



Penrith Christian School  
**STRATEGIC PLAN**  
**2016 -2020**



## TABLE OF CONTENTS

<b>INTRODUCTION</b> .....	4
<b>AN EXPLICIT IMPROVEMENT AGENDA</b> .....	4
1. Personal Faith and Spiritual Nurture .....	4
2. Student Outcomes:.....	5
3. Pastoral Care and Student Wellbeing.....	5
4. Staff Development (Developing An Expert Teaching Team).....	6
5. Facilities and Resources (Targeted Use of School Resources) .....	6
6. Community Engagement (School Community Partnership).....	8
7. A culture that Promotes Learning.....	9
8. Analysis and Discussion of Data .....	10
9. Systematic Curriculum Delivery.....	10
10. Differentiated Teaching and Learning.....	11
11. Effective Pedagogical Practices.....	12
12. Management and organisation.....	13
13. Marketing, promotions and development services.....	13
14. Finances.....	14
<b>BUILDINGS AND FACILITIES MASTER PLAN 2016-2025</b> .....	15
<b>CONTEXT OF THE SCHOOL AND CORRELATION WITH STRATEGIC PLANNING</b> .....	16
<b>HISTORICAL CONTEXT</b> .....	17
Stage 1 – Original Library 1995.....	17
Stage 2 – Original Technology Block (B Block) 1995.....	17
Stage 3 – The current Maths and Creative Arts Block (C Block) 2001 .....	17
Stage 4 – English and HSIE Block (C Block) 2003.....	17
Stage 5 – The K-2 Junior School Block (D Block) 2007.....	17
Stage 6 – Planned Administration Building (Did not Proceed).....	17
Stage 7 – Sports Centre 2012.....	17
Stage 7b – Disabled Ramp Associated with Access to lower level access to Sports Centre 2013	17
Stage 8 – Science Centre 2013.....	17
Stage 9 – Trade Training Centre 2013 .....	18
Stage 10 – Admin Facilities in Church building.....	18
Other – Refurbishment of the existing Early Childhood Centre to accommodate Prep and Preschool. Completed in 2 stages 2007 and 2014.....	18
<b>CURRENT PROJECTS</b> .....	18
<b>CURRENT FACILITIES</b> .....	18

<b>STRATEGIC PLANNING .....</b>	<b>21</b>
<b>CONSTRAINING FACTORS .....</b>	<b>21</b>
<b>FROM THE PREVIOUS STRATEGIC PLAN.....</b>	<b>21</b>
<b>DEVELOPING AND FUTURE NEEDS.....</b>	<b>23</b>
<b>POSSIBLE FUTURE BUILDINGS AND SOLUTIONS TO THE ABOVE ISSUES.....</b>	<b>26</b>

## **INTRODUCTION**

The Board of Penrith Christian School have worked to develop this Strategic Plan after completing and reviewing the previous 5 Year Plan. This plan seeks to set the agenda for improvement across all facets of the life of the school whilst at the same time ensuring that the Christian foundations and focus of the school are not compromised but rather enhanced through the provision of excellent, Christ-centred education for all students from Preschool through to Year 12.

## **AN EXPLICIT IMPROVEMENT AGENDA**

The school leadership team and Board have established and are driving a strong improvement agenda for the school, grounded in evidence from research and practice and expressed in terms of improvements in measurable outcomes.

### **1. Personal Faith and Spiritual Nurture**

The school actively seeks ways to enhance student spiritual development, knowledge and practice by partnering with Imaginations Church and other local churches and para-church organisations. The School Chaplain and Pastors and Youth Leaders are recognised as integral members of the school community and partners in the calling of Christian Education. Partnerships are strategically established to address identified staff, family and student needs and operate by providing access to experiences, support and intellectual and/or physical resources that may not be available within the school.

The following specific targets and outcomes have been set for this domain:

- The school will provide opportunities for the development of personal faith for the staff (staff development), community (through parent education opportunities) and the students (pastoral care program).
- The school will continue to involve the church pastoral staff in school activities. Devotions, assemblies, morning teas, classes, staff weeks and develop opportunities for greater cross entity activities
- The school will continue staff development opportunities focused on staff strengthening their relationship with God.
- The school will strengthen the pastoral care program through appointment of key personnel with a clear focus on Pastoral Care and Biblical foundations.
- The school will provide appropriate student induction programs for all new students in Secondary School with a particular focus on Years 7 and 11 to ensure that personal faith and spiritual nurture issues are included in activities, focus and cultural awareness within the school.
- provide a structured and relevant framework for parents to access courses, counselling and spiritual understandings through the services offered by the school and related entities. This may include but is not limited to the use of existing courses and programs in the church such as, Christianity explained, Alpha, Purpose Driven Life, etc.
- continue to develop a systematic and well structured Biblical Studies and Pastoral Care Program across the whole school with appropriate programming and experiences designed for each age level.

## **2. Student Outcomes:**

The School Board, school principal and other school leaders are united, committed to and explicit about their core objective – to improve learning outcomes for all students in the school across all domains including;

- spiritual nurture and growth,
  - academic growth,
  - sporting development,
  - practical and creative arts and
  - service learning.;
- the school will undertake to understand current student achievement levels across all cohorts and how achievement levels have changed over time, including students at risk of disengaging from schooling, and students facing disadvantage, including students with a disability, those from non-English speaking backgrounds, Aboriginal and Torres Strait Islander students, and those from low-SES backgrounds;
  - explicit targets for improvement in student achievement levels will be set and monitored with appropriate individual goal setting developed with students and teachers and communicated to parents, through school reporting;
  - a unified team approach will be developed in school staff in their commitment to improve the quality of teaching and learning throughout the school and to address obstacles to school-wide improvement;
  - include in school communications a specific agenda that clearly indicates the school expects all students to learn successfully and has high expectations for student attendance, engagement and outcomes;
  - strategies for improving levels of student engagement, achievement and well-being will be identified, documented and articulated; and
  - ensure that progress towards targets is monitored and initiatives and programs are systematically evaluated for their effectiveness in producing desired improvements in student learning and performance.

## **3. Pastoral Care and Student Wellbeing**

The school actively seeks ways to enhance the Pastoral Care and wellbeing of students through the provision of Pastoral Care and Wellbeing services..

