



2020 Annual Report

Parklands
CHRISTIAN COLLEGE
Foundations for life

Descriptive Information

School Sector:

Independent

School's Address:

11 Hillcrest Road Park Ridge 4125

Total Enrolments:

2019 -700; 2018 – 650; 2017 - 654; 2016 - 650;

Year Levels Offered:

Prep to Year 12

Co-educational or Single Sex:

Co-educational

Characteristics of the Student Body:

Boys 343

Girls 357

Indigenous Students 2%

Distinctive Curriculum Offerings:

Cambodia Missions Trip

'Days for Girls' sewing group

Strength and Shine Program

Learning Enrichment Program

Loving our Kids on Purpose Program

Vocational Education

Cert 2 in:

- Business
- Engineering
- Construction
- Active Volunteering

Extra-curricular Activities:

The Co-Curricular Arts Program is designed to help complete the total education of your child. A love of the Arts is encouraged at Parklands, whether students are performing in competitions or just for their own pleasure. Our talented students have participated successfully in Rock Eisteddfod Challenges, plays, gala events and College Band productions entertaining both the College and wider College community.

District & Regional Competition

Parklands Christian College is part of the Greenbank district for the purpose of representative team sport selections. Students frequently go on to represent the College at Regional levels. We are also active participants in the Christian School Sports Competitions and have had students go on to represent our state.

Sports played

All students are required to participate in two seasons of interschool sport as well as a wide range of sports in PE & HPE classes including:

- Touch football
- Netball
- Soccer
- Volleyball
- Rugby League
- Swimming
- Cross Country
- Basketball
- Athletics
- AFL

Tutorial Classes are offered for the following subjects:

- Art
- Biology
- Cert 1 Engineering
- Create Club
- Creative Writing
- Design Club
- Home Ec Textiles
- Maths
- Secondary/Primary choir
- Secondary/Primary Fitness Program
- Science
- Zenith Club
- Worship team

Social Climate:

Our Values are CLEAR

Christlikeness: Who we are, the way we think, speak and behave. Does it reflect Christ's character? 1 John 2:6 – Walk as Jesus walked. 1 Peter 1: 15-16 – Be holy as he is holy. Set apart for God.

Learning: A teachable attitude, being prepared to learn and grow. We need to let others teach us. We don't know it all. Proverbs 22:6 – Train up a child in the way he should go. Proverbs 1:1-9 (particularly verse 7) – The fear of the Lord is the beginning of knowledge. Psalm 78:1-8 – Passing on the truths of God to the next generation.

Excellence: Setting a standard and maintaining it. Sharpening the sword. Colossians 3:23 – Whatever you do, do it with all your heart.

Attitude: Our heart attitude, effort, humility. Ecclesiastes 12:13 – Man's Duty – our attitude needs to be to serve God. Ephesians 4:32 – A king forgiving attitude. Philippians 4:4 – A joyful attitude.

Respect: The way we treat others and ourselves. Matthew 7:12 – Treat others the way you wish to be treated. Matthew 5:43- 38 – Love your enemies.

Bullying And Harassment:

Parklands Christian College considers all forms of bullying and harassment to be unacceptable. Because our community is caring and responsible, we are concerned about the well-being of all our members and we will not accept that any member of our community suffers physically or emotionally at the hands of any other member, or members. Any student who is experiencing bullying or harassment of any form should report this promptly to a teacher, Year Level Coordinator or the Heads of School. These people will care for the student and want to help them.

Chapel is an integral part of College Culture and as such we value this time we can spend in worship and community. Secondary Chapel commences at 8:30am sharp Wednesday mornings for grades 7-12, and 1:30 pm for grades P-6 on Tuesday afternoons. Parents are warmly welcome to participate in Chapel times.

Child Protection:

Parklands Christian College has as its basis for philosophy and operations, the values and beliefs which are found in the Bible, which is the revealed written word of the one, true and living God. This basis underpins all policy related to child welfare, education and the family. The College believes that every child has a right to feel safe and free from the threat of harm.

