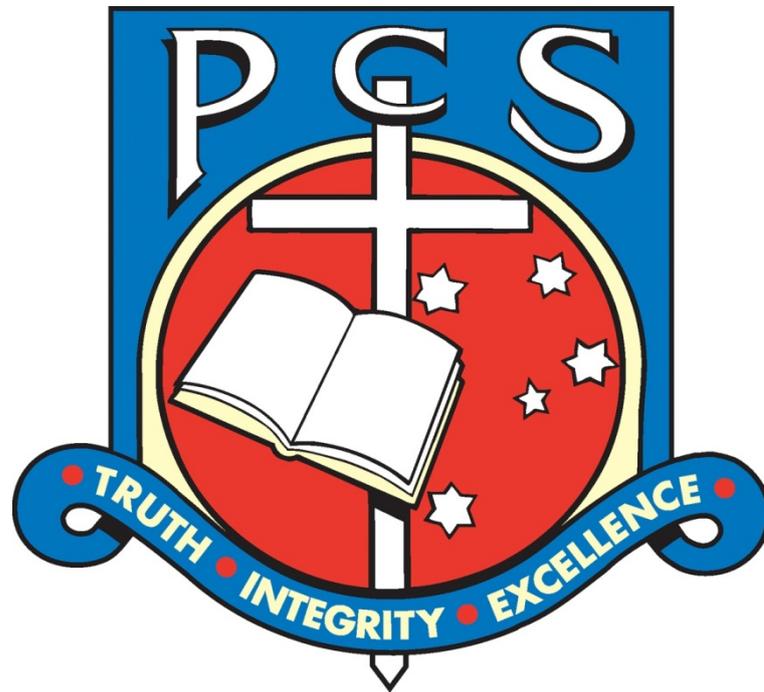


Penrith Christian School



Annual Report

for

2016

This Annual Educational and Financial Report is compiled in accordance with the requirements of the Education Act (NSW) as amended 2004.

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1. School Overview and Information

a. Contextual Information

i. School Context

Established in 1981, Penrith Christian School is located on 37 acres and is a ministry of ImagineNations Church Penrith.

Penrith Christian School is a Registered and Accredited Co-educational Early Childhood to Year 12 school and is strongly committed to student learning, welfare and safety. The school endeavours to provide an environment with a positive emphasis on developing early Literacy and Numeracy and a comprehensive curriculum across all grades. The school offers a broad cross-section of air conditioned facilities and a wide range of subject electives for Secondary and Senior studies including Vocational courses in Years 11 and 12.

Penrith Christian School continues reporting relevant information regarding the school's performance using the school's website, www.pcs.nsw.edu.au, ePhoCuS (electronic newsletter), Term PhoCuS (Term Magazine), Yearbook, emails and SMS, letters to parents, statutory financial reports and this Annual Report. Additionally parents and students may access up-to-date information concerning attendance, academic performance, compliance and timetabling through the school's 'Student Learning' website.

This Annual Report provides us with the opportunity for the School to report on a number of these important areas in the one document and allows us to meet legislative requirements.

In addition to the above, the 'My School' website has enabled much of the information normally reported in this Annual Report to be available already on that site. This includes performance in NAPLAN Tests, financial and enrolment data as well as some attendance information together with staffing ratios.

ii. Student Body

In 2016, the School's enrolment at the Federal Census Date was **710** students K-12 which represented a slight increase of 3 students over the 2014 enrolment figure of 707.

During 2016 the Early Childhood Service at PCS continued to grow with the Preschool (3 Year Old) program expanding on the previous year. There were a total of **70** students in the Early Childhood Service with 44 in the Prep Program and 26 in the Preschool Program.

In the K-12 Section of the school there were 367 girls and 343 boys; with **361** in Years K-6 and **349** in Years 7-12.

PCS is structured into a Junior School (K-4), Middle School (5-8) and Senior School (9-12). In 2016 there were ten (10) classes in the Junior School (K-4) catering for the 248 students. The Middle School continued a double-stream in Years 5 and 6, with a triple stream in Years 7 and 8, catering for 242 students all told. The Senior School has three streams in Years 9 -10, with seven timetable lines across 27 courses in each grade for Years 11 and 12, catering for 220 students.

b. Message from the Key Bodies

BOARD CHAIRMAN

I greatly appreciate the opportunity, on behalf of the Board of Penrith Christian School, to express our thanks to those who make our School special and 2016 a memorable year.

I commence by acknowledging Mrs Chris Elder, our Deputy Principal for the last 18 years. Chris went home to be with the Lord on 20 November 2016 after a brave battle with cancer. Chris was a much loved and respected pillar of PCS who gave unselfishly to the School. She had a huge impact on the lives of teachers and students. She brought a powerful ministry and a wealth of wisdom and maturity to the daily life of the School and continued to do so even when she was very sick.

Penrith Christian School's core values are Truth, Integrity and Excellence:

Truth – founded in the Word of God, the core of our being, with Christ at the centre of all we do;

Integrity – the essence of our calling to teach, mentor and witness the Fruit of the Spirit: love, joy, peace, patience, kindness, goodness, faithfulness, gentleness and self control; and

Excellence – pursued in every area of personal endeavour for God's glory.

Chris certainly epitomised the core values of our School and was an amazing example to all who had the privilege of knowing her. Chris will be deeply missed both as a friend and an excellent leader in education.

Mr Nevill has again provided strong and inspirational leadership of the School. Bruce has excelled in providing direction, counsel and a wonderful example to the staff, students and the School community. The Board is very appreciative of Bruce's hard work and we acknowledge and appreciate his day-to-day management of the School. We acknowledge our School's committed Executive and thank every one of you for your willing support of Bruce and PCS, and your continued commitment to the life of the school and its success.

The School continues to grow and in 2017 we will have a third Kindergarten class. There are exciting times ahead and we continue to be grateful to God for his blessing over our School.

It is important to also recognise and thank our Teaching Staff, the Administrative Team, the Teacher Assistants, the Maintenance Team and anyone else who works tirelessly to ensure the day-to-day running of the School is as smooth as possible. We recognise your commitment and hard work, much of which is unseen and not acknowledged.

I also give a special thanks to every parent and/or guardian for making the choice to enrol your children in PCS and supporting the school throughout 2016. I know that for some it has been a very difficult year financially and, for others there has been sickness and unexpected circumstances. Whatever has been your personal situation I pray 2017 will bring blessing, good health and success for you and your family.

I also thank every student for attending and contributing to the life and success of PCS. Those who are leaving I hope you work hard in whatever endeavour you choose to undertake and I trust you will excel and succeed. I trust your experience at PCS has provided you with an incredible spiritual and educational foundation and you take good memories with you.

Mr Tim Sage
Board Chair

PRINCIPAL'S REPORT

2016 marks the 35th anniversary since the establishment of our school, and we have been celebrating and recognising the achievements of our community throughout the year.

Thirty-five years has seen three different locations, three name changes, three uniform changes, six Principals, thousands of students and hundreds of teachers. We currently have a staff of 118, catering for three year olds in Preschool through to students in Year 12. Our school is well regarded and recognised, in our local community and beyond, as a place of excellence and opportunity, where Christian Education is delivered with authenticity and integrity.

The school began in a “factory” in Dean Place, Penrith. We began with a small number of families who were committed to establishing an alternative to the secular education and other religious models available at the time. The defining difference was that a Christian worldview would be incorporated into all aspects of the school. This would be achieved by having Christian teachers overseen by a governing Board of dedicated Christian leaders, who brought their faith to bear on the curriculum, relationships and policies and procedures of the school. This approach was, and still is, fundamentally different to other types of schooling, including some established church schools. There is a difference between ‘tacking on’ a religious education, to one where we integrate the values and beliefs of our faith into every aspect of the school. Our teachers do not leave their faith at the door, but centre their teaching on the foundation of that faith.

Over the past 35 years we have faithfully endeavoured to live out this calling and vision whilst developing and changing the way we educate our children, adapting to the changes in society but always staying true to that original foundation.

In the early days we had no facilities except the “shed” we were in, and a dedicated team of teachers and aides, who worked for a fraction of the pay available to mainstream educators. There were times when budgets were tight, and staff went without pay or took a reduction in pay to keep the school afloat. These were times when the catch-cry of Christian Education was commitment to the cause. Today we have some of the best and most up-to-date facilities in the area with a highly qualified and talented teaching team. The focus for families has changed subtly to ‘choice’ rather than ‘commitment’. Government policy has changed also to support parental choice in education, through funding all students on a needs basis.

Originally the school was only for the members of the founding church (Penrith Christian Fellowship Centre), but we now have a broad range of churches and denominations represented in our school community. Initially our approach could be described as almost ‘monastic’, with a desire to protect our children from the world. Our focus now is, to engage with the world and bring the love of Christ to that world in a truly missional way.

When PCS was established, we were one of very few Christian Schools in our area. There are now many schools with a religious orientation including several Christian Schools with a similar philosophy to PCS. The wide range of choice in schooling is a good thing for a pluralistic democracy and allows us to flourish as a school that is still committed to an integrated Christian Education.

During our early years, the School Board were very ‘hands on’, contributing to laying bricks and mortar and building facilities. Today the Board is more focused on governance, and whilst that is more removed from the day to day running of the school, their commitment and leadership is still vitally important. The school could not exist and flourish without the dedication and commitment of our Board to the calling and vision of Christian Education at PCS. They are the custodians of that vision and the ones responsible to God for the preservation and continuance of this most holy of enterprises.

We will continue to see radical changes in education and it is my desire that at PCS we will engage with these challenges as courageous and innovative leaders. Our goal is to see our children engaged in a way that integrates faith into every aspect of their learning. We are committed to educating children to uphold the truth and integrity of their faith, to embrace excellence and to live their lives with abundant joy as valued members not only of the temporal and fleeting world of material and human endeavours, but the eternal world of God's Kingdom.

Mr Bruce Nevill
Principal

In Memory of Mrs Christine Elder

This year we mourned the loss of Mrs Elder, our beloved Deputy Principal, who passed away late November, after her long battle with cancer.

Chris had been the Deputy Principal at PCS for the past 18 years, and we are saddened at her loss. Chris was a great woman of faith and she relentlessly, and with great temerity, continued working at the school until only two weeks before her passing.

Whilst we grieve for her and her family, who will likewise be missing her greatly, we also rejoice in knowing that her battle has been fought and she is now in the presence of our Saviour, Jesus Christ. Chris ran such an amazing race and her influence has been extensive. She has been there to support and uphold so many young people over the years.

Please continue to pray for the Elder family, and the staff and students at the school as we grieve the loss of a true champion of Christian Education, who has dedicated her life to the service of others and the Lord in her life's work.

SCHOOL CHAPLAIN

As we approach the end of this year, one word that sums it up best would be 'abundance'. 2016 at Penrith Christian School has been full of life and it has been an absolute pleasure to be a part of this impressive school and the school community.

It has been enjoyable, and I must say at certain times entertaining, to see many students stretch and grow over this past year in their education, faith, and friendships. It has been inspiring to see young people discover new skills and abilities, and in turn use them to bless this school and those around them. I have seen students flourish throughout the year: at leadership camps and seminars, at Mr. Pickworth's farm with different year groups, the before school breakfast program, mentoring, lunch groups and chapel.

To all the Year 12's, you will be deeply missed! Or should I say, you will be missing out when I bring hot chips to the senior study ha ha! You guys and girls are awesome. Thanks for the random hangouts in my office! It's been an honour to see you all develop into the respectful, courageous and gifted young men and women you have become (some of you I have seen grow since Year 5!!). I know you will overcome the obstacles life throws your way.

Thank you to all the staff, students, and parents of Penrith Christian School for your continual support, and encouragement. I believe that 2017 will be even bigger and better!

Ps Shane DeSilva

HEADS OF SENIOR SCHOOL

It is an honour to lead our amazing Senior School, where we see young people find their passions, set life goals and reach beyond to help others.

This year we have had a theme of 'Life', which includes 'speaking life' and 'choosing life' in everything that we do. We have run programs to combat the current problem amongst teenagers of online bullying. As a part of that program we sent Year 12 students into Year 9-11 PCG groups to help run a lesson on cyber bullying. This was a huge success. We also had a forum on purity with students, parents and staff.

At the end of 2015, Year 10 took part in an exciting new program where they worked in teams to make documentaries about issues facing young people in our area. The theme was, 'Making the World a Better Place'. The students researched and came up with solutions for problems such as: homelessness, depression and suicide, human trafficking, sustainability, gangs and drugs, childhood cancer, erosion and refugees. The winning documentary, 'Depression and Suicide' was presented to council earlier this year. The Mayor and Councillors were impressed to see the documentary and to hear the students' ideas.

Our Senior School leadership group attended some inspiring camps and conferences, including a Bible Society Conference and the Toongabbie Leadership Camp. This group is growing in numbers every year and developing our leaders of the future.

It is so exciting to see our Senior students develop into caring citizens and lifelong learners.

Mrs Lyn Jagger
Ead of Senior School

HEADS OF MIDDLE SCHOOL

It is a privilege and pleasure to oversee Middle School at PCS. One of the most pleasant aspects of our role is meeting new students and being involved in their integration into PCS.

On checking with how students are settling into our school we often ask, 'What is your experience in our school?' The answers are positive but interestingly, the most popular responses are, 'It's different here – the teachers really care about the students, they don't just give them work to do and leave them; they help them' and, 'The students are friendly'. I constantly thank God that our Lord and Saviour is the difference in our school. Our 'school' is the body of believers – students, staff and parents working together – that make us such a positive learning community.

PCS is also different in that we have a Middle School that seeks to smooth the transition between Primary and Secondary education and promotes the best aspects of both for the support and success of our students. In 2016 we have moved to the final stages of our organisation of Middle School. Hence all our grades from Years 5 to 8 have a core teacher and some specialised teachers for various subjects. A core teacher takes the class for several subjects, giving the opportunity for support of students and for the integration of Curriculum. The teachers may often have classes within Middle School and so the relationships with the students are built and reinforced over the years of Middle School. Communication and the normal conflict resolution that can be needed in these years of growth and change are made easier by the strong Christian relationships between students and staff.

'Puppy Pals', is organised by Mr Pickworth and students and provides leadership and service opportunities for Middle School students training a guide dog. This year the Puppy Pal team consisted of 54 starters, but this dwindled to 32 as some of the students 'buckled' under the responsibility of cleaning up and training 'Inky'. It has been good for them to understand it is not just about a cute cuddly ball of fun, but raising an animal requires time, patience – and some unpleasant jobs. Inky has been a keen, but at times, stubborn

four-legged student, whose attention span has been somewhat fixated on food (a typical Lab). Inky has, however, provided a great opportunity for the students to be involved in a meaningful mission-focused project for the community helping someone less fortunate than them.

Thank you to our Core teachers that care for the students' wellbeing and academic needs.

Mrs Jan Jackson
Head of Middle School

HEADS OF JUNIOR SCHOOL

This year Junior School enjoyed the addition of more new things that have enhanced their learning experiences. Year Four classrooms were renovated and fitted out to accommodate 21st century learning practices and are now more open, colourful and interactive spaces. Year Three experienced some more adventure and problem solving activities at Blue Gum Lodge campsite as part of their overnight stay.

All classes from Kindergarten to Year Four had their first experiences of the new History curriculum, which has been introduced as part of the Australian National Curriculum. Some of these units have significant content pertaining to understanding the Australian indigenous people and their culture prior to European settlement and afterwards.

New items of playground games equipment were made available for children who wish to play quieter kinds of games. The Woolworths 'Earn and Learn' promotion contributed to some of that equipment, and the diligent support of the school community in collecting and sending their tokens in has resulted in significant benefits to the school over the past three years.

As always, it is great to see parents, especially of Kindergarten to Year Two classes, getting involved in supporting our efforts in the early development of Literacy and Numeracy skills, which set children up for their future learning. Your willingness to spend your time in classrooms assisting children is greatly appreciated.

Junior School staff continue to work extremely hard to ensure that we are delivering improvements in teaching practice and student outcomes. However, the most distinguishing feature of the staff is the love of and care they have for the students. The way they empathise with, pray for and respond to students experiencing differing forms of distress is to witness Christ in action. It becomes apparent that their commitment to nurturing the children is deeply embedded in their values and commitment to honour God.

Mr Cliff Spare
Head of Junior School

HEAD OF EARLY CHILDHOOD SERVICES

On a personal note...

After lots of prayer, God put on my heart to return to work (more specifically to PCS), earlier this year after having my beautiful second daughter Isabella. When the call came from Bruce Nevill to return a little earlier than expected, I knew it was an answer to prayer! I had the privilege of returning to my position of Director of Early Childhood Services in July after a year of Maternity Leave.

I am very thankful to Mrs Cathy Moon for the amazing work she did in the role of Director in my absence. She formed some wonderful community relationships, such as PCS becoming a Beranga Satellite Service and networking with Imaginations Church as well as forming an Early Childhood Christian Schools Network. God positioned her perfectly for a season here and we will be forever grateful for her leadership and ongoing influence.

