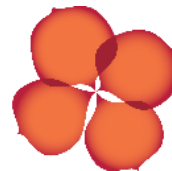




**PALMERSTON
CHRISTIAN
COLLEGE**

**NT
CHRISTIAN
SCHOOLS**



Annual Report 2023

Palmerston Christian College

OVERVIEW

Our School

Located in Marlow Lagoon, Palmerston, Palmerston Christian College set on 3 hectares of both natural bushland and landscaped gardens only minutes from Palmerston City CBD and a short 20 min drive to Darwin City. Palmerston Christian College offers programs from Transition to Year 12 and has approximately 390 students. The college commenced in 1988 with 37 students and two teachers and has grown into a college serving families and students from Early Learning Through to Year 12 in 2023.

Palmerston Christian College is a campus of NT Christian Schools and our vision is

"We desire to be a Christian community, learning together to live life as God intended, offering hope for the world."

Our mission statement:

"To serve families through the process of nurturing and educating children in an environment where Christ is central: thereby enabling them to be the people that God has called them to be."

We do this through providing caring and supportive learning environments where students experience a true sense of belonging.

We want them to know they are loved by God and are part of God's family, while also feeling secure and confident in being the person God has designed them to be. Ultimately, we want them to become people who seek to fulfil God's plan for their lives.

As Christian teachers within a Christian College environment, we live within God's big purpose story. We strive to honour God by implementing His big purpose across all subject areas. We do this in line with the Australian curriculum.

Our core values are our Palmerston Way: ***Respect, Responsibility, Service and Maximise Learning.***

Palmerston Christian College specialises in a nurturing, safe environment, offering intentional pastoral care where students can thrive not only academically but wholistically as well.

Campus Information	
Campus Name	Palmerston Christian College
Street Address	50 Waler Road, Marlow Lagoon
Principal	Luke Willsmore
Assistant Principal	Alisha Prosser
Vision	We desire to be a Christian community, learning together to live life as God intended, offering hope for the world.
Mission	PCC exists to serve families through the process of nurturing and educating children in an environment where Christ is central thereby enabling them to be the people God has called them to be.
Students enrolled	342
Year level range	e.g. Transition to Year 9
Number of classes	14

Our Staff

All teaching staff met the professional standards for teachers in the Northern Territory, including having obtained appropriate qualifications for teaching and abiding by the Code of Ethics for Northern Territory teachers.

All teachers are registered with the NT Teacher Registration Board.

PCC Staffing Information		
Name	Role	FTE as %
ABBOTT Ana	Teaching Staff	50
BADENHOP Amber	Teaching Staff	100
BEAZLEY Kathryn	Administrative and Clerical	100
BELL-SENARATNE Lillyanne	Administrative and Clerical	100
BEYNON Suzanne	Teaching Staff	60
BOLD Ana Rose	Administrative and Clerical	60
BROWN Sheila	Teaching Staff	100
CAMIGLA Gwyndelyn	Teaching Staff	100
CARTER Richard	Teaching Staff	100
COXHEAD Amy Lan	Administrative and Clerical	80
FISHER Janelle	Building Operations	20
FISHLOCK Sharon	Teaching Staff	100
FITZGERALD-TILBURY Raelene	Teaching Staff	100
FULLER Arlene	Administrative and Clerical	100
GIANNIKKOURIS Teleah	Administrative and Clerical	60
GRIEVES Leilani	Teaching Staff	100
HARLEY Susanne	Administrative and Clerical	100
HECKATHORN Lisa	Teaching Staff	100
HECTOR Martha	Teaching Staff	100
HIGGS Grace	Teaching Staff	20
HOANG Kieu Linh	Administrative and Clerical	60
HUGHES Renee	Administrative and Clerical	100
JOHANNES Lily	Teaching Staff	60
PILKINGTON (JONES) Whitney	Administrative and Clerical	80
KAPI Jeffrey	Teaching Staff	100
KARIHA Rosemary	Teaching Staff	100
KEMPSTER, Alice	Administrative and Clerical	80

