

Penrith Christian School



Annual Report

for

2014

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 2014, the School's enrolment at the Federal Census Date was **707** students K-12. In addition to this, there were **48** students in the Preparatory class to which a small number (12 students) were added into the Preschool Class mid-year when the Early Childhood Centre was extended to cater for a 3-year-olds group.

There were 357 girls and 350 boys; with **340** in Years K-6 and **367** in Years 7-12. There was an increase of 42 students over the 2013 enrolment figure of 665. This is attributed to increasing demand in the Senior School and Middle School years.

PCS is structured into a Junior School (K-4), Middle School (5-8) and Senior School (9-12). In 2014 there were ten (10) classes in the Junior School (K-4) catering for the 237 students. The Middle School continued a double-stream in Years 5 and 6, with a triple stream in Years 7 and 8, catering for 241 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 229 students.

The Preparatory School, catering for 4-year-olds in the year before entry to school, was again well subscribed, with 48 students occupying the available positions across the week.

In June 2014 this service was expanded with the addition of a 3-year-old program catering for up to 16 students per day. In the second half of the year we had a total of 12 students take advantage of this opportunity. The Early Childhood Service has provided younger students with an excellent opportunity to begin their formal educational experiences, with a sound foundation, since its inception in 2007.

b. Message from the Key Bodies

i. The School Board

It is my privilege as Chairman of the PCS Board to have served the school for another year and to express my thanks to the staff, students, parents and friends of PCS.

It has been another wonderful year in the school's life with great individual and corporate performances; and, success in so many areas including: academic, sport and the arts. Importantly, students have been provided a quality and well-balanced education in a strong Christian environment.

We have seen growth in enrolments and continued strong interest in the community as the school continues to build a very positive reputation.

The reputation and success of PCS is not the result of one person or a few, but a very dedicated and professional team under the continued strong leadership of our Principal Mr Bruce Nevill.

The Board is very grateful for Mr Nevill's management of the school and his willingness to work with the Board to ensure the Board's policies and directions are implemented. We also recognise the tremendous work and commitment of the School Executive who continue to work in harmony with Mr Nevill to achieve the goals of PCS.

Of course, a vital component of the school staff are the teachers. I thank every teacher for their dedication and hard work in ensuring every student receives the best possible education and growth in all aspects of their Christian life.

PCS has a significant support team including: the office staff, the accounting team, classroom assistants, the maintenance team, the canteen staff, and others who are behind the scenes and not always recognised for the incredible contribution they make to the success of PCS. I thank you for your very generous commitment to and valuable work for the school.

At this time of the year it is also important to thank every parent and/or guardian for enrolling your children in PCS. I understand it is a huge commitment and sacrifice, but there is nothing as important as the welfare and education of our children. I thank you on behalf of the Board.

I especially thank every student who has attended PCS during this year. I trust your experience has been such that you have enjoyed being an important part of the school and have expanded your knowledge through the love, guidance and leadership of the teaching staff. I wish every student leaving Penrith Christian School this year every success in whatever you undertake and I pray the rich blessing of God over your lives. I know you leave with a strong foundation from your time at PCS.

In conclusion, I give God all the glory. I continually praise and thank him for Penrith Christian School. We owe everything to Him and I declare again the Board and the school community is totally dependent on Him.

Mr Tim Sage
Board Chairman

ii. **The Principal**

This year has again seen many changes at the school, although in some respects from the outside looking in, it would not be that immediately obvious.

The year began with the occupation of newly renovated Year 3 classrooms (constructed in the late 1980s), providing a much needed addition of colour, storage and space.

Renovations will continue into the future as we upgrade other classrooms in the 'old' Primary block.

Many of the 'unseen' changes have taken place as we moved towards adoption of the new National Curriculum; this included a revamp of the Junior School reporting and assessment process.

Middle and Senior Schools continued implementing curriculum changes, updated activities and tasks towards 21st Century Learning, and changed procedures and policies in relation to the School's operation.

For me, the establishment of our Preschool and expansion of Early Childhood Services has been the subject of the most intense focus. Apart from physical changes and updates to the Preschool room, we implemented policies and procedures in keeping with the National Quality Framework, provided systems to allow parents to access the Childcare Rebates, and employed staff to cater for our increased capacity and enrolments.

It has long been a dream for us to be able to provide a Christian Early Childhood Centre for our parents that would be focused on educating and preparing children for school, as well as providing 'child care' for families at an affordable rate.

I am delighted that we have been able to achieve this and be in the position now to offer a high quality service, which is already well regarded in our community. I must express my thanks to Mr Cliff Spare, Miss Janice Ballardin and especially to Mrs Catherine Ratcliff who have been tireless in working through the many varied and complex issues that have accompanied this expansion.

On a sad note, this year saw the passing of our much loved and highly regarded School Grandfather, Mr Bob Barton. Bob was such a blessing to the school with his involvement going back to the early years. Our Board Chair, Mr Tim Sage and Bob spent countless Monday nights at the school praying as they walked through the classrooms for each individual student.

Bob's interest in education (with PCS in particular) was an inspiration to many. Bob had a vision to see PCS with a Preschool long ago and it has been wonderful to see this come to fruition. The other thing Bob envisaged was an on-site university!! Unfortunately, this has not been achieved in his lifetime; however, we have the next best thing in our Vocational Education and Training Programs, our Trade School and with the partnerships we have established with our local University, which I hope to see expanded in the next few years.

Bob Barton's contribution to PCS was significant and he will continue to be fondly remembered for his passion in our school, long into the future.

I would, as always, like to thank PCS staff for another successful and enriching year. There is no doubt that the quality of education at PCS is very much grounded in the relationships of staff with each other and with the students, as they work as a community of Christian educators to make a difference in the lives of our students and families for Jesus' glory.

