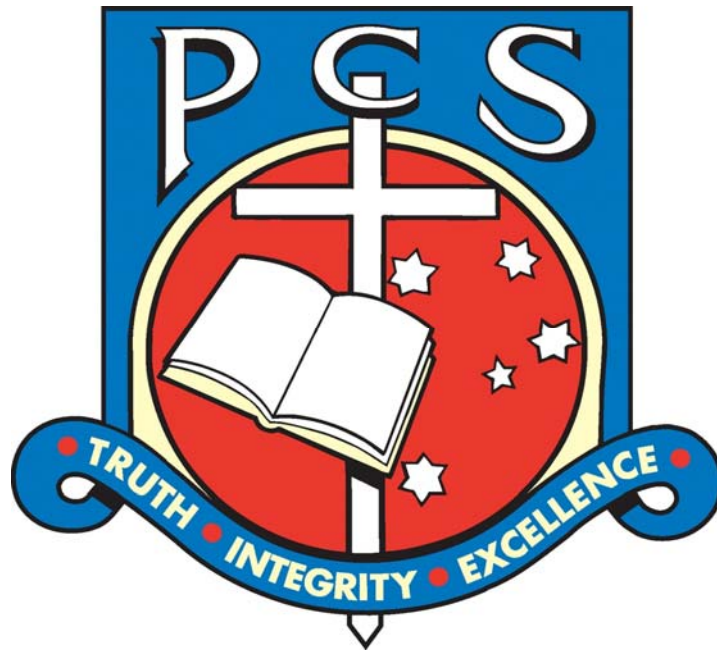


Penrith Christian School



Annual Report

For

2007

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

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1. Introduction

Established in 1985, PCS is located on 37 acres and is a ministry of Penrith Christian Life Centre.

Penrith Christian School is a Registered and Accredited Co-Educational Prep-12 school and is strongly committed to student welfare endeavouring to provide a safe environment, with a positive emphasis on developing early literacy and numeracy and a comprehensive curriculum across all grades. The school offers state of the art air conditioned facilities and a broad range of subject electives for Secondary and Senior studies.

Penrith Christian School continues reporting relevant information regarding the School's performance using the School's Web Page, Newsletter, The School Magazine, The Parents' Guide (an annual information booklet), letters to parents, statutory financial reports and this Annual Report. 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 2007, the School continued to grow in enrolment numbers as the addition of Preparatory School and the double streaming of the K-6 section of the school was completed. In 2007 the Preparatory School for students turning 4 prior to 30th April in the year of commencement was established. This resulted in the addition of a Prep Class of up to 20 students per day on a 2 or 3 day program, allowing for a total enrolment of 40 students. In addition, there were 14 classes in the Primary. The Secondary section of the school continued maintaining a stable double stream in all grades 7-12. There were 690 students enrolled at the school (including Prep) with 650 in the K-12 section in 2007. The increase in the K-12 section of the school was a 7% increase over the 2006 enrolment numbers.

The specific areas for which goals were set for 2007 were detailed in last year's report and the table in a later section sets out these goals and the progress made towards their attainment.

The goals that the school has set for 2008 are also included in this Report and the progress towards achieving these will be reported in the 2008 Annual Report. (published in June 2009).

2. Message from the Key Parent Body (The School Board)

The Board of Penrith Christian School is pleased to endorse this Annual Report on the activities of the school during 2007. The Board has developed a number of new policies and is working closely with the Senior Executive of the School in its Policy Development Committee.

The occupation of the new Stage 5 buildings and the opening of the Preparatory School in 2007 has been an exciting new phase for the school. The new Bus Turning Bay and Bus Shelters, modifications to the Design and Technology Block, and the new playground equipment and covered walk ways have all added a great deal to the amenity of the school.

The Board again acknowledges the work of the staff and executive team at the school and is very thankful for the provision of excellent teaching and administrative staff who minister on a daily basis to the children providing an excellent, Christ focused education for all our families.

The School does not currently have a functioning P&F however there are a number of Parent Task Groups, which are specific purpose groups formed for a short time to carry out a function and then disbanded until needed again. In 2007, the Fund Raising Group raised about \$4,000 for the school through the Mothers' and Fathers' Day Stalls. This money was used to purchase and install a new sound system into the new outdoor under-cover area for concerts and assemblies, as well as additional Reading and Literacy materials for the Junior School.

