPLAN results show some very pleasing highlights. These include the comparison between our school’s results when compared to state averages. In particular:

<table>
<thead>
<tr>
<th>Year</th>
<th>Subject</th>
<th>PCS</th>
<th>NSW</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 3</td>
<td>Reading (Band 4 – 6)</td>
<td>83.3%</td>
<td>63.3%</td>
</tr>
<tr>
<td>Year 5</td>
<td>Numeracy (Band 6 – 8)</td>
<td>73.3%</td>
<td>58.3%</td>
</tr>
<tr>
<td>Year 7</td>
<td>Reading (Band 9)</td>
<td>13.3%</td>
<td>12.9%</td>
</tr>
<tr>
<td>Year 9</td>
<td>Data, Measurement, Space &amp; Geometry (Bands 7 – 10)</td>
<td>77.0%</td>
<td>70.3%</td>
</tr>
</tbody>
</table>

The results for NAPLAN testing has prompted Parkes Christian School to make a much deeper analysis of the areas for improvement. Our staff has spent more time looking for broader answers. Our school has also undertaken a process of de-privatising the classrooms and developing a more collaborative approach to developing curriculum, scope and sequences and assessing student outcomes.

Our Primary and Secondary staff have had to work much closer in understanding the issues that have been identified by a closer analysis, as well as the development of plans and strategies to deal with the identified issues. This has been achieved by using the co-coaching training and has enhanced collaboration and developed a greater sense of collective responsibility. We have identified key areas of focus such as improving student writing outcomes and have included all KLAs in this process.

Our challenges have revolved around the commencement of Stage 6 and the preparation and understanding of the assessment requirements. School growth has also presented a challenge as increased numbers require more time to assess students. The school has also changed the K – 6 classes to more stage-based classes. This has required an extensive revision of current practices, however it was well timed with the introduction of new syllabus documents.
The school’s results for the Record of School Achievement for students at the end of Year 10 showed very good results when compared to the rest of the state. Due to the small cohorts for some of the elective classes these comparisons can be of little value.

<table>
<thead>
<tr>
<th>Course</th>
<th>School A (%)</th>
<th>State A (%)</th>
<th>School B (%)</th>
<th>State B (%)</th>
<th>School C (%)</th>
<th>State C (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>15.8</td>
<td>12.6</td>
<td>26.3</td>
<td>27.0</td>
<td>47.4</td>
<td>36.6</td>
</tr>
<tr>
<td>Mathematics</td>
<td>5.3</td>
<td>14.9</td>
<td>47.4</td>
<td>22.7</td>
<td>31.6</td>
<td>31.3</td>
</tr>
<tr>
<td>Science</td>
<td>15.8</td>
<td>13.3</td>
<td>31.6</td>
<td>23.9</td>
<td>31.6</td>
<td>35.5</td>
</tr>
<tr>
<td>Australian Geography</td>
<td>15.8</td>
<td>13.3</td>
<td>21.1</td>
<td>25.5</td>
<td>47.4</td>
<td>35.2</td>
</tr>
<tr>
<td>Australian History</td>
<td>10.5</td>
<td>13.4</td>
<td>21.1</td>
<td>25.5</td>
<td>47.4</td>
<td>34.9</td>
</tr>
<tr>
<td>PDHPE. 100 hours</td>
<td>66.7</td>
<td>16.4</td>
<td>33.3</td>
<td>33.8</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PDHPE. 200 hours</td>
<td>25.0</td>
<td>13.1</td>
<td>31.3</td>
<td>32.2</td>
<td>25.0</td>
<td>35.9</td>
</tr>
</tbody>
</table>

The comparison between our school’s results and those for the state shows that 42.1% of our students scored an A or B in English compared to 39.6% for the state.

For Mathematics 52.7% of our students scored an A or B compared to 37.6% for the state.

In Science the school’s results showed 47.4% of students scored an A or B while for the state, the same result was 37.2%.

Australian History and Australian Geography showed very similar results across the school and the state.