After fifteen years of continuous building and expansion, 2014 was a year to rest and consolidate. The School Board reflected somewhat on why we have a school and do what we do. This has afforded a great opportunity to ground the Board's thinking and planning as we move into the next five to ten years; and, I am encouraged by the continued vision and commitment from the Board.

We are grateful to our Board Chair, Mr Tim Sage who has led and directed us over the many years of his involvement. Thank you also to Ps Jack Hanes, whose wisdom, leadership and spiritual insight have afforded us much encouragement and security as we have often made decisions requiring faith and belief in the work that God has called us to.

In my sixteenth year as Principal of PCS I am grateful that God has seen fit to allow me the blessing to be a part of this wonderful community. I look forward to 2015 and the years beyond, as I believe the Lord has some exciting things in store that are yet to be realised; and, if the Lord permits, I am looking forward to being a part of that exciting future.

Mr Bruce Nevill
Principal

c. Parent, Student and Teacher Satisfaction

i. Parents

In 2014 the school continued to improve its standing within the wider community. This was evidenced by the continued growth in enrolments matching the similar growth from 2013. In addition we received many positive, unsolicited letters and emails that were sent thanking the school staff for their care and dedication to the students. Many commented how their children settled easily into the school and became positive learners after previous negative experiences in this regard.

The vast majority of enrolments continued to come from recommendations by existing parents to their friends and colleagues. The comment that often accompanies enrolment interviews is that 'the school has a great reputation' in our community. In keeping with this, the enquiry rates for enrolment at the school have been extremely high with about 92% of these enquiries directly linked to existing families recommending the school to others (word-of-mouth). This indicates a very high degree of parental satisfaction with what the school has to offer.

In 2014 we will conduct extensive Parent, Student and Staff Satisfaction Surveys and the results of these surveys will be reported in the 2015 Annual Report, as well as being provided to all stakeholders during the year, once the data has been analysed and summarised.

Once again in 2014 we held a number of key Information Evenings for parents. These were specifically targeted at some aspects of the implementation of the National Curriculum across the school, but with some emphasis on changes to the Junior School Reporting and Assessment guidelines and structures.

ii. Students

Cybersafety and anti-bullying programs continued to be the focus of much work with the student body in Middle and Senior years, with associated roll-outs of hand-held technology in the Senior School. Parents and students were again given a number of opportunities to engage in Information Evenings and there were targeted programs during camps and chapels for students to explore these issues. The school has continued to use the services of the local police and other organisations in assisting with information and targeted programs to address the problems facing both students and parents in dealing with the pervasive and unmediated use of technology. These were aimed at a number of key areas, but primarily in relation to the provision of a safe and supportive environment and mental health issues.

Feedback from students in relation to satisfaction with the school, was provided in great detail by the use of an intensive survey from Group 8 Education. This survey provided students the opportunity to give feedback on every teacher in every one of their classes and the accumulated data provided detailed feedback to staff and executive across a wide range of target issues. Primarily we have wanted to look at student engagement with learning and this survey has provided real data that has informed a number of changes in the staff development programs. The detailed survey of teachers in this manner will continue over a further two years, with associated analysis and tracking of improvements throughout this time. In addition, we receive informal feedback from students in many and varied ways. This occurs during parent-teacher interviews, interviews with teachers and executive members during disciplinary processes, general interaction with staff on a day-to-day basis and through written surveys from time to time. The level of positive feedback from students at PCS is very high and balances the occasional negative experiences that some students have. This is also reflected in the retention rates for our students and indirectly in the enquiry rates, which generate waiting lists and future enrolments.

iii. Staff

During 2014 the delivery of curriculum was undertaken by 56 teaching staff. This equated to a Full Time Equivalent (FTE) of 51.9, a slight increase on 2013. The teaching staff were ably supported by 22 non-teaching staff with an FTE of 15.4, which was also an increase on the previous year.

During 2014 the teaching staff at PCS have continued to develop in response to the school initiated changes as well as the pressures from external sources such as government and community expectations. The roll-out of the National Curriculum in a number of key areas across the school have been a big part of the work and extra effort that have gone into making 2014 a very intense year of curriculum development; along with associated changes in assessment and reporting mechanisms across the school. The staff have engaged positively and actively in embracing the changes, and have journeyed together through many challenges. The continued positive level of collegiality and teamwork at PCS has contributed significantly to the development of all staff during this process.

During 2014 a number of key changes occurred in the administration of Teacher Registration and Accreditation with the Board of Studies assuming responsibility for teacher registration and becoming BOSTES. The National Standards for teaching were adopted by NSW and changes to the registration and accreditation process implemented.

There were several teachers who achieved the new first level of recognition during the year of Proficient Teacher. These teachers, along with those who had already attained the previous level of Competence, have continued attending, recording and participating in ongoing training and development as required by the NSWIT Act. A number of other teaching staff are continuing to work towards the higher standards of accreditation.

The school also continued to implement the changes to the Child Protection Act which incorporated new requirements for all newly employed staff to obtain and maintain a clearance and registration with the Office of the Children’s Guardian. This requirement will be extended to all teachers and non-teaching staff in 2016/2017.

The retention of staff continued as per previous patterns with the only changes to staffing being due to the increase in enrolments or replacements due to staff taking extended Maternity Leave. There were a number of key staff who suffered either serious injuries or illnesses during the year and the capacity for the school to adapt and adjust, whilst maintaining support for each staff member, was encouraging.

2. School Strategies and Strategic Planning

a. School Determined Improvement Targets

The specific areas for which goals were set for 2014 were detailed in last year’s Annual Report and the table below sets out these goals and the progress made towards their attainment.