This year I became a PCS parent as my first daughter Rosalie commenced Preschool (Mrs Learned's Monday – Wednesday Class). To see our service from the perspective of a parent has provided me with a great new insight, and I enjoyed getting to know some of our Preschool families prior to my return in July.

2016 for PCS Early Childhood...

This year has been another big one for PCS Early Childhood as the team went through Accreditation under the Assessment and Rating system for Early Childhood Services. Our overall rating was a well-deserved 'Exceeding National Quality Standard' which dutifully reflects the work we do here at PCS and the education, love and care that the Preschool and Prep children receive.

I have loved watching the children play in the renovated outside playground, as well as watching our internal spaces transform over the years into a more natural 'home-like' environment for the children. If you are a past Prep parent and have not visited us in a while, I encourage you to pop down, see the changes and say 'Hi'!

I have also enjoyed seeing the shift away from an outcomes-based curriculum focus towards more enquiry based learning which is reflective of current research into best practice, the Early Years Learning Framework which we operate under and the approach to learning that PCS has taken as a whole in recent years.

I often leave the window in the office ajar so that I can hear the conversations between children and their parents as they leave of an afternoon. I love hearing about our day from a child's perspective – their favourite or most meaningful part is often not what I would have thought. However, the best comment I have heard this year is from a parent to their child saying, 'See? I picked you up later today, like you asked'. To me, this perfectly sums up what 'Exceeding National Quality Standards' looks like to a child – wanting to stay, play, learn and succeed!

I look forward to leading Early Childhood at PCS towards achieving even greater things as we grow as a service in the years to come.

Praying God's richest blessings over the 2016 Preschool and Prep children and their families. Thank you for entrusting us with your most precious treasures!

Mrs Catherine Ratcliff
Head of Early Childhood

c. Parent, Student and Teacher Satisfaction

During 2016 the school did not repeat the same extensive surveys that were used in 2015. This was primarily due to a desire not to "over survey" our parents and students given the extensive work done in the previous years. However there were very detailed surveys carried out to obtain student feedback on specific teaching and learning experiences.

All students were afforded the opportunity to respond via an online survey called "Group 8 Data". This extensive survey provides us with detailed information around 3 broad areas of Student Learning namely a Teacher's knowledge of their subjects, knowledge of their students, and pedagogical skill.

Year 5-12 rated their teachers across 30 individual key points and Years 2-4 had a simplified 15 question set. The data from these surveys was used to provide direct feedback to each teacher on how the students experience of learning in their classes was tracking. This information was then used to identify areas of strength and areas for improvement for each teacher.

The results from all the surveys across all classes were extremely positive but there were some key areas identified for general focus. One of these was the use of technology. Whilst students identified this as a strength in many cases there was a dip in the results which indicated that there was some variance

between teachers as to how well they utilized available technologies for students. Further in-service training and individual mentoring of teachers will hopefully address this.

2. School Strategies and Strategic Planning

a. School Determined Improvement Targets

The School Board developed a new 5 year Strategic Plan during 2015 and 2016 marked the first year of implementation of this new plan. There were a number of key areas identified from the Strategic Plan which are shown in the table below along with some comments in relation to progress in each area.

The goals that the school has set for 2017 are also included in this Report and the progress towards achieving these will be reported in the 2017 Annual Report (published in June 2018).

i. Progress in Achievement of Goals for 2016

Goals for 2016	Progress During 2016
1. Implement the first stages of the new 5 Year Strategic Plan which was developed in 2015 in all areas.	The Strategic Plan was adopted and the Senior Executive Team began regularly meeting to measure and plan for progress in each identified key area.
2. Introduce the Teacher Assessment and Appraisal System using new "Silent edge" software based on the new National Standards for Teachers.	This was adopted. The Silent Edge software enables Heads of Faculties to gather data against the National Teacher Standards on each staff member through classroom observations and then follow up with a coaching program to help address the outcomes.
3. Appoint a new Director of Teaching and Learning to oversee the introduction of more robust teacher development and appraisal systems.	This was accomplished. Miss Corrine Robinson was appointed as the Director of teaching and Learning.
4. Improve the design of assessment tasks across the whole school to accommodate the "Common Grade Scale" as per National Curriculum and BOSTES guidelines and communication	Assessment Tasks were reviewed across the Senior School to be modelled around the Common Grade Scale and the work already completed in Junior School in 2015. A tightening of policy and procedures in this area was also implemented to achieve greater consistency across faculties.
5. Investigate possible changes and additions to the school's leadership structures to more appropriately support new directions in 21 st Century Learning and the goals of the 5 Year Strategic Plan.	A review of Executive functions and focus was carried out with a view to establishing a model for 2017 that incorporated a dual Assistant Principal level divided around Teaching and Learning on one hand and Operations and Student Learning on the other. A goal of having a Head of Faculty for every KLA in 2017 was also set, dependent upon budget constraints and enrolment growth.
6. Increase Staff Development focussed and targeted on improving curriculum delivery.	With the appointment of a Director of Teaching and Learning, the implementation of Silent Edge and the use of Group 8 Data we have had a

assessment designs and integration of ICT across all Grades.	greater emphasis on targeted PD. Also having PD delivered on-site has been more economical and accessible for all staff.
7. Investigate changes to school reporting mechanisms and design of reports to more accurately reflect grading and provide better information to parents, especially in Middle and Senior grades.	Some progress towards changing this but discussion regarding performance descriptors etc taking longer. Postponed implementation to Half Yearly 2017
8. Advance the Master Planning process in conjunction with the school's Strategic Plan to provide a vision for future buildings and improved facilities in the next 5 years.	Discussions with Architect initiated. RMS – changes to Northern Rd impacts on plan and relocation of school oval were unexpected and hence have re-viewed MP to be revisited in 2017
9. Complete the Middle School Staffroom	Completed for occupation at commencement of 2016
10. Complete Landscaping for the Early Childhood Centre	Completed for occupation at the commencement of 2016
11. Complete upgrades to the year 4 classrooms.	Completed for occupation in early 2016
12. Install covered walkways from C Block to the Sports Centre to provide all weather access along the ramp and pathway.	Completed in Mid 2016
13. Complete the installation and internal fitout in the Electrotechnology Sheds to enable students to experience in an "industrial" setting.	In progress still
14. Complete renovations to the C Block area to accommodate a new flexible learning space to enable better use of technology and new pedagogies.	Completed in early 2016.
15. Plan and develop further improvements and enhancements in internal refits for A Block, Year 6 (P1 & 2) and refurbishment of the Year 5 Demountables.	Planning completed for implementation/completion in early 2017
16. Update and replace aging computer technologies (Desktops) in the iCentre, B Block and C Block	Completed in mid 2016
17. Upgrade/replace the schools network filtering and management software to provide a more easily managed and more robust firewall for all devices on the school site.	Completed in 2016
18. Further growth to the Key Alliance to include more schools and additional course offerings to enable more choices for students.	Additional schools have expressed interest in the KEY Alliance. Discussions continuing.
19. Continue the process of analysing and discussing a large range of data that is maintained and collected by the school with	Only minor progress to date in 2016

a view to directing school improvement targets.	
20. Improve the information available to classroom teachers in relation to students with disabilities and special needs to enable further improvements in differentiation of teaching and learning across the school.	New system established to allow staff access to information through School DBS
21. Apply to increase the registered attendance for the Early Childhood Centre to be able to accommodate a further 10 students per day (Increase Registration from 40 to 50 students per day)	This application was successful with total capacity for our Early Childhood Centre being now set at 50 places per day.
22. Obtain the highest possible rating in our DEC Assessment for the Early Childhood Service.	This was successful with The Centre receiving a rating of Exceeding Standards. (Highest possible)
23. Improve the overall access and quality of policy and procedures documentation for staff and parents.	Some progress here. The Web site has been tidied up and the internal filing system and “directory” on the server has been updated to make access to all Policy and Procedure documents more convenient for all staff.
24. Improve communications with community through the more targeted use of Social media and ICT technologies.	This has been achieved in a number of ways including the use of Class Dojo (K-6) and the subscription to “Story Park” for the ECC. In addition we have managed Facebook page plus and Instagram account which allows for relevant news to be provided to the community more readily. The email and SMS communication systems from the school have also been further enhanced and integrated into our database management system.
25. Improve the quality of written communications with parents using style guides and standard documents.	A new Style Guide has been established and all communications are now being converted to comply with these standards.
26. Review policies for Excursion/Camps – including notification and permissions procedures.	A new Notification Procedure has been noted for implementation in early 2017. This will involve a single information and sign off form at the commencement of each year to allow a more efficient planning process for all camps and excursions.
27. Set up improved communications across the school for staff on playground duty and monitoring of these spaces using CCTV Video.	All staff have been issued with Visy Vests. CCTV monitoring in place for all playground spaces. Procedures for communications using mobile phones has been reviewed and updated to allow efficient communications across the school and back to base in emergencies such as evacuations and lockdowns.

ii. School Determined Improvement Targets for 2017

While the school is pleased with our performance in a range of areas, we recognise that it is important to continually evaluate programs and set new goals to achieve improvements in specific areas and programs. To this end we have set some specific targets for 2017 that are related to the specific goals we have identified in the Strategic Plan.

The specific areas for which goals have been set for 2017 include:

Goals for 2017	
1. Implement a new senior executive structure for teaching and Learning and Student learning with the appointment of 2 Assistant Principals (AP Teaching & Learning and AP Operations and Student learning).	
2. Complete the middle executive structure by having a 1-1 correspondence of all KLAs with a Head of KLA	
3. Adjust existing spaces in C block to accommodate ability to have enclosed "bookable" spaces for the central computer lab and the C4 section of the Learning Plaza	
4. Improve the PCS Website by having it re-built and re-designed to provide easier and faster access to our community.	
5. Continue the process of analysing and discussing a large range of data that is maintained and collected by the school with a view to directing school improvement targets.	
6. Introduce new reporting to parents for Middle and Senior School similar to approach being used in Junior School.	
7. Complete upgrades to A Block	
8. Complete Upgrades to Year 6 classrooms	
9. Complete Upgrades to Year 5 Classrooms	
10. Consolidate and review the Middle School teaching and learning programs to adapt for integrated units in English/ HSIE Core groups.	
11. Provide additional places in Kindergarten to allow for extra demand and for families currently unable to get a place in Preparatory School due to limitations on numbers.	
12. Continue to work through the School's Strategic Plan at an executive level to enable the improvement agenda commenced in 2016 to be further implemented.	
13. Introduce a School Concert Band to enable students access to a band Development program for a wider range of musical genres and instruments than currently available.	
14. Introduce a more structured approach to Events Management with the appointment of an Events Management Team working under the APOSL and an Events Manager in order to better coordinate and improve the quality of all events that are run by the school.	
15. Standardise the communication and documentation of all Student assessment tasks across Middle and Senior school in keeping with the standards and requirements for NESA in year 9-12	
16. Improve the quality of all Assessment tasks in Senior and Middle School by focussing on the Common Grade Scale and the NESA standards.	
17. Provide a wider variety of "Deep learning" tasks for all KLAS across the whole school.	
18. Provide longer "on task" time allocations for Middle and Senior years through the use of double 45 minute periods rather than single periods.	

19. Improve student access for technological resources through a single username/password environment for all software including Windows 365 and Google integrated into the schools Domain Controller	
20. Update the School's Server Farm and main switches to accommodate a higher bandwidth internet access to at least 200Mb up/down with capacity to grow to 1 000Mb	
21. Improve the availability of STEM (Science, Technology, Engineering and Mathematics) activities for all students but with a particular focus on Middle School.	
22. Grow community engagement opportunities with our local University (WSU) as well as other more geographically removed Tertiary providers.	
23. Improve the access and egress procedures for students entering and leaving the Auditorium for Assemblies and Chapels.	
24. Improve Roll marking and follow up procedures across the school with greater emphasis on Pastoral Care teachers involved in follow up and identification of attendance and pastoral issues for students in their care.	
25. Further enhance community engagement through the Men of Honour and Girls Rising Programs	

b. Respect and Responsibility Initiatives

The school has a number of Assemblies and Chapels each week, all of which in various ways contribute towards the 'Respect and Responsibility' initiatives of the Federal Government. These activities allow students to experience guest speakers from community groups and to develop their own leadership gifts.

Events such as Anzac Day and Easter afford excellent opportunities for students to participate in and be exposed to the various 'formal' occasions, whilst the weekly Chapels and Assemblies can range from formal to informal settings which may include various aspects of expression through the creative arts, as well as public speaking.

The Formal Assemblies have been developed to allow for the students across the whole school to regularly be exposed to experiences which draw attention to the Australian Flag, the National Anthem and speakers who provide input on various aspects of Australian history, culture and community help programs.

The school's Leadership Program, has continued to grow and provides excellent opportunities for students to develop their leadership skills. During 2016 we were also able to cooperate with other Christian Schools in setting up a combined Leadership Camp with a number of students attending from PCS. In addition the School's initiative in the Year 10 Boys and Girls Programs (Men of Honour and Girls Rising) have been opened up to all local schools attracting attendees from a wide range of State and non-government schools. Attendances in 2016 were approximately 500 Year 10 boys and 400 year 10 girls.

The opportunities for expression of leadership range across a number of areas and include: community service, public speaking, technology, SRC, music and performances, staging and stage management, various interest groups, as well as fundraising for Missions and leading Mission teams. These programs have been augmented by the Special Interest Groups in Senior School which have afforded an extended range of options for students to take up leadership roles; and, have continued to enhance the development of leadership, responsibility and character development.

3. Staff Information

a. Composition

In 2016 there were 63 full or part time teaching or educational staff at the school, including three indigenous staff members. This equated to a Full Time Equivalence (FTE) of 55.6. The teaching staff were ably supported by a total of 30 finance and administrative staff, with an FTE of 19.9.

b. Professional Learning

Penrith Christian School is registered as a Teacher Accreditation Authority (TAA) under the NSW Teachers' Institute. As a member of the Christian School's Australia group we also access the higher levels of teacher accreditation and support through the CSA NSW TAA

The school is committed to the ongoing professional development of staff participating in and supporting school based in-service activities, external courses and conferences.

Throughout 2016, the teaching staff attended a wide range of courses both accredited and non-accredited. The school has a number of Teacher Development Days at the beginning of the year and holds and/or attends a conference in the middle of the year which is attended by a number of other Christian schools.

The primary focus of the school's professional development activities for 2016 was the implementation of new assessment activities based around the Common Grade Scale criteria as mandated by BOSTES and the up-skilling of staff in relation to the approaches to 21st century learning.

A prime focus for this is to improve student learning engagement and commensurately improve learning outcomes for all our students through the new pedagogies available with the use of new and emerging communication and content development technologies.

All staff are maintained at the equivalent level of Senior First Aid trained, and associated resuscitation qualifications. Courses are regularly held to ensure compliance with this standard. These courses include the specialised areas of anaphylaxis, asthma, and resuscitation – including the use of a defibrillator. Staff are regularly trained and updated also in the mandatory requirements of Child Protection.

Overall expenditure on the cost of courses offered externally and attended by staff during 2016 was approximately \$54,000; which was a similar amount to the 2015 school year. This did not include the cost of releasing staff to attend courses and conferences which is covered in the overall Casual Teachers Budget. Staff participated in over 100 formal in-service or teacher training courses involving either the full staff or individuals and small groups. This did NOT include the in-house training which all staff engage in during staff development weeks at beginning and middle of the year and during term staff meeting times.

c. Qualifications

Under the Education Act, teachers in NSW are classified into one of three categories. The table below indicates these categories and the number of teachers employed at PCS during 2014 in each of those categories.

Category	Number of Teachers at PCS in 2014
Teachers having qualifications from a higher education institution within Australia or as recognised within the National Office of Overseas Skills Recognition (AEI-NOOSR) guidelines.	63
li. Teachers who have qualifications as a graduate from a higher education institution within Australia or one recognised within AEI-NOOSR guidelines, but lacking formal teacher qualifications.	0

<p>iii. Teachers who do not have qualifications as described in i. or ii. above, but have relevant successful teaching experience or appropriate knowledge relevant to the teaching context.</p> <p>Such teachers must have been employed to 'teach' in NSW before 1 October 2004 (either on a permanent, casual or temporary basis) and as a 'teacher' during the last five years in a permanent, casual or temporary capacity.</p>	0
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All New Scheme Teachers (teachers employed for the first time in NSW after 1 October 2004) at the school during 2016 have been registered with the NSW Institute of Teachers. These teachers are engaged in an ongoing assessment and support process as New Scheme Teachers working towards the award of the status of Proficiency.

In 2016 a number of teaching staff gained accreditation at the level of Proficiency. There were also several staff members continuing and completing external Post Graduate studies in 2016.