The results for the PD-H-PE 100 hour course and 200 hour course were outstanding with 100% of our students achieving an A or B in the 100 hour course compared to 50.2% for the state. In the 200 hour course 56% of PCS students scored an A or B compared to 45.3% for the state.
PROFESSIONAL LEARNING

During 2014 staff attended a number of Professional Learning activities. These covered included:

- Co-coaching
- Working with Children with Autism
- The use of iPads in the Mathematics classroom
- Writing across the curriculum
- Nationally consistent collection of data on students with disabilities
- English 7 – 12
- State Library
- Supporting teachers through accreditation
- Jolly Phonics
- German Teachers Conference
- Enhancing Writing 7 – 12
- Music Educators Network Conference
- Visual Arts Conference
- Familiarization with the K – 6 English Syllabus
- English Teachers Association Annual Conference
- Leading Change: Changing Leadership
- Anticipate the Future: Building Better Learning Spaces
STAFFING

<table>
<thead>
<tr>
<th>Position</th>
<th>Number (FTE)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1.0</td>
</tr>
<tr>
<td>High School Co-ordinator</td>
<td>1.0</td>
</tr>
<tr>
<td>Primary Co-ordinator</td>
<td>1.0</td>
</tr>
<tr>
<td>High School Teachers</td>
<td>8.8</td>
</tr>
<tr>
<td>Primary School Teachers</td>
<td>6.0</td>
</tr>
<tr>
<td>Librarian/Learning Support</td>
<td>0.6</td>
</tr>
<tr>
<td>Teachers’ Aides</td>
<td>2.0</td>
</tr>
<tr>
<td>Administration Staff</td>
<td>2.4</td>
</tr>
</tbody>
</table>

All staff hold appropriate teaching qualifications. The average length of teaching experience is approximately 10 years. Teaching experience ranges from 1 year to 36 years.

A number of teachers achieved accreditation at the Proficient level during 2014. It is anticipated that more teachers will be accredited during 2015.

STUDENT ATTENDANCE

Student attendance remains very good, with the high school attendance being slightly higher than the attendance rate for the primary classes.

<table>
<thead>
<tr>
<th>Year</th>
<th>Attendance Rate (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kindergarten</td>
<td>84.00</td>
</tr>
<tr>
<td>Year 1</td>
<td>93.40</td>
</tr>
<tr>
<td>Year 2</td>
<td>96.60</td>
</tr>
<tr>
<td>Year 3</td>
<td>92.33</td>
</tr>
<tr>
<td>Year 4</td>
<td>100.00</td>
</tr>
<tr>
<td>Year 5</td>
<td>91.00</td>
</tr>
<tr>
<td>Year 6</td>
<td>96.50</td>
</tr>
<tr>
<td><strong>PRIMARY AVERAGE</strong></td>
<td><strong>93.40</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year</th>
<th>Attendance Rate (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 7</td>
<td>92.72</td>
</tr>
<tr>
<td>Year 8</td>
<td>96.83</td>
</tr>
<tr>
<td>Year 9</td>
<td>94.50</td>
</tr>
<tr>
<td>Year 10</td>
<td>93.40</td>
</tr>
<tr>
<td>Year 11</td>
<td>92.67</td>
</tr>
<tr>
<td>Year 12</td>
<td>94.33</td>
</tr>
<tr>
<td><strong>SECONDARY AVERAGE</strong></td>
<td><strong>94.08</strong></td>
</tr>
</tbody>
</table>

**WHOLE SCHOOL ATTENDANCE RATE = 93.71**
ENROLMENT POLICY

Some minor changes were made to the School’s Enrolment Policy during 2014. It is expected that the School Board will be making further and more significant changes during 2015.

Preamble
Parkes Christian School was established and exists primarily to provide Christian Education for Christian families. The school's primary objective is to provide places for children of Christian families in the following categories:

- Christian families with a strong Church affiliation and with a sibling currently or previously enrolled at Parkes Christian School.
- Christian families with a strong Church affiliation but without a sibling currently or previously enrolled at Parkes Christian School.
- Other families.