The goals that the school has set for 2015 are also included in this Report and the progress towards achieving these will be reported in the 2015 Annual Report (published in June 2016).

i. Progress in Achievement of Goals for 2014

Goals for 2014	Progress During 2014
1. Gather data and respond appropriately to student feedback surveys in understanding teacher effectiveness in a 21 st century learning paradigm.	First stage of this 3-year project was undertaken at end of Term 1 in 2014. Individual reports were generated for each teacher for all of the classes taught. A large amount of data has been collected across key areas measuring student satisfaction. Teachers have individually assessed this data and made changes in anticipation of further surveys in 2015.
2. Develop a new Strategic Five Year Plan for all aspects of the school in conjunction with staff, Board and community.	Previous Five Year Plan was reviewed on Board Planning Day and some new agendas set for future years. This will now include a new 5-10 year plan for buildings and grounds in association with the targets set in the Five Year Strategic Plan.
3. Develop a new Site Master Plan in association with the Five Year Strategic Plan.	See above. The process has begun this year and a Board Sub-committee established to work in conjunction with Architects to develop this over the coming year.
4. Increase and improve the access to BYOD program to encompass the Middle School in addition to Senior School.	Investigation of the availability of more efficient management software for iPads undertaken. Plan in place to expand individual iPads from just Years 9-12 to all Years 7-12 for next year (2015).

5. Update and refurbish key areas of the school to reflect the needs of a 21 st century approach to learning.	Classroom P5 was upgraded to include new furnishings and fittings and expanded to incorporate new office spaces accommodating Ed Support and Boost Programs for staff and students.
6. Increase and improve the number of key elective and VET programs for senior students.	Beauty Therapy was added to the scope of courses this year with a good uptake from students.
7. Explore and develop connections and arrangements with local Industry Partners to enable tertiary connections to be established in the senior years before students leave school.	Key Alliance continued to participate in Industry Partnerships.
8. Increase and improve the community connections with parents through access to school cafeteria, events, information evenings and information online.	A number of events proved very successful, including a modified Mothers' Morning Tea for Mother's Day. Open Day was bigger than ever and very successful. Changes to Presentation Events at end of year also implemented.
9. Update and redevelop the school's website, prospectus and other key promotional materials.	New website was established and went live this year. New Prospectus being completed for printing in early 2015.
10. Implement the National Curriculum in Mathematics and English, and evaluate effectiveness.	National Curriculum implemented in K-6 and 7-10 in Mathematics and English, and other compulsory areas ahead of schedule.
11. Develop and implement new Assessment and Reporting Procedures and documents for all Junior School.	New Assessment and reporting implemented from Half Yearly Reports. Assessments tied to clear descriptors in major KLAs. Further development into some other KLAs in 2015.
12. Improve and consolidate assessment and reporting changes made in 2013 for Middle School.	All Middle School Reporting and Assessment now on same system as Senior school and, therefore, accessible online for parents from commencement of each year.
13. Develop enhanced data systems to cater with a wider variety of communication options for parents including improved SMS, email and direct web communications.	Expanded the use of email system to incorporate notifications to parents for all records of compliance, awards, sick bay presentation and other student matters. SMS expanded to include internal communications in relation to Emergency Lockdown and Evacuation procedures.
14. Further enhance and develop the school's Learning Management System to provide more access to online resources by teachers and students.	The school's Moodle Page is hosted offsite and linked to the main web page. All relevant data transferred, and courses in process of updating for 2015. Improved access for parents and student to use 'Student Learning' pages for Parent Teacher Interview bookings.

15. Review and update a variety of key Policy and Procedure documents in relation to Discipline and Student Welfare, Anti-Bullying, Victimization and Harassment; Privacy, WHS, etc.	The Anti-Bullying, Harassment and Victimization Policy and Procedures was reviewed and updated during 2014. Other Key Policies under review included: Child Protection, Student Welfare and Discipline, Excursions and Camping, Attendance, and numerous other minor policies and procedures.
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ii. School Determined Improvement Targets for 2015

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 2015.

The specific areas for which goals have been set for 2015 include:

Goals for 2015		
1.	Gather data and respond appropriately to student feedback surveys in understanding teacher effectiveness in a 21 st century learning paradigm. (Second year of three year program.)	
2.	Survey the entire school community using a recognised and accredited online survey to provide feedback to inform and improve the medium and long term planning of the school.	
3.	Continue development of Strategic Five Year Plan for all aspects of the school in conjunction with staff, Board and community.	
4.	Continue development of new Site Master Plan in association with the Five Year Strategic Plan	
5.	Improve and expand BYOD program and access to hand-held devices across the Middle School.	
6.	Implement more expanded access for Junior and Middle School to a variety of technologies including: iPads, laptops and desktop computers in every classroom space.	
7.	Continue updating and refurbishing Junior School spaces. Rooms P3 and P4 to be completed by end of 2015.	
8.	Implement a new focus on STEM across the school with the initiative of the establishment of a Making and Designing Space (MAD) and integration of coding and 3D Printing technologies in K-12.	
9.	Consolidate and expand the use of the school's Learning Management System through the upgrading and streamlining of the Moodle platform as well as integration into the existing email and calendar systems of the school.	
10.	Landscaping and beautification to be undertaken in the Early Childhood Area and the Senior Quad.	
11.	Provide discrete additional staffroom spaces for Middle School Staff.	