The assessment of this domain includes consideration of the extent to which the school will:

- provide staffing and coordination to enhance and develop a consistent and coordinated approach to the Pastoral Care Program across the whole school.
- Plan for increasing and augmenting the available staffing for counselling, chaplaincy, services such as occupational therapy and speech therapy.
- Ensure the continuation and development of the school's camping program with a view to strengthening the spiritual and pastoral aspects of this program.
- Further develop the school's focus on Missions including local, national and international programs.
- Continue to strengthen and enhance the Respect and Responsibility initiatives across the school.
- Provide programs for student wellbeing and Pastoral Care which focus on the development of resilience, youth suicide and depression awareness, safe behaviours and managing risk.

#### **4. Staff Development (Developing An Expert Teaching Team)**

The school has found ways to build a school-wide, professional team of highly able teachers, including teachers who take an active leadership role beyond the classroom. Strong procedures are in place to encourage a school-wide, shared responsibility for student learning and success, and to encourage the development of a culture of continuous professional improvement that includes classroom-based learning, mentoring and coaching arrangements.

- The following specific targets and outcomes have been set for this domain:
- The School Board will in conjunction with and under advice from the Principal, review and adjust Staff Roles and Executive Structure to enhance the student learning as opportunities arise. In particular specific staff appointments will be considered for oversight and leadership of Staff Development and Student Learning across the whole school;
- the school will continue to place a priority on attracting, retaining and developing the best possible Christian teachers;
- the school will continue to explore and establish strong connections and partnerships with tertiary providers for both teacher education and integration of student learning into tertiary sectors. Specifically explore the expansion of our ongoing partnership with Alphacrucis College as it moves towards the establishment of a University towards 2020.
- the leadership team will continue to develop and apply strategies to assist teachers to continue to develop and share deep understandings of how students learn subjects/content, including pre-requisite skills and knowledge, common student misunderstandings and errors, learning difficulties and effective interventions;
- teachers in the school will aspire to and work towards being experts in the fields in which they teach, having high levels of confidence in teaching in those fields and an eagerness to expand their subject knowledge to learn how to improve on their current teaching practices;
- the school expects all teachers to be highly committed to the continuous improvement of their own teaching and to be focused on the development of knowledge and skills required to improve student learning;
- the principal and other school leaders will lead and model professional learning in the school;
- the principal and other school leaders will build networked school relationships that support leadership development, including principal-principal mentoring relationships;
- school leaders will ensure that opportunities are created for teachers to work together and to learn from each other's practices, including through online professional communities;
- the school will continue to work to ensure the continuity of a culture of collaboration and teamwork over time across cohorts of teachers;
- the school will implement a plan to ensure that all teachers are engaged in professional improvement strategies structured around the National Standards.
- the school will continue to use and improve agreed formal processes to manage unsatisfactory performance;
- the school will have in place a professional learning plan and associated budget to support local and broader Christian School priorities.

#### **5. Facilities and Resources (Targeted Use of School Resources)**

The school applies its resources (staff time, expertise, funds, facilities, materials) in a targeted manner to meet the learning and wellbeing needs of all students. It has school-wide policies, practices and programs in place to assist in identifying and addressing student needs. Flexible structures and processes enable the school to respond appropriately to the needs of individual learners.

The following specific targets and outcomes have been set for this domain:

- the school has processes to identify and respond to student needs through the allocation of staff and resources;
- staff are deployed in ways that best address the learning needs of all students in the school and that make best use of available staff expertise and interests;
- there are school-wide programs and approaches for students requiring additional or specialist support;
- the school gives priority to initiatives aimed at improving outcomes for students in its use of school funds;
- flexible 21<sup>st</sup> century curriculum delivery arrangements have been established to enable staff to better address the needs of individual learners;
- the school effectively uses its physical environment and available facilities to maximise student learning; and
- the school budget will align priorities to enhance the effective development and use of facilities and resources including, but not limited to;
  - further improvements and enhancements to Administration Facilities and the planning for the construction of a new Administration Centre at the front of the property.
  - further development of outdoor Sports Facilities including but not limited to refurbishment of outdoor courts, cricket nets, and additional landscaping, provision of structured play areas for students. Improvements to Primary Playground –better use of Courtyards as structured play areas, enhanced and environmentally sustainable seating and gathering areas for students;
  - continue to refurbish Existing Primary Classrooms to create more appropriate and dynamic learning spaces for Middle and Junior Schools;
  - plan for the relocation of the Early Childhood Centre through the construction of a new building closer to the top of the property where adequate and safe access for parents and guardians is maintained/enhanced by considering alternate parking and pick up arrangements;
  - plan for the construction of a new Junior School building to occupy the site of the existing Early Childhood Centre.
  - Maintain the current accreditation of the Early Childhood program and work towards achieving an “Exceeding” or “Excellent” rating for this service whilst maintaining our focus on preparation for schooling.
  - continue to refurbish existing classroom spaces in A Block and C Block to accommodate more contemporary pedagogies around more flexible learning and innovative use of spaces;
  - further develop the curriculum resources and storage facilities focusing on reading resources, home readers, boost program development, mathematics, science, technology, creative arts, and computing.
  - Add new buildings as needed to accommodate the changing needs of the school. These may include the addition of more permanent Creative Arts facilities.
- the school will continue to expand and develop appropriate Information Technologies to serve the learning of all students and staff through;
  - continuing to improve and develop the available ICT infrastructure within the school including – network expansion and consolidation, provision of smart boards and TVs, upgrading and maintenance and enhancement of wifi services across the school.
  - Further development of the school’s Moodle Learning (iLearn) site to encompass all grades and courses in the school.
  - Continuing to provide and enhance the access for all parents and students to data on students in all grades including current marks/grades, goals, key behavioural and social indicators etc.

- Ensuring that all Curriculums in the school have an integrated technology approach in all units.
- Ensuring that all staff are confident users of technology including the confident use of group display technologies, video conferencing and interactive learning approaches across the school.
- Maintenance and enhancement of student access to all forms of ICT technologies and devices across the School.
- Improvement in staff uptake through ongoing training in ICT and its use in the classroom.
- Continue to use and enhance the use of ICT to communicate directly with all stakeholders in the school including students, parents and staff.