As a Christian College, Parklands has a moral obligation to minimise the risk of harm occurring within the College environment. The College also has a responsibility to teach all children to protect themselves. This policy outlines the principles and practices designed to minimise the risk of harm to students occurring within Parklands Christian College and to help students protect themselves. This is a proactive policy.

It is supported by:

3.21 Sexual Harassment; and

4.15 Suspected Harm to a Child or Inappropriate Behaviour Towards a Child (including Sexual Abuse and likely sexual abuse) which outline the appropriate responses when an allegation of sexual harassment or harm to a student is made or when harm is suspected of occurring.

Parental Involvement:

Friendlies Committee

The Committee encourages harmonious and lifelong relationships within the Parklands parent body and school community. The Friendlies provide opportunities for families to connect and fellowship at the various fundraising events they hold and serve at during the year. All money raised through these events is donated

back to the College for the benefit of students. Details of meetings and activities are published in "Parklands News" (monthly publication).

Parental involvement is welcomed in all areas of the school.

- Changing readers in lower primary
- Sewing outfits for musicals
- Parklands Fete
- Excursions

Parent, Teacher and Student Satisfaction with the School:

Best practice areas include:

- Learning Enrichment, Values + Culture
- Leadership + Direction
- School Communication
- Resources + Facilities
- Parent Engagement
- Pastoral Care/Wellbeing
- Student engagement
- Teaching Standards

Contact Person for Further Information:

Title: The Registrar – registrar@parklands.qld.edu.au

School Income Broken Down by Funding Source

For more information go to My School website <http://www.myschool.edu.au/>.

Staffing Information

Staff Composition, Including Indigenous Staff:

Non Indigenous:

Teaching staff	46
Full-time equivalent teaching staff	42.6
Non-teaching staff	65
Full-time equivalent non-teaching staff	48.8

Indigenous: 0

Qualifications of all Teachers:

Qualification	Either detail the number or the percentage of classroom teachers and school leaders at the school who hold this qualification
Doctorate or higher	0
Masters	1
Bachelor Degree	46
Diploma	9
Certificate	3

Expenditure on and Teacher Participation in Professional Development:**a) Teacher Participation in Professional Development**

Description of PD activity	Number of teachers participating in activity
Maximising Writing Success - High Impact Strategies to implement in Years 2-6	1
Differentiation - Increasing student mastery in Aus. Curriculum Mathematics & Numeracy in Years Prep - Year 6	2
National Visual Art Education Conference	1
Business Educators Association QLD	1
Drama QLD State Conference	2
Illume Learning - Diverse Learners Conference	1
Youth Mental Health Refresher	1
CHC - Transforming Vision induction day	5
Maximising Writing Success - High Impact Strategies to implement in Years 2-6	2
Unlocking musical potential	1
Responding to Live Theatre Workshop	1
Introduction to Big Write and VCOP	1
Achper Senior PE workshop	1
More than just a verb cognitive thinking in the Australian curriculum	9
Design Thinking in the Australian Curriculum: Technologies	1

Innovative 21C School Leadership workshop	1
ETAQ Seminar - Ready, Set...Mark	4
Generation Next - The mental health and wellbeing of young people	1
Design Thinking in the Australian Curriculum: Technologies years 7-10	1
The mental health and wellbeing of young people	1
Seven Steps writing workshop	1
ISQ Senior Schooling Forum	2
Teaching Reading in Years 3 to 6 - 3 day workshop	2
The New Art & Science of Teaching Institute	3
Understanding & Educating Boys	1
Community Auslan I	1
Designing high quality assessment	1
DATTA conference (1 day)	1
DATTA conference (2 days)	1
QATA Conference	1
Playlah workshop - Teaching the Drama Curriculum	1
Symposium - Christian Education for a post truth Culture - ACS retreat	5
Stem Conference	1
HEIA State conference	3
A practical classroom approach to word study	5
HPE conference	1
Yr 1 Comprehension Literacy solutions	1
Early Years Conference	1
Scholastic level up and read for fun with literacy	4