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

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

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

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

At all times it is imperative upon the Principal that the Christian Ethos of the school is not placed in jeopardy by the enrolment of children, where the children or family may directly oppose or subvert the objectives of the school.

Should the parent or student cease to uphold the terms of the Statement of Faith or exhibit behaviour or conduct which is inconsistent with the Statement of Faith, or become a member of a group whose...
beliefs are inconsistent with the Statement of Faith, then the school reserves it's right to terminate the enrolment of that child.

Policy Guidelines
Parkes Christian School will seek enrolment from families who desire a Christian Education for their children, who actively support the ethos of the school, and are in agreement with the school’s Statement of Faith.

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

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

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

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

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

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

Management Plan
At or Prior to Enrolment
At the discretion of the Principal, some Special Program Students will be enrolled on the basis of a Management Plan between the parents and the school. This will be negotiated during the enrolment process. Where the student has a severe medical condition, such as anaphylaxis, or a severe learning disability, the Management Plan will form the basis of the agreed provisions by the school in relation to resources and general management strategies for Special Program Students. Management Plans will be reviewed on at least an annual basis.
**Subsequent to Enrolment**
In some cases students may be diagnosed with a learning disorder or disability which places them in one of the above Special Program categories sometime after they have been enrolled at the school. In these cases the Principal will determine in consultation with staff whether a Management Plan is warranted. If so an agreement will be entered into in consultation with the parents of the child concerned. This agreement will then be monitored in the same way as those above.

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

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

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

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

**Enrolment Procedures**

**Pre-Enrolment Phase**
From time to time the school may engage in promotional activities to attract enrolments for a particular Year Group. Generally this will be to fill Year 7 and Kindergarten classes. There may also be casual vacancies which occur in other years and these may be filled from the waiting list or when the first qualifying family is available. Waiting lists should be developed on the basis of the applications received and processed using the criteria alluded to in the preamble.

The school conducts information evenings for students and their families wishing to enter Kindergarten and Year 7. These evenings are primarily for providing information to prospective parents and students with regards to the expectations, available course options and general administrative functions of the school.

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

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

**Enrolment Prospectus**

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

- Prospectus
- Application for Enrolment Form
- Copy of the school’s Statement of Faith
- Outline of Fees and Charges
- Uniform Brochure and outline of costs
- Relevant Subject Selection Forms for students enrolling in Years 9 through 10.

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

- A completed Application for Enrolment Form
- Payment of the Application Fee
- Copies of Birth Certificate/Passport
- Current School Reports and Academic Achievements
- Specialist Medical or Paramedical reports where necessary (Special Programs)
- Family References

**Enrolment**

Once documentation has been completed and all application fees paid the students and parents are to attend an interview with a view to determining whether the enrolment application will be successful. This will normally be aimed at filling a vacancy but may also be for the purpose of placing a student onto a waiting list if all places are taken in the particular year group for which they are applying. Generally classes are considered full when they reach the levels specified in the school’s Class Size Policy; however consideration must always be given to the general “case load” of special needs students that may be in specific classes. It may be that some classes would be considered full at less than the indicated levels because of the demands placed upon staff by the students already in those classes. Decisions in relation to this should be made in consultation with the Special Needs Teacher, the Class Teacher and the Principal. The final decision rests with the Principal.
The Interview Process
The School Principal will conduct interviews for all prospective students in consultation with other team members.

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

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

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

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

A commitment from the child to be a positive contributor to the life of the school should be obtained as a consequence of the above.

Provide opportunities for the student to ask questions.

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

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

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

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

Conditional Enrolment may be offered where it is felt warranted by the Principal.

Parents must also purchase the appropriate uniform and then the student(s) should attend the school on the specified day, reporting to the Principal or delegate at the beginning of the day.