## **6. Community Engagement (School Community Partnership)**

The school actively seeks ways to enhance student learning and wellbeing by partnering with parents and families, other education and training institutions, local businesses and community organisations. Parents and families are recognised as integral members of the school community and partners in their children's education. Partnerships are strategically established to address identified student needs and operate by providing access to experiences, support and intellectual and/or physical resources not available within the school. All partners are committed to the common purposes and goals of partnership activities. Procedures are in place to ensure effective communications and to monitor and evaluate the intended impacts of the school's partnerships.

The assessment of this domain includes consideration of the extent to which:

- The school encourages parent participation through the PIP program with appropriate incentives for parents to be engaged and involved in everyday school activities;
- the school builds partnerships with parents, families, local businesses and community organisations (including allied health, family support, counselling and rehabilitation services) to improve opportunities and outcomes for students;
- the school identifies potential community partners on the basis of their capacity to contribute to improved student achievement and/or wellbeing;
- identified partners are involved in collaborative planning and are committed to the purposes and objectives of the partnership;
- the senior leadership teams in the partner organisations are involved, committed and play a role in achieving staff commitment and participation within their organisations;
- there is clarity around partner roles and responsibilities;
- major partnership decisions are made collaboratively and partnership activities are designed to make best use of partners' expertise;
- goals, progress and achievements are systematically and regularly monitored and refined as required;
- adequate resources are committed to ensure the effectiveness and success of partnerships;
- the school collects evidence to evaluate whether partnerships are having their intended impact in improving outcomes for students; and
- the school's partnerships are sustainable and have become an accepted part of the culture of the school community and partner organisations.
- The school will ensure that all Grades have connections to fund raising and support of appropriate mission programs with achievable goals
- The school will continue to develop and enhance community partnerships through the Service programs such as;
  - Benevolence – students visiting nursing homes,
  - Staff to co-ordinate serving aged, disabled, disadvantaged

- Developing service culture in students
- School run community courses
- Advertising of school and student achievements in community service
- Increase involvement in the media with respect to community service
- Increase involvement in school competitions, eisteddfods,
- Increased community involvement in project based and problem based learning for students

## **7. A Culture that Promotes Learning**

The school is driven by a deep belief that every student is capable of successful learning. A high priority is given to building and maintaining positive and caring relationships between staff, students and parents. There is a strong collegial culture of mutual trust and support among teachers and school leaders and parents are treated as partners in the promotion of student learning and wellbeing. The school works to maintain a learning environment that is safe, respectful, tolerant, inclusive and that promotes intellectual rigour.

The following specific targets and outcomes have been set for this domain:

- The school will continue to provide a clearly articulated vision for the promotion, development and enhancement of Personal Learning, Christian Character development and Service to God and to others for the whole school. (The PCS vision)
- The school will continue to develop and implement programs to enhance student goal setting with access to information on training and careers options, learning and study skills development, accountability through availability of all data, parental involvement, and continuous review processes.
- the school will promote and maintain an environment reflective of its high expectations that all students will learn successfully;
- the staff of the school will demonstrate an understanding of the importance of positive and caring relationships to successful learning, and work to build mutually respectful relationships across the school community;
- interactions between staff, students, parents and families will be caring, polite and inclusive;
- the school will partner and engage with parents and families as integral members of the school community and partners in student learning, study skills and development of lifelong learning skills and attitudes;
- the school will place a high priority on student and staff wellbeing and will have processes in place to provide both academic and non-academic support to address individual needs;
- the school appreciates and values students' varying cultural backgrounds and will therefore work to build the cultural competence of school staff;
- the school has clear strategies to promote appropriate behaviour and will further develop these as the need arises- including agreed responses and consequences for inappropriate student behaviour - and the school will provide sufficient support for teachers to implement these policies;
- the school will continue to create an attractive and stimulating physical environment that supports and encourages learning;
- the school will promote a culture of inquiry and innovation, where creative exploration and independent learning are valued;
- the school will focus on being an inclusive learning community where students and staff have an obvious sense of belonging, all parents are welcomed and all staff, students and parents speak highly of the school.

## **8. Analysis and Discussion of Data**

A high priority is given to the school-wide analysis and discussion of systematically collected data on student outcomes, including academic, attendance and behavioural outcomes, and student wellbeing. Data analyses consider overall school performance as well as the performances of students from identified priority groups; evidence of improvement/regression over time; performances in comparison with similar schools; and, in the case of data from standardised tests, measures of growth across the years of school.

The following specific targets and outcomes have been set for this domain:

- the school will develop and implement a plan for the systematic collection of a range of student outcome data including both external test data and quality classroom and grade assessments;
- the school will identify appropriate instruments and demonstrate that it will be using tests and other assessment tools to monitor school-wide achievement and progress in areas of national focus such as literacy, numeracy, science, cross-curricular skills and attributes, and levels of student resilience, wellbeing, and social and emotional development;
- the school will use data to identify starting points for improvement and to monitor progress over time;
- arrangements will be put in place for the collection and analysis of school-wide data and for summarising, displaying and communicating data, with the school community;
- all teaching staff will have access to a broad range of student achievement and wellbeing data and use it to analyse, study and display individual and cohort progress;
- professional development will be provided to build staff skills in analysing and interpreting data;
- school executive, as part of their responsibilities, will regularly work with their teams to review achievement data relating to their areas;
- time will be set aside for in-depth staff discussions of achievement data and of strategies for the continuous improvement of student outcomes;
- the school will include, in its data gathering, input and feedback from students;
- the school will systematically monitor other performance data, including data relating to student attendance, school disciplinary absences and other behavioural data, school completion, student destinations and stakeholder perceptions and engagement;
- data will be used in building a culture of self-evaluation and reflection across the school; and
- the school will use data to inform school-level decisions, interventions and initiatives.

## **9. Systematic Curriculum Delivery**

The school has a coherent, sequenced plan for curriculum delivery that ensures consistent teaching and learning expectations and a clear reference for monitoring learning across the year levels. The plan, within which evidence-based teaching practices are embedded, and to which assessment and reporting procedures are aligned, has been developed with reference to the Australian Curriculum or other approved curriculum and refined collaboratively to provide a shared vision for curriculum practice. This plan is shared with parents and families.