12.	Construct and occupy a new electro-technology facility for wiring bays and industrial machinery.	
13.	Maintain Key Alliance and expand Careers Education with local industry groups with a focus on establishing Tertiary partnerships and expanding the course offerings in the Alliance.	
14.	Expand emailing system to improve communication with parents and students. Accommodate Invoicing via email.	
15.	Complete the roll-out of the new Assessment and Reporting in Junior School.	
16.	Enhance online access for parents and students in relation to online reporting linked to Parent Teacher Interview Bookings.	
17.	Continue the roll-out of the National Curriculum across the school.	
18.	Implement a new Staff Appraisal and Mentoring System to accommodate the changes and requirements to be mandated by government in 2015/16.	
19.	Implement new Staff Payroll and HR software to assist in the tracking of all staff entitlements and accreditation, and registration requirements.	
20.	Review the Executive Structure of the school, with a view to adapting to the changes in Staff Appraisal and Mentoring; and, the increasing demands on staff for curriculum and pedagogical change.	

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, which was expanded after a review in 2009, has continued to grow and provides excellent opportunities for students to develop their leadership skills. These opportunities 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 2014 there were 56 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 51.9. The teaching staff were ably supported by a total of 22 finance and administrative staff, with an FTE of 15.4.

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 2014, 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 2014 was the implementation of the National Curriculum in Mathematics and English K-10; along with the continued 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 2014 was approximately \$25,000; and, included at least 128 formal in-service or teacher training courses involving either the full staff or individuals and small groups. This does NOT include the cost of releasing staff and replacement costs of those staff, which is reflected in the casual relief budget, or the costs of in-house training out-of-hours and during Pupil Free Days.

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
i. Teachers having qualifications from a higher education institution within Australia or as recognised within the National Office of Overseas Skills Recognition (AEI-NOOSR) guidelines.	56
ii. 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
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. 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.	0

All New Scheme Teachers (teachers employed for the first time in NSW after 1 October 2004) at the school during 2014 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 2014 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 2014.

4. School Policies

a. 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 as reported on 'My School' website for the data collection period during May 2014 was 93%. Enrolment patterns included 3% Indigenous and 17% from language backgrounds other than English. The Indigenous Student Attendance Rate was 87%.

By Year Groups

The school reports each year to the Federal Department of Education in relation to attendance rates. In 2014 this data covered Years 1 through 10 and over a period of 20 weeks. The table below indicates the attendance rates during the period of 20 weeks for all students enrolled at the school during that time, by Year Groups and by gender.

Year Group	Gender		Attendance as Percentage	
	M	F	M	F
1	23	25	93.3%	92.9%
2	21	26	92.7%	95.2%
3	22	22	93.1%	93.1%
4	29	21	95.9%	94.7%
5	28	24	92.8%	93.8%
6	23	28	93.1%	92.7%
7	28	39	93.6%	95.2%
8	35	37	92.8%	93.3%
9	41	20	92.9%	94.0%
10	37	37	90.3%	89.5%
Totals	287	279	93.0%	93.4%

b. 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 2014 enrolment of 707 students at the August Census Date (340 in Years K-6 and 367 in Years 7-12) is within the bounds set by the school's Class Sizes Policy. The Preparatory School had an enrolment of 48 students, with a maximum of 20 to 28 attending on any one day, depending on the number of groups running.

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 2014 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. During the year the Preschool group was added allowing parents to access a full Day Care facility for 3 and 4-year-olds which incorporates the Preschool and Prep School programs taught by Degree Qualified teachers and Educators and staffed on 1:10 ratios. 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.

There were 14 classes in the K-6 cohort, with an overall enrolment of 340 students, giving an average class size of 24.3 students.

Penrith Christian School has a policy of maintaining smaller classes in Years 7-10 to assist, particularly, in providing smaller classes for Mathematics and English. In 2014 the school triple-streamed – up to 75 students – in Years 7 and 9; with three classes in all main KLA areas in Years 7-10. In addition, elective and specialist classes generally had a maximum of 20 students, with up to five electives on each line in Years 9 and 10.

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.

During the latter part of 2013 and 2014 the School Board, assisted by legal advice, reviewed the School Enrolment Policy with particular attention to the Statement of Faith and the Conditions of Enrolment. There have been no changes to both the Enrolment Policy and Procedures, or to the Statement of Faith as a consequence of this review. (See attached updated documents, which are also available on the website.)

c. 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, Victimization 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.

During 2014 the school's Student Welfare Policy was updated to incorporate some matters relating to 'Cyber Behaviours' which may occur offsite. 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.

d. 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.

e. 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

a. NAPLAN Tests Years 3, 5, 7 and 9

During 2014 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 1032 in 2014 which was a slight increase from the 1022 in the previous year. The proportion of students in each of the ICSEA quartiles also changed reflecting a slight increase in the educational and social advantage of the school community when compared to the National Average of 1000.

Students at PCS performed well in the National Assessments in 2014 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 portion of the students at PCS who are on **special support programs**. 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 represented by the percentage is included in parentheses.

	Reading	Writing	Spelling	Grammar and Punctuation	Numeracy
Year 3	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)
Year 5	5.9% (3)	9.8% (5)	9.8% (5)	3.9% (2)	4.0% (2)
Year 7	1.5% (1)	1.5% (1)	1.5% (1)	6.2% (4)	0% (0)
Year 9	3.4% (2)	13.6% (8)	1.7% (1)	6.8% (4)	1.8% (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 in a later section of this Report (see Section 6c Comparative Performance over Time).

b. Higher School Certificate

For the Higher School Certificate in 2013, the school presented 37 candidates for the external examinations in the HSC across 31 different courses. 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 Names	No. of Students	Bands (6 Highest - 1 Lowest)					
		6	5	4	3	2	1
Ancient History 2 Unit	6	0	2	3	1	0	0
Biology 2 Unit	10	0	0	2	8	0	0
Business Studies 2 Unit	17	0	0	11	4	1	1
Chemistry 2 Unit	6	0	2	2	2	0	0
Community & Family Studies 2 Unit	12	0	5	4	3	0	0
Drama 2 Unit	5	1	2	1	0	1	0
Economics 2 Unit	6	0	0	0	2	0	4
English (Standard) 2 Unit	39	0	0	12	23	4	0
English (Advanced) 2 Unit	10	1	2	5	2	0	0