PCC Staffing Information Continued

Name	Role	FTE as %
KIRKHAM Christine	Administrative and Clerical	100
LEACH Maree	Administrative and Clerical	80
LEE Anne	Administrative and Clerical	50
MACRIDES Chris	Teaching Staff	70
MANI Bijumon	Teaching Staff	30
MARTINEZ Hannah	Teaching Staff	100
MELHOP Sonya	Teaching Staff	100
Wright (MERRITT) Leah	Teaching Staff	100
MODOH Dom	Teaching Staff	40
MULLER Marie Kathryn	Teaching Staff	40
NDLOVU Nomvula	Administrative and Clerical	20
NOWLAND Melissa	Teaching Staff	40
POPLE Andrew	Administrative and Clerical	100
POPLE Robin	Teaching Staff	50
PROSSER Alisha	Teaching Staff	100
PROSSER Ethan	Administrative and Clerical	100
PROSSER Melissa	Administrative and Clerical	100
SCOGGINS Charmain	Teaching Staff	80
SHEA Emily	Teaching Staff	100
THOMAS Hassi	Teaching Staff	80
THOMAS Merlin	Administrative and Clerical	90
T'LAM Zanelle	Administrative and Clerical	100
TOOLER Rebecca	Teaching Staff	100
VAN LEEUWEN Johan	Teaching Staff	50
WILLSMORE Luke	Principal	100
	TOTAL FTE%	4150
	TOTAL COUNT	52

STUDENT ENROLMENT, ATTENDANCE

2023 Enrolled students T-9

	2023			
	ALL Student		Indigenous Students	
	Headcount	FTE	Headcount	FTE
Transition	22	22.0	1	1.0
Year 1	29	29.0	4	4.0
Year 2	38	38.0	1	1.0
Year 3	22	22.0	1	1.0
Year 4	33	33.0	6	6.0
Year 5	46	46.0	2	2.0
Year 6	32	32.0	2	2.0
Year 7	48	48.0	6	6.0
Year 8	50	50.0	6	6.0
Year 9	22	22.0	2	2.0
TOTAL	342	342.0	31	31.0

2023 Students by Age

(Age at 1 July 2023)

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2023 Students with Disability

This is a summary of all students with a disability reported at this location, by their category of disability and level of adjustment.

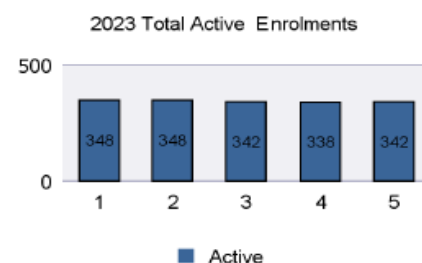
Disability category	QDTP		Supplementary		Substantial		Extensive	
	Headcount	FTE	Headcount	FTE	Headcount	FTE	Headcount	FTE
Cognitive	10	10.0	31	31.0	16	16.0	-	-
Physical	6	6.0	2	2.0	-	-	-	-
Sensory	-	-	3	3.0	1	1.0	-	-
Social-Emotional	13	13.0	27	27.0	23	23.0	2	2.0
TOTAL	29	29.0	63	63.0	40	40.0	2	2.0

Category	Primary		Secondary		Total	
	Count	FTE	Count	FTE	Count	FTE
Total students	222	222.0	120	120.0	342	342.0
Total Part-time students	0	0.0	0	0.0	0	0.0
Indigenous	17	17.0	14	14.0	31	31.0
Boarding	0	0.0	0	0.0	0	0.0
<i>Indigenous Boarding</i>	0	0.0	0	0.0	0	0.0
Distance Education	0	0.0	0	0.0	0	0.0
<i>Indigenous Distance Education</i>	0	0.0	0	0.0	0	0.0
Students on Visas	12	12.0	8	8.0	20	20.0
Students with disabilities	95	95.0	39	39.0	134	134.0
<i>QDTP</i>	17	17.0	12	12.0	29	29.0
<i>Supplementary</i>	46	46.0	17	17.0	63	63.0
<i>Substantial</i>	31	31.0	9	9.0	40	40.0
<i>Extensive</i>	1	1.0	1	1.0	2	2.0

All Enrolments

	2022			2023		
	Active Enrol	Passive	Active Attend %	Active Enrol	Passive	Active Attend %
Feb (1)	361	-	81.4%	348	-	91.4%
Mar (2)	362	-	91.4%	348	-	91.1%
May (3)	366	-	88.5%	342	-	88.3%
Jun (4)	365	-	87.4%	338	-	90.5%
Aug (5)	363	-	90.1%	342	-	88.6%
Sep (6)	360	-	89.4%			
Oct (7)	361	-	89.8%			
Nov (8)	362	-	86.5%			