The following specific targets and outcomes have been set for this domain:

- The school will ensure that ALL curriculum are developed with reference to the “Connecting Learners with God’s Big Story” document developed by the Curriculum Action Group of CSA.
- the school will develop and implement an explicit, coherent, sequenced plan for curriculum delivery across the years of school which makes clear what (and when) teachers should teach and students should learn;

- the plan for curriculum delivery will continue to develop and improve the key transitions in the life of a student, including from Year 6 to Year 7 (Middle School) Pre-Kindy to Kindy and from School to the workforce or tertiary studies (Key Alliance).
- the continuation and improvement of a specific Study Skills Program across Years 5-12.
- The school will further consolidate and development the Early Childhood program to enable all students attending Kindergarten at PCS to access Preparatory School programs which focus on early learning and early intervention strategies.
- the plan for curriculum delivery will shared with the community where appropriate and feedback sought on ways to make the school curriculum responsive to local needs;
- staff of the school will be familiar with and work within the school's shared curriculum expectations;
- the curriculum will be used as a basis for ongoing staff discussions about the best ways to maximise student learning and wellbeing;
- school leaders will focus attention and energy on priority curriculum areas and on ensuring that all students are proficient in the basics, as well as on the appropriate key learning areas in Years 9-12;
- the school curriculum will include a strong focus on the development of cross-curricular skills and attributes such as literacy, numeracy, information and communication technology capability, critical and creative thinking, personal and social capability, ethical behaviour and intercultural understanding.;
- a priority will be given to constructing learning experiences that are accessible, engaging and challenging for all students, including those with particular needs;
- the school will develop and continue placing a priority on making the curriculum locally relevant and will adopt a strengths-based approach to recognising, valuing and building on students' existing knowledge and skills;
- assessment processes will continue to be closely aligned with the curriculum and designed to clarify learning intentions, establish where individual students are in their learning, diagnose details of student learning (eg, gaps in knowledge and understanding), and to monitor learning progress across the years of schooling;
- reporting processes will continue to be aligned with the curriculum and designed to provide parents, families and students themselves with information about the achievement of curriculum intentions and progress over time; and
- professional development will be provided to build staff skills in curriculum planning and development.

## **10. Differentiated Teaching and Learning**

The school places a high priority on ensuring that, in their day-to-day teaching, classroom teachers identify and address the learning needs of individual students, including high-achieving students. Teachers are encouraged and supported to monitor closely the progress of individuals, identify learning difficulties and tailor classroom activities to levels of readiness and need.

The following specific targets and outcomes have been set for this domain:

- teaching practices across the school will reflect the belief that, although students are at different stages in their learning and may be progressing at different rates, all students are capable of learning successfully if motivated and given appropriate learning opportunities and necessary support;
- teachers will continue to work at understanding where students are in their learning – including their current knowledge, skills, learning difficulties and misunderstandings – to identify starting points for teaching;

- teachers will work to ensure that all students – including high-achieving students – are appropriately engaged, challenged and extended by designing classroom activities to meet students’ learning needs, levels of readiness, interests, aspirations and motivations;
- teachers will consult with parents and with students themselves to ensure that reasonable adjustments are made to meet the needs of students with disabilities, including through the development of individual learning plans;
- teachers will closely monitor the progress of individual students and continually adjust their teaching in response to the progress that individuals are making;
- teachers will encourage and assist students to monitor their own learning and to set goals for future learning;
- communication with parents and families will provide information about where students are in their learning, what progress they have made over time, and what they might do to support their children’s further learning; and
- tailored, early and sustained interventions will be put in place for students identified as requiring additional support, including students returning to school after a period of absence/disengagement.

## **11. Effective Pedagogical Practices**

The school Board and the principal and other school leaders recognise that highly effective teaching is the key to improving student learning throughout the school. They take a strong leadership role, encouraging the use of research-based teaching practices in all classrooms to ensure that every student is engaged, challenged and learning successfully. All teachers understand and use effective teaching methods – including explicit instruction – to maximise student learning.

The following specific targets and outcomes have been set for this domain:

- the school will implement the National Curriculum and interpreted and laid down by the NSW BOSTES.
- the school leadership team will keep abreast of research on effective teaching practices;
- the school leadership team will establish and communicate clear expectations concerning the use of effective teaching strategies throughout the school;
- school leaders, including the principal, will spend time working with teachers, providing feedback on teaching and, where appropriate, modelling effective teaching strategies;
- school leaders will actively promote a range of evidence-based teaching strategies, including;
  - creating classroom and applied learning environments in which all students are engaged, challenged, feel safe to take risks and are supported to learn
  - connecting new material to past learning and assisting students to see the continuity in their learning over time
  - demonstrating explicitly what students are to do, discussing this with students, and then questioning and checking that learning is occurring
  - promoting deep learning by emphasising underlying principles, concepts and big ideas that are developed over time
  - setting high expectations for every student’s progress and ambitious targets for improving classroom performances
  - working to build students’ beliefs in their own capacities to learn successfully and their understanding of the relationship between effort and success
  - providing regular and timely feedback to students in forms that make clear what actions individuals can take to make further learning progress
  - routinely evaluating the effectiveness of teaching and using these evaluations to make adjustments to practice; and

- school leaders will provide teachers with ongoing detailed feedback on their classroom practices measured against the National Teaching Standards.

## **12. Management and organisation**

The school Board, principal and other leaders recognise that appropriate strategic thinking and planning will happen most effectively in a collegial, unified and focussed team of executive members who actively seek ways to enhance the development and growth of the school in all domains.

The assessment of this domain includes consideration of the extent to which the school will:

- Continue to monitor and review the performance and structure of the executive team
- Ensure that the executive structures and positions will enable the school to develop and deliver its stated goals across all of the domains in this strategic plan.
- Ensure the continuation and improvement of a P-12 approach to Student Learning & Welfare, Curriculum and Staff Development
- Continually assess, monitor and review the staffing levels and role descriptions of the Administration section of the school to ensure appropriate support for all goals and initiatives associated with the school and implicit in this strategic plan.

## **13. Marketing, promotions and development services**

The school seeks to enhance its reputation, Profile and community connection through appropriate targeted marketing strategies.