ETAQ State Conference	2
ACS Leaders Retreat	10
ACHPER HPE Conference	1
Powering up Inquiry Learning in your classroom	1
Your kids next read. Reading and Writing	1
Winhanga-rra workshop - Engaging with A&TSI culture in an educational context	2
Assessment practices in Yrs 9 & 10 to support transition to senior studies	1
PLC @ Work Conference	5
Data in the Digital Technologies	1
Conflict Management & Resolution	1
Assessment practices in Yrs 9 & 10 to support transition to senior studies	1
Australian Literacy Forum (Pearson)	1
The Reading Book Workshop and book launch	1
Anh Do Live	3
Teacher performance and Development Symposium	2
Writing is taught, writing is not caught	1
Step up with Music	1
Getting them all engaged	1
Curriculum Leaders update	3
Curriculum Leaders update	1
Understanding English Orthography	4
Teaching with Agility versatile english literacy teaching	1
Understanding and Educating Boys	1
Assessment and Reasonable adjustment	1

Mathematics Workshop - How mathematics empowers the digital age UQ	1
UQ Senior Maths PD Day	3
STAQ Senior Sciences PD Day	1
Total number of teachers participating in at least one activity in the program year	100%

b) Expenditure on Professional Development

Total Number of Teachers	Total expenditure on teacher PD (as recorded in Financial Questionnaire)	Average expenditure on PD per teacher
46	\$37 754.11	\$821.00
The total funds expended on teacher professional development in 2019		\$37 754.11
The proportion of the teaching staff involved in professional development activities during 2019		100%

Average staff attendance for the school, based on unplanned absences of sick and emergency leave periods of up to 5 days:

Number of Staff	Number of School Days	Total Days Staff Absences	Average Staff Attendance Rate
118	202	613	97.4%
For permanent and temporary classroom teachers and school leaders the average staff attendance rate was 97.3% in 2019.			

Proportion of teaching staff retained from the previous year:

Number of permanent teaching staff at end of previous year	Number of these staff retained in the following year (the program year)	% retention rate
46	39	84.7%
From the end of 2018 84.7% of staff were retained for the entire 2019 school year		

Key Student Outcomes

Average student attendance rate (%) for the whole school:

The average attendance rate for the whole school as a percentage in 2019 was 93.55%

Average student attendance rate for each year level:

Year levels	Average attendance rate for each year level as a percentage in 2019
Year One	93.66%
Year Two	93.19%
Year Three	93.95%
Year Four	94.09%
Year Five	94.01%
Year Six	94.56%
Year Seven	92.87%
Year Eight	93.59%
Year Nine	94.60%
Year Ten	91.21%

A description of how non-attendance is managed by the school:

Non-attendance is managed by a 24 hour absentee line.

Parents/guardians are required to notify the school of their child's non-attendance on any given day. Once the rolls have been marked and a student is marked absent without notification, a text message will be sent to the parent/guardian advising them of their child's absence and asked to please text back with a reason.

NAPLAN results for Years 3, 5 and 7 and 9 in 2019

Please go to the My School website <http://www.myschool.edu.au/> for detailed information on our schools performance for Naplan.

Apparent Retention Rate Year 10 to 12:

The school's apparent retention rate must be published. The Year 10 to 12 Apparent Retention Rate is defined as the number of full-time students in Year 12 in any given year expressed as the percentage of those students who were in Year 10, two years previously (this may be greater than 100%).