3. School Performance in Statewide Tests and Examinations

In 2007, the students of Penrith Christian School participated in the DET Basic Skills Tests for Years 3 and 5, the ACER Literacy and Numeracy Testing (LANNA) in Year 7, the School Certificate in Year 10, and Higher School Certificate in Year 12.

a. Basic Skills Tests Years 3 and 5

A summary of results for the Basic Skills Tests for Year 3 and 5 are detailed in the tables below.

| Year 3 | Percentage Above National Bench Mark | Percentage of Students in each Skill Band Band 1 – Lowest Achievement Band 5 – Highest Achievement | | | | | |
|-----------------|---|---|-----------|-----------|-----------|-----------|-----------|
| | | Bands | 1 | 2 | 3 | 4 | 5 |
| Reading | 90% | PCS | 11 | 13 | 30 | 22 | 24 |
| | | State | 12 | 16 | 27 | 22 | 23 |
| | | Bands | 1 | 2 | 3 | 4 | 5 |
| Writing | 94% | PCS | 4 | 13 | 36 | 43 | 4 |
| | | State | 8 | 12 | 32 | 32 | 16 |
| | | Bands | 1 | 2 | 3 | 4 | 5 |
| Numeracy | 96% | PCS | 7 | 15 | 43 | 22 | 13 |
| | | State | 9 | 20 | 26 | 27 | 19 |
| | | Bands | 1 | 2 | 3 | 4 | 5 |

| Year 5 | Percentage Above National Bench Mark | Percentage of Students in each Skill Band Band 1 – Lowest Achievement Band 6 – Highest Achievement | | | | | | |
|-----------------|---|---|----------|----------|-----------|-----------|-----------|-----------|
| | | Bands | 1 | 2 | 3 | 4 | 5 | 6 |
| Reading | 96% | PCS | 0 | 2 | 16 | 27 | 22 | 33 |
| | | State | 1 | 5 | 15 | 27 | 25 | 27 |
| | | Bands | 1 | 2 | 3 | 4 | 5 | 6 |
| Writing | 96% | PCS | 0 | 4 | 15 | 33 | 28 | 20 |
| | | State | 2 | 3 | 12 | 28 | 32 | 23 |
| | | Bands | 1 | 2 | 3 | 4 | 5 | 6 |
| Numeracy | 98% | PCS | 0 | 5 | 27 | 16 | 32 | 20 |
| | | State | 1 | 6 | 15 | 24 | 22 | 33 |
| | | Bands | 1 | 2 | 3 | 4 | 5 | 6 |

b. Year 7 LANNA Tests

The Year 7 cohort at PCS in 2007 sat for the (Literacy And Numeracy National Assessment) LANNA Tests which are developed and administered by ACER (Australian Centre for Educational Research). Results for LANNA Tests are not reported in Bands as are the results from the other assessment instruments used by PCS. National Benchmarks are set in Numeracy, Reading and Writing. Overall School Results are reported using Means and Standard Deviations with respect to ALL Schools across Australia, who sat the LANNA Tests. The information below summarises the results for the 2007 Year 7 cohort. The marks indicated are LANNA Scores NOT percentages.

| Year 7 | Percentage of Students Above National Bench Mark | Percentage of Students in each Skill Band | | |
|-----------------|---|---|------------|-------------|
| | | Band 1 – Lowest Achievement Band 5 – Highest Achievement | | |
| Reading | 96% | | PCS | All Schools |
| | | Mean | 112.9 | 114.1 |
| | | Std Dev | 7.8 | 8.4 |
| Writing | 94% | | PCS | All Schools |
| | | Mean | 122.4 | 125.0 |
| | | Std Dev | 13.3 | 16.5 |
| Numeracy | 75% | | PCS | All Schools |
| | | Mean | 119.9 | 126.8 |
| | | Std Dev | 11.8 | 14.0 |

c. School Certificate

In the School Certificate, the school presented 54 candidates for the external examinations (English, Mathematics, Science, Geography (Civics and Citizenship), and History (Civics and Citizenship)). Students also participated in the Trial Computing Skills Assessment. Students were awarded a grade for each of these subjects based on six (6) Performance Bands. The Tables below show the PERCENTAGES of students in each Performance Band for PCS as compared with the percentage across the State in each Performance Band, in each of the subjects listed above.