Geography 2 Unit	5	0	1	1	3	0	0
Industrial Technology (Multimedia)	6	0	0	5	1	0	0
Legal Studies 2 Unit	17	0	2	10	4	0	1
General Mathematics 2 Unit	27	0	0	9	13	3	3
Mathematics 2 Unit	11	0	3	3	1	2	2
Mathematics Extension 1 2 Unit	2	0	2	0	0		
Music 1 2 Unit	12	0	7	5	0	0	0
Personal Development Health & PE 2 Unit	12	0	0	5	5	2	0
Physics 2 Unit	6	1	1	0	4	0	0
Society & Culture 2 Unit	6	0	0	3	2	1	0
Textiles & Design 2 Unit	3	0	2	1	0	0	0
Visual Arts 2 Unit	7	1	3	3	0	0	0
Construction Examination	1	0	0	1	0	0	0
Hospitality Examination	7	0	4	3	0	0	0
Information Technology Examination 2 Unit	7	0	4	3	0	0	0
Automotive Examination 2 Unit	5	0	0	4	1	0	0
Electrotechnology Examination 2 Unit	6	0	1	2	2	1	0
Retail Services 2 Unit	1	0	1	0	0	0	0
Totals	241	4	39	93	79	15	11
Percentages	100%	1.7%	16.2%	38.6%	32.8%	6.2%	4.6%

Overall, the students sat 241 examinations and there were four Band 6, or equivalent, performances giving a total of 1.7% in the top Band. Cumulatively, there were 17.8% Band 5 or above, with 56.4% of results in Band 4 or above.

Vocational Education and Training

The school recorded 27 entries for the HSC VET Courses with 53 students currently enrolled across Years 11 & 12 completing courses. All students completing the VET Courses in Year 12 (2014) were awarded Certificate II or Certificate III levels depending upon the level of Competency attained in each course.

c. 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 table below summarises 'My School' data showing the percentage of students in each of the cohorts Years 3-5, Years 5-7 and Years 7-9 achieving equal to or more than the average number of Bands improvement over time.

It is worth noting that most of these improvement scores are significantly above results achieved for similar schools and for all schools on a national basis and represents a significant 'value add' for students at PCS.

Years	Reading	Persuasive Writing	Numeracy
3-5	76%	75%	74%
5-7	63%	63%	62%
7-9	81%	81%	80%

ii. RoSA

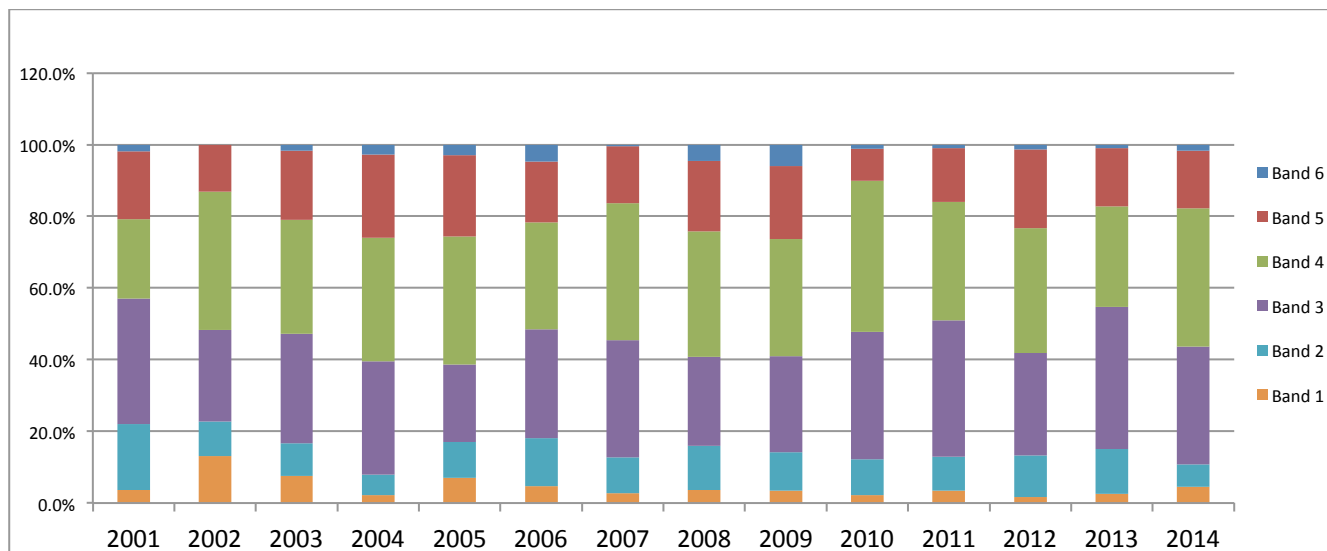
Students completing Year 10 or leaving school during Year 11 are awarded the Record of School Achievement (RoSA) from the Board of Studies. All students completing Year 10 in 2014 (72 students were awarded a RoSA). In addition, there were 3 students who exited their formal years of education during Year 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 2014.

Of particular note for the 2014 cohort were the comparatively larger proportions of students achieving Bands 6, 5, and 4 and less in the lower Bands than in previous years. This indicates that there has been a general improvement in attainment over the previous years in similar subjects and courses.

Percentage of outcomes by Bands from 2001 through 2014.



d. 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 1032 for 2014. 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

a. 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 2014 Indigenous students represented 3% of the overall population and 17% of students were from language backgrounds other than English.