	Year 10 Base	Year 12	Apparent Retention Rate %
Number of Students	27	23	85%

Year 12 student enrolment as a percentage of the Year 10 cohort is 85%

Year 12 Outcomes:

Outcomes for our Year 12 cohort 2019	
Number of students awarded a Senior Education Profile	23
Number of students awarded a Queensland Certificate of Individual Achievement	-
Number of students who received an Overall Position (OP)	12
Number of students or are completing or completed a School-based Apprenticeship or Traineeship (SAT)	4
Number of students awarded one or more Vocational Education and Training (VET) qualifications	21
Number of students awarded a Queensland Certificate of Education at the end of Year 12	23
Number of students awarded an International Baccalaureate Diploma (IBD)	-
Number of Year 12 students who received an OP1-15 or an IBD	11
Percentage of Year 12 students who are completing or completed a SAT or were awarded one or more of the following: QCE, IBD, VET qualification	4
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving a tertiary offer	100%

***Post-school Destination Information

At the time of publishing this School Annual Report, the results of the 2019 post-schools destinations survey, *Next Steps – Student Destination* report for the school was not available. Information about these post-school destinations of our students will be uploaded to the school's website in September after release of the information.

School Curriculum:

Parklands Christian College is committed to academic excellence and to providing a curriculum, which is broad enough to cater for a wide range of student abilities and interests. In addition to all regular school subjects, Parklands seeks to provide a range of distinctive curriculum offerings.

In the **Junior School**, curriculum offerings include:

- The aim of Prep is to create curiosity in exploring the world God has created and develop a love for learning. We provide the core foundations of learning through a mixture of play, craft, 'hands on' activities and interactive learning.
- The *Sound Waves* program is used throughout the Primary School and provides consistency and the ease of differentiation in our approach to phonics and spelling development. Staff teach sound awareness and spelling through a mixture of interactive games, hands on activities like *words their way*, and the learning of spelling rules. To support sound waves, *Reading Eggs* is used in lower primary to provide students with good phonological awareness and begin the journey of reading enjoyment.
- *Support a Reader* is a program that operates during Structured Play time. It aims to provide extra support in developing phonological awareness and decoding strategies in the lower years and focus developing comprehension strategies and the love of reading in the upper years.
- *Seven Steps to Writing* is a resource used by all teachers throughout the College in developing the skills of confident writers. These steps allow students to think about what should be included in their writing and how they can add creativity and excitement to their writing. Throughout Lower Primary, teachers use a mixture of explicit teaching, games and activities to develop an awareness of Grammar and Punctuation. This is then further developed with the use of *English Stars* in Middle and Upper Primary.
- *Maths Pathway* starts in Year 5 and is a personalised based Mathematics program which provides students with work that is tailored to their learning needs. It is through the use of this program that students grow their confidence and understanding of mathematics and develop critical thinking skills.
- Year 5 is the first year level where students begin the journey of bringing their own devices to school.
- Specialist Teachers take the students for specialty lessons once a week. We have specialist teachers in the areas of *Music, Art, HPE and Library*.
- *Give it a go band* is provided as an instrumental program where students can learn to play an instrument and develop their ability to read music and work together as part of a band. Other specialty instrumental teachers are also available to provide lessons throughout the week.
- *Resilient Us* is a program which teachers use every week to help our students interact in the world around them. These mini lessons provide students to take part in activities that are aimed to grow their personal and social skills.

Middle School

- A focus on English & Maths (6 periods per week) in the middle years.
- Literacy Focus Time for Year 7
- Homework and take-home assessment allocated in core subjects only
- Core subjects: Maths, Science, Geography/History, English
- Ability streaming for English and Maths across Year 8 and 9
- Exposure to 9 subjects, repetitive over 3 years (Year 7-9)
- Online subject content

Senior College

- In Year 10, units have been developed in Maths, Science and Senior Social Science that develop prerequisite skills needed for successful transition into Year 11
- Accessibility to online subject content
- Christian living / Life Skills from Years 7 to 12
- A range of subject specific tutoring and workshop opportunities for students
- In the second semester of Year 11, and the first 3 Terms of Year 12, Senior students are involved in Core Skills preparation
- VET offerings include:
 - Certificate Courses
 - Traineeship
 - Apprenticeship
 - Work Experience
 - University Headstart Programs

Co-curricular Activities:

A developing and enriching co-curricular program operates throughout the College during class times, lunchtimes and outside school hours. Students are given opportunities to extend skills and venture into areas of interest. In addition, Parklands sends teams to both District and Christian Schools sporting events.