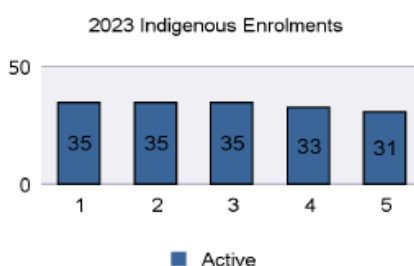
Comparison	Enrol (+/-)	Att% (+/-)
2023 - Collection 5 to 2022 - Collection 5	-21	-1.5%
2023 - Collection 5 to 2023 - Collection 4	4	-1.9%



Indigenous Enrolments Only

	2022			2023		
	Active Enrol	Passive	Active Attend %	Active Enrol	Passive	Active Attend %
Feb (1)	28	-	75.0%	35	-	85.7%
Mar (2)	29	-	86.2%	35	-	82.9%
May (3)	29	-	86.2%	35	-	85.7%
Jun (4)	29	-	82.8%	33	-	87.9%
Aug (5)	30	-	73.3%	31	-	90.3%
Sep (6)	30	-	80.0%			
Oct (7)	29	-	75.9%			
Nov (8)	29	-	75.9%			

2023 Collection 5	Enrol	Att%
Indigenous	31	90.3%
Non-Indigenous	311	88.4%



Collection Year		2022			2023		
Collection Level	Indig Status	Active Enrol	Passive	Active Attend%	Active Enrol	Passive	Active Attend%
Primary	Indigenous	14		71.4%	17		88.2%
	Non-Indigenous	217		91.2%	205		87.8%
Middle Years	Indigenous	16		75.0%	14		92.9%
	Non-Indigenous	116		92.2%	106		89.6%
Palmerston Christian College Total		363	0	90.1%	342	0	88.6%

PRINCIPAL'S REPORT

2023 was an exciting year at Palmerston Christian College.

The return of our camps, Larapinta Trek and Year 10 Interstate trip was well received after being on hiatus due to Covid the previous year.

The bonding time for students and staff and the opportunity to experience different universities and explore different pathways that are available to them was a truly fantastic experience.



2023 saw the completion of our playground construction consisting of a rock-climbing wall and climbing spider web. It has been a real delight to see the students make use of the playground and the excitement and fun that it brings. The installation of a permanent Table Tennis Table has encouraged some lively competition for our middle and secondary students.

Our nature play/bushland area had some refurbishment and pathways upgraded. This area has been a great source of exploration and fun for our primary students, allowing them to make use of the natural space while still maintaining a pleasing aesthetic and practicality with the now clearly defined pathways.

In early 2023, we recognised the need for an Executive space for our leadership team and the relocation of executive staff/leadership occurred in order that leaders be situated together to enable better communication and planning occurred. Forward planning was put in place to build new offices for Principal and Assistant Principal to provide much needed confidential meeting areas. Work on the new toilets for lower primary and staff toilets were also planned and the commencement of these works occurred in December 2023 with completion due in early 2024.

In 2024, we hope to address the issue of college pathways flooding during significant rainfall in the wet season, by raising the walkways and providing a safe undercover route for staff, students and parents. This will hopefully be achieved through the applications to the Block Grant Authority.

2023 saw PCC focus on differentiation across our teaching and learning areas in both Primary and Secondary classes. Our fortnightly PLC's strongly focused on building those areas to equip teaching staff on how to best cater to each and every one of their students and their individual needs.

As part of our Year 7 and 8 HASS small business studies, students held market days for the whole community to enjoy.

There were a variety of items and activities on offer providing a learning experience which encompassed planning, marketing and customer service.

It was fantastic to see our middle school students actively engaging with the primary students in a fun, positive way.



As a part of our middle school food tech elective in Term 1-3, students cooked and hosted a group of seniors each term. It was lovely to see the students chatting and socializing with the seniors.

The Palmerston/Litchfield seniors club were very appreciative of the effort the students went to and had a delightful time engaging with the students and getting to know them.



At Palmerston, we have a fast growing, well-resourced STEM program operating in its own dedicated space. The college is well resourced with the latest in high-tech equipment including a 40w Laser Cutter, 3D Printers, Raspberry Pi's.

In Term 4, we held a MADD (Music, Art, Drama, Dance night, showcasing to our college community the array of arts and STEM projects that our students have been focusing on throughout the year. Our students created some amazing pieces, and the night was well received by staff, students and our parents.



Our annual Thanksgiving and Graduation Service returned as a joint whole community event in 2023.