The School's ICSEA (Index of Community Socio-Educational Advantage) was 1032. There were 16% of students in the lowest quartile, 32% in the third quartile, 32% in the second and 20% 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 2014 enrolment of 707 students in Years K-12 made up of 357 girls and 350 boys. The Preparatory School had 48 students and there were 12 students enrolled in the Preschool from its commencement in June 2014.

b. Student Attendance Rates by Grade

Attendance data for Years 1 through 10 was analysed during May 2014 for the Federal Government. The Average Attendance Rate of **93%** is reported on the 'My School' website, but the table below shows a breakdown of this data by gender and grade.

Year Group	Gender		Attendance as Percentage	
	M	F	M	F
1	23	25	93.3%	92.9%
2	21	26	92.7%	95.2%
3	22	22	93.1%	93.1%
4	29	21	95.9%	94.7%
5	28	24	92.8%	93.8%
6	23	28	93.1%	92.7%
7	28	39	93.6%	95.2%
8	35	37	92.8%	93.3%
9	41	20	92.9%	94.0%
10	37	37	90.3%	89.5%
Totals	287	279	93.0%	93.4%

c. 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 2012 (56) with those who commenced Year 12 in 2014 (51), for example, indicates an **Apparent Retention Rate of 94%**.

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 2012 to the HSC in 2014.

Of the 51 students who completed the HSC in 2014, 33 were enrolled at PCS for Year 10 in 2012. This gives an **Actual Retention Rate** of **65%**.

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 (19 students) who entered PCS in Year 11 at the beginning of 2012 or later to complete their HSC studies in 2014.

d. 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 2014 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 school.

The total number of students undertaking and successfully completing a VET course in Year 12 was 27 out of a cohort of 51. This represents 53% of students enrolled in Year 11 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 51 students entered for the 2014 Higher School Certificate, 51 were successful in attaining the Award, representing 100% of the Year 12 students enrolled.

e. Students' Post School Destinations

Of the 51 students who completed their HSC studies in 2014, 27 students (53%) 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

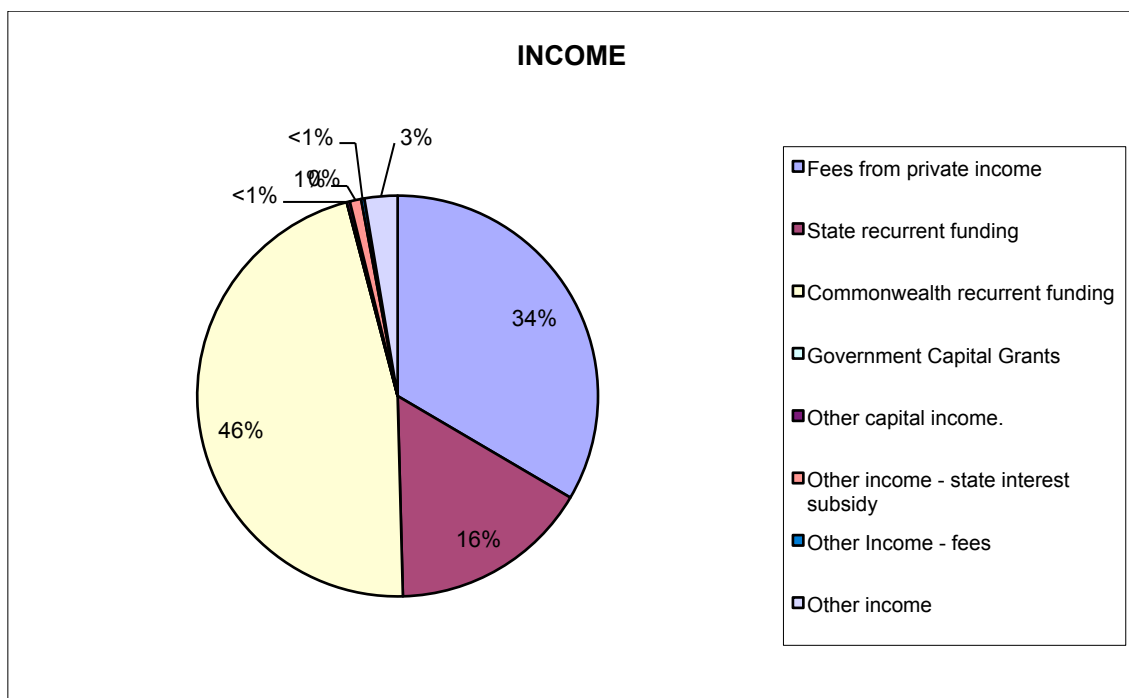
Penrith Christian School Ltd is a registered, not-for-profit company, limited by guarantee.

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.

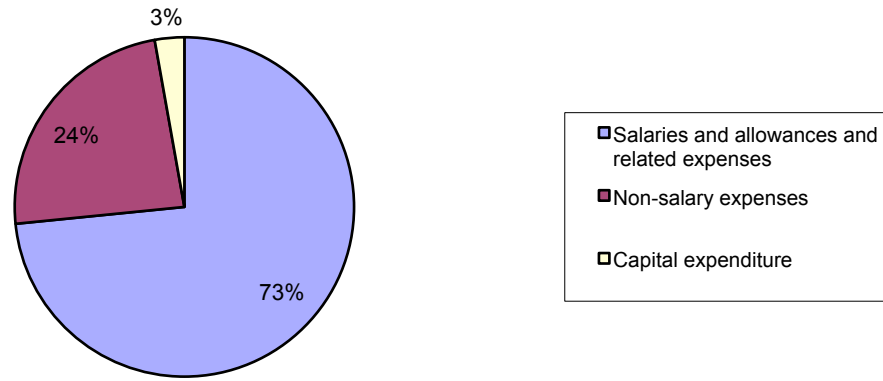
Summary Financial Data is available for 2014 on the 'My School' website.

The information for 2014 is shown below.