| English | None | 1 | 2 | 3 | 4 | 5 | 6 |
|----------------|-----------|-----------|-----------|------------|------------|------------|-----------|
| PCS | 2% | 2% | 0% | 14% | 48% | 28% | 6% |
| State | 1% | 1% | 5% | 20% | 39% | 28% | 6% |

| Mathematics | None | 1 | 2 | 3 | 4 | 5 | 6 |
|--------------------|-----------|-----------|------------|------------|------------|-----------|-----------|
| PCS | 2% | 0% | 17% | 44% | 28% | 7% | 2% |
| State | 2% | 1% | 21% | 31% | 23% | 15% | 6% |

| Science | None | 1 | 2 | 3 | 4 | 5 | 6 |
|----------------|-----------|-----------|-----------|------------|------------|-----------|-----------|
| PCS | 2% | 2% | 6% | 35% | 44% | 9% | 2% |
| State | 2% | 1% | 7% | 25% | 38% | 23% | 4% |

| History | None | 1 | 2 | 3 | 4 | 5 | 6 |
|----------------|-----------|-----------|-----------|------------|------------|-----------|-----------|
| PCS | 2% | 0% | 9% | 42% | 39% | 6% | 2% |
| State | 2% | 2% | 12% | 24% | 36% | 18% | 6% |

| Geography | None | 1 | 2 | 3 | 4 | 5 | 6 |
|------------------|-----------|-----------|-----------|------------|------------|------------|-----------|
| PCS | 2% | 0% | 0% | 11% | 50% | 30% | 7% |
| State | 2% | 1% | 8% | 18% | 38% | 26% | 6% |

Of particular note in 2007 were the English and Geography results which were significantly above State performance.

d. Higher School Certificate

In the Higher School Certificate, the school presented 40 candidates for the external examinations in the HSC across 25 different courses. Students were awarded a Performance Band for each of these subjects based on six (6) Performance Bands, Band 6 being the highest. The tables below show the NUMBER of students in each Performance Band for PCS, in each of the courses sat by students at the school.

| Course | No. | Bands | | | | | | |
|---|------------|------------|------------|------------|------------|------------|-----------|----------|
| | | None | 1 | 2 | 3 | 4 | 5 | 6 |
| Ancient History | 7 | 0 | 0 | 3 | 1 | 2 | 1 | 0 |
| Biology 2 Unit | 5 | 0 | 1 | 1 | 2 | 1 | 0 | 0 |
| Business Studies | 11 | 0 | 0 | 0 | 5 | 4 | 2 | 0 |
| Chemistry | 4 | 0 | 1 | 0 | 3 | 0 | 0 | 0 |
| Community & Family Studies | 11 | 0 | 0 | 1 | 3 | 7 | 0 | 0 |
| Design & Technology | 4 | 0 | 0 | 0 | 0 | 4 | 0 | 0 |
| Drama | 5 | 0 | 0 | 0 | 1 | 3 | 1 | 0 |
| English (Standard) | 27 | 0 | 4 | 4 | 12 | 7 | 0 | 0 |
| English (Advanced) | 13 | 0 | 0 | 0 | 5 | 6 | 2 | 0 |
| Information Processes & Technology | 5 | 0 | 0 | 1 | 0 | 4 | 0 | 0 |
| Legal Studies | 4 | 0 | 0 | 0 | 2 | 1 | 1 | 0 |
| Mathematics (General) | 26 | 0 | 0 | 5 | 9 | 6 | 6 | 0 |
| Mathematics (2 Unit) | 9 | 0 | 0 | 1 | 6 | 2 | 0 | 0 |
| Modern History | 12 | 0 | 0 | 1 | 5 | 5 | 1 | 0 |
| Music 1 | 12 | 0 | 0 | 0 | 2 | 4 | 5 | 1 |
| Personal Development, Health & Physical Education | 11 | 0 | 0 | 4 | 3 | 2 | 2 | 0 |
| Physics | 5 | 0 | 0 | 0 | 4 | 1 | 0 | 0 |
| Society & Culture | 8 | 0 | 0 | 1 | 5 | 2 | 0 | 0 |
| Software Design & Development | 4 | 0 | 0 | 0 | 0 | 4 | 0 | 0 |
| Studies of Religion II | 8 | 0 | 0 | 0 | 3 | 4 | 1 | 0 |
| Textiles & Design | 4 | 0 | 0 | 0 | 0 | 2 | 2 | 0 |
| Visual Arts | 5 | 0 | 0 | 0 | 0 | 2 | 3 | 0 |
| Hospitality (VET) | 6 | 0 | 0 | 0 | 0 | 4 | 2 | 0 |
| Information Technology (VET) | 8 | 0 | 0 | 0 | 1 | 7 | 0 | 0 |
| TOTALS | 214 | 0 | 6 | 22 | 72 | 84 | 29 | 1 |
| Percentage | | 0.0% | 2.8% | 10.3% | 33.6% | 39.3% | 13.6% | 0.5% |
| Cumulative Totals | | 214 | 214 | 208 | 186 | 114 | 30 | 1 |
| Percentage | | 100.0% | 100.0% | 97.2% | 86.9% | 53.3% | 14.0% | 0.5% |