Offer Documents
The “Offer of a Position” consists of the following documents which must be completed and returned to secure enrolment at the school:
- Letter of Offer
- Student Medical Treatment Authorisation
- Conditions of Enrolment (to be signed by parents)
- School Fees Agreement (to be signed by parents and/or any parties responsible for fees)
- Privacy Collection Notice
The Offer Document also includes a “Parents Guide” to assist parents to understand the policies of the school.

**Post Enrolment Phase/Orientation**

**Students Commencement at School**
Upon receipt of the acceptance of an offer the School Office will create the record on the school’s administrative system.

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

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

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

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

**Other Considerations**

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

If a family does not accept an offer of enrolment but wishes to defer for a period of time and not hold a place, the student joins the end of the appropriate waiting list (if applicable).

**Uniform**
Each student is required to wear full school uniform as per the uniform code.
Camps /Excursions
These are an integral part of the school program and are compulsory for children at Parkes Christian School.

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

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

The February 2014 State Government School Census showed a total enrolment of 174 students – 97 students in the Primary School and 75 in the High School. The same census for the beginning of 2015 showed a student population of 199 students – 106 students in the Primary School and 93 students in the High School. This was an increase of 14.4% over the year.

This increase was partly due to the commencement of Stage 6 in 2014 and the School Board’s decision to charter a bus to provide a direct service between Forbes and the school each day. This bus now accounts for more than 10% of the school’s student population. Both of these measures have had a positive impact on the school’s population. The commencement of Stage 6 attracted a number of new enrolments purely on the basis that parents feel that their child can now complete their entire schooling at one institution.

The school’s enrolment numbers show that there were 20 Indigenous student enrolled at PCS. This 10% of the student population. It should also be noted that there are a number of families that would be eligible to claim Indigenous status but are reluctant to do so for a variety of reasons.

The retention rate from Year 10 to Year 12 was 83%, or a loss of two students. One ex-student commenced employment in a family business and was hoping to obtain qualifications through TAFE, while one student transferred to another school in the local area.

The commencement of Year 12 at the beginning of Term 4, 2014 was a significant milestone for the school. This was the fulfilment of the original vision of the school’s founders over 30 years ago.
A number of school policies will be up for review in 2015. The full text of the following policies are available on the school’s website (https://www.parkescs.nsw.edu.au/our-school/reports-and-policies/):

- Grievance and Complaint Handling Policy
- Discipline Policy
- Anti-bullying, harassment and Victimisation Policy
- Attendance Policy.

During 2014 PCS adopted the Child Protection Policy as developed by Christian Schools Australia. It is included in full below.

**CHILD PROTECTION POLICY FOR EMPLOYEES AND VOLUNTEERS OF PARKES CHRISTIAN SCHOOL**

1. **Introduction and purpose**
   This is the Child Protection Policy for Parkes Christian School.

   This Child Protection Policy has been developed in line with the School’s Child Protection Code of Conduct.

   Before commencement of employment or engagement with the School, or as soon as practicable thereafter, all School Community Members shall ensure that they read, understand and sign the School’s Child Protection Code of Conduct.

   This Policy is intended to:
   a) Guide staff, volunteers and students on how to behave with Students in the School.
   b) Clarify the parameters of appropriate and inappropriate conduct for staff and volunteers of the School in order to create a safe and supportive environment for Students in accordance with the School’s mission and values and the Christian commitment we embrace.
   c) Model a contemporary workplace at the School that is faith-filled, collaborative, consultative, and law-fully compliant in relation to contemporary child protection practice.

   The Policy is underpinned by relevant legislation and industrial instruments (see Section 4 Legislation below).

   In the event of any conflict between this Policy and the legislation, the provisions of legislation take precedence.

2. **Scope**
   This Policy applies to all persons engaged to work in, or to provide services to, the School and its Students.