As we move into 2017 all Secondary pre-2004 teaching Staff will be registered with BOSTES and the Childrens Guardian for Child Protection followed by all Primary staff by the end of 2017. Early Childhood teachers will also be registered in the new system during 2017.

4. School Policies

Student Attendance

Whole School

Attendance at PCS is recorded through the school's centralised computer systems with unexplained absences followed up on a regular basis as required under the terms of the NSW Education Act. All unexplained absences, including lateness, are notified via the school's SMS Messaging System. Where there is concern in relation to the pattern of unexplained absences, the school follows up with the designated carer as required by the NSW Education Act.

Average student attendance figures for the data collection period to end of Term3 2016 was 93%. %.

Enrolment patterns included 3% Indigenous and 15% from language backgrounds other than English. The Indigenous Student Attendance Rate was 91% across both collection periods

During 2016 the School reported the proportion of students attending greater than 90% of the time. This information is also included in the table below.

Student attendance rate	Percent ¹
All students	93%
Indigenous students	91%
Non-Indigenous students	93%
Student Student Attendance Level (Proportion of students attending 90% or more of the time)	Percent ¹
All students	75%
Indigenous students	61%
Non-Indigenous students	76%

Enrolment Policies

Penrith Christian School was initially established to cater to the needs of Christian families in the Penrith region by providing a quality Christian education.

The school seeks to enrol students from families who are seeking a Christian education for their children. Parents are asked to acknowledge the school's Statement of Faith as the basis upon which the school's ethos is established and maintained, as a part of the enrolment process. Parents, who elect to become a part of the school community, agree to support the school's ethos, educational, behavioural and uniform standards by acknowledging the Statement of Faith and other key policy documents.

The prerequisite for continuing enrolment is that students maintain compliance with all school policies and expectations in relation to performance, behaviour, appearance and engagement in the ethos of the school. The conditions of enrolment are clearly defined in the Conditions of Enrolment which are agreed to and signed on enrolment. It is an abiding condition that students and parents continue to uphold support for the Christian ethos of the school.

The school's enrolment policy states:

'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 its right to terminate the enrolment of that child.'

The Enrolment Policy Guidelines state:

- PCS 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 PCS.
- 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 2016 enrolment of 687 students at the August Census Date including 340 girls and 347 boys. The Preparatory and Preschool School had an overall enrolment of 80 students, with a maximum of 45 attending on any one day. The licence for the Early Childhood Service was extended to 50 students per day during 2016.

The Class Size Policy allows for a gradual increase in class sizes as students' progress through Stages 1 to 6, becoming more independent learners. These are shown in the table below:

Stage	Year or Grade	Maximum Class Size
Early Childhood Centre	Preschool	16 students per day in either 3 day (Mon, Tues, Wed) or 2 Day (Thu, Fri) Programs
Early Childhood Centre	Preparatory School	24 students per day in either 3 day (Mon, Tues, Wed) or 2 Day (Thu, Fri) Programs
Early Stage 1	Kindergarten	24
Stage 1	Years 1 and 2	24
Stage 2	Years 3 and 4	26

Stage 3	Years 5 and 6	28
Stage 4	Years 7 and 8	25-30
Stage 5	Years 9 and 10	25-30
Stage 6	Years 11 and 12	25

In 2016 the school consisted of a partially triple-streamed Years 7-12 cohort and a double-streamed K-6, with an Early Childhood Centre of two classes spread over five days.

Students attended the ECC in either Preschool (3-year-olds) or Preparatory School (4-year-olds) either three days or two days per week. The ECC maintains registration as an Early Childhood Centre through the NSW DEC and is registered with the Commonwealth for parents to access Child Care Rebates.

The full text of the PCS Enrolment Policy is attached in **Appendix 1** and there is a summary of this Policy on the school's website www.pcs.nsw.edu.au along with application forms and procedures.

Student Welfare and Discipline

Penrith Christian School is committed to the provision of a safe and supportive environment for all students. The school has developed an extensive Student Welfare and Discipline Policy and Procedures document. The school has adopted the approach of treating these matters as an integrated policy as it believes that the two issues of Student Welfare and Discipline are inextricably linked.

In accordance with the requirements of the Education Act, student discipline policies do not permit the use of corporal punishment and are based on the principle of procedural fairness.

The foundation principle in the Student Discipline Policy at PCS is the Biblical principle of restoration. This activates processes and procedures which allows procedural fairness to be an integral part of the discipline policies of the school. It is important to note that student welfare policies are closely linked to Harassment, Victimisation and Bullying policies, which are focused on maintaining a safe and supportive social environment for the children.

In addition to the above, the school maintains Policies and Procedures which comply with the various Acts relating to Child Protection. These policies cover matters of mandatory reporting and protection procedures for students across a wide range of situations and circumstances, including site security and safety of students and staff.

The full text of the school's Student Welfare Policy, is included as **Appendix 2**.

The school's website www.pcs.nsw.edu has the full text of all relevant policies.

Complaints and Grievances

Where there is some disagreement or dissatisfaction with some aspect of the school, there is a well-documented grievance process. In general terms, this grievance procedure means that initial contact is with the teacher involved and if required, then to the relevant Coordinator, Deputy Principal, Principal and ultimately the School Board.

There have been no changes to this Policy since the previous Annual Report.

The full text of this Policy is included in **Appendix 3** and is available on the school website www.pcs.nsw.edu.au in the School Policy Manual. A copy of the Policy is also provided to parents annually in the Parent Guide.

Anti-Bullying, Harassment and Victimisation Policies

Appendix 4 contains the complete text of this Policy. PCS has a strong commitment to minimising bullying, harassment and victimisation as outlined in the Procedures and the Policy Statement. This Policy was reviewed in 2013 and subsequently updated in 2014 to reflect changes that have occurred in student behaviours related to online or cyber bullying as well as other changes in the flow of escalation and pastoral support. This policy and procedures will continue to be reviewed each year as technologies and other environmental issues that affect students change rapidly from year to year.

5. Student Outcomes and Performance

NAPLAN Tests Years 3, 5, 7 and 9

During 2016 all students in Years 3, 5, 7 and 9 sat the NAPLAN Tests which are a nationally administered assessment of Literacy and Numeracy skills. The results of these tests have been individually reported to the parents of each student who sat the tests. The 'My School' website <http://www.myschool.edu.au/> shows PCS results and comparison information with LIKE schools.

This means that schools with a similar ICSEA Score, which reflects the Educational and Social backgrounds of parents, are compared across the country. PCS had an ICSEA Score of 1022 in 2016 which was the same as in the previous year. The proportion of students in each of the ICSEA quartiles is shown in the table below.

Lowest 25%	Lower Middle 25%	Upper Middle 25%	Highest 25%
19%	33%	31%	11%

The ICSEA Score is a measure of the Community Socio-Economic Advantage and is driven primarily by the educational background of parents, rather than income levels. Penrith Christian School serves a community where many of our parents do not have tertiary qualifications and hence the ICSEA shows a preponderance of middle to lower scores. The National Average for the ICSEA is set at 1000.

Students at PCS performed well in the National Assessments in 2016 with the 'My School' website providing more detailed information on this.

Students performing below the National Minimum Standards in each of the respective Assessment Areas for each grade are shown in the table on the following page. These students represent a small number of the students at PCS who may be on **special support programs**. During 2016 PCS had 51 students with identified Special Needs. It is pleasing to note that the maximum number of these achieving below the National benchmarks in any criteria was 17. Many of the supported students achieved results well above the minimum standards which was a very pleasing outcome for the Educational Support staff, and of course do not then appear in this data. For each year the number of students is represented the table below.

	Reading	Writing	Spelling	Grammar and Punctuation	Numeracy
Year 3	2	3	2	2	3
Year 5	3	4	5	4	5
Year 7	4	7	4	2	2
Year 9	2	7	6	8	1

It is expected that students would improve by two Bands between Years 3 and 5 and then one Band between each of Years 5 and 7, and 7 and 9. So a student performing at Band 6 in Year 3 would be expected to be at Band 8 in Year 5, Band 9 in Year 7 and Band 10 in Year 9. Data relating to the improvements in student performance at PCS is reported on the MySchool Website along with other more detailed NAPLAN data.

Higher School Certificate

For the Higher School Certificate in 2016, the school presented 40 candidates for the external examinations in the HSC across 32 different courses. For the HSC in 2016, Students sat a total of 216 examination papers. Students were awarded a Performance Band for each of these subjects based on six Performance Bands, Band 6 being the highest.

Due to the small number of students in some courses, it is more appropriate to represent the data in relation to the HSC by the number of students in each Band rather than percentages and it is not statistically relevant to use comparisons against State data (percentages in Bands) for individual courses for the same reason. The tables on the following pages therefore, show the **number of students** in each Performance Band for PCS, in each of the courses completed by students at the school.

Course Name	Stud No.	Bands (6 Highest - 1 Lowest)					
		6	5	4	3	2	1
Ancient History 2 Unit	7	0	2	1	3	1	0
Biology 2 Unit	3	0	0	1	2	0	0
Business Studies 2 Unit	8	0	2	2	4	0	0
Chemistry 2 Unit	3	0	1	2	0	0	0
Community & Family Studies 2 Unit	7	0	1	5	0	1	0
Design & Technology 2 Unit	2	0	1	1	0	0	0
Drama	5	0	1	2	2	0	0
Economics 2 Unit	4	0	0	1	1	2	0
Engineering Studies 2 Unit	3	0	2	1	0	0	0
English (Standard) 2 Unit	19	0	1	1	10	5	2
English (Advanced) 2 Unit	21	0	2	10	9	0	0
English Ext 1	4	0	2	2	0		
English Ext 2	2	0	0	2	0		
Geography	6	0	0	0	4	2	0
Industrial technology (Multi-Media)	13	0	1	5	4	1	2
Legal Studies 2 Unit	4	0	0	1	2	0	1
General Mathematics 2 Unit	26	0	0	6	12	5	3
Mathematics 2 Unit	7	1	2	3	0	0	1

Mathematics Extension 1 2 Unit	1	0	0	1	0		
Modern History	7	0	0	0	0		
Music 1 2 Unit	5	1	3	1	0	0	0
Personal Development Health & PE 2 Unit	10	0	0	3	4	2	1
Physics 2 Unit	5	0	3	2	0	0	0
Society & Culture 2 Unit	8	0	1	4	2	1	0
Studies of Religion (1 Unit)	4	0	2	2	0	0	0
Textiles & Design	3	0	0	2	1	0	0
Visual Arts 2 Unit	7	1	2	4	0	0	0
Entertainment Industry Examination	3	0	2	0	1	0	0
Information Technology Examination 2 Unit	10	0	0	6	3	1	0
Hospitality Examination 2 Unit	5	0	1	3	1	0	0
Automotive 2 Unit	3	0	2	1	0	0	0
Electrotechnology	1	0	0	1	0	0	0
	Totals	3	35	77	69	21	11
	%	1.4%	16.2%	35.6%	31.9%	9.7%	5.1%
		1.4%	17.6%	53.2%	85.2%	94.9%	100%

Overall, the students sat 201 examinations and there were two Band 6, or equivalent, performances giving a total of 1.0% in the top Band. Cumulatively, there were 19.4% Band 5 or above, with 61.2% of results in Band 4 or above.

Vocational Education and Training

There were 29 students enrolled across Years 11 & 12 completing training in Vocational Education courses. All 18 students enrolled for the Year 12 VET Courses in Year 12 (2016) were awarded Certificate II or Certificate III levels depending upon the level of Competency attained in each course, and were awarded commensurate standing in equivalent HSC

Comparative Performance over Time

i. NAPLAN

Comparison between cohorts is always a difficult statistical exercise. However, the introduction of standardised testing, such as the federally administered NAPLAN Tests, has enabled statistically valid comparisons to be made of student performance over a period of time. This is achieved by taking the students who sat the NAPLAN Tests in Year 3 and comparing their results in the NAPLAN Tests with those obtained in Year 5 and so on.

The data provides information on the growth in the number of Achievement Bands for each student, with the generally expected growth being approximately TWO year levels between Year 3 to Year 5, Year 5 to Year 7 and Year 7 to Year 9.

The MySchool Web Site provides detailed information on improvement scores across the Year 5, 7 & 9 cohorts and can be accessed online. <http://www.myschool.edu.au/>

ii. RoSA

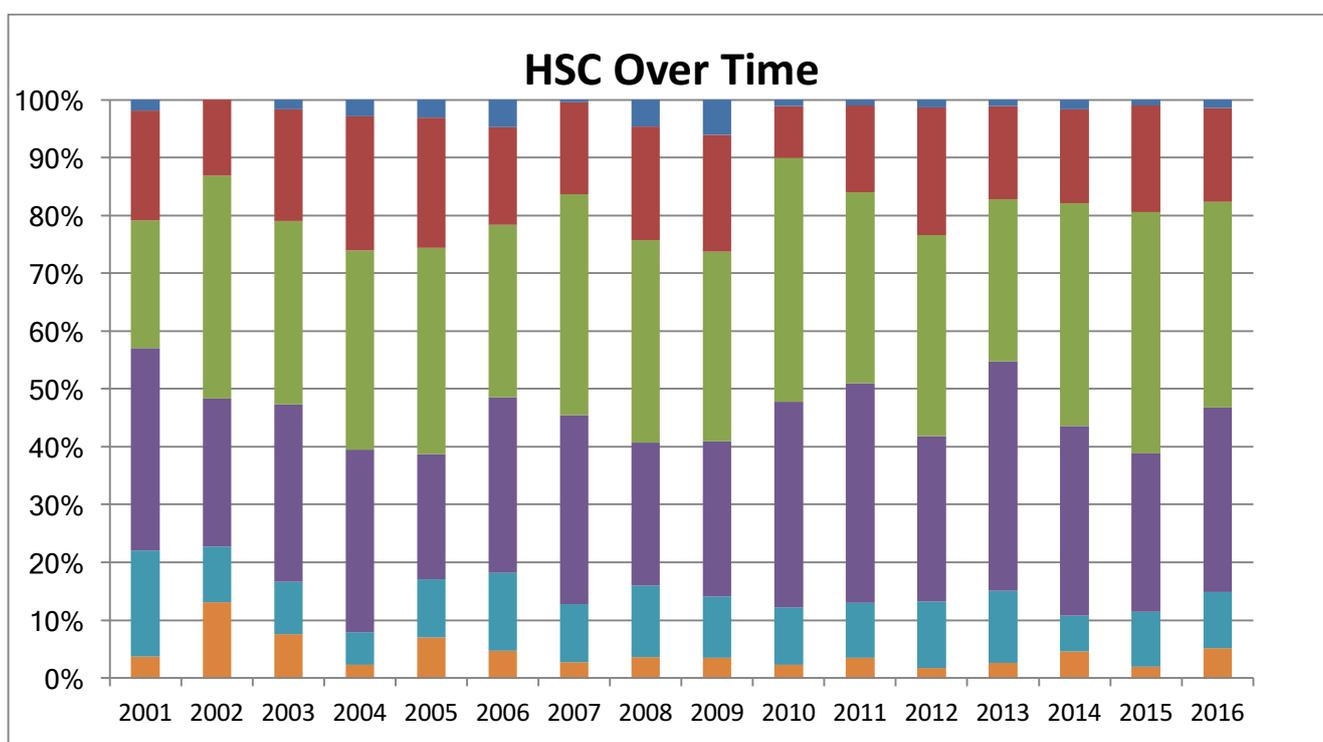
Students completing Year 10 or leaving school during Year 11 are awarded the Record of School Achievement (RoSA) from the Board of Studies. There were 3 students who exited their formal years of education during Year 11 after turning 17-years-of-age and were awarded a RoSA in the process.

iii. Higher School Certificate

The graph on the following page shows the percentage of outcomes by Bands in each cohort from 2001 through 2016.

Percentage of outcomes by Bands from 2001 through 2016.

Band 6 – Top blue section, Band 1 – bottom orange section



Comparison with other Schools

i. NAPLAN

NAPLAN scores are compared with 'like schools' on the 'My School' website. The basis of these comparisons is the school's ICSEA Score (also on NAPLAN) which was 1022 for 2016. This is a measure of the educational background of the parents of the school which statistically can be shown to have a high level of correlation with student, and hence school performance. The average ICSEA is 1000 which places PCS as just a little above the national average in this area. Refer to 'My School' website <http://www.myschool.edu.au/> for this information in both numerical and graphical formats.

ii. HSC

There are a large number of sizeable secondary schools, both government and non-government, in the area serviced by the school. These schools include Academically Selective High Schools, Senior Schools (offering only Years 11 and 12), large non-government schools, smaller non-government schools, comprehensive government schools of various sizes and specialisations.

Each of these schools have distinctives which make comparisons between schools very difficult on the basis of 'likeness'. Unfortunately, data is not available to compare like schools using the ICSEA Scores from the 'My School' website for the HSC which makes valid comparisons between schools difficult. In the absence of such data, therefore, we are unable to make such comparisons.