The assessment of this domain includes consideration of the extent to which the school will:

- Develop marketing around our distinctive area of excellence.
- Provide means to express “WHY ARE WE DIFFERENT”, to our community
- Use the covering of Imaginations Church,
- Provide a loving, caring, safe and supportive environment
- Promote the fact that we are a “Spirit filled” church and school
- Replicate these qualities in the staff recruitment process.
- Provide genuine care of the educational and spiritual fulfilment of students
- ensure a consistent commitment to pursuing a loving, caring and safe environment for the purpose of each student reaching their potential
- publicize and celebrate consistent achievement of academic goals, sporting achievements and community projects
- publicize and celebrate innovative use of technology
- inform our community about our affordable level of school fees
- provide Value Add Seminars for parents and community members
- continue to develop a model of Internal Marketing to maximise the impact from word of mouth referrals and to enhance the reputation of the school in the local community.
- Continue to develop the following areas;
  - Alumni
  - Bequests
  - Open Days and other events such as Grandparents day
  - Access for parents, and students to tour school facilities at out of school hours if needed.

## 14. Finances

The school seeks to ensure that financial resources are adequate for the task of providing an excellent, Christ Centred education for all students enrolled at the school. The School Board as directors of Penrith Christian School Ltd has oversight and responsibility for the financial planning and security of the school. The Board is assisted by the Business Manager, the financial services staff and the Principal in this task.

The assessment of this domain includes consideration of the extent to which the school will:

- The maintenance of a strong unified and well trained and equipped Board
- The use of and further development and refinement of KPI reporting
- maintenance and management of appropriate KPI's through delegated authority to the Principal in relation to KPIs such as class sizes, teacher pupil ratios, debt to student ratios etc.
- Maintenance of Enrolment and Class Size Policy as set by the Board.
- The achievement of a general surplus of funds to be generated each year
- Maximisation of government funding with respect to;
  - Recurrent Funding (Commonwealth and State)
  - Special Needs – Integration and Special projects
  - Other Grants (eg. Languages)
  - Capital Grants (Buildings)
  - Capital Funding (Special Programs, Computer Fund etc.)
- Reduction of debt of at least 5% pa. on all building loans. (Stages 1-6)
- Maintenance of Debt per Student ratio at less than \$7,000 with gradual reduction over the 5 year period to less than \$4,000.
- Provision of supplementary services such as counselling, Chaplaincy, Educational Support, para-professional services such as speech therapy and occupational therapy, psychological assessment and counselling, and Pastoral Care within the constraints of the financial goals of the school.
- Continued provision of excellent, innovative and current buildings and facilities to match the general directions and changes taking place in pedagogy and student learning.

# **Buildings and Facilities Master Plan 2016-2025**

## CONTEXT OF THE SCHOOL AND CORRELATION WITH STRATEGIC PLANNING

### The School's Strategic Plan states that for Facilities and Resources (Targeted Use of School Resources) (Item 5)

Penrith Christian School is a Preschool to Year 12 School currently enrolling 780 students. It occupies land and buildings, which are shared with Imaginations Church, the sponsoring body for the school.

The school is currently using a significant portion of the church building for administration and the auditorium on an as needed "booking" arrangement. There are some "temporary" buildings and some older buildings on the property that are used for both School and Church at present.

The following specific targets and outcomes have been set for this domain:

- flexible 21<sup>st</sup> century curriculum delivery arrangements have been and will continue to be established to enable staff to better address the needs of individual learners;
- the school will continue to effectively use its physical environment and available facilities to maximise student learning; and
- the school budget will align priorities to enhance the effective development and use of facilities and resources including, but not limited to;
  - further improvements and enhancements to Administration Facilities
  - further development of outdoor Sports Facilities including but not limited to refurbishment of outdoor courts, cricket nets, and additional landscaping, provision of structured play areas for students. Improvements to Primary Playground –better use of Courtyards as structured play areas, enhanced and environmentally sustainable seating and gathering areas for students;
  - continue to refurbish Existing Primary Classrooms to create more appropriate and dynamic learning spaces for Middle and Junior Schools;
  - continue to refurbish existing classroom spaces in A Block and C Block to accommodate more contemporary pedagogies around open learning and innovative use of spaces;
  - maintaining all node machines on the school's network, further development of online learning and course deliveries.
  - further develop the curriculum resources focusing on reading resources, home readers, boost program development, mathematics, science, technology, creative arts, and computing.
  - improvement and development of the Early Childhood Centre and future planning to ensure that adequate and safe access for parents and guardians is maintained/enhanced by considering alternate locations and alternate parking and pick up arrangements;
  - Maintain the current accreditation of the Early Childhood program and work towards achieving an "Exceeding" or "Excellent" rating for this service whilst maintaining our focus on preparation for schooling.
  - Add new buildings as needed to accommodate the changing needs of the school. These may include expansion of the iCentre and the addition of more permanent Creative Arts facilities.

## **HISTORICAL CONTEXT**

From 1998 until the present, the School has grown from a single streamed K-12 school through to double streamed K-12 and recently with the addition of a triple stream in Year 7-12 and Early Childhood Centre catering for 3 and 4 year olds. Prior to 1998 the school consisted of the current Library and Technology Blocks, the Current primary Blocks P1 –P7 and a number of portable buildings. Since 1998, as the school has grown, various buildings and infrastructure projects have been undertaken to provide for the students learning spaces, administration and staff facilities. The buildings have been undertaken in a total of 10 stages as follows;

### **Stage 1- Original Library 1995**

Currently the iCentre with internal refurbishment carried out in 2011

### **Stage 2 – Original Technology Block (B Block) 1995**

This has been refurbished and extended on a number of occasions including the latest extension to create the Trade Training centre in 2013.

### **Stage 3 – The current Maths and Creative Arts Block (C Block) 2001**

Associated works for the Oval and water detention infrastructure to serve the needs of the entire property and future developments were completed at the same time

### **Stage 4 - English and HSIE Block (C Block) 2003**

Internal alterations completed in 2013 to accommodate Head of Senior School in Office adjacent to Senior Study. Apart from this no other major changes or alterations.

### **Stage 5 – The K-2 Junior School Block (D Block) 2007**

Currently operates as planned with only minor upgrades to internal fittings and computer technology.