3. **Related codes and policies**
The policies and codes which are to be read in conjunction with this Policy are:

(a) Child Protection Code of Conduct
(b) Mission Statement
(c) Child Protection Screening Procedure
(d) Notification of Reportable Conduct/ROSH/Police reporting Procedure
(e) Human Resources Policy and Procedure
(f) Complaints Policy and Procedure
(g) Risk Management Policy and Procedures
(h) ICT and Social Media Policy and Procedure
(i) Excursion Policy and Procedure, and
(j) Student Discipline Policy and Procedure

4. Legislation
Child protection legislation has been enacted by every state and territory of Australia. This legislation sets out legal and regulatory requirements around the interaction with Students, the care of Students, and the reporting of conduct of concern. The principal legislation is set out in the Schedule.

5. Definitions
In this Policy:

(a) **Student** or **Students** refers to:
   (i) a **Child** or **Children** which in this Code means persons under the age of 16 years,
   (ii) a **Young Person** or **Persons** which in this Code means persons between the ages of 16 and 18, and
   (iii) any Student of the School over the age of 18 years.

(b) **Child Protection Contact Person** means the person who has been nominated to manage child protection issues within the School as detailed in Section 15 **Child Protection Contact Person** below.

(c) **Grooming behaviour** refers to the manipulative cultivation of relationships by an adult in order to develop or maintain a sexual relationship with a child (or children) or young person (or persons). Typically the cultivation of relationships will be extended to gain the confidence of the child or young person who is the intended target of the behaviour, his or her family, and others around them including teachers and persons in support relationships such as church workers and volunteers, sports coaches and fellow students.

Grooming involves a pattern of conduct that is consistent with the aim of developing a sexual relationship and for which there is no other reasonable explanation, and typically involves any or all of the following elements:

- Persuading a child or young person and those around them that a special relationship exists with the offending adult;
• Testing boundaries including codes of conduct and professional standards applying to the adult, and socially accepted norms of behaviour applying in the circumstances;
• Inappropriately extending the relationship outside the work environment or framework of authorised contact;
• Inappropriate personal communication with the child or young person involved.

d Parent or Parents refers to a Student’s biological parents, adoptive parents, legal guardians and/or care-givers.

e Reportable Conduct refers to conduct as described in Section 25A of the Ombudsman Act 1974 (NSW)¹.

(f) School Community Member or Members refers to:
   (i) All paid employees whether employed on a permanent, temporary or casual basis, and
   (ii) All persons who have been engaged to work within the School or who have face to face contact with Students of the School in any place and on any basis, including persons holding a church ministry licence or church-appointed position, consultants, students on tertiary practicum placements, or adult volunteers working with students in any capacity.

6. Mission and values in relation to children
The School seeks to create a caring environment where Christian values inspire and affirm the highest standards of ethical conduct in relation to the care, support, and welfare of the Students entrusted to it.

7. Duty of care
All School Community Members have a duty to take reasonable care for the safety and welfare of Students in their care. That duty is to consider and take all reasonable action to protect Students from known hazards or risk of harm that can be reasonably predicted. The standard of care that is required of a School Community Member must take into consideration various factors, such as a Student’s maturity and ability.

This duty of care owed to Students by all School Community Members applies during all activities and functions conducted or arranged by the School where a Student is in the care of a School Community Member.

The risk associated with any activity needs to be assessed and managed by School Community Members before the activity is undertaken. A single serious failure to exercise appropriate duty of care, or persistent repeated failures, may constitute neglect or negligence according to the law if actual harm is caused, or if there is the potential to cause significant harm to a Student.

All School Community Members also have a duty to not neglect the welfare of Students. Neglect includes either an action or inaction by a person who has care responsibilities towards a Student which may include:
   (a) Supervisory neglect (failure to adequately supervise a Student),
   (b) Carer neglect (grossly inadequate care of a Student),
(c) Failure to protect from abuse (unreasonable failure to respond to information that may result in harm to a Student), and/or

(d) Reckless acts or failure to act (including a gross breach of professional standards that may result in harm to a Student).

In relation to this duty of care all School Community Members must participate in training opportunities as proposed to them by the School in order to maintain and update their understanding of child protection law and practice and the School’s policies and procedures in relation to the care of students.