6. Student Information

Characteristics of the Student Body

Penrith Christian School has students ranging from Early Childhood (3-year-olds) through to Year 12. The student body is reasonably diverse with a range of nationalities and backgrounds represented across the school. In 2016 Indigenous students represented 3% of the overall population and 15% of students were from language backgrounds other than English.

The School's ICSEA (Index of Community Socio-Educational Advantage) was 1022. There were 19% of students in the lowest quartile, 33% in the third quartile, 31% in the second and 11% in the first. This measure indicates the educational background and occupations of parents, and indicates that PCS has a diverse range of educational backgrounds represented in our community. The school is comprehensive in nature and co-educational with the 2016 enrolment of 687 students in Years K-12 made up of 340 girls and 347 boys. The Preparatory School had 50 students and there were 30 students enrolled in the Preschool.

The school had 51 students with identified Special Needs enrolled during 2016. These students were spread across all grades and were ably supported by The Educational Support and Student Wellbeing Services which included the Educational Support Coordinator, Counsellor and 5 Specialist Aides working with each identified student on Individual Education Plans.

Retention of Year 10 to Year 12

Retention rates are calculated in two ways.

Our **Apparent Retention Rate** is a straight percentage calculation of how many students were in one grade cohort, compared with how many were in the same grade cohort two years later. Retention rates are particularly pertinent to determining how many students remain at the school from Year 10 into Year 11 to complete the senior years into Year 12.

The comparison of the number of students who commenced Year 10 in 2014 (70) with those who completed Year 12 in 2016 (40), for example, indicates an **Apparent Retention Rate** of **57%**.

The **Actual Retention Rate**, however, reflects the number of students who left during that period, without considering new students who arrived.

Tracking students who completed the HSC and who were enrolled at the school for the completion of Year 10 gives an **Actual Retention Rate** over the transition from the Year 10 in 2014 to the HSC in 2016.

Of the 40 students who completed the HSC in 2016, 27 were enrolled at PCS for Year 10 in 2014. This gives an **Actual Retention Rate** of **67.5%**.

This reflects the fact also that whilst there are a number of students who left at the end of Year 10 to enter the workforce, training or attend other schools, there were a number (13 students) who entered PCS in Year 11 at the beginning of 2015 or later to complete their HSC studies in 2016.

Senior Secondary Outcomes

i. Vocational Training

PCS offers a wide range of courses in Years 11 and 12, including Vocational Education Training (VET) courses.

In 2016 a number of VET courses were offered to Years 11 and 12 namely: Information Technology (VET), Hospitality Operations (VET), Entertainment Industry Studies (VET), Automotive Studies, Electrotechnology and, Construction (VET) via a partnership with a nearby schools.

The total number of students undertaking and successfully completing a VET course in Year 12 was 18 out of a cohort of 38. This represents 47% of students enrolled for the HSC who successfully completed vocational training at the school at the end of Year 12. In addition to this, there were also a number of additional Year 11 and 12 students enrolled in courses at the school through the alliance with Wycliffe Christian School and St Paul's Grammar School, Nepean Christian School and The Lakes Christian College. The alliance is known as the 'Key Alliance'.

ii. Students Attaining Year 12 Certificate

Of the 38 students entered for the 2016 Higher School Certificate, 38 were successful in attaining the Award, representing 100% of the Year 12 students enrolled.

Students' Post School Destinations

Of the 40 students who completed their HSC studies in 2016, 23 students (57.5%) received first round offers at various universities and took up these positions. Of the remainder, there were several who received and accepted second or third round university placement offers. There were some students who moved into the TAFE environment, either as an apprentice or in some other Certificate and/or Diploma course. Several students were having a 'Gap Year' prior to entering the workforce full time or taking up TAFE or university positions.

7. Summary Financial Information

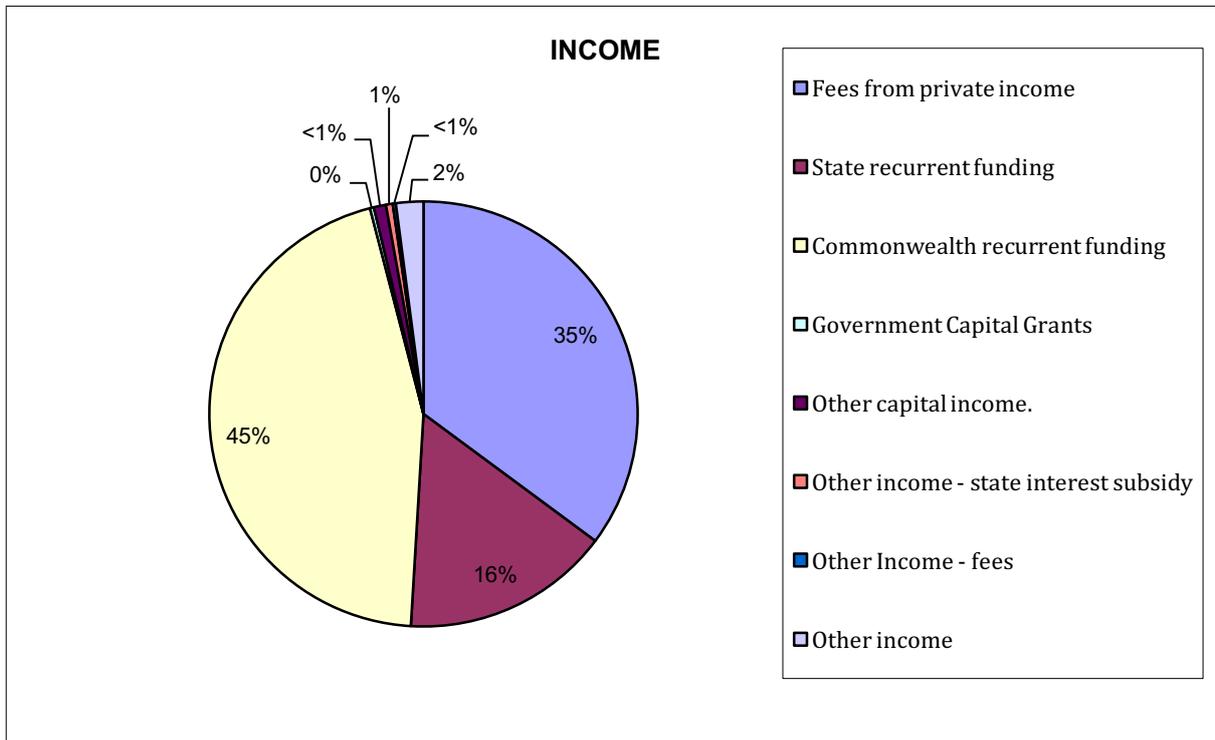
Penrith Christian School Ltd is a registered, not-for-profit company, limited by guarantee.

ABN 42 092 595 563

Audited financial accounts are submitted to ASIC each year. A summary of the sources of the school's income and how this was expended is shown in the pie charts and tables on the following pages.

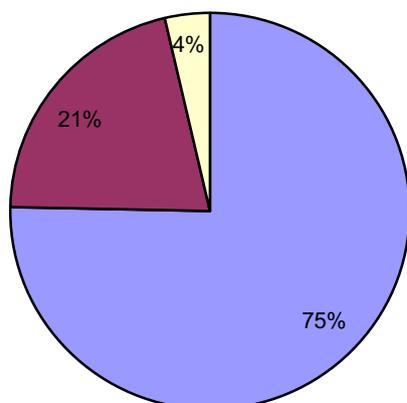
Summary Financial Data is available for 2016 on the 'My School' website.

The information for 2016 is shown below.



Income		
Fees from private income	\$ 4,150,672	35.2%
State recurrent funding	\$ 1,858,095	15.8%
Commonwealth recurrent funding	\$ 5,311,980	45.0%
Government Capital Grants	\$ 34,510	0.3%
Other capital income.	\$ 108,513	0.9%
Other income - state interest subsidy	\$ 59,879	0.5%
Other Income - fees	\$ 27,730	0.2%
Other income	\$ 243,937	2.1%
	\$11,795,316	100%

EXPENDITURE



- Salaries and allowances and related expenses
- Non-salary expenses
- Capital expenditure

Expenditure		
Salaries and allowances and related expenses	\$9,003,747	75%
Non-salary expenses	\$2,514,768	21%
Capital expenditure	\$435,490	4%
	\$11,954,005	100%
Net Surplus	(\$158,689)	

Appendix 1 - Enrolment Policy

Preamble

PCS 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;

1. The dual parent family where both parents are committed Christians active in their faith and local church.
2. Families where only one parent is a committed Christian but where both parents agree to a Christian Education for their child.
3. Families where separation and remarriage may have occurred. These situations essentially would fall into either of categories 1 or 2 as stated above.
4. In some cases neither parent is a Christian but the child is a Christian, cognisant of their faith and active in their profession of that faith.
5. Single parent families where the parent is a Christian or the child is a Christian or both.
6. Other situations where the child may be in the care of a guardian who may be a Christian.
7. Situations where neither of the parents are actively practicing Christians but are seeking a Christian Education for their child(ren), often due to the fact that they were educated in a Christian or Church School.

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 Principal 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 Imagenations Church on several occasions to ascertain the ministry position and emphasis of the governing 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. In particular, families actively involved in or declaring membership of religions or beliefs/practices which are not in agreement with the school's Statement of Faith, including, but not limited to, Buddhism, Islam, Hinduism, Mormonism, Jehovah's Witnesses, New Age Movement will not be enrolled. The discretion to refuse or annul an enrolment remains with the Board or its delegate.

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

1. PCS 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.
2. As an Early Childhood to Year 12 School, priority of enrolment in the first instance will be given to siblings of current families, to ensure that where possible, all children in the family can be enrolled at PCS and in the second instance to new families committed to completing their child's education from Early Childhood to Year 12 at PCS.

Enrolment Offers

Enrolment will be offered with reference to;

- the date order of application received,
- whether or not the child is a sibling,
- and the availability of a suitable place in the school

Categories of Enrolment

The references to "class" refer to students grouped for specific learning activities.

Categories of enrolment are as follows;

1. 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.

2. Financial Assistance & Christian Leaders Scholarships: (See Fees Policy)

Scholarships are based upon the capacity of the family to pay and are subject to specific Terms and Conditions as outlined in the Fees Policy. These are reviewed annually or more frequently as determined by the Bursar and/or Principal. Having received a concession or assistance in one year does not mean that it will continue in subsequent years.

3. Management Agreements

At or Prior to Enrolment

At the discretion of the Principal, some Students will be enrolled on the basis of a Management Agreement 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 Agreement will form the basis of the agreed provisions by the school in relation to resources and general management strategies for Students. Management Agreements 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-some time after they have been enrolled at the school. In these cases the Principal will determine in consultation with executive staff whether a Management Agreement 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. If a Management Agreement cannot be negotiated, then the school reserves the right to dis-enrol the student.

Early Childhood & Kindergarten Starting Age

Prospective students enrolling in the Pre-School Program must turn three (3) and in Preparatory School must turn four (4) and in Kindergarten must turn five (5) before or on the 30th April in the year of commencement.

The PCS Preschool program is for children who have turned 3 years old. Children who turn 3 before 30th April can be enrolled in Preschool but cannot commence until they turn 3 years old.

Testing

Generally all students enrolling in Preparatory School or Kindergarten will undertake readiness assessment. 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.

Appendix 2 – Student Welfare and Discipline

Some Foundation Principles for the Student Welfare, Discipline and Compliance Policies and Procedures.

Purpose

The purpose of the Student Welfare, Discipline and Compliance Policies and Procedures in the school is to build, enhance and maintain positive functional relationships amongst the students and staff.

Aim:

That students might comprehend, internalise and live out Christian values.

Foundation Principles

- Every student is significant because each bears the image of God. As such, each student should expect to be treated with respect by other members of the school community and be encouraged to treat others as they would expect to be treated.
- Sin has caused relationships with God and each other to be inevitably flawed. Whilst we are personally accountable for our sin, we must act in a way which separates the sin from the sinner when dealing with others.
- God, through Christ, has given to us the way for restoration of the relationship between man and God. The aim of the discipline process then at Penrith Christian School is to see the restoration of the relationships that have broken down due to the behaviour(s) in question.
- We are exhorted to imitate Christ in all that we do and it is therefore appropriate that we not only point the students to this standard for human behaviour but that we as staff endeavour to model this standard to the students in the way that care and discipline is administered in the school.
- As staff we should be motivated by Christ like love.
- All actions have consequences. Any contrived consequences should fit the action.
- Discipline is an educative process.
- The outcome of any “discipline process” should be the restoration of the student’s relationship with the teacher, other students or others affected by the behaviour.

As a consequence, the school seeks to;

- affirm and encourage God-honouring behaviours attitudes and attributes.
- unashamedly aim to see our students become more and more like Christ.
- affirm students in the context of constructive relationships with peers and staff.
- encourage teachers to always act for the good of all their students, regardless of how much they think it is deserved or otherwise.
- lead students to understand the importance of a sense of community and the relationships within that community.
- bring all disciplinary actions to a point where acknowledgment of and repentance for wrong doing may occur and involve confession, repentance, reconciliation, restoration, self-discipline and new directions.

- act in love towards all students and acknowledge that discipline is not separate from pastoral care but a necessary part of our care.
- act in the interests of students even when discipline calls for tough love or an appropriate distancing in the relationship between the school and the student's actions.
- ensure that discipline is not confined to a list of mechanical responses chosen to address specific behaviours. Rather the school will act to counsel, exhort, follow-up and give on-going encouragement.
- ensure that any consequence or sanction should fit within the context of constructive pastoral relationships.
- ensure that no disciplinary action taken will be purely retributive. It is vitally important that all staff understand this and operate in this manner.

In seeking to achieve these aims the school has established the following programs;

Student Leadership

Opportunities for the development of student leadership within the school will be maintained and encouraged and may include, but is not limited to, the following;

- School Captains/ Vice-Captains
- Student Leaders
- Bus /Transport Monitors
- Students Representative Council
- Fund Raising
- Ministering Arts
- Chapel Band
- Drama Group
- Dance Groups etc.
- Leading Chapels
- Technology Support Groups
- School Newspapers/Magazines
- Leading Devotional times during Pastoral Care Groups.
- Sports Captains/Vice Captains
- Sporting Teams - representation at Zone, State and CIS levels will be encouraged.
- Debating, Mock Trial and other Public Speaking programs
- Participation in Chapel

Pastoral Care

All students will be allocated to the care of a particular staff member within small groups known as Pastoral Care Groups. These groups will be no more than 20 students for 7-12 and will be class groupings in K-6.

These groups will meet each day for 15 minutes to allow for times of sharing together, leadership development, dissemination of information, discussion of issues that may be relevant or pressing, etc.

Pastoral Care Groups may also be amalgamated from time-to-time to form Year, Stage Group or School Meetings for specific purposes such as dealing with a specific issue or need. Year, Stage or School Group Meetings will generally be for a single period in duration.

Chapel Program

All students will attend a regular Chapel time. Chapel will be timetabled for each calendar year and will be from one period to one hour in duration depending on the age group. Chapel may include;

- time for praise and worship
- a speaker or speakers
- use of video and other audio-visual materials
- guest speakers and performers
- student speakers and student items
- general announcements
- a time for recognition of student achievements and items.

From time-to-time the whole school will gather for a Combined Chapel. These will be designed to bring the whole school together for special occasions and to assist in developing a whole-school ethos amongst the students and staff.

Discipline and Compliance Policy

Biblical Mandate

The Discipline Policy of the school reflects the understanding that Biblically the education and discipline of the student is the responsibility of the parents. The school seeks to work in harmony with the parents in the development of the student.

Standards

The standard of discipline found in the Christian home is based on the Word of God, as such the school endeavours to reflect those Biblical standards, attitudes and expectations.

Encourage Self-Discipline

The Discipline Policy is designed to develop and encourage the growth of self-discipline within the student. Students are made aware of the consequences of their actions in a clear and consistent way.

Restorative

The discipline practices of the school will reflect the principles of Restoration. Through the “processes” of discipline, the student will be brought to a point of restoration in the relationship(s) that have/have been affected as a consequence of their behaviour(s). This may involve restitution, consequences that are natural to the behaviour, or consequences that are contrived. Whether or not restoration can occur will always depend upon the principles of acknowledgement of wrongdoing, repentance and forgiveness.

Procedural Fairness

The discipline processes and policies of the school will reflect the principle of Procedural Fairness. This means that students have a right to a fair hearing and a right of appeal in all matters relating to discipline, but especially where consequences such as suspension or expulsion are involved. *(See later section on Discipline Procedures and Guidelines)*

CORPORAL PUNISHMENT

In accordance with Government Legislation, Penrith Christian School does not use corporal punishment as part of its student discipline policy. Nor does the school explicitly or implicitly sanction the administering of corporal punishment by non-school persons, including parents, to enforce discipline at the school.