After considering staff and parent feedback from the previous year's separate Primary and Secondary events due to Covid, the decision was made to have a single whole college event. Feedback received was resoundingly positive and ongoing, we plan to continue with this format.

It was wonderful to see the increase in Year 12 graduates who were celebrated at our Thanksgiving Service with the introduction of graduation caps and gowns. We pray that our graduate numbers will continue to increase in future years. [Luke Willmore, Principal](#)



Our Values

Palmerston Christian College holds to the NT Christian Schools vision:

To be Christian communities, learning together to live life as God intended, offering hope for the world.

Our College community models behaviours that show:

• Respect, • Responsibility, • Maximise Learning, • Service to others. This is called the Palmerston Way.

Service to Others

We nurture our connection with others and are a help to those around us



Maximise Learning

We make the most of our learning opportunities and always try our best in everything that we do.



Respect

We are understanding and are considerate of ourselves, others, property and the environment.



Responsibility

We recognise our actions and make a positive difference.

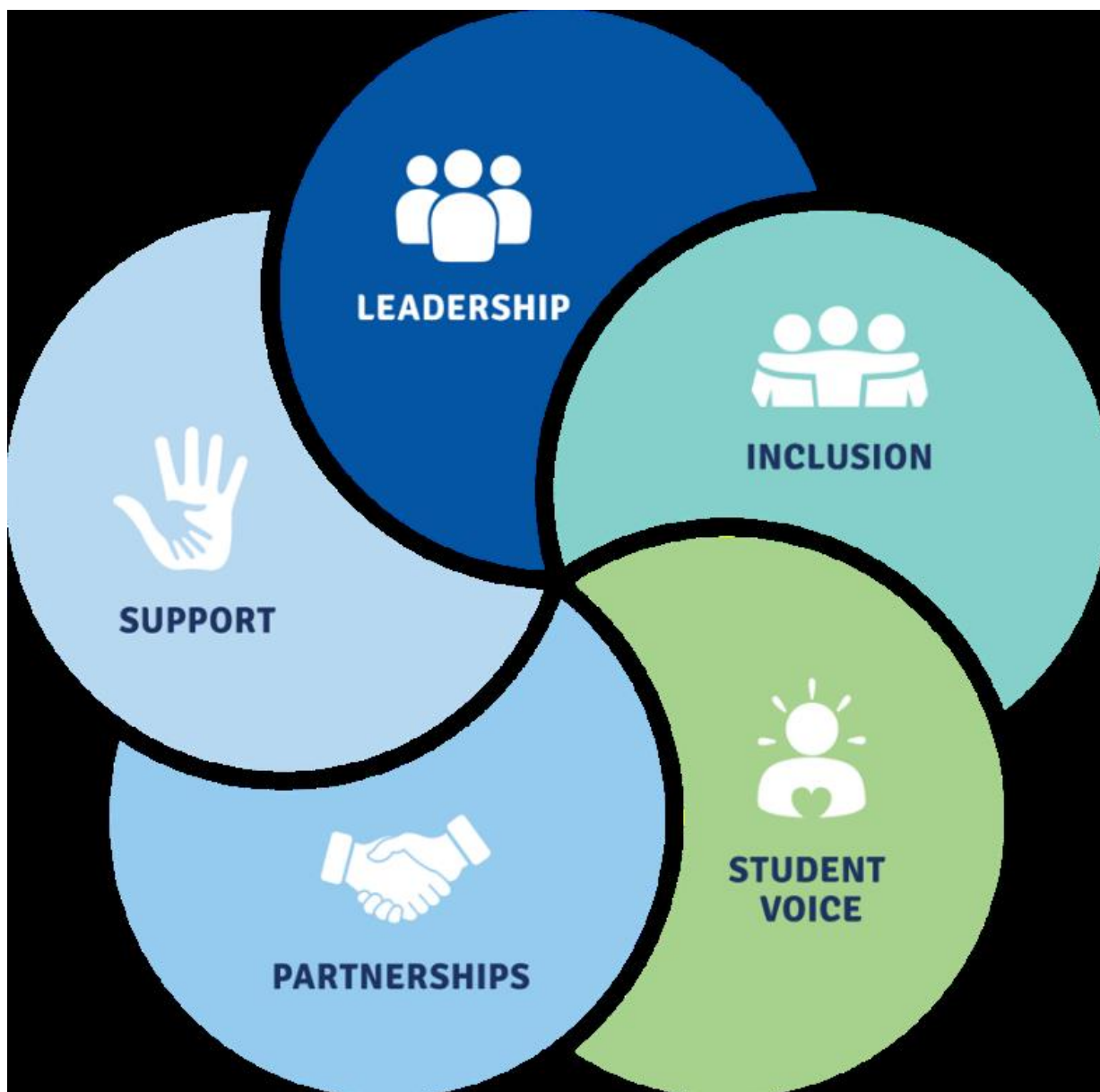


Our Wellbeing Vision

Palmerston Christian College aims to provide a positive Christ centered learning environment