### **Stage 6 – Planned Administration Building (Did not Proceed)**

This project was shelved and the Western Side of the Church Building was refurbished to house the school administration.

### **Stage 7 – Sports Centre 2012**

This building was completed using the BER Funding plus and additional \$500,000 from school funding.

### **Stage 7b – Disabled Ramp Associated with Access to lower level access to Sports Centre 2013**

The ramp which was not funded in the original Sports Centre Project was added to provide disabled access to lower levels of the school adjoining the Sports Centre

### **Stage 8 – Science Centre 2013**

The Science Centre was completed in conjunction with Stages 9 and 10 and allowed for the older Science Rooms in B Block to be refurbished as part of the Trade Training Centre

## **Stage 9 – Trade Training Centre 2013**

This comprised refurbishments of existing sections of B Block plus the additions of the Motor Trades area and the refurbishment of one Science Lab in C Block to accommodate the Electro-Technology Room.

## **Stage 10 – Admin Facilities in Church building.**

The refurbishment of the western side of the church building to accommodate school administration services as an alternative to the Stage 6 project which was shelved.

## **Other**

Refurbishment of the existing Early Childhood Centre to accommodate Prep and Preschool. Completed in 2 stages 2007 and 2014.

## **CURRENT PROJECTS**

1. Landscaping of Early Childhood Centre
2. Landscaping of Senior Courtyard
3. Conversion of old Sports Store into new Middle School Staffroom and Storeroom.
4. Addition of a Shed Extension and re-siting of Electrotechnology facilities to the shed. Some refurbishment of the interior of the Electrotechnology room (C1) to provide more general use as a Making and Designing Room (MAD)

## **CURRENT FACILITIES**

See accompanying Aerial Photograph for a “plan” of the site and facilities.

PCS has a wide variety of Educational Facilities and spaces to provide access to learning experiences for students across the school.

1. **Early Childhood Centre** – caters for 3 and 4 year olds and is a registered Child Care Facility with the DEC
2. **Junior School (Kindergarten to Year 4)**
  - a) The K-2 Block houses two streams of K-2 children in paired classroom spaces separated by movable walls. There is a central Junior School Computer Lab with 26 computers. Each classroom has wet areas, storage for bags and equipment and interactive digital display technologies to enable students to engage in learning with appropriate technology.
  - b) Year 3 and 4 are housed in paired classrooms with storeroom facilities and appropriate resources at hand. Each space has access to portable, desktop and digital display technologies. Year 3 have recently been upgraded to include new furniture, wet areas and storage. Year 4 is mooted for upgrade during Christmas break 2015/2016.
  - c) Playground spaces for Junior school include an extensive play equipment area, and undercover COLA and extensive open field spaces which are set aside for Junior School only.
  - d) Educational Support Services are housed within the K-2 block along with staffrooms and office space. In addition there is an adjacent classroom and office space area set aside for the Extension and Enrichment program, which includes wet areas, storage, digital display technology, computer resources, and spaces for visiting Speech and Occupational Therapists and offices.

### **3. Middle School (Years 5-8)**

- a) Year 6 are housed in paired classrooms with storage for resources, access to computer technologies and other resources.
- b) Year 5 are housed in a double demountable with similar resources to the Year 6 classrooms.
- c) Year 7-8 utilise a number of spaces around the school for specialist courses but also have a “home Room” which is a GLA in the English/HSIE block to provide a “home” space for them.

### **4. Senior/Middle School**

- a) A Block which are essentially General Learning Areas. A Block consists of 7 classrooms surrounding a central computer lab housing 30 computers. All spaces have digital projection boards. Storerooms and a staffroom is included which houses the HSIE and English faculties. In addition there is a Senior Study with Office for Head of Senior School adjoining.
- b) B Block is the Technology block and includes a Textiles Room which is also utilised as a Multi-Media lab with 20 iMac computers available, a Woodwork space, Metal Work Room, Motor Trades.
- c) Workshop and garage and adjoining GLA plus a central Computer Lab with 20 computers for ICT and specialist ICT classes.
- d) C Block includes 3 GLAs for Mathematics, 1 Music Room with adjoining Practice and storage rooms, and Art room with storage room and Dark Room, a Central Computer Lab with 20 computers, an Electrotechnology and Robotics room which also includes 20 computers.
- e) The Science Centre – consists of 3 Science Labs with adjoining staffrooms and specialized preparation/storage areas.
- f) The Creative Arts Block is a purpose built demountable building housing an additional Art Room, Music Room and a Drama Centre, which has tiered seating and appropriate lighting and sound equipment.

### **5. General Whole School Spaces**

- a) The Sports Centre is a purpose built sports facility with a multi- purpose court with basketball, netball volleyball markings and equipment plus two GLAs for teaching PDH/PE a staffroom which overlooks the sports hall, storerooms , change rooms and a Gymnasium area which is equipped with the appropriate training machines and equipment. The Change rooms open outside onto the extensive outside spaces including the Oval and associated Outdoor Basketball and Volleyball courts plus cricket nets.
- b) The iCentre (Library) consist of a number of interconnected spaces including book storage and reading areas, a computer lab plus distributed computer facilities, laptops and iPads in storage devices for use by students, communications area (around digital display area) sharing spaces, a recessed reading area, storage spaces and office spaces for Library staff, as well as the School Counsellor.
- c) Playground Spaces – there are 3 Courtyards which are designated for Middle School only, Senior School only and shared Middle/Senior School space.
- d) There are Toilet and change facilities appropriate for each section of the school. A senior School Toilet Block, Middle School toilet Block and two blocks for Junior school. One built into the K-2 Learning Centre for K-2 students and a separate block for the Year 3/4 students. All of these are adjacent to the play and learning areas for each of these age groups.

- e) Auditorium – the school has access and open use of the Church Auditorium which seats 800 people but can be expanded to accommodate 1,000. This facility is used for assemblies, Chapel services, presentation events, general community gatherings and other special events. In addition the facilities are used to augment materials already in the Creative Arts faculty for the Vocational course Cert III in Live Production and Services.