8. **Child-focused risk management**

All School Community Members will ensure that they use child-focused risk management practices in all their activities in accordance with the School’s [e.g. School Risk Management Policy and Procedures].

In this regard all School Community Members must ensure that they comply with all legislative and policy obligations to maintain and update their child protection screening.

9 **Reporting**

Please refer to the flowchart *Child Protection Notification Flowchart* associated with this Policy.

Child protection laws require all School Community Members who are engaged in child-related work or who are otherwise not exempt to have completed a Working With Children Check (see Section 18 Useful Re- sources below) and report certain matters of concern in relation to Students, including:

(a) Informing the School if they are charged with or convicted of an offence relevant to working in child-related employment, or if they have had any reportable allegation made against them,

(b) Reporting to the School any allegations or convictions of Reportable Conduct involving any School Community Member,

(c) Reporting to the School any information or concerns about inappropriate behaviour by any School Community Member that involves a Student,

(d) Fulfilling their legal obligation to report risk of significant harm, or to report possible criminal activity, in accordance with local procedures, and

(e) Maintaining confidentiality of all parties concerned.

In any matter where a School Community Member is in doubt as to the requirements of confidentiality, they should seek the advice of the Child Protection Contact Person without discussing the matter with others. In any case where the serious concern involves actions or alleged neglect by the Child Protection Contact Per- son a School Community Member must take the matter of concern directly to a person in a higher position.

A School Community Member must not take detrimental action against the complainant or person who re- ported the information. This includes any action that could reasonably be
perceived to be detrimental action in reprisal. To do so may be regarded as serious misconduct and may result in disciplinary action.

10. **Record keeping**

A School Community Member:

(a) Has a responsibility to create and maintain appropriate records of their professional activities and decisions in the care and protection of Students, including contemporaneous records of any disclosure, observations and discussions including any breach of this Policy,

(b) Must remain mindful of the need to retain such records securely and confidentially, and

(c) Must seek appropriate advice regarding the retention/destruction of such records.

11. **Professional relations with Students**

The School expects all School Community Members to be caring, compassionate adults who take an interest in the well-being of Students, and who set appropriate boundaries for worker-Student relations.

School Community Members must be aware that their interactions with Students are based on a trusting relationship arising from the nature of their role in the School, and that those relationships are open to scrutiny.

At all times School Community Members must treat Students with respect and behave in ways that promote their safety, welfare and well-being.

At all times, School Community Members must conduct themselves in a professional manner towards students, consistent with their appointed role.

School Community Members must not:

(a) Engage in inappropriate physical contact/force with a Student including physical/corporal punishment of a child in the course of their role at the School;

(b) Act in ways which may cause a Student to reasonably fear that unjustified force will be used against them, even if this is not their intention;

(c) Behave in a manner which may cause psychological harm to a Student; and/or

(d) Correct or discipline a Student in excess of what is reasonable or appropriate for the situation. A School Community Member must not act recklessly in this regard.

12. **Sexual Misconduct**

School Community Members must not:

(a) Engage in any conduct with students that could be reasonably construed as crossing professional boundaries. Inappropriate and overly personal or intimate relationships with, conduct towards, or focus on a Student or group of Students would be considered as such. A single serious ‘crossing of the boundaries’ by a School Community Member, or persistent less serious breaches of professional conduct in this area, may constitute sexual misconduct, particularly if a School Community Member either knows, or ought to have
known, that such behaviour was unacceptable.

(b) Engage in conduct that is reflective of grooming behaviour in relation to a Student, their family or friends.

(c) Make sexually explicit comments or engage in other sexually overt behaviour towards, or in the presence of, a Student.

(d) Have an intimate or romantic or sexual relationship with any student regardless of their age (it is irrelevant whether the relationship is consensual or non-consensual or condoned by parents). And/or

(e) Commit a criminal offence involving a sexual element that is committed against, with or in the presence of a Student or any Child or Children in any other circumstances.