- where leadership play an active role in ensuring that the whole school community feels included, connected, safe and respected.
- where all members of the school communicate and are active participants in building a welcoming school culture that values diversity and fosters positive, respectful relationships. All relationships should be built on justice, love and truth, and obedience to Christ
- where students are active participants in their own learning, wellbeing (physical health, social, emotional and spiritual wellbeing) to feel connected and use their social and emotional skills to be respectful, resilient and safe.
- where families and communities collaborate as partners with the school to support student learning, safety and wellbeing
- where staff, students and families share and cultivate an understanding of wellbeing and support for positive behaviour and how this supports effective teaching and learning.

(Adapted from The Australian Student Wellbeing Framework, 2023 and Sattler Christian College Bullying and Harassment Prevention Plan, 2023)



Our Approach to Bullying Prevention (ref PCC Bullying and Harassment Prevention Plan, 2023)

All members of the school community are active participants in building a welcoming school culture that values diversity and fosters positive relationships. A key component of a supportive school culture is building and maintaining respectful relationships and an ethos that bullying is not accepted in both online and offline environments. College staff will actively respond to student bullying behaviour. Our College engages in the following practices to promote a positive school culture.

Holistic, whole-school approach

WHAT	DETAILS
Promote and Model Positive Behaviour	<p>We model and promote positive behaviour. Our actions:</p> <ul style="list-style-type: none"> • Create a welcoming and inclusive school through School Wide Positive Behaviour Supports (SWPBS) • Make sure staff understand their role to create a safe school • Set up school values and behaviour expectations • Use consistent language among staff students parents and carers that encourages positive behaviours and social interactions e.g. Gotcha Tickets/Awards/Celebrations promoting the Palmerston Way • Set up a physical school environment that encourages positive social interactions • Make sure students feel safe to raise concerns and report bullying or harassment
Teach Respectful Behaviours & Expectations	<p>We explicitly teach respectful behaviours and expectations about bullying in the classroom through the Australian Curriculum</p> <ul style="list-style-type: none"> • Personal and Social Capability (General capabilities) • Health & Physical Education <p>As well as the Australian Student Wellbeing Framework. Our actions:</p> <ul style="list-style-type: none"> • Build staff skills to respond well to bullying and harassment • Teach about bullying/harassment in all year levels. Include how to prevent, identify, respond to and report bullying/harassment e.g. High Five, Ant & Elephant Problems • Explicitly teach positive behaviour and social and emotional skills e.g. Rite Journey, You Can Do It, Peace Wise, Zones of Regulation. Guide students to have healthy relationships, both in person and online. Do this across subject areas. • Use teachable moments when a bullying issue happens. Teach about respectful and appropriate behaviours.

WHAT	DETAILS
Intervention in Specific Incidents	<p>We intervene in specific incidents of bullying/harassment or observed bullying/harassment behaviour.</p> <p>Our actions:</p> <ul style="list-style-type: none"> • Take bullying/harassment seriously. Respond to all reports of bullying/harassment or observed bullying/harassment behaviours in accordance with the Colleges Care and Conduct Policy. • Use fair and consistent responses to bullying/harassment or suspected bullying/harassment • Document all bullying/harassment incidents. Check with students while bullying/harassment incidents are being resolved. • Make sure leadership can manage complex bullying/harassment incidents. This includes where bullying/harassment is ongoing. E.g. Check-In Cards/meetings, parent engagement, Behaviour Management Plans, Behaviour Contracts, counselling/wellbeing sessions
Work with others	<p>We work with families, service providers and the community to address bullying.</p> <p>Our actions:</p> <ul style="list-style-type: none"> • Work with all leadership levels of NT Christian College, Palmerston Christian College, and the College community to design local strategies to prevent and reduce bullying/harassment. • Encourage parents and carers to take part in activities that promote safety and wellbeing. • Involve parents, carers and students in planning bullying prevention and intervention responses. • Share information with parent's and carers about bullying. Include how to recognise it and what to do when their child is involved in bullying/harassment. • Work with community organisations to promote safe and inclusive messages. • Communicate regularly with families when a bullying incident happens. • Work with other services to support students who have been involved in bullying/harassment incidents.
Respond in Visible and Consistent Ways	<p>We provide visible and consistent responses to bullying that foster trust and confidence in the school community.</p> <p>Our actions:</p> <ul style="list-style-type: none"> • Share information on how to prevent and respond to bullying and harassment. • Review our strategies and actions to prevent and respond to bullying. • Set up safe ways for students to report bullying and let students know how to do this. • Make information about the complaint's resolution process available and accessible • Make sure staff, parents, carers, and students feel confident to respond to bullying/harassment and know the procedure for the Behaviour Matrix • Set aside staff time and funds to plan, implement and assess our strategies to prevent and respond to bullying.