## **6. Administration**

- a) The school Administration is incorporated into the western side of the sponsoring church's building. This includes offices for Principal and Executive Assistant, Café Area for students and parents, A Canteen, A small meeting room / learning area, First Aid Facilities with adjoining toilets and disabled shower, Reception area for students, Deputy Principal's Office and PA to Deputy plus a Publications Officer's office. Staff communications and pigeon holes are managed from this area.
- b) The current Administration Facilities were constructed as a compromise arrangement to transition into a more permanent building for the school. The transition arrangements whilst providing advantages in relation to access through the Church foyer as a single point of entry are limited in tenure. The existing arrangements regarding the use of the Café as a staff meeting room and work space is untenable, the lack of a staff common room and additional storage and office spaces is continuing to be an issue.
- c) Printing and publishing. All staffrooms have a colour copier/printer which also serves as a scanner and provide access for all teaching staff to be able to produce appropriate worksheets and booklets for students. This is adequate but centralised publications is in need of its own more dedicated space to improve efficiencies and quality.

## STRATEGIC PLANNING

The Board has undertaken a number of 5 Year Strategic Planning processes.

The previous Strategic Plan which was completed in 2014 included a number of key building and infrastructure projects included above. These have ostensibly been completed or modified and replaced with alternate buildings (See Table below)

A new Strategic Plan is currently being developed and this Site Master Plan is being developed in conjunction with the parameters set down in the new Strategic Plan.

## CONSTRAINING FACTORS

1. The School Board has determined that the school will not grow beyond the current double stream K-6 and triple Stream 7-12 in the current 5 year plan.
2. The School Board has identified, in conjunction with the Church and Holdings Company, the extent of permissible land usage assigned for the enclosed boundaries of the school and the location of possible building envelopes to serve the needs of the school in the next 5 to 10 years.

## FROM THE PREVIOUS STRATEGIC PLAN

### 16. I. Facilities and Resources

ORIGINAL PLAN	RESULTS AND PROGRESS
A. Stage 6 – Administration Block replaced by Stage 10 Admin in church building.	A. This building was not completed. 400K grant returned to BGA and western side of church building refurbished and occupied by school administration in 2013.
B. Stage 7 – Sports Centre	B. Completed and occupied 2012
C. Stage 8 – Science and Technology/Trade Centre.	C. Completed and Occupied 2013
D. Stage 8 - Construct a new Early Childhood Centre in the location of the existing Administration Block (old house) and use the existing Prep School building to provide permanent accommodation for primary stages currently in the demountable.	D. Not completed per se but existing ECC upgraded and occupied for full day care preschool and prep school by mid 2014. Upgraded and occupied for ECC from July 2014. Note: Possible need to determine available spaces on property to improve access and egress issues. Landscaping and external works to be completed.
E. Stage 9 – Refurbish existing primary classrooms by including wet areas plus install ceilings in all rooms. P1-P7	E. Completed P6/7 and upgrade to P5 by end of 2014 P3/4 Completed 2015 P1/2 to be completed in 2016 ready for 2017.

<p>F. Refurbish outdoor courts, cricket nets, and undertake additional landscaping and provision of structured play areas for students. Improve primary playground –better use of D block courtyard (eg. hopscotch with numbers, hundreds chart, number line (with flat spot to write numbers in chalk), 2D shapes, an analogue clock face, handball wall, chess board, etc.)</p>	<p>F. Some progress here. Landscape plans for ECC and Senior Courtyard have been completed . No construction work has yet begun. Area next to church completed as part of Stage 10. Marking of playgrounds undertaken.</p>
<p>G. Continue to improve and develop the available ICT infrastructure within the school including – network expansion and consolidation, provision of smart boards, upgrading and maintaining all node machines on the school’s network, further development of online learning and course deliveries.</p>	<p>G. Federal DER funding has been used over the past 4 years to implement a complete revamp of infrastructure and complete the ICT Centre. New Network switches, servers and monitoring software now in place. Ongoing and whilst this needs to be included in all infrastructure developments there is a separate and ongoing development plan for wifi and hand-held devices. Q. Impact on use of existing Computer Labs and need for these?</p>
<p>H. Further develop the primary resources focusing on reading resources, home readers, Boost program development, science, and computing.</p>	<p>Ongoing and much progress has been made in the last two years. Storage needs continue to be an issue for resources.</p>

## DEVELOPING AND FUTURE NEEDS

The school has built a number of buildings over the past 15 years as the double streamed K-12 school evolved.

There have been a number of developments in school structure and curriculum which have placed some demand on current and future infrastructure, facilities and buildings.

<p><b>Triple Stream in Years 7-10 with average class size of 25 students per class or 75 per stream</b></p>	<p>The additional stream in 7-10 and hopefully expanded numbers in Yr 11/12 has been partially absorbed through facilities designed and built with the TTC. However demands for General learning Areas (GLAs) or Flexible Learning Areas (FLAs) a current and emerging issue due to changes in pedagogy and increasing numbers of students as the triple stream moves into Year 10 in 2016.</p>
<p><b>The provision of the ECC</b></p>	<p>This has had minimal impact on infrastructure and services as it was an existing building except for the area of access and egress during hours of operation (see Access and Egress). However the building is at the entirely wrong end of the property for access and has some significant drainage an maintenance issues which cannot be easily rectified.</p>
<p><b>Impact of changing pedagogical practices</b></p>	<p>This is requiring changes to internal layouts of some buildings as we move away from small classrooms and GLAs to more flexible learning spaces that can accommodate a range of pedagogical styles. Specifically A Block and C Block internal layouts can be altered to accommodate these needs through the use of Flexible Learning Areas (FLAs).</p>
<p><b>The commencement and development of the Junior, Middle and Senior Schools</b></p>	<p>This has impacted on the need for additional spaces in the Middle Years to complement the integrated approach to curriculum delivery being developed plus Office, Storage and Staff Accommodation for Middle school (See Current Project above to convert existing Sports Storeroom).</p>
<p><b>Older Portable Buildings becoming "tired"</b></p>	<p>Year 5 are housed in the oldest portables on site at present. These buildings are in need of significant refurbishment or being relocated and/or sold. Possible use as a Special Needs Unit to be established as a part of the school where students with high needs can be catered for and partially integrated into the school. Possibly accommodating up to 15 students.</p>
<p><b>Creative Arts</b></p>	<p>Facilities for Creative Arts whilst adequate in some respects are spread across a number of buildings, including a large portable. There is a need to consolidate these as this curriculum area is currently a key feature and strength of the school that needs to be enhanced and further developed as a key marketing initiative.</p> <p>Removal/relocation of the existing Creative Arts Portables would create a significant footprint for the construction of a new Performing Arts Centre (PAC).</p>