In Primary School, during their Structured Play Time of an afternoon, we offer the following professional coaching opportunities for students to be involved and participate in: soccer, cricket, netball, AFL, dance and a Fitness Program. These activities add to the development of the whole individual.

In the Primary / Middle School, the co-curricular program offers activities such as Choirs, Private Instrumental Music Tuition, Rock Eisteddfod /Wakakirri, School Musical, a wide variety of competitive sporting opportunities and Twilight Music presentations .



Missions:

This year, our students have once again involved themselves in local community projects. The senior home economics students put together hampers to take to the local nursing home, and enjoyed getting to know them. They have continued to build on the good reputation our students enjoy. Parklands is committed to empowering a missions minded generation of young people who desire to serve in their local and global community. We wish to provide our students with experiences that shape their perceptions and inspire them to actively love and care for those less fortunate than

themselves. We want to equip our students to fight poverty and injustice, and challenge them to raise awareness and participate in challenges both global and local.

Cambodia Missions Trip

The Cambodia Missions Trip is a unique opportunity for our Year 11 & 12, male and female students to serve those less fortunate than themselves, and in turn be transformed by the power of caring for those in need. This 13 day trip is run every Spring Break, taking no more than 24 students and teachers to Vietnam and Cambodia.

Traditionally there are two components of this trip:

1. Cultural Immersion - Our team travel through Vietnam together, experiencing the culture, sampling different foods, and visiting some prominent tourist destinations. This portion of the trip is dedicated to cultural immersion and team building, and is an exciting start to our travels.
2. Service and Care - The bulk of the trip is dedicated to serving in a small village just outside of Phnom Penh. We partner with [RAW Impact](#), serving in [SALT School](#) (Serving, Assisting, Leading, Teaching). Typically the males and females spend this portion of the trip apart, serving in different capacities throughout the school and local communities. Generally, the female students and leaders will serve in the school, spending time with the students and their teachers, while the males participate in a [building project](#).



Student Welfare:

The mission of Parkland's Student Welfare Program is to promote well-being and to develop social competencies. To achieve this aim, we have a multi-facet approach. Our students are intentionally taught various social and emotional skills through our Life Skills curriculum. In addition to classroom learning, our students develop these important skills through various activities such as leadership camps, specific training days with student counsellors and peer support.

School Culture:

Each student is a precious gift from God and is valued as an individual of worth with God-given abilities. The College has been careful to remain small enough to care for students while growing to a sufficient size to provide the facilities and programs that families require. Division of the College into Junior, Middle and Senior Schools enables the staff to be attentive to each child's needs. Regular reporting, profile evenings and parent/teacher interviews keep parents up-to-date with student progress.

Satisfaction Information:

Parklands Christian College encourages families to engage regularly with teachers and events spread throughout the year. The high level of satisfaction of families at Parklands has been evident through encouraging attendance at the following events:

- Parent/Teacher interviews
- Profile Evening
- Parent information nights
- Social events hosted by the College to forge community with parents and community members and the number of volunteer parents helping in the College.

New families regularly report being drawn to the College through overwhelming positive comments from existing parents and local community members. The College relies on this word-of-mouth marketing.

Conclusion:

Parklands Christian College has had another successful year of learning and growing together. We thank God for His grace, mercy and continued blessing on our College. We thank God for our wonderful staff that are committed to our mission and purpose: to make disciples of Jesus Christ - educated and equipped for any future. Finally, we thank God for a wonderful body of parents who are partners with us in the Christian education of their children. We appreciate your constant support and your prayers.