The Education Act defines Corporal Punishment in the following terms;

Education Reform Amendment (School Discipline) Act 1995 No 93

Amendments Schedule 1

Schedule 1 Amendments

(Section 3)

[1] Section 3 Definitions

Insert in section 3 (1) in alphabetical order:

Corporal punishment of a student means the application of physical force in order to punish or correct the student, but does not include the application of force only to prevent personal injury to, or damage to or the destruction of property of, any person (including the student).

For the purposes of this policy and in relation to the behaviours sanctioned or not sanctioned at PCS the following definition is to be considered as reference to the boundaries of what is acceptable behaviour for adults in disciplining students at PCS;

A Position Paper of the Society for Adolescent Medicine, ***Journal of Adolescent Health***: 1992; 13:240-246

“Corporal punishment refers to intentional application of physical pain as a method of changing behaviour. It includes a wide variety of methods such as hitting, slapping, punching, kicking, pinching, shaking, choking, use of various objects (wooden paddles, belts, sticks, pins, or others), painful body postures, use of electric shock, use of excessive exercise drills, or prevention of urine or stool elimination (1). “

Parental Support

Parents are requested to undertake to fully support the Discipline and Pastoral Care Policy of the school. The policy is discussed with them at a parent interview and they are required to indicate their support by signing the Statement of Discipline form, the text of which appears on the following page.

The school seeks to work in open communication with parents in relation to disciplinary matters concerning their children. This may involve interviews with teachers, Heads of Schools, Assistant Principal Operations and Student learning (AOSL) or Principal depending on the level of the issues being addressed. Parents have access to information via the schools web page on all current discipline matters concerning their child. Questions raised should be addressed to the teacher making the entry initially.

Parental awareness of the various issues facing children of differing ages is helpful in maintaining standards across the school. For Example; Access to Social networking, and Communications Technology can be a major source of problems for students and consistency and awareness from parents can assist greatly in providing a safe environment for your child.

The school will have parent information evenings, training times, support networks, Police Information Evenings, counselling and other programs as it deems necessary to support parents in developing skills to deal with the rapidly changing landscape of the world in which children will live.

STATEMENT OF PARTNERSHIP IN DISCIPLINE AND STUDENT WELFARE

PENRITH CHRISTIAN SCHOOL acknowledges that it works together with the family in the education of a child. This education must incorporate proper training in the child's life of self-discipline, self-respect and self-confidence as well as a reverence and reliance on a loving God and respect for the people of God. In this training process, it is recognised that from time to time forms of correction and direction will need to be applied in the child's life to facilitate and encourage the child's development.

Penrith Christian School reserves the right to implement such forms of correction and discipline (as well as encouragement and merit) as is necessary for the good of the child and the welfare of the school. Such correction may include temporary removal from class, detention, suspension on probation and in extreme circumstances, expulsion. In accordance with government legislation, Penrith Christian School does not use corporal punishment as part of its student discipline system. Nor does the school explicitly or implicitly sanction the administering of corporal punishment by non-school persons, including parents, to enforce discipline at the school.

It is expected that each parent will support the school and its desire and efforts to encourage the development of all that is good and praise-worthy in the child.

I recognise that **PENRITH CHRISTIAN SCHOOL** is working together with me, in the education and development of my child. I acknowledge that a trained and qualified staff of committed Christian teachers has the best interests of my child at heart. I shall in every way, endeavour to support them as they work for the good of my child.

I recognise that children are not perfect in all that they say or do, and at times need discipline and correction. I am confident that the staff of the school will administer the appropriate correction, as they see fit, in every circumstance and situation involving my child. I will cooperate with them in all matters of discipline and will speak to them directly if I have any concerns. I will not undermine the discipline of the school through gossip or criticism.

I recognise that attending Penrith Christian School is a commitment and privilege, not a right. It is my intention to abide by the decisions of the staff and support the discipline of the administration.

Father's signature:

Mother's signature:

Date:

Student Behaviour Policy and Code of Conduct

Penrith Christian School encourages students to display appropriate behaviour at all times. Students should view all with whom they have contact as their neighbour. They should endeavour to follow Christ's command to love one another, love their enemies, show respect towards God, themselves, others and their environment.

The behavioural expectations of the school can be summarised by focussing three key values.

These are;

- 1. Work Hard**
- 2. Show Respect**
- 3. Be Safe**

Each classroom teacher implements different aspects of these key values in their respective roles. E.g. In the Design and Technology Rooms the focus on Be Safe may take on specific attributes to the work space in which the students are involved which would be different to a General Learning Area (GLA). Generally the Key sub points for these key values are as follows;

• **WORK HARD**

Work Productively.

For example; Make the best use of the time set aside for a particular task.

Complete Homework and study requirements.

Allow Others to Work Productively

For example: Do not distract others with comments, jokes, or other distractions.

Strive for Excellence

For example: Set goals that stretch you without being unreasonable and aim to achieve them.

Find out what strengths you have and work on you weaknesses.

• **SHOW RESPECT**

Listen Carefully When Someone is Speaking

For example: Wait your turn to speak, put up your hand and wait to be called upon. Don't interrupt other class members.

Speak Respectfully to One Another

For example: Use "please", "thank you", "excuse me" when appropriate.

Speak pleasantly to one another without insults, innuendo, name calling or bad language.

Show Respect for Adults and Those in Authority

For example: Say "good morning" or "good afternoon" when they pass or when you first have a class with them.

Follow teachers' directions without arguing or grumbling.

Stand and greet teacher at the start of the lesson.

Stand and greet guests when introduced in a classroom.

Respect the School Property and Property of Others.

For example: Obtain permission before using equipment, treat property with care, keep rooms and grounds clean and free from litter.

Only enter rooms when there is a supervising teacher present.

- **BE SAFE**

Walk Carefully through rooms and corridors.

For example: Walk quietly, keeping conversations quiet so as not to disturb other classes.

Be careful to give way and keep to the left in corridors to allow others to pass.

Obey Safety Signs

For example; Wear goggles and ear plugs in the D&T room when operating machinery.

Wear safety equipment in the Science Labs

Be Aware of Others Around You

For example: Don't run in confined spaces. Be careful when playing ball sports.

Teachers Role:-

- a) need to be encouraging appropriate relationships. Teacher/Student and Student/Student.
- b) need to be consistent in how they treat students
- c) should confront unacceptable behaviours and apply appropriate consequences.
- d) should consider why students may be misbehaving.
- e) build Christian values and interpersonal respect.
- f) bring relationships to the point of restoration so that students can move on from the situation with a fresh start.

The Discipline Process

Penrith Christian School acknowledges and affirms that “Discipline” is and **educative process**. It is **not** to be a vehicle for “retribution” demeaning or belittling students. As such the process of discipline involves many stages and the commitment and involvement of staff, students and parents working together to achieve the required outcomes. A vital aspect therefore of any “discipline” process is that all involved would have a clear understanding of the “Stages” in such a process and the appropriateness of actions to be taken for students at each of those stages.

Stages in the Discipline Process

←————— Instruction / Guidance —————→

1	2	3	4	5	6
Denial	Trivialisation	Powerlessness	Coming to Terms	Acceptance	RESTORATION
Denies any involvement or responsibility for actions	May admit involvement but minimises this. Blames others	Indicates they are not in control of actions. Negativity Defeatism	Accepts responsibility for actions Confession Remorse	Taking action Reconciliation Growth Restitution Reminders	Moving on Putting behind Not repeating behaviours Relationships restored Forgiveness Apologies

All staff should have a realistic expectation of where students are at in the discipline process.

(eg. If a child is still in denial or *trivialisation* they are not going to be able to apologise with conviction or any genuineness. More time needs to be spent to bring them through the process of recognising and taking responsibility for their behaviours towards “Acceptance” and an acceptance of consequences and hence **restoration**.)

Management Structures and Roles

The school has established a number of roles to provide leadership and enhance the management of student welfare issues. These roles fit within the overall management structure within the school.

Junior School	Middle School	Senior School
Class Teachers	Class Teachers /PCG Teachers	Class Teachers PCG Teachers
Grade Partners	KLA Head or Stage 3 Welfare	PCG Teachers/KLA Head
Deputy Head of School	Deputy Head of School	Deputy Head of School
Head of School	Head of School	Head of School
Assistant Principal Operations & Student Learning		
Principal		

More detailed Role Descriptions for each of these roles are provided in the Section on Organisation of the School.

Discipline Procedures and Guidelines

Procedural Fairness

“Procedural Fairness” is generally recognised as having three key elements, the right of a “hearing” and the right of an “unbiased decision” and the “right of appeal”. In all matters pertaining to student welfare and discipline staff should be aware of these key principles and seek to ensure that students are treated with respect by allowing them these “rights”. In relation to major issues where significant consequences may occur, the procedures of the school are designed to ensure that “Procedural Fairness” is followed.

Levels

It is helpful for all staff to be aware of the individual differences and needs of each student. However given the complexity of a school of our size and nature and the fact that all staff cannot possibly know all the students, it is appropriate to have guidelines for dealing with discipline issues that address the "Level" of the behaviour.

Record Keeping

The school maintains a comprehensive Database Management System (DBMS) which incorporates record keeping for ALL disciplinary matters. The DBMS caters for entries to be made for each “Level” indicated below. The staff member responsible for acting in relation to the incident(s) will be responsible for making the appropriate entries in the DBMS. The DBMS also incorporates appropriate email systems to allow for incidents to be notified to the appropriate senior member of staff for information or for escalation purposes. Staff need to be aware that the records in this system are available to parents from time to time and the rudimentary elements of the entries are viewable online through the Parent’s Web Access Pages. This is to allow parents to be fully aware of the students’ profiles in relation to Discipline and Compliance matters. For this reason ALL matters and incidents should be entered BEFORE leaving PCS for the day or alternatively via remote access the same evening.

Procedural Guidelines

Example Behaviours	Suggested Actions/Consequences	Procedural Fairness
Observations of unusual or abnormal behaviours Observations that may indicate bullying, intimidation or victimisation	<i>Classroom Teacher or Teacher in charge of activity.</i> <ul style="list-style-type: none">• Note on School Database Management System• Normal Classroom Management Strategies• Level 0 Database Entry	

<ul style="list-style-type: none"> • Minor infractions • Minor breaches of school behaviour code. • Minor Distractions and/or inattention eg. “calling out” • Repeated Minor Distraction • Inconsiderate behaviour • Poor standards of Work • Disrupting student learning • Minor and first offence bullying, victimisation or harassment. • use of inappropriate language in conversation (as is at their home) or unknown to child as a swear word. • Passive resistance to undertaking tasks • 	<p style="text-align: center;"><i>Classroom Teacher</i></p> <ul style="list-style-type: none"> • Normal Classroom Management Strategies • Non-Verbal Cues • Verbal Warnings • Demerit/Note Home • Written Assignment • Move to another seat within room. • Move to another area of playground or time out. • Time out for cooling down (5-10 mins) • A teacher's detention • Level 1 Database Entry 	<p><i>Investigates/Identifies Behaviour.-Fair Hearing Teacher</i></p> <p><i>Right of Appeal- KLA Coordinator or Deputy Head of School</i></p>
<ul style="list-style-type: none"> • Repetitive Level 1 Behaviours • Aggressive behaviour • Targeted or repeated bullying, victimisation or harassment • Serious/Continued Disobedience or Disrespect • Misbehaviour for an RFF or Casual Teacher • Uncontrolled or Thoughtless Behaviour Rather than Deliberate. • Running away • Temper tantrum 	<p style="text-align: center;"><i>KLA Coordinator or Deputy Head of School</i></p> <ul style="list-style-type: none"> • Note/Phone Call home to parents • Send to KLA Coordinator with Referral Form • Behaviour Card • TACS Class or Formal Detention • Sports Detention • Counselling • Medical/health Interventions • Level 2 Database Entry 	<p><i>Investigates/Identifies Behaviour.-Fair Hearing-Teacher</i></p> <p><i>Unbiased Decision- KLA Coordinator or Deputy Head of School</i></p> <p><i>Right of Appeal-Head of School</i></p>

<ul style="list-style-type: none"> • Unresponsive to intervention at Levels 1-2 • Repeated Disobedience • Defiance • Uncontrolled Rudeness • Crude Language • Deliberate Defiance • Insolence • Abusive Language • Vandalism • Fighting • Playground <ul style="list-style-type: none"> ○ Toilet misbehaviour ○ Out of Bounds ○ Disobey PGD Teacher ○ Physical altercation ○ Bullying, victimisation or harassment 	<p><i>Head of School</i></p> <ul style="list-style-type: none"> • Use of Behaviour Monitoring Cards for extended periods • Restitutional Activities • Afternoon Detention • Short-Medium Suspension out of School with Parent Interview before conditional re-entry • Isolation in School • Interview with Parents • Counselling • Medical/health interventions • Saturday Morning Detention • Level 3 Database Entry 	<p><i>Investigates/Identifies Behaviour.-Fair Hearing-KLA Coordinator or Deputy head of School</i></p> <p><i>Unbiased Decision-Head of School</i></p> <p><i>Right of Appeal- Principal or Assistant Principal Operations and Student learning (AOSL)</i></p>
<ul style="list-style-type: none"> • Unresponsive to intervention at Levels 1-3 • Violence and/or causing physical harm due to deliberate or ill-considered action • Repeated bullying/victimisation or harassment • Protracted Intransigence • Serious or Illegal Activities • Significant Vandalism • Coercive or blatant sexual behaviour • Violence posing significant danger to students and/or staff 	<p><i>Principal or Assistant Principal Operations and Student learning (AOSL)</i></p> <ul style="list-style-type: none"> • Medium-Long Out of School Suspension • Community Service Activities • Parent Interview before conditional re-entry • Possible Involvement of Police or other Authorities such as Family & Community Services (FACS) • Expulsion/Voluntary Withdrawal • Level 4 Database Entry 	<p><i>Investigates/Identifies Behaviour.-Fair Hearing –Head of School or Deputy Head of School</i></p> <p><i>Unbiased Decision-Principal or Assistant Principal Operations and Student learning (AOSL)</i></p> <p><i>Right of Appeal-School Board</i></p>

Further Guidelines and Procedures

- Classroom Teachers shall NOT place Students on a Formal Detention- only the Head of School or Student Welfare and Learning Coordinators may do so. This will ensure that an unbiased arbitrator is involved in determining the outcome of consequences for a student's actions.
- Students placed on Formal Detentions will be entered into the School Database Management System to keep track of detainees.
- Students who fail to attend a Formal Detention without reason will be placed immediately on an Afternoon Detention.
- Any further intransigence in this area will result in suspension.
- Before any serious action at the Level 3 to Level 4 stage is taken in relation to a student's behaviour, an interview is to take place where the student is given an opportunity to represent their case and have the support of a Parent/PCG Teacher or other staff member if desired. The Principal must ensure that the investigation processes involved in all disciplinary matters are fair and appropriate to the circumstances.
- Students who are suspended from school are to be re-admitted only after an interview with the parent(s)/guardian(s) and this re-admittance will be based upon a **CONDITIONAL RE-ENROLMENT**. The conditions for this will be spelled out in writing to the student and parent(s)/guardian(s).
- The Principal has final responsibility in matters relating to termination of a student's enrolment. However this should be done in consultation with the Assistant Principal Operations and Student Learning (APOS�)/Head of School and other Student Welfare Staff and the Board Chairman where possible.
- The student has right of appeal to the School Board if they feel that the Principal has unjustly applied a consequence such as suspension and/or expulsion.

Uniform Issues

Uniform and grooming compliance should essentially be a non-issue in so far as discipline is concerned. Students are expected to conform to the school's Uniform Code at all times and appropriate procedures are in place to allow for mitigating circumstances which may arise.

Variations to uniform are to be covered by a note from home indicating the reason for the non-compliance and a time frame in which it will be rectified.

Notes are to be taken to the Office **BEFORE SCHOOL** so that a **UNIFORM VARIATION PASS** may be issued. Failure to comply with this procedure will result in other punitive actions being taken and a **UNIFORM INFRINGEMENT NOTICE** being issued. A record is kept of all passes and infringements and the sum of these is reported on Half Yearly and Yearly Reports under the Compliance Register.

Teachers should check with students who are out of uniform to see if they have the appropriate pass. If a student does not have a pass inform Student Reception and a Uniform Infringement Notice will be issued.

Students who are out of uniform without a note giving sufficient explanation or in violation of Grooming Guidelines will be issued with a Uniform/Grooming Infringement Note to be sent (emailed) home and a response sought from the parents, in addition students who do not comply with WHS requirements in relation to uniform such as correct footwear, may be excluded from classes.