<p><b>Administration</b></p>	<p>The move into the main church building has been positive in presenting a more unified entrance for both school and church and provides better facilities than in previous arrangements for the school and Youth.</p> <p>However we have already outgrown the office spaces available and this is limiting the effectiveness of administration and management.</p>
<p><b>Access &amp; Egress</b></p>	<p>The school currently uses the long car park for playground during the day and for Express Pickup (with intensive management) in the afternoons. This area is not within the enclosed area of the school and presents problems as a useful car parking space due to its design and safety concerns. General traffic access into and out of the school could be enhanced by a consideration of a whole of site approach to this which takes into account all regular school and church uses as well as possible future developments and special events staged on the property.</p>
<p><b>Disabled Access</b></p>	<p>Whilst the school is accessible for wheel chairs there are a number of ramps and walkways that remain uncovered and need to be covered to provide whole of site <b>all weather access</b>.</p> <p>Access to the upper level of the sports centre is not available and the question arises as to whether this is needed or required under law and how this could be achieved.</p> <p>All future buildings to include covered disabled access and egress to existing walkway system.</p>
<p><b>New Special Needs Centre</b></p>	<p>Strategic Plan provides for the possible establishment of a Special needs Centre within the school to cater for students with high needs who cannot be fully accommodated in a main stream. Facility for this could be considered and located in existing Year 5 portables or the old house but this would create a problem in accommodating the current Church Youth and Chaplaincy staff.</p>
<p><b>Finances Office Portable and House</b></p>	<p>The current Uniform Shop, Finance Office and the Church Youth and Chaplaincy staff are located in two buildings at the top of the property. Consideration should be given as to how best to accommodate these services in future developments in order that the house can be demolished and the portable either re-used or sold.</p> <p>The old House where Youth are accommodated has a large amount of asbestos materials in its structure including the roofing. This presents a WHS risk to the school if any refurbishment or demolition of this building were to be considered and care should be taken to ensure that all WHS requirements are adhered to if any changes, including maintenance, are made to the building.</p> <p>Removal/Demolition of these buildings would make a significant footprint available for other uses.</p>
<p><b>Extent of Use of Available Land</b></p>	<p>A Key issue to be addressed is the setting of the appropriate boundaries for the school in terms of fenced and secured playground spaces. Currently the long car park is used for playground but needs to be gated</p>

	<p>off and closely managed at other times for traffic due to its inappropriate design for safe parking and traffic movement. This Master Plan should include a designation of the boundaries if the fenced and secured area to be occupied and used by the school in conjunction with other proposed church uses.</p>
<p><b>Use of Meeting Rooms 1 &amp; 2</b></p>	<p>The Meeting Rooms 1 &amp; 2 are contained within the southern and south eastern sections of the main church building. These rooms are of a considerable size and accommodate a large group depending on the configurations of furniture. Currently used for general purpose meetings on a bookable basis and children’s ministry on weekends, with school use limited to special occasions. With some fit out changes and floor covering upgrades the spaces could be refurbished quite inexpensively to accommodate Project Based Learning Spaces and meeting rooms for use by the school during the week. This would be a cost beneficial way of providing extra space within the existing facilities for use by the school.</p>

## POSSIBLE FUTURE BUILDINGS AND SOLUTIONS TO THE ABOVE ISSUES

BUILDING	INFORMATION
<b>Disabled Access (Construct 2016)</b>	Provide new covered walkways over existing ramp to Sports Centre, Bus Bays and complete all weather access across the school.
<b>Administration (Construct 2018)</b>	<p>Look at the overall needs of administration for the school and the church including the use of the portable and old house. How best to consolidate school needs and church needs into either two separate facilities or a combination of several facilities.</p> <p>Consider this in light of part (2) above.</p>
<b>Early Childhood (Construct 2019)</b>	<p>The current facility was constructed in a position which limits access from parents and egress issues have continued to plague development. Given that parents must sign in and out this presents real issues for accessibility. It is proposed to move the location of a new facility to the current location of portable and house where church staff, uniform shop and finance are all accommodated.</p>
<b>Junior School (Construct 2020)</b>	<p>With the move of the Early Childhood Centre to the top of the property we will be in a position to demolish the existing building and build a new Junior School (K-4) facility in its location. This will then free up the current Year 4 classrooms to accommodate the Year 5 classes as per below.</p>
<b>Middle School (Occupy and refurbish 2021)</b>	<p>Once the above Junior School building is in place the current K-2 building (D Block) will be refurbished to accommodate the Middle School years 7 and 8. This will create a Middle School precinct with the current Middle School courtyard at centre, Year 5 and 6 to the north in existing refurbished Year 4 and 6 classrooms and the new D Block to the south.</p>
<b>Special Needs Unit (Occupy and refurbish 2021)</b>	<p>The current classrooms P6 and P7 which accommodate the Year 3 classes will be available to create a Special Needs Unit once we have vacated these classes upon completion of the K-4 facility. This will provide ample space for this with the 2 classrooms added to the existing Office spaces and classroom in P5.</p>
<b>Creative Arts (Future)</b>	<p>Either ;</p> <ol style="list-style-type: none"> <li>1. School buys church building and refurbishes it for PACS (Performing and Creative Arts Centre) which will also house additional Admin.</li> <li>OR</li> <li>2. School construct a new PACS in existing location of the current Creative Arts Portable. Existing Art and Music Rooms in C Block to be used for GLAs / FLAs for Mathematics.</li> </ol>

<p><b>Land Use, Car Parking, Access and Egress and Traffic Management (Develop with associated building programs as listed above)</b></p>	<p>(Ongoing with construction of Admin, Early Childhood and Junior School)          Consider a re-design of the existing car parking to include a new access to Frogmore Road with traffic flowing through from entrance in Simeon Rd.          Demolition of existing “long car park” and re-alignment of school playground boundary and fencing to fully enclose the extent of school playground spaces.</p> <p>In redesigning car parking and access consider the future car parking and traffic management needs for both church, school and ECC</p>
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