Overall the students sat 220 examinations and there was one Band 6 performance giving a total of 0.5% in the top Band. There were 14% Band 5 or above, with 86.9% of students achieving Band 3 or above. There were no students in Band 1 or below for any course.

Extension Courses

Extension Courses are reported in four Bands. There were three Extension Courses studied at the school in 2007 and Band results are shown below.

| Course | Bands | | | | |
|---------------------------|--------------|----------|----------|----------|----------|
| | None | 1 | 2 | 3 | 4 |
| English (Extension 1) | 0 | 0 | 0 | 3 | 0 |
| English (Extension 2) | 0 | 0 | 0 | 3 | 0 |
| Mathematics (Extension 1) | 0 | 0 | 0 | 0 | 0 |

e. Comparative Performance Over Time

Comparison between cohorts is always a difficult statistical exercise. However the introduction of Standardised Testing, such as the Basic Skills Tests in Years 3 and 5, has enabled statistically valid comparisons to be made of student performance over a period of time. This is achieved by taking the students who were enrolled at the school in Year 3 (2005) and comparing their results in the Basic Skills Tests with those obtained in Year 5 (2007).

The data provides information on the growth in the number of Skill Bands for each student, with the generally expected growth being approximately ONE Skill Band.

Of the students who sat the BST in Year 5 in 2007, 27 (58%) of the 48 Students were able to be matched.

Literacy

67.9% of students increased by greater than One Skill Band in Literacy. The average increase in BST Scores was 7.04 for the school against a State Average of 6.81. There was a significant growth in the boys with Average BST Score increase being 7.14 against a State Average of 6.61.

Numeracy

81.5% of students increased by greater than One Skill Band, with the average growth in BST Scores being 9.90 against a State Average of 8.45. Of note here was the 11.88 increase for boys at PCS against the State Average for boys of 8.86.

Both of these results are very pleasing and indicate that the school's Boys Education Programs and the focus on developing Literacy and Numeracy Skills has been successful during this time.

Growth for the Year 7 group could not be calculated as these students sat the Basic Skills Test in 2005 and the LANNA in 2007. It is not possible to easily make comparisons across these two tests.

4. Professional Learning and Teacher Standards

a. *Teaching and Administration Staff*

In 2007 there were 56 Full or Part Time Teaching or Educational Administration Staff at the school. This equated to a Full Time Equivalence (FTE) of 49.26. The teaching staff were ably supported by a total of 14 Aides, Finance and Administration Staff with an FTE of 11.9. All of the teaching staff of Penrith Christian School have teaching qualifications from a higher education institution within Australia or an overseas qualification recognised by AEI-NOOSR guidelines. There were several staff continuing external Post Graduate studies in 2007.

b. *Professional Learning*

Penrith Christian School is registered as a Teacher Accreditation Authority (TAA) under the NSW Teachers Institute.

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

During 2007 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 a Conference in the middle of the year which is attended by a number of other Christian schools in the Western Sydney Region.

Overall expenditure on the cost of courses attended by staff during 2007 was approximately \$26,000. This does NOT include the cost of releasing staff and replacement costs of those staff which is generally in the order of \$300 per day for casual relief.

5. Teacher Attendance and Retention Rates

a. *Attendance*

Average Daily Teacher Attendance was calculated on the basis of the total number of sick or other leave days taken by teaching staff, divided by the product of total number of possible teaching days and the total number of teaching staff. This resulted in an **Average Daily Attendance** of **94.7%**

b. *Retention Rates*

Staff retention for 2006 into 2007 was extremely high. There were no staff members who left the school and a number of new staff were employed due to the growth of the school. There were, however, a number of teachers taking maternity leave but returning to work. The effective retention rate was therefore **100%**.

6. Student Attendance and Retention Rates

a. *Average Attendance*

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 Education Act.