Where there are existing personal relationships between a School Community Member and a Student such as a family relationship or a close friendship, the School Community Member must behave in a transparent and prudent fashion, and be mindful of any perceived conflict of interest or purpose, ensuring that the School Community Member does not breach any law, this Policy, or any other relevant School policy.

In circumstances where such personal relationships may appear to be questionable or inappropriate, or may appear to be in breach of any law, this Policy, or other relevant policy, the School Community Member must notify their supervisor of such relationships so that any potential or perceived conflict may be carefully managed.

Appropriate declarations must be made to the School as early as possible.

13. ICT and social media
In relation to communicating with Students, School Community Members must comply with all relevant policies and procedures of the School applicable to electronic information and communication technology (ICT) and social media.

School Community Members are prohibited from photographing or filming a Student other than for purposes approved by the School. Secretly taking photographs or other images of Students, retaining them for unjustifiable purposes, sending them to other persons or posting them online is strictly prohibited.

14. Alcohol, drugs and tobacco
School Community Members must not purchase for, offer, supply, give or administer to a Student, including those over the age of 18, illegal drugs, restricted substances, prescribed or non-prescribed medication (unless dealing with or administering medication in accordance with relevant policy), alcohol, and/or tobacco.

School Community Members must not encourage or condone the use by a Student of illegal drugs, restricted substances, alcohol, and/or tobacco.

School Community Members must not consume illegal drugs, restricted substances, alcohol or tobacco on school premises or at any school-related activity where a Student is present.
15. School Child Protection Contact Person
The nominated School Child Protection Contact Person is the Principal.

16. Consequences of failure to comply with this Policy
All School Community Members are required to be aware of and comply with this Policy. There may be consequences for a breach thereof. An alleged breach of this Policy may require:

(a) An internal report to be made,
(b) A referral to external authorities under relevant legislation, and/or
(c) An investigation to be conducted.

If a breach of this Policy is established this may result in disciplinary action being taken against any School Community Member.

In relation to a School Community Member who is an employee, such disciplinary action may result in termination of their employment.

In relation to a School Community Member who is a person holding a church ministry licence or church-appointed position, or any consultant, student on tertiary practicum placement, or volunteer, conduct that is assessed as being a breach of this Policy may lead to the termination of their engagement with the School.
SCHOOL-DETERMINED IMPROVEMENT TARGETS

In 2014 Parkes Christian School was fortunate enough to be a part of the Schools Leading Learning program conducted by the Association of Independent Schools (NSW). This program provided funding for the cost of casual staff who were covering for teachers engaged in identified Professional Learning activities. The Schools Leading Learning program will continue in 2015.

For 2015 the following improvement targets were proposed:

STAGE 6 PROFESSIONAL DEVELOPMENT FOCUSING ON ASSESSMENT.
With 2014 being the first year of Stage 6 and 2015 being the first year for the HSC at Parkes Christian School, it was considered important that all Stage 6 teachers were professionally developed in the area of Assessment in Stage 6.

K – 12 WRITING ACROSS THE CURRICULUM
Writing has been identified as a major area in need of improvement. Therefore, it is important for all teachers, regardless of year level or KLA to be heading in the same direction when it comes to development of the writing skills of all students. For some High School teachers this will be new territory.

MATHEMATICS - EARLY STAGE 1 TO STAGE 3 CONTINUUM
Having spent 2014 ensuring that all Early Stage 1 to Stage 3 students are mapped on the Literacy Continuum, the school will now add a focus to mapping these students on the Numeracy Continuum. This will give teachers an accurate indication of where all of their students sit on the continuum as well as help to identify areas of weakness and strength.

TEACHER ACCREDITATION – PROFICIENT AND LEADERSHIP
As NSW moves toward Accreditation of all teachers, the school needs to be aware of the implications of this as far as implementing this for all existing teachers. Also a number of existing teachers have asked about accreditation at the higher levels.