Income		
Fees from private income	\$3,504,712	33.5%
State recurrent funding	\$1,688,781	16.1%
Commonwealth recurrent funding	\$4,852,716	46.3%
Government Capital Grants	\$0	0.0%
Other capital income.	\$26,515	0.3%
Other income - state interest subsidy	\$95,839	0.9%
Other Income - fees	\$27,813	0.3%
Other income	\$278,267	2.7%
	\$10,474,643	100%

EXPENDITURE



Expenditure		
Salaries and allowances and related expenses	\$7,503,844	73%
Non-salary expenses	\$2,430,547	24%
Capital expenditure	\$286,805	3%
	\$10,221,196	100%
Profit/Loss	\$253,447	

Appendix 1 - Enrolment Policy

1. 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:

- a.** The dual parent family where both parents are committed Christians active in their faith and local church.
- b.** Families where only one parent is a committed Christian, but where both parents agree to a Christian education for their child.
- c.** Families where separation and remarriage may have occurred. These situations essentially would fall into either of categories **a.** or **b.** as stated above.
- d.** 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.
- e.** Single parent families where the parent is a Christian or the child is a Christian, or both.
- f.** Other situations where the child may be in the care of a guardian who may be a Christian.
- g.** 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-related school.

In all of the above instances the school would conclude that in enrolling the child/ren, we are providing a service to these families and committing ourselves to the task of providing an education that is Christ focused 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 child/ren, 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 worldview being espoused in our curricula. A clear understanding of these issues is vital for effective partnership in the education of the child/ren 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 encouraged to attend ImagineNations Church on several occasions to ascertain the ministry position and emphasis of the sponsoring body of the school.

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

At all times it is an 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 Witness and 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/s or student/s cease to uphold the terms of the Statement of Faith or exhibit behaviour or conduct which is inconsistent with the Statement of Faith, or becomes 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 the child/ren.

2. Policy Guidelines

- a. PCS will seek enrolment from families who desire a Christian education for their child/ren who actively support the ethos of the school and are in agreement with the school's Statement of Faith.
- b. 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.
- c. 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.

3. Enrolment Offers

Enrolment will be offered with reference to:

- a. The date order of application received
- b. Whether or not the child is a sibling and
- c. The availability of a place in the school in one of the enrolment categories listed below. The references to 'class' refer to students grouped for specific learning activities.

Categories of enrolment are as follows:

i. 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.

ii. Concessions (See Fees Policy)

These are offered on successful application. They are generally based upon the capacity of the family to pay, and are related to family and financial hardship. Concessions are reviewed on an annual or more frequent basis as determined by the Bursar and/or Principal.

iii. Special Programs

- A. Total Special Program enrolment shall not exceed seven students per class, on average, within each year group.

- B.** In relation to Attention Deficit Disorder (ADD) and Attention Deficit Hyperactivity Disorder (ADHD), a maximum enrolment of three ADD/ADHD students per class, with no more than one ADHD student per class.
- C.** ESL: subject to a maximum of three students with severe needs per class and restrictions on low-medium support needs according to resource restrictions, as determined by the Principal.
- D.** Remedial/Learning Difficulties: subject to a maximum per class of one severe and two remedial students. Progressive Achievement Test (PAT) results in the range 0-1 are classified as severe remedial and students classified as remedial if PAT score is in the range 2-3.
- E.** Disability/Special Education: a reserved enrolment of one student with intellectual disability per class. Other modality deficits (i.e. hearing impairment, visual impairment and physical disability) are subject to resource restrictions as determined by the Principal.
- F.** Overseas/FFPOS: this will be tied to the ESL enrolment and dependent upon the need for instruction in English.
- G.** Gifted and Talented: where appropriate the school will integrate Gifted and Talented students and provide a program to cater for these students.
- H.** Categories B through G are subject to resource restrictions placed on the school by limits in government funding and fee income.

Enrolments in Special Programs are limited due to the restrictions placed on the school by resources and financial limitations. The school actively seeks additional government funding for all special needs students to allow for continued enrolment in these areas.

4. Management Agreements

a. At or Prior to Enrolment

At the discretion of the Principal, some Special Program 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 Special Program students. Management Agreements will be reviewed on at least an annual basis.

b. Subsequent to Enrolment

In some cases students may be diagnosed with a learning disorder or disability which places them in one of the above Special Program categories sometime after they have been enrolled at the school. In these cases the Principal will determine, in consultation with 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.

5. Fee Equity Principle

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

6. Kindergarten Starting Age

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

7. Testing

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

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

Appendix 2 – Student Welfare and Discipline

1. Some Foundation Principles for the Student Welfare Program

a. Purpose

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

b. Aim

Our aim is that students might comprehend, internalise and live out Christian values.

c. Foundation Principles

- i. 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.
- ii. Sin has caused relationship with God, and with 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.
- iii. God, through Christ, has given to us the way for restoration of the relationship between man and God. The aim of the discipline process at Penrith Christian School is to see the restoration of the relationships that have broken down due to the behaviour in question.
- iv. 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.
- v. As staff we should be motivated by Christ-like love.
- vi. All actions have consequences. Any contrived consequences should fit the action.
- vii. Discipline is an educative process.
- viii. 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:

- i. Affirm and encourage God-honouring behaviours, attitudes and attributes.
- ii. Unashamedly aim to see our students become more and more like Christ.
- iii. Affirm students in the context of constructive relationships with peers and staff.
- iv. Encourage teachers to always act for the good of all their students, regardless of how much they think it is deserved or otherwise.
- v. Lead students to understand the importance of a sense of community and the relationships within that community.