Appendices

Appendix 1: Developing and Maintaining an Acceptable Classroom Culture

The school endeavours to achieve and maintain a culture in which both students and teachers respect each other. This will be evident in a number of ways:

- When a teacher wishes to address the class there is immediate voluntary attention from the class.
- During formal discussion times one person speaks at a time.
- In less formal times students will follow the instructions laid down by the teacher. (eg Keep noise levels low-consider others, seek permission to move around the room, act courteously towards other class members.)
- Informal interactions between teacher and student will be friendly but not too familiar, and where necessary, firm.
- Humour will be used appropriately but kept under control.
- Problems will be approached courteously and without argument on the part of the students.
- Teachers will refrain from humiliation, ridicule, sarcasm, insults, demeaning personal comments or provocative or inflammatory statements.
- Teachers will convey a sense of "being in control" of their classes giving clear guidelines for behavioural expectations and learning outcomes for each lesson.
- There will be a sense of safety, comfort and well-being for all students irrespective of gender, ability or personality.

Any challenge or undermining of this acceptable culture should be addressed.

Appendix 2: Authority and Power

There is a very strong Biblical mandate, or even more strongly, a command or responsibility, for parents to nurture and train their children. So what about teachers?

Authority

All authority is vested in Christ (Mat 28:18) and governments, the church, schools, parents and teachers derive their authority from Him. It is significant that, after stating that "All authority is given unto me in heaven and on earth...", Jesus goes on to state in the very next verse "Go ye *therefore* and *teach* all nations.....". The implication is clear that our authority to teach is linked directly to our authority in Christ.

There is a line of authority that has been established in the school.

ie. God has given parents the mandate/responsibility. Parents have passed this on to the school via the concept of "loco parentis". ie. the teacher stands in the place of the parent. In more recent times this concept has been replaced in law by the concept of "Duty of Care". That is that the parents place the student into the care of the school. Legal interpretations of this in recent cases have had implications for this to extend to travel to & from school also and 24 hours per day in some situations. The ramifications of this are that we as teachers carry the responsibility for the parent whilst the child is in our care.

God has also given governments certain mandates and responsibilities. Governments have not always concerned themselves with education, their current level of involvement is definitely a 20th Century manifestation. However, having taken some responsibility in this area, we find more and more that government is taking more of the authority mandated to parents for the nurture and admonition of their children. This is due in large respect to the breakdown of family life and the need for support mechanisms. Regardless of how this has come about, we are now in a situation where government has assumed responsibility for the financial support of educational institutions such as ours and as a consequence we are accountable to governments both morally and legally for the way in which we deal with the children in our care.

So then authority is divested in various ways;

a) Authority that results from our Legal standing. In the case of the Christian school the legal authority of the teacher is given via the school board from the law of the land and empowers the staff, through the principal to be able to legally exercise leadership.

b) There is also authority which stems from the traditional morality of the community.

(ie., Traditionally people respect and honour leadership.)

c) Personal authority results from the perception of that person's ability to lead. This aspect of authority is closely related to the degree to which a person is under authority. eg. The centurion in Luke chapter 7 didn't say "I am a man of authority" but "I am a man under authority."

It is this last aspect of authority that causes the most problems for teachers and students alike. If a student perceives that a teacher is unworthy of his respect, for whatever reason, he will not submit and feels that he has a right to open defiance and rebellion. This of course discounts his submission to the higher authority of the school, governments, parents and Christ.

If a teacher is unable to gain the respect of the students in his care and their parents then his job will be all but impossible, because a large part of the day-to-day control and management of the class is reliant upon his personal authority.

Power

Whilst *authority* might be regarded as our right to exercise leadership, *power* is more to do with our *ability* to exercise that right. Authority is the aspect of leadership which equips one to be able to lead, make decisions and hence facilitate the maintenance of goals and standards within the community and in particular, the classroom. The way in which we as individuals exercise that authority is what students and parents will perceive as our ability to manage a class. (ie How powerful we are as educational enablers.)

Authority then, brings with it, responsibility and accountability, and so authority is not to be exercised for its own sake in harsh legalistic terms for this leads to authoritarianism which results in power struggles between leaders and those who are being lead. (ie. Teachers and students, parents and teachers, parents and students etc.)

What is its Purpose in the Classroom?

The major objective for discipline in the classroom is primarily to maintain a safe environment conducive to learning.

"The purpose of discipline is to disciple students in the Lord's way. It addresses the future whilst punishment only looks back. Discipline is an opportunity to redirect children: to strive against sin and to overcome weakness, to build inner peace and righteousness, to partake in the holiness of God."¹

Further to this it is clear that Biblical discipline is not harsh retribution nor is it to be tainted with authoritarianism which causes bitterness and perceived lack of grace.

How Do We Do It?

Discipline should be both Proactive and Reactive.

Proactive Discipline (Preventative) is discipline which involves the establishment of practices that enhance the management and leadership of the class without the need to be overbearing and in some respects without the students even being aware of its exercise. This area is concerned more with the concept of *good classroom management and leadership*.

Reactive Discipline (Corrective) is the administration of appropriate consequences for the training of children who have violated the standards imposed by the teacher or person in authority. This is what we traditionally hold as *discipline*. Unfortunately, much of our thinking and energy in relation to discipline is focussed on this aspect rather than on the more formative preventative aspects of discipline. Traditional role stereotypes of the stern male disciplinarian wielding the cane with enthusiastic rigour and the weak female teacher who needed to be rescued from the clutches of the vile students have been reinforced by our preoccupation with this aspect of discipline. (ie. We have narrowed good discipline to the area of correction and in its most negative implementation as simply punishment or retribution.)

¹"Walking with God in the Classroom" Harro Van Brummelen p69
Penrith Christian School – Annual Report 2016

Appendix 3: Proactive and Reactive Discipline

The following table lists some aspects and strategies for good discipline under the headings of Proactive and Reactive Discipline.

Proactive (Preventative)	Reactive (Corrective)
<p><i>Well planned, meaningful lessons.</i></p> <ul style="list-style-type: none"> • Students will be more focussed on activities that are helpful rather than on destructive interference which can nullify the positive effects of synergism in a well-planned lesson. • Plan lessons that are appropriate for the ability level of the students and that are broken down into small steps and definite stages. 	<p><i>Low level corrective steps in order to keep children focussed and on track. eg.</i></p> <ul style="list-style-type: none"> • Body language of teacher, pausing mid-sentence and waiting for attention, speaking quietly so that they have to listen rather than having to speak loudly and impose ourselves on them, • the stare of disapproval, • hand signals, • speaking quietly with individuals as you move around the room, • stopping an activity at frequent intervals to break up the time (remember they have short attention spans and need 3 minute commercial breaks every 10 mins)
<p><i>Role Modelling-</i> particularly in the areas of ;</p> <ul style="list-style-type: none"> • showing respect for others in authority, submission to authority, • model diligence by marking papers etc on time, • dressing appropriately (remember they have to conform to a dress code), • use language wisely, • being on time to classes, etc. 	<p><i>Correct students in their relationships one with the other and in the way that they relate to adults. eg.</i></p> <ul style="list-style-type: none"> • Don't ignore students who belittle or unduly criticise other students, • don't allow students to openly criticise other staff members, • correct students for use of inappropriate language, • correct students for non-compliance to school dress codes, etc.
<ul style="list-style-type: none"> • <i>Establishing and enforcing rules or standards.</i> <p>Your expectations and limits should be established early and reinforced frequently.</p>	<p><i>Publish the Consequences</i> for the breaking of established rules and standards.</p> <ul style="list-style-type: none"> • Ensure that any breaking of rules is addressed by you - (remember that you have the discretion in deciding the consequences but not in ignoring the offence.) • Help children experience God's grace as a result of true repentance.

Appendix 3: Proactive and Reactive Discipline (Cont...)

<p><i>Negotiate Rules and Standards where appropriate.</i></p> <ul style="list-style-type: none"> • In areas where you have no clear preference allow the class some input in deciding the standards but general consensus is better than an open vote. • Remember that <i>you</i> have the role of administering the rules not the students. 	<p><i>Consequences should be negotiated in line with the rules broken.</i></p> <p>eg.</p> <ul style="list-style-type: none"> • They should be made to do something positive like cleaning desks as a consequence for a negative behaviour like writing on the desk.
<p><i>Give clear and concise instructions.</i></p> <ul style="list-style-type: none"> • Children will always want to use the “I didn’t know” or “I didn’t understand” excuse. 	<p><i>Deal with any flagrant disobedience as a serious matter</i></p> <ul style="list-style-type: none"> • but be careful to take account of the fact that they may not have understood if your instructions were not clear.
<p><i>Demonstrate clearly that you are confident and comfortable in your position of authority.</i></p> <p>They need to see that you know where you stand and that you will not be intimidated by “bush lawyers” who want to question your authority and so undermine your power to manage and lead the class.</p> <ul style="list-style-type: none"> • Communicate with parents frequently if possible, • verbalise the authority structures of the school to the students, • be decisive and quick in dealing with infringements of rules. 	<p><i>Deal with challenges to your authority in an appropriate way.</i></p> <ul style="list-style-type: none"> • This may only entail a restatement of the position that you occupy and an acknowledgment and apology from the student for minor cases. • More serious cases tend to be ongoing if they are not dealt with decisively. The often heard, “I don’t have to do what you tell me”, taunt should be responded to in a very definitive manner. • Use the authority chain in the school to reinforce the concept to the students. Usually they cannot see past their nose and the consequences of their actions are not immediately apparent. (ie. pass them “up the line” and/or point out the consequences of continuing “up the line”.
<p><i>Establish clear codes of conduct in relation to our responsibilities to one another and to God.</i></p> <ul style="list-style-type: none"> • Explain the reasons for various rules and codes of behaviour. • These may include such things as safety, care of equipment, relationships with others, 	<p><i>Consequences for the purpose of re-focussing children on serving God rather than themselves.</i></p> <ul style="list-style-type: none"> • the consequence must fit the crime.

Appendix 4: General Guidelines to Remember for Correcting or Reprimanding Children.

1. Avoid being demeaning, belittling or sarcastic in your manner as this tends to strip them of their self-worth. Remember they are God's image bearers.²
2. Low level correction such as eye contact, hand signals, walking up behind them, etc. can be public but they take place between the teacher and the student.
3. Stronger correction should be carried out in privacy, away from their peers. This will allow them to exhibit repentance without peer scrutiny and also disperses the potential for further confrontation as a student tries to regain the approval of his peers.
4. Be forward looking in the consequences you assign. ie. consequences are to help them remember when they are again tempted to exhibit the same behaviour. Questions such as; "What can we do to ensure that it does not happen again?" are helpful to consider but they should not replace the consequence for the deed already committed.
5. Make sure that you are in full control of your emotions when dealing with students. Students will perceive straight away if you are acting from personal anger. A detached yet concerned and personal approach is best. (ie. The rule has been broken, I have a responsibility to address this issue with you and administer some form of consequence for *your* good if necessary.)
6. Ensure that any consequences for misbehaviour are administered within the context of a sound working relationship with the student. It is important that they get the message very clearly, that you do not hate them because you are correcting them, rather your correction is an indication of your love and concern for their future well-being. Distinguish between your disapproval of the action and disapproval of them personally.
7. If possible use natural consequence. eg Student doesn't bring sports uniform, therefore doesn't go to sport. Picking up papers for littering. Cleaning desks, wall etc for defacing property. Restitution for damaged property. Public apology for publicly maligning of students or teachers. etc.
8. Where it is possible, administer and manage your own consequences. This helps students to see that you are serious about enforcing standards and codes of behaviour and that you are prepared to go out of your way to help them change their behaviour.
9. Be firm but loving. The following equation is helpful to remember.

Instruction + Love + Insistence = Effective Training

- Instructions must be given clearly and in love. The students should be able to appreciate the need for rules and standards and that they are for their benefit.
- The students should be aware of your concern for them and for the good of the whole community and that your actions are motivated by this concern not because you have a need to exercise power over them for your own gratification.
- You must insist on the instructions being carried out and deal with non-compliance as disobedience. Endless repetition of instructions with no follow-up to ensure that they are carried out will only undermine your authority and students will begin to understand that you don't really mean what you say.

² Van Brummelen op. cit. p71

Appendix 5- Use of Behaviour Cards and similar documented behaviour modification

Strategies

Before Implementation:

- a) Document types and frequency of behaviours needing modification when you realise that such behaviours are having negative impact on the class, student or both, and are not responding to your normal interventions.
- b) Communicate with parents (preferably verbally) honestly and frankly about concerns as they arise. This way, they are not 'in the dark' about either the child's behaviour and your concerns. They may well shed light on why it is occurring and/or ways to manage it.
- c) Discuss issue with your coordinator. If you agree that behaviour card is an appropriate strategy, then
- d) contact parents and arrange an interview to show them a model card, explain how it would operate and its intended purposes. Also cover the way information will be passed on to them as parents, and the likely period of use for the card.
- e) Explain any role that parents have in the use of the card; eg. Daily signature, positive reinforcement, rewards, not confusing the child's worth with his/her behaviour by making inappropriate comments etc. advising of relevant changes in behaviour or circumstance that may affect the ability of the child to achieve success when using the card.
- f) Define for parents what you think initial acceptable parameters are for success. Also make clear what any symbols, stickers, shorthand notations etc will mean, so that misinterpretation of your intended message does not become an issue.
- g) Discuss the use of the card with student. The child's age/maturity will govern the degree of detail, but you should convey that this is a way in which you want to help them change their behaviour, and a way they can see just how good they can be when they try.
- h) Limit the target behaviours to specifics, and don't set too many difficult changes to try and effect at once, or the task may take on the realm of the impossible in the mind of the student.
- i) If playground behaviours are involved, then you need to communicate this to all colleagues, along with what is acceptable/unacceptable for a 'satisfactory' rating.

During implementation

- a) Continue to encourage, whether or not the child has had an unsatisfactory period.
- b) Communicate to the child why they have received a satisfactory or unsatisfactory rating when you fill out the card
- c) Communicate on a regular, predetermined period with parents about progress; either daily or weekly, depending on what was agreed to at interview. This usually involves sending the card home for signature.
- d) Compare improved behaviour with prior levels to encourage further improvement. It is appropriate to encourage improvement, while acknowledging that further improvements are still needed before the monitoring can cease.
- e) Meet, or discuss with parents the progress of the intervention at least bi-weekly, but weekly for shorter term interventions.
- f) Continue to discuss the progress with your coordinator, and evaluate whether appropriate behaviour changes are resulting, whether a variation to the approach is needed, or even whether a totally different approach is needed.
- g) As improvements occur, discuss with the child his/her progress. If modification of target behaviours results from progress, then make sure you communicate this to the child so it is perceived as a reward for effort.

Ending the Intervention

- a) Upon evaluation, you need to indicate to parents whether you envisage the imminent finish of the behaviour modification program, and discuss how you wish to conclude.
- b) Whether the program was successful or unsuccessful or somewhere in between, you should make a note of what was achieved and the time frame involved.
- c) File all records of the program, including behaviour cards and any correspondence or notes about the progress made.
- d) Advise your coordinator when the program has been concluded and also colleagues if they are affected.
- e) If the child has made significant progress, an appropriate reward or recognition would be in order.
- f) If the program was largely unsuccessful, the involvement of the AP and/or school counsellor should be considered in order to change disruptive/hurtful behaviours.

Appendix 6: Guidelines for In-School Suspension

An ***in-school suspension*** occurs when a student's behaviour indicates that he (she), or the school, would benefit from the student being removed from fellowship and the freedom to interact within the school for a short period of time.

The in-school suspension provides the opportunity

- for the teacher to investigate an incident further
- for the student to reflect on their contribution to the incident
- for other students to have some timeout
- for mediation of those involved if necessary
- for meeting with counsellor if necessary

Where possible the parents/guardian should be contacted prior to the implementation of the suspension.

A parent/guardian interview is not necessary prior to the return to normal classes however it is to be made available on request.

The student;

- will report directly to The Assistant Principal Operations and Student learning (APOS�), or the Head of School in the morning
- is to be in full school uniform which is to be worn appropriately
- should have work to go on with. If not, the Head of School will organise extra work for that day.
- will take recess and lunch at different times to the rest of the school. The student is to remain around the office area and not move into the playground, basketball court or canteen
- is to use the toilets at Student Reception if necessary
- is to be monitored regularly.

A breach of these procedures by the student may result in an ***out-of-school suspension*** and continued enrolment in the school to be reviewed.

Appendix 7- Guidelines for Out-of-School Suspension and/or Expulsion

When a student's behaviour is unacceptable it is sometimes in the best interests of the school community and/or the student involved, for the student to be removed from the school for a period of time. Suspension is not intended to be a punishment. It is only one strategy for managing inappropriate behaviour within the school's student welfare and discipline policies.

An out-of-school suspension provides the opportunity

- for the school to partner with the parents/guardians in taking an active role to modify the student's behaviour
- for school personnel to
 - plan appropriate support for the student to assist with successful re-entry
 - put measures in place for the safety of students and staff
- the student
 - to reflect on their behaviour,
 - to acknowledge and accept responsibility for the behaviours which led to the suspension
 - to accept responsibility for changing their behaviour to meet the school's expectations in the future.