BUILDING LEADERSHIP CAPACITY
The current leadership team within the school cannot be left behind in their own professional development. The leadership team faces some unique challenges within a growing school and meeting the needs of a growing number of students and staff.

DATA ANALYSIS AND ACTION PLANNING
To make judgements about the future of our school the staff need data. From this data then comes the action plans for the future. This takes time and money. But without this important functions the planning for the future will be futile.
INITIATIVES PROMOTING RESPECT AND RESPONSIBILITY

2014 – THE YEAR OF PEARLS

The Pearls program was introduced in response to the question:
What characteristics do we want our students to have when they leave school?

Following extensive discussions, the following list of qualities was determined:

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

Each of these qualities have a Biblical application.

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

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

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

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

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

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

This parent Satisfaction survey was carried out by Resolve Consulting on behalf of the School Board. It was decided that an independent organisation would provide an unbiased analysis of the results.

The results are overwhelming positive. More than 50% of the questions received a rating of 75 % of parents Agreeing or Strongly Agreeing with each of the statements.

Parkes Christian School deals with parents in a professional manner

*AGREE OR STRONGLY AGREE = 78.2%*

I feel proud to be a member of the Parkes Christian School community.

*AGREE OR STRONGLY AGREE = 83.6%*

I am pleased with the performance of the teachers who worked with my daughter/son.

*AGREE OR STRONGLY AGREE = 67.3%*

I think Parkes Christian School has made a positive difference to my child’s education.

*AGREE OR STRONGLY AGREE = 80.0%*

I would recommend friends and acquaintances send their children to Parkes Christian School.

*AGREE OR STRONGLY AGREE = 80%*

I have found the staff at Parkes Christian School accessible/available.

*AGREE OR STRONGLY AGREE = 87.3%*

I believe Parkes Christian School is highly regarded in the general community.

*AGREE OR STRONGLY AGREE = 70.9%*

I think my views are regarded at Parkes Christian School -- and that I have a voice.

*AGREE OR STRONGLY AGREE = 64.8%*

The Principal is accessible -- I feel I can talk to him.

*AGREE OR STRONGLY AGREE = 80%*

The tuition fees at Parkes Christian School represent value for money/are reasonable.

*AGREE OR STRONGLY AGREE = 61.9%*

I think Parkes Christian School out-performs other schools academically.

*AGREE OR STRONGLY AGREE = 27.3% (45.5% UNDECIDED)*

I believe my child got the most she/he could from the Parkes Christian School experience.

*AGREE OR STRONGLY AGREE =60%*
I feel like Parkes Christian School is moving forward/heading in the right direction.  
*Agree or Strongly Agree* = 76.3%

Parkes Christian School has visibility and credibility in the wider community.  
*Agree or Strongly Agree* = 76.4%

My view is that Parkes Christian School is a successful school.  
*Agree or Strongly Agree* = 56.3%

Parkes Christian School is characterised by its hard-working and committed staff.  
*Agree or Strongly Agree* = 80.0%

I feel Parkes Christian School deals with students in a fair and appropriate manner.  
*Agree or Strongly Agree* = 67.3%

I feel that academic standards at Parkes Christian School are high/maintained.  
*Agree or Strongly Agree* = 65.4%

I believe Parkes Christian School is a responsive/adaptive school --- accepting of change.  
*Agree or Strongly Agree* = 67.2%

I think Parkes Christian School accepts individual needs/differences.  
*Agree or Strongly Agree* = 76.3%
SUMMARY OF FINANCIAL INFORMATION

Percentage of Total Income

- **Fees & Private Income**: 16.6%
- **Commonwealth Recurrent Grants**: 70%
- **State Recurrent Grants**: 13%
- **Other Capital Income**: 0.4%
- **Government Capital Grants**: 0%

Percentage of Total Expenditure

- **Salaries, Allowances and Related Expenditure**: 72%
- **Non-Salary Expenses**: 26%
- **Capital Expenditure**: 2%