- vi. Bring all disciplinary actions to a point where acknowledgment of and repentance for wrongdoing may occur and involve confession, repentance, reconciliation, restoration, self-discipline and new directions.
- vii. Act in love towards all students and acknowledge that discipline is not separate from pastoral care, but a necessary part of our care.
- viii. 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.
- ix. 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 ongoing encouragement.
- x. Ensure that any consequence or sanction should fit within the context of constructive pastoral relationships.
- xi. Ensure that no disciplinary action taken will be purely retributive. It is vitally important that all staff understand this and operate in this manner.

d. Established Programs

In seeking to achieve the above aims the school has established the following programs:

i. Student Leadership

Opportunities for the development of student leadership within the school will be maintained and encouraged, and may include the following:

- A. School Captains/Vice-Captains
- B. Prefects
- C. Bus/Transport Monitors
- D. Students' Representative Council
- E. Fundraising
- F. Ministering Arts
- G. Chapel Band
- H. Drama Group
- I. Dance Groups, etc.
- J. Leading devotional times during Pastoral Care Groups
- K. Sporting Teams - representation at Zone, State and CIS levels will be encouraged
- L. Debating, Mock Trial and other Public Speaking programs
- M. Participation in Chapel

ii. 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 and will be made up of students from the same year.

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 or Stage Group Meetings for specific purposes such as dealing with a specific issue or need. Year or Stage Group Meetings will generally be for a single period in duration.

iii. Chapel Program

All students will attend a weekly Chapel service. Chapel will be for a one period duration and may include:

- A.** A time for praise and worship
- B.** A speaker or speakers
- C.** Use of video and other audio-visual materials
- D.** Guest speakers
- E.** Student speakers
- F.** General announcements
- G.** A time for recognition of student achievements
- H.** 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.

e. Discipline Policy

i. 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.

ii. 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.

iii. 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.

iv. Restorative

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

v. 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. (*Refer to later section on Discipline Procedures and Guidelines.*)

vi. 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.

f. 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.

2. 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 praiseworthy in the child.

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

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/ren. 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 a 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: _____

Father's name printed: _____

Date: _____

Mother's signature: _____

Mother's name printed: _____

Date: _____

3. 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 focusing on three key values:

a) Work Hard

b) Show Respect

c) Be Safe

Each classroom teacher implements different aspects of these key values in their respective roles. For example, 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 values are as follows:

a) Work Hard

i. Work Productively

For example:

- A.** Make the best use of the time set aside for a particular task.
- B.** Complete homework and study requirements.

ii. Allow Others to Work Productively

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

iii. Strive for Excellence

For example:

- A.** Set goals that stretch you without being unreasonable and aim to achieve them.
- B.** Find out what strengths you have and work on your weaknesses.

b) Show Respect

i. 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.

ii. Speak Respectfully to One Another

For example:

- A.** Use 'please', 'thank you', 'excuse me' when applicable and appropriate.
- B.** Speak pleasantly to one another without insult, innuendo, name calling or bad language.

iii. Show Respect for Adults and those in Authority

For example:

- A.** Say 'good morning' or 'good afternoon' when they pass or when you first have a class with them.
- B.** Follow teacher's directions without arguing or grumbling.
- C.** Stand and greet teacher at the start of the lesson.
- D.** Stand and greet guests when introduced in a classroom.

iv. Respect the School Property and Property of Others

For example:

- A.** Obtain permission before using equipment, treat property with care, keep rooms and grounds clean and free from litter.
- B.** Only enter rooms when there is a supervising teacher present.

c) Be Safe

i. Walk Carefully through Rooms and Corridors

For example:

- A.** Walk quietly, keeping conversations quiet so as not to disturb other classes.
- B.** Be careful to give way and keep to the left in corridors to allow others to pass.

ii. Obey Safety Signs

For example:

- A.** Wear goggles and ear plugs in the Design and Technology room when operating machinery.
- B.** Wear safety equipment in the Science Labs.

iii. Be Aware of Others around You

For example:

- A.** Don't run in confined spaces.
- B.** Be careful when playing ball sports.

4. The Teacher's Role

Teachers should:

- a. Be encouraging appropriate relationships between teacher/student and student/student
- b. Be consistent in how they treat students
- c. Confront unacceptable behaviours and apply appropriate consequences
- d. Consider why students may be misbehaving
- e. Build Christian values and interpersonal respect
- f. Bring relationships to the point of restoration so students can move on from the situation with a fresh start.

5. The Discipline Process

There needs to be an understanding of the stages and a realistic expectation of where students are at, in the Discipline Process.

For example, if a child is still in the denial or trivialisation stage, they are not going to be able to apologise with conviction or with any genuineness. More time needs to be spent to bring them through the process towards confession and an acceptance of consequences and hence **restoration**.

Stages in the Discipline Process:

Instruction / Guidance →					
1	2	3	4	5	RESTORATION
Denial	Trivialisation	Powerlessness Negativity Defeatism	Coming to terms Confession	Acceptance Action Reconciliation Growth Restitution Reminders Remorse	Moving on Putting behind Not repeating behaviours Relationships restored Forgiveness Apologies

6. 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 Coord or Director of Curric P-6	PCG Teachers/KLA Coordinator
Deputy Head of School	Deputy Head of School	Deputy Head of School
Head of School	Head of School	Head of School
Deputy Principal		
Principal		

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

7. Discipline Procedures and Guidelines

a. Procedural Fairness

'Procedural Fairness' is generally recognised as having three key elements: the right of a 'hearing', 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.

b. 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.

c. 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 Parents 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.

d. Procedural Guidelines

Level	Example Behaviours	Suggested Actions/Consequences	Procedural Fairness
0	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	

<p>1</p>	<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><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>
<p>2</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><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>

<p>3</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 Deputy Principal</i></p>
<p>4</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 Deputy Principal</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 Deputy Principal</i></p> <p><i>Right of Appeal-School Board</i></p>

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