In determining whether a student's behaviour is serious enough to warrant suspension the Principal, or delegate, will consider the safety, care and welfare of the student, staff and other students. Except in instances of misbehaviour that impact on the safety or welfare of students or staff, the Principal or delegate will ensure that appropriate school student welfare strategies and discipline options have been applied and documented.

An immediate suspension will usually be due, but not limited, to reasons such as

- the safety of students and staff
- physical violence
- possession of a weapon (firearm/knife)
- threats of physical violence that are deemed credible and/or unsettling for other students and staff
- use, supply, or is in possession of alcohol and/or tobacco
- use, supply, or is in possession of a suspected illegal substance

Short Suspensions

In all cases of suspension where a range of appropriate student welfare and discipline strategies have been implemented and been unsuccessful in resolving the inappropriate behaviour or the behaviour is of a type that warrants immediate suspension a short suspension, up to and including 3 days, may be imposed.

A short suspension may be imposed for

- **Continued Disobedience.** This includes, but is not limited to, breaches of the school discipline code of conduct such as refusal to obey staff instructions, disrupting other students, using offensive language.
- **Aggressive Behaviour.** This includes, but is not limited to hostile behaviour directed towards students, members of staff or other person, including; damaging the property of the school or other students, bullying (including cyberbullying); verbal abuse, and abuse transmitted electronically such as by email, SMS text messages or by other electronic means.

Long Suspensions

If a short suspension does not resolve the issue of inappropriate behaviour, or the misbehaviour is so serious as to warrant a long suspension, a long suspension may be imposed up to and including 10 school days. In determining if a student's behaviour is serious enough to warrant a long suspension the principal, or his delegate, will consider

- the safety of students and staff
- the merit and circumstances of a particular case
- the developmental level of the student

Subject to the above factors a long suspension will be imposed for

- **Physical Violence:** which results in the injury, or which seriously interferes with the safety or well being of other students and staff (including sexual or indecent assault)
- **Use and/or possession of a prohibited weapon, firearm or knife.**
- **Possession, supply and/or use of a suspected illegal substance**
- **Serious criminal behaviour related to the school.** This includes malicious damage to the property (school or community), or against the property of a fellow student or staff member on, or outside the school premises.
- **Persistent or serious misbehaviour.** This includes, but is not limited to,
 - Refusal to follow the school discipline code
 - Making credible threats against students or staff
 - Behaviour that deliberately and persistently interferes with the rights of others to learn or teach including bullying, harassment and victimisation.

The decision to impose a short suspension may be made by a KLA Head or Head/Deputy Head of School in consultation with the Assistant Principal Operations and Student learning (APOS�) and/or Principal.

A long suspension may be imposed by the Assistant Principal Operations and Student learning (APOS�) in consultation with the Principal.

Matters involving illegal activity are to be referred to the NSW Police Force.

Note: Matters relating to threats of Violence and/or Terrorism are MANDATED to be notified to the appropriate authorities under the "School Communities Working Together" initiative of the NSW Government.

Parents/guardians are to be informed once the decision to impose a suspension has been made. If necessary arrangements to pick up the student will be made. Notification should follow generally by telephone and email to confirm;

- the date
- the reason for the suspension
- the duration of the suspension
- a clear indication that the student is to continue with his studies.
- the right to lodge an appeal
- how to arrange the re-entry interview

A re-entry interview will be made with the student, parents/guardian and other relevant school personnel.

Where a student is returning from suspension following an incident involving violence or weapons, or credible threats of such, a risk assessment must be undertaken prior to re-entry. A School Counsellor's report that includes recommendations should also be obtained. Re-entry is not to occur until the issues identified in the risk assessment have been addressed. It may be necessary to impose a longer suspension in order for this to occur.

Time out for investigation

In some circumstances procedural fairness requires that a student not be present in the school during an investigation where serious allegations have been made, or if the student's presence could compromise the investigation.

Expulsion and/or Exclusion

In serious circumstances of misbehaviour the Principal may expel a student from the school.

When considering expulsion the Principal will

- ensure, except as a result of a most serious incident, that all appropriate student welfare and discipline strategies have been implemented and documented.
- convene a formal disciplinary interview with the student and parent. The student is to be given explicit information about the nature of the allegation(s). The student must also be able to have an appropriate observer of their choosing at the interview. Further interviews may be necessary throughout the investigation.
- where appropriate obtain a School Counsellor's report with recommendations.
- place the student on a long suspension pending the outcome of the decision making.

Having reached a decision to expel a student from the school the principal will inform the student and parents/guardians in writing. This formal advice should also restate the right to appeal the decision to the School Board.

Appeals

Students and parents may appeal if they consider that correct procedures have not been followed, and/or that an unfair decision has been reached.

The appeal is to be lodged in writing to the School Board within seven days of notification of the decision to expel. It should state the grounds on which the appeal is to be made.

Every effort will be made to assess the appeal promptly so as to ensure that periods of absence from school are not unnecessarily prolonged should the appeal be upheld.

Appendix 3 – Grievances Policy

We understand difficulties or misunderstandings can arise and request parents/guardians proceed with the following **Resolution Process**.

1. Discuss with Teacher

Discuss the matter with the class teacher or teacher concerned directly.

Having spoken with the teacher, if you are still concerned, make an appointment to discuss the matter with the KLA Coordinator, or the Deputy Head of School, where applicable.

2. Discuss with Head of School

If the matter is still a concern then discuss this with the appropriate Head of School – Junior, Middle or Senior, or where applicable, the Deputy Principal.

3. Appointment with the Principal

If there is still a concern and the matter remains unresolved to your satisfaction, the next step is to arrange an appointment with the Principal.

4. Write to the Chairman of the Board

The final option is to write a letter addressed to:

Mr Tim Sage

Chairman of the School Board

Penrith Christian School

PO Box 66

KINGSWOOD NSW 2747

PLEASE NOTE:

If you feel that an issue is of a very serious nature affecting the immediate safety of your child or other students, it is important that you speak directly to the Principal.

Appendix 4 – Bullying, Harassment and Victimization

1. Contents

- Target audience
- Purpose
- Definitions
- Cross References
- Appendixes
- Document Control
- Framework and Rationale
- Basic Policy Statements
- Statement of Unacceptable Behaviours
- Responsibilities of Staff, Parents and Students
- Identifying a Harassing, Victimising or Bullying Incident
- Triggers for Harassment, Victimising and Bullying
- Processing a Complaint

2. Target Audience

- All students
- All staff
- All parents

3. Purpose

- To define acts of harassment, victimisation and bullying.
- To declare the school's commitment to the minimisation of these types of behaviour within the school.
- To state clearly the potential consequences of serious offences in these areas of human behaviour.
- To outline the commitment of the school to educational and pastoral programs that address these issues and go some way to preventing their occurrence.
- To outline procedures for dealing with reports of offences in these areas.

Acknowledgements

We appreciate and freely acknowledge the work done by Mr Robert Johnston (Principal), Wycliffe Christian School, in the development of the policy in its infancy.

4. Definitions

- a) **Harassment** is any unwanted, unsolicited and unreciprocated behaviour or statement that offends someone or humiliates them.
- b) **Victimisation** is the specific targeting of one person by another person or a group of persons for repeated actions or comments of an unwelcome and unwanted nature. It is often inflicted on the subject in retaliation for a stand that has been taken against a wrong action or lodged a complaint against harassment or bullying.
- c) **Bullying** is any repeated and/or intentional action or comment of a cruel, demeaning or intimidating nature by a person who is perceived to be more powerful than the person towards whom that action or comment is directed. It contains the following elements:
- Harm is intended
 - There is an imbalance of power
 - It is repetitive, occurring over a period of time, or it is random but serial activity carried out by someone who is feared for his behaviour
 - Hurt experienced by a victim of bullying can be external (physical) and /or internal (psychological)
 - It is often organised and systematic.
- d) **Sexual Harassment** occurs if a person makes an unwelcome sexual advance or an unwelcome request for sexual favours or engages in other unwelcome conduct of a sexual nature and a reasonable person in the circumstances would have anticipated that the person harassed would be offended, humiliated or intimidated.

The Sex-Discrimination Act 1984 describes 'sexual harassment' as:

A person sexually harasses another person if:

- i. the person makes an unwelcome sexual advance, or an unwelcome request for sexual favours to the other person, or
 - ii. the person engages in other unwelcome conduct of a sexual nature in relation to the other person, in circumstances in which a reasonable person, having regard to all the circumstances, would have anticipated that the other person would be offended, humiliated or intimidated.
- e) **Physical abuse** is any action of an unwanted nature inflicted upon a person which incurs hurt or harm to their bodies.
- f) **Psychological abuse** is any action or comment of an unwanted nature directed towards a person which has the effect of creating fear, isolation, distress, humiliation or affront in the victim.
- g) **Duty of Care** is a legal term describing the responsibility of executive and teaching staff to be aware of and protective of the students' wellbeing while under their supervision. If an outcome is foreseeable, the staff members most closely involved with the students concerned have a 'duty of care' to take action to protect their wellbeing. The executive also have a duty of care to ensure that there is appropriate policy and that policy is being monitored and enforced.

Cross references to:

Legislation pertaining to

- Sexual Harassment (Sex Discrimination Act 1984)
- Anti-Discrimination (NSW Anti-Discrimination Act 1977)
- Equal Opportunity
- Racial Vilification
- Assault
- United Nations Convention on the Rights of the Child

5. Framework and Rationale

The Bible declares that all humankind is 'made in the image of God' (Genesis 1:26-27) and, as such, bears His likeness and is worthy of honour from other human beings.

This is expanded further when in Romans 12:9-21 Christ's people are called to 'live peaceably with all people' (v 18); and in Galatians 5:22-25, to 'live and walk by the Spirit' bearing the 'Fruit of the Spirit'. Jesus' powerful words in Matthew 25:31-40 calls us to allow our actions to speak the love of Jesus to those in need: 'Truly, I say to you, as you did it to one of the least of these my brothers, you did it to me.' This is portrayed as the standard by which God will judge the faithful.

The scriptures then are clear that the Christian is called to act with awareness, compassion, thoughtfulness, grace, kindness and protection towards those who are vulnerable - not only within the church, but within society. Therefore, it is appropriate that a Christian school community should be modelling, facilitating and educating with a view to all children catching a vision of what it means 'to live at peace with all people' and to 'bear the Fruit of the Spirit'.

One of the most prominent characteristics of a Christian school must be its commitment to maintaining a safe, supportive and inclusive context for all students. To be known for this quality, the staff, the students and the parents must be firmly committed to it as a value. They must also have a commitment to:

- being aware of the unacceptable behaviours
- understanding the sources of such behaviours
- actively educating at home and at school to teach such values
- working constructively together to prevent such behaviours from occurring in the school
- actively and constructively resolving unhelpful incidents that occur in the school context.

To achieve the ideal, there needs to be recognition that the skills of communication and relationship do not just happen; they need to be taught and they need to be learned. Much learning takes place through the experiences of failure, disappointment and frustration. In the cases of harassment, victimisation and bullying; that learning needs to take place for the victims, the perpetrators and the onlookers.

This policy, therefore, focuses on education, prevention, pastoral response, peer support and community leadership issues, as much as it focuses on discipline.

Childhood and adolescence are stages of development in which students:

- are largely unaware of how others perceive them
- are often awkward and uncomfortable when facing people who are different from themselves
- are usually unskilled at expressing themselves sensitively and skillfully
- are sometimes unthinking or thoughtless in their actions and communications
- are unaware of the importance of setting limits in their risk-taking with others.

We should, therefore, never be surprised that schools are places where behaviours, attitudes and comments between students have unexpected and unwelcome consequences. In such circumstances, the staff have the responsibility to all students (victims and perpetrators) to:

- demonstrate understanding of the circumstances and the dynamics of the incident
- seek to educate both parties as to why things went wrong
- seek to build bridges between the parties and to see them fully reconciled
- ensure that both parties have skills for the future to avoid repeat occurrences
- establish monitoring procedures to help the parties to keep to their commitments.

Penrith Christian School has developed an escalation process which allows for reported incidents to be dealt with and recorded appropriately, as well as any ongoing management of particular behaviours and individuals, in order to deal with the various forms and levels of bullying, intimidation and victimisation. However, it must be acknowledged that there will, in any school community, be students who willfully and repeatedly offend in these areas. Having been through the pastoral and educational processes, they may reasonably be expected to know what is right and what is required of them. They will have been taught the skills and yet they have chosen not to exercise self-control. In such cases their behaviours have become:

- intentional or uncontrolled
- repetitive
- a flagrant, unwelcome exercise of power over another person.

This is clearly within the definition of 'bullying'. In its most serious forms, this behaviour becomes 'assault' which is a civil wrong and, in certain circumstances, a crime. In this country, a child from the age of 10 years can stand trial in a children's court for such actions, though this is unlikely to occur except in the most extreme situations.

Nevertheless, the standards of our society are defined by such laws and they coincide with our standards and our principles as a Christian school community. It is therefore, appropriate that our policy and practices should be developed with these standards in mind.

6. Basic Policy Statements

- All members of the school community are entitled to feel and to be safe while in the school and while travelling to and from school.
- Harassment, victimisation and bullying are unacceptable behaviours.
- All members of the school community (staff, parents and students) have a responsibility to be working towards the school being a safe and inclusive environment.

a) Staff (See Workplace Bullying Policy in Staff Policies Section.)

- All harassment, victimisation and bullying in the workplace is unacceptable behaviour. The school will respond appropriately to any allegations of harassment in endeavouring to provide a safe and supportive environment in which to work.
- Sexual harassment in the workplace is unlawful and against School Policy (Refer Anti-Discrimination Act NSW 1977 and Sex-Discrimination Act 1984).
- The school, as the employer, may be held vicariously liable in relation to claims emanating from sexual harassment allegations. PCS will, therefore, take all reasonable steps to ensure that sexual harassment does not occur and to respond appropriately to any claims or allegations of harassment in the workplace.

b) Students

- Any student experiencing harassment, victimisation or bullying can expect to be treated seriously when reporting an incident.
- Any student found responsible for repeated or intentional acts of harassment, victimisation or bullying must expect significant consequences.
- All students involved in incidents of harassment, victimisation or bullying (whether as victims or as perpetrators) can expect to receive counsel and advice to assist them in avoiding repeated occurrences of such incidents.

7. Statement of Unacceptable Behaviours

The range of unacceptable behaviours that fall under the headings of ‘Harassment, Victimisation and Bullying’ can be grouped in a number of different ways. Irrespective of how they are grouped, there will be clear overlaps between the categories. These lists, therefore, serve only to assist in defining the territory of behaviours that have the potential to cause serious consequences were they not to be addressed.

- Physical acts - hitting, kicking, pushing, tripping, punching, pinching, hair pulling, damaging property
- Verbal acts - taunting, teasing, name-calling, insults, put-downs or personal remarks of a racial or sexual nature
- Psychological acts - ostracism, rejection, threats of physical abuse, gossip
- Discrimination - exclusion based on grounds of race, sex, ability, appearance, disabilities
- Use of electronic communication devices to demean, bully, intimidate or victimise other individuals or groups.

8. Responsibilities of Staff, Parents and Students

For the school to succeed in its goal to minimise the occurrences of harassment, victimisation and bullying, there needs to be a commitment from all sections of the community to taking constructive steps when faced with incidents involving these behaviours.

a) Responsibilities of Staff

- To model appropriate standards in their speech, attitudes, values and behaviours that demonstrates respect for all types of people.
- To refrain from actions designed to frighten, intimidate or demean students, parents or other staff members, even under trying circumstances.
- To treat seriously any report of harassment, victimisation or bullying; and, to follow the school’s procedures in ensuring that the incident is appropriately dealt with.
- To ensure records of such reports are kept on file using the school’s Electronic Compliance Register to assist in the identification of processes needed to ensure a safe environment for all community members.
- To actively encourage a culture, amongst the students, of speaking up against all forms of victimisation, harassment and bullying.
- To actively affirm all students for qualities that they display.
- To take every opportunity to educate students in relation to harassment, victimisation and bullying and to raise their awareness of unacceptable behaviours.
- To take every opportunity to teach students appropriate skills of communication and relationships in the face of challenging circumstances.

b) Responsibilities of Parents

- To inform the Principal (or a PCS staff member) at entry interview of your child/ren's past involvement in the bullying cycle either as a victim or a perpetrator.
- To model appropriate standards in speech, attitudes, values and behaviours that demonstrate respect for all types of people.
- To refrain from actions designed to frighten, intimidate or demean children even under trying circumstances.
- To treat seriously any report of harassment, victimisation or bullying and investigate it even-handedly in establishing the facts of the incident.
- To promptly convey to the school the facts of any incident that has been reported at home.
- To actively teach your child/ren the importance of speaking up against all forms of victimisation and of appropriately expressing what is unwelcome behaviour towards them.
- To actively affirm your child/ren for qualities that they display.
- To take every opportunity to educate your child/ren and to raise their awareness of unacceptable behaviours.
- To take every opportunity to teach your child/ren appropriate skills of communication and relationship, especially in the face of challenging circumstances.
- To ensure that appropriate steps are taken in the home to ensure the safe and monitored use of communication devices, especially online social networking sites and other Internet environments.

c) Responsibilities of Students

- To remember what you have been taught about inappropriate behaviours, attitudes and speech.
- To observe the effects of your behaviour, attitudes and speech on other people.
- To take action to actively discourage inappropriate behaviours and speech towards others.
- To appropriately express when certain behaviours and/or speech directed to you are unwelcome.
- To practise positive and encouraging behaviours towards your fellow-students.
- To refrain from actions designed to frighten, intimidate or demean other children even under trying circumstances.
- To refrain from using any electronic communication device to in any way demean, harass, victimise or bully any other individual or group.
- To promptly report to the staff the facts of any inappropriate incident that you have observed in the school or on the bus/train.
- Identifying any harassing, victimising or bullying incident
 - ✓ The relationship between the persons involved is not mutual, comfortable or equal in terms of power.
 - ✓ The victim clearly demonstrated that certain behaviours or comments were unwanted and unwelcome.
 - ✓ The effect of the behaviour or comment was to distress, confuse, humiliate, intimidate, exclude or physically hurt.
 - ✓ The perpetrator is unrepentant, dismissive or insincere when confronted with the allegation.