Conflict Resolution

In 2023, Alisha Prosser, Assistant Principal, PCC, introduced the Ants & Elephants and High Five conflict resolution strategies to the college with great success.



Ant Problems

What is an ant problem?

An ant problem is a **small** problem that I can **work out a solution by myself** and it can be overcome easily

Elephant Problems

What is an elephant problem?

An elephant problem is a **big problem** that **needs an adult** to help work out a solution for and can sometimes take a while to recover from.

High 5

Learning Intention

We are learning how to use the High 5 strategy to help solve conflicts with our friends

SUCCESS CRITERIA

- » I can *remember* the 5 steps of High 5
- » I *know* how to use each step
- » I can *apply* the High 5 when *identifying* ant/elephant problems

Critical Incidents

Nil

Strategic Priorities

2022-2026 – Strategic Improvement Plan





Priority 1

Christian Culture

Faith and Values

Intentionally cultivate the development of Christ-like character, equipping students to be responsive culture-shapers in a global context.

Outcomes

- Assist students to discover their God -intended identity and purpose, enabling them to function as responsive disciples.
- All policies and practices reflect a biblical worldview with the Word of God as foundational.
- Attract, retain and develop highly competent Christian staff across the College to outwork the College's commitment to delivering high-quality Christian education.
- Provide opportunities for contribution, service and mission that will enable the practice of, and deepen understanding of, responsive discipleship in the world.
- Create authentic partnership opportunities for parents to engage with Christian worldview and schooling



Priority 2

Quality Teaching & Learning

Growth & Excellence



To strive for excellence in Christian teaching and learning, enhancing educational outcomes for students.

Outcomes

- Build and resource high-performing professional learning teams that strive for continuous improvement in student learning outcomes.
- Strengthen and develop the diverse gifts, talents and abilities of our learners through a focus on innovative curriculum design which is personalised and future focused.
- Build the capacity of staff to inspire students to pursue excellence in their academic, personal and social endeavours.



Priority 3



Wellbeing

Social Harmony and Wellbeing

Purposefully cultivate the development of Christ-like character in a nurturing environment and celebrate the uniqueness of each individual as an image bearer of Christ.

Outcomes

- Embed biblical perspectives into all aspects of College community through the structured delivery of wellbeing initiatives.
- Foster staff, student and parent pride and belonging in the College.



Priority 4



Stewardship

Governance, Finance & Infrastructure

We are committed to responsible stewardship and sound business practices that will foster innovation and growth to support the achievement of long-term strategic targets.

Outcomes

- The College creates and develops a mature College Council that makes decisions focused on creating and maintaining an inspiring safe college environment.
- Ensure efficacy in the stewardship of College operations.
- Implement sound financial management to support the strategic allocation of resources according to identified priorities.
- Create innovative learning environments that enable and equip students to navigate 21st century educational and community contexts.
- Engage with external organisations and government to assist in supporting the strategic direction of the College.



Priority 5

Community Engagement



People, Culture & Partnerships

Foster an authentic Christ-centered community focused on building capacity and strengthening partnerships between staff, students, parents and the broader community.

Outcomes

- Create a culture of partnerships with parents where they are seen and understood as being the primary educators of their children
- Provide opportunities for staff, students and parents to contribute the health and vibrancy of the College.
- Enhance the College's branding, reputation and understanding of Christian education amongst its stake holders.
- Support the growth and development of the healthy eating provisions to students.