9. Anti-Bullying Action Plan for Penrith Christian School

Schools that act with clear purpose and thoroughness are very successful in minimising bullying.

There needs to be a whole school approach which involves all parties, staff, parents and students in developing initiatives and reporting and management strategies.

a) Developing Policy and Procedures

Areas for Collaboration	Short term strategies	Long term Strategies	Comments
Developing an Anti-Bullying Policy. The Policy	Review and re-write previous documents. Implement Action. The Plan	Review and maintain Action Plan.	
Develop Anti-Bullying Procedures	Implement these procedures	Review and monitor implementation and maintain procedures.	
Maintaining the Policy.	Review next year. Set agenda for meetings and action plans in School Calendar each year. Set Inservice dates for staff for refreshers. Set dates for Parent Seminars.	Term 1 of each year As needed throughout the year as issues arise. Educating parents and staff.	Ensure all incidents or relevant observations are being reported in Compliance Register on PCS database.
Evaluating the Policy	Discussion/feedback.	Review of Policy each year. Re-survey students, parents and staff every two years.	

b) Implementing the Policy

Areas for Collaboration	Short term strategies	Long term Strategies	Comments
Raising staff awareness	Discussion in staff meetings. Copies distributed. Staff Meetings held.	Inservice - training staff in dealing with bullying incidents and in completing incident reports.	For successful implementation of this approach, the Compliance Database must be used without exception.
Surveying bullying in our school	Survey students using an instrument appropriate to each Stage.	Survey students again in a year or so with appropriate instruments.	Online surveys to be developed using Moodle Interface. Director of ICT to be consulted.
Raising student awareness of bullying	Chapel Service, Biblical Studies and PDH lessons. Individuals - Role plays, reminders, expectations support and implications.	Posters around the school. Scope and sequence for Biblical Studies and PDHPE.	Program must have ongoing nature; it must be continuous not one-hit-wonder.
Raising parent awareness of bullying	Surveying parents Week 6, Term 2. 'Meet the Teacher' nights - inform parents of need/how to process for communication of concerns.	Develop an 'Online Survey Tool' for this.	At Parent/Teacher interviews in Term 1 and 3 the question 'How is your child going socially?' needs to be asked.
Structure (management and leadership practices)	Chapel services Student Welfare and Learning Coordinators. Students' Leadership Groups. School Captains	Class meetings K-12. Welcoming Committees for new students. Buddy system Kindergarten and Year 5. Playground leaders.	For these strategies to work successfully each teacher needs to take the issues seriously and be cognisant of the policy documents and research material.
Supervision	Wet day timetable. Quiet/noisy playground. Sports equipment.	Sports equipment. Lunchtime Interest Groups (for more detail refer to end of report). More efficient wet day timetable.	For these strategies to work successfully each teacher needs to be involved. Funding: We need money for this to work.

c) Developing and Maintaining a Reporting Procedure

Areas for Collaboration	Short term strategies	Long term Strategies	Comments
Developing a Reporting Procedure	<p>Responsible reporting by students.</p> <p>Staff make themselves 'approachable' to reports of bullying.</p> <p>Frequent reminders of communication early with staff before problem escalates.</p>	<p>Anonymous reporting box or online reporting.</p> <p>Differentiating between Telling tales/dobbing.</p> <p>Class/Stage meetings.</p> <p>Reporting to playground leaders.</p> <p>Positive teacher/student relationships.</p>	<p>Look at online options.</p>
Procedure for dealing with the incident	<p>Reports to be taken seriously by staff.</p> <p>Notify Coordinator.</p> <p>Use appropriate escalation process.</p>	<p>Major issues will be referred to Heads of School.</p> <p>There needs to be consequences for disciplinary action stemming from bullying incidents.</p> <p>Complete Incident Report in Compliance Register.</p>	<p>All meetings/conferences with students MUST be documented.</p> <p>Discipline measures need to form part of a positive change in behaviour.</p> <p>Needs to be integrated into school's discipline structures.</p> <p>Peacemakers Program.</p>
Procedure for following up on the incident	<p>Heads of School monitor all incidents.</p> <p>Conferencing with students.</p>	<p>Class teachers inform parents of all bullying incidents.</p> <p>Conferencing/ role-playing with bullies and victims.</p> <p>Positive strategies undertaken to change bullying behaviour.</p>	

10. Information to assist in minimising Bullying, Harassment and Victimization at Penrith Christian School

a) Triggers for Harassment, Victimization and Bullying

- Differences in style, personality, interests, visual appearance, race, language, ability
- Humour - high risk sarcasm, put-downs, etc.
- Secrets - keeping people out of the trust of the group
- Perceptions of power and influence - domination, manipulation, indifference, insensitivity
- Perceptions of inferiority and powerlessness - self-pity, dobbing, complaining, reactivity, being withdrawn, hypersensitivity, exclusiveness, unpredictability
- Exposure to unsupervised Internet or other online forms of social networking.

b) Some Common Myths and Misunderstandings about Bullying

- We don't have bullying in our school!
- It was just a bit of fun! No harm was done! Can't you take a joke?
- They were asking for it! They got what they deserved!
- Teachers know how to handle bullying. It's their job!
- Bullies are unintelligent kids from dysfunctional families.

c) Characteristics of the Bully

- **Confident Bully** – physically strong, enjoy aggression and feel secure
- **Anxious Bully** – weak academically, are less popular and less secure
- **Bully/Victim** – bullied in some situations and bullies in others. They are very unpopular.

As bullying is dependent upon unequal power relationships, most bullies are dominant individuals.

Adolescents involved in bullying are also likely to be involved in other antisocial behaviours such as shoplifting and truancy.

d) Characteristics of the Victim and effects of Bullying

- **Passive Victim**
anxious, lacking in self-esteem and confidence; physically weak and unpopular
- **Provocative Victim**
problems with concentration, causes tension and irritation around them
- **Bully/Victim**
provoke aggression in others and instigate aggressive acts.

Victims tend to feel guilt and shame. They are often worried, unhappy and fearful, with social skills often being less well developed than others their age. They are often different to the main cohort group and don't obviously fit into established cliques. Victims tend to stay victims for years, even after changing schools. Some victims become bullies later in life at school or after changing schools.

Those who have been bullied severely suffer long-term effects which can include anxiety disorders, depression and suicidal tendencies. Isolation and exclusion lead children to feel incompetent and unattractive and they will, therefore, have difficulty forming good relationships due to this cycle of diminishing confidence. Children who have been bullied are more likely to suffer academically and to experience poor health.

Research has shown that up to 20% of victims will truant to avoid being victimised. They find it hard to concentrate on their school work and will feel physically sick after being bullied, sometimes experiencing lack of sleep, being emotionally afraid, alienated, angry, ashamed, depressed, disempowered, hurt, sad, ugly and useless. The physical consequences of bullying can range from minor injuries to broken limbs and major trauma, and ultimately patterns of self-harm and possibly suicide.

e) Characteristics of Communities

- Communities that tolerate bullying

In some communities bullying goes unmanaged and this leads to an atmosphere of fear and intimidation permeating that community. It is typified by people being unable to make positive suggestions and creative changes. An inability for community members to achieve their potential in all respects and an inability for such communities to attract new members and grow. A sense of darkness and loathing may permeate the atmosphere of such communities and they tend to become insular and self-destructive.

- Communities which do not tolerate bullying

Communities that have a definitive plan to manage and minimise bullying will have a positive ethos. People will feel empowered to be creative, progressive and to achieve at their highest potential. These types of communities have open communication networks and clear policies and procedures that are well understood by all members in relation to how bullying, harassment and victimisation are dealt with. Communities which have strong management policies for dealing with bullying will tend to feel welcoming, happy and attractive to new members.

11. Background Information and General Principles for Processing a Complaint

All bullying, harassment and victimisation grievances must be handled:

- confidentially
- impartially
- promptly and
- according to the clearly defined Policy and Procedures.

Anyone handling a grievance should always keep the above principles in mind.

a) Do Victims tell Teachers or Parents?

- Children tend not to report bullying to adults
- Children perceive teachers as unaware of the need to intervene, or as choosing to not intervene
- Peer group culture dictates that 'ratting' or 'dobbing' is unacceptable
- Children believe that bullying will occur anyway and that nothing can be done about it
- Fear of retaliation often prevents reporting
- A sense of hopelessness often pervades such situations
- Often bullying will go unreported and undetected for a period of time and then an event will result in the victim 'losing it' and lashing out. Teachers need to ensure that all such unusual behaviours are thoroughly investigated as they are often an indicator of bullying 'under the radar' (The Iceberg Effect).

b) Gathering Information

Any complaint/report lodged to a member of staff, whether by a student, a parent or a staff member and whether it concerns a student, or a staff member, will be taken seriously and treated with sensitivity and care. The steps taken should include the following:

- What was actually said/done to the complainant?
- What was the context of the incident? (time, place, others present, what preceded the offending action/comment)
- What was the reaction/response of the complainant?
- Has this happened before? (from the same or different persons)
- Has anyone else had this treatment from this/these person(s)?
- Record the details of the complaint/report.
- Interview both victim and bully and identify the facts of the matter.
- Weigh the evidence for intent, frequency, power, impact, etc.

12. Signs of Bullying – How can I tell if someone is being bullied?

a) For Parents

- Anxiety about going to school; seeks excuses to be late or takes obscure route to school
- Signs of anxiety, such as bed wetting and nightmares
- Child comes home with damaged clothing or property, or has property stolen or 'hidden' deliberately
- Loses possessions and asks for or steals money
- Never brings friends home or gets invited to social functions
- Seems depressed
- More severe symptoms would include self-harm and suicidal tendencies (talks about it or has a diary or private communications which talk about this).

b) For Teachers

- Student gets a lot of negative attention (sometimes in the guise of 'fun')
- Consistently alone at lunch and recess; has no one to play with
- Last to be chosen in sporting situations or ostracised from participation
- Rarely speaks in class and classwork is poor or deteriorating
- Is clearly unhappy, distressed, withdrawn
- Is often blamed for, or is at the centre of fights between other students

c) The Role of Onlookers

- Bullies derive power from public display; they feel validated in their aggressive and power seeking actions
- Passive onlookers are part of the bullying dynamic
- Friends sometimes intervene; others mostly choose not to so that they don't place themselves in the firing line
- A sense of powerlessness often pervades amongst onlookers
- Those willing to intervene are more likely to be K-6 students rather than Years 7-12 students and much more likely to be girls rather than boys
- Research is clear that most children don't like bullying and are keen to find ways of dealing with it

- Results show that where bullying programs are introduced, significantly more children are willing to report and many feel empowered to disassociate with bullying
- Onlookers are implicated in the event at PCS and become part of the process of finding a solution (Education for Prevention).

13. Procedure for Dealing with a Bullying Incident

a) An incident or behaviour is identified

- Report received from student(s), or parent(s):
 - ✓ Get full information from the 'complainant' about their grievance and how they want it resolved. LISTEN to the person making the complaint.
 - ✓ Decide whether you are the appropriate person to continue handling the grievance.
 - ✓ If you decide you are not, immediately refer the complainant to an appropriate person.
- Incidents may be reported verbally to a teacher or parent or in written form. The school has an email system and students may use email to their PCG teacher, Head or Deputy Head of School, or other teacher to report incidents or concerns.
- Incidents may be reported via email to a teacher, Coordinator or appropriate Head or Deputy Head of School by students and parents alike.
- A friend or onlooker reports an incident or observation of bullying behaviour.
- Teacher identified behaviour that may indicate bullying (this can be entered on Compliance Register as a Zero Level- Information Only entry) which will not then appear on the student's 'Public Profile'.
- School Counsellor report from interview with student.

b) Incident is recorded

- Staff member receiving the report makes an appropriate entry in the school Database Compliance Register.
- Details are entered onto the school's Database Compliance Register and an email is sent to the appropriate Coordinator, as well as the Head of School (this is built into the database system). Follow up with verbal report if urgent or needs further details.
- An email or, if necessary verbal contact, will be made with the Head of School (HOS) or Deputy Head of School (DHOS).
- Staff may also record incidences of behaviours that may indicate bullying, harassment or victimisation as an observation only in the database and assign a Zero Rating. This is by way of developing a base of knowledge about an individual or group and identifying trends that may indicate bullying type behaviours being present.

c) Incident is acted upon

- Coordinator, DHOS or HOS discusses incident with person reporting and gathers information.
- Information is gathered from all possible sources regarding the nature, frequency and severity of the bullying behaviour.
- Escalates to HOS, Deputy Principal or Principal if deemed appropriate; is interviewed and appropriate action taken. This may include suspension from school during an investigation and after an investigation.
- Victim is counselled and support mechanisms put in place. This may involve School Counsellor, teachers, coordinators or other peer support mechanisms.
 - ✓ Notify parents of victim and bully of the facts of the incident and the action taken.
 - ✓ Establish monitoring mechanisms for both victim and bully (peer leaders).

- ✓ Seek to educate both parties regarding strategies for preventing repeat incidents.
- ✓ Seek to establish reconciliation between the two parties and give them some skills for getting along more successfully.
- ✓ Warn the perpetrator of more significant consequences in the event of repeated occurrences of such actions/comments.
- ✓ Advise victims that they may take the matter further if not satisfied with the initial steps taken.
- ✓ Parents of students may also take the matter further, including legal action, if the incident falls within the confines of the law.
- If necessary a group meeting will be held with appropriate students to engage 'onlookers' in the response and the support for the victim and to identify and name the bully/ies and the behaviour.
- If the incident involves criminality, the police may be involved. (Parents may exercise this discretion irrespective of the school's actions if they desire.)

d) Follow Up and Monitoring

- For the victim – a support plan will be put into place which involves regular checkups, peer support, regular interviews and counsellor intervention. Parents will be included in this process.
- For the person displaying bullying behaviours – consequences will be applied depending on the severity of the offence, whether it is a repeat offence and the attitude portrayed by the bully in being prepared to engage in restitution and behaviour change. Consequences will be significant and may involve ongoing isolation from the playground, isolation from school and suspension up to and including expulsion from the school.
- For the onlookers – if necessary, a follow up meeting will be held to remind students of reporting and observing obligations and responsibilities.

14. Additional Information

a) Suggestions for Interest Groups

- Pull Apart Club: Electrical equipment to pull apart
- Sports Clubs: Basketball, running, etc.
- Dance: in front of Year 1 classroom
- Hopscotch / target on a wall
- Chess
- Drawing / Cartooning
- 'Scouts'
- Board Games / Cards
- iCentre
- Elastics / Jacks / Marbles
- 'Jump Rope for Heart'
- Garden Club / Vegie Patch in front of Kindergarten rooms
- Year 10 reading to K-2 children at lunch in iCentre

b) Some Statistics

(From Maxwell and Carroll, 1997 - percentages as a portion of students surveyed)

75% reported being bullied at some time	44% reported having bullied others at some time
49% reported being kicked, punched, beaten or hit	23% reported having been in a physical fight
70% reported being the subject of tales or 'catty' gossip	67% reported being frightened, called names or threatened
54% reported being 'ganged up on', left out or not spoken to by children	14% reported being treated unfairly or bullied by adults
3% reported unwanted sexual touching	40% reported being asked unwanted sexual questions
64% reported watching someone threatened, frightened or called names	62% watched someone 'ganged up on', left out or not spoken to
53% reported watching someone punched, kicked or beaten	15% watched someone being unfairly treated or bullied by an adult