During the Year 2007 there were a total of 6,183 recorded absences for all students over the entire year. This equates to an average absentee rate of 4.5% per day or a 95.5% average daily attendance rate.

b. *Retention Rates*

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 a few 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.

The comparison of the number of students who commenced Year 10 in 2006 (53) with those who commenced Year 11 in 2007 (42), for example, indicates an **Apparent Retention Rate** of **74%**.

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 School Certificate in 2005 to the HSC in 2007. Of the 40 Students who completed the HSC in 2007, 29 were enrolled at PCs for the School Certificate. This gives an **Actual Retention Rate** of **72.5%**.

This reflects the fact that whilst there are a number of students who leave at the end of Year 10 to enter the workforce or attend other schools, there were a number (11 students) who entered PCS in Year 11 at the beginning of 2006 to complete their HSC studies in 2007.

Another threshold which is relevant for a Prep-12 school is the retention from Year 6 (Primary) into Year 7 (Secondary). Due to the fact that PCS had 59 students in Year 6 in 2006 coming into a double streamed Year 7 cohort of 62 students in 2007 the **Apparent Retention Rate** across these years is greater than **100%**. The **Actual Retention Rate** was **80.6%** with nine (9) students leaving at the end of Year 6. These students were either moving out of the area or attending another high school in the area.

7. Students' Post School Destinations

Of the 40 students who completed their HSC studies in 2007, 15 students (37.5%) received first round offers at various universities and took up these positions. Of the remainder, there were several who received second or third round offers and also took up university placements. There were at least eight (8) students who moved into the TAFE environment, either as an apprentice or in some other Certificate and Diploma courses. Several students were having a "GAP" year prior to entering the workforce full time or taking up TAFE or university positions.

8. Enrolment Policies and Profiles

Penrith Christian School was initially established to minister 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.

The *Enrolment Policy Guidelines* state;

1. PCS will seek enrolment from families who desire a Christian education for their children, who actively support the ethos of the school, and are in agreement with the school's Statement of Faith.
2. 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.
3. 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 2007 enrolment of 643 students at the August Census Date (331 in K-6, 312 in 7-12) is within the bounds set by the School's Class Sizes Policy. The Preparatory School had an enrolment of 41 students, with a maximum of 20 attending on any one day. 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 Stage 1 | Prep | 20 |
| Early Stage 1 | Kindergarten | 22 |
| Stage 1 | Year 1 & 2 | 24 |
| Stage 2 | Year 3 & 4 | 26 |
| Stage 3 | Year 5 & 6 | 28 |
| Stage 4 | Year 7 & 8 | 30 |
| Stage 5 | Year 9 & 10 | 30 |
| Stage 6 | Year 11 & 12 | 25 |

In 2007 the school consisted of a double streamed Secondary section and a double streamed Primary section, with a Preparatory School of two classes spread over five days. Students attend either three days per week or 2 days per week. There were 14 classes in the Primary section with an average class size therefore of 23.6.

The full text of the School's enrolment policies is attached in **Appendix 1** and there is a summary of this policy, along with application forms and procedures on the School's Web Page at www.pcs.nsw.edu.au

9. School Policies

a. Student Welfare and Discipline Policies

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 Policy and Procedures document. 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 allow 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 anti-bullying, victimisation and intimidation policies, which are focused on maintaining a safe and supportive social environment for the children.

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

The full text of the Schools Student Welfare Policy is included as **Appendix 2**.

The full text of all policies at the School can be obtained from the School's Intranet.

b. Complaints and Grievances Resolution Policies

Where there is some disagreement or dissatisfaction with the way that a matter has been dealt with, the school has 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 Co-ordinator, Assistant Principal, Principal and ultimately the School Board. The details of this procedure is included in **Appendix 3** and is available from the school reception or the School Intranet in the School Policy Manual. The school web site also has a summary of this policy and it is provided to parents annually in the Parent's Guide, (also available on the web site).

10. School-Determined Improvement Targets

a. Progress in Achievement of Goals for 2007

| | |
|--|--|
| 1. Occupation of the Stage 5 buildings | The Stage 5 buildings were occupied on the first day of school in 2007. |
| 2. The Introduction of Preparatory School using the old Kindergarten block vacated after the completion of Stage 5. | The new Prep Class Commenced at the beginning of 2007. There were a total of 41 students enrolled over the course of the year. |
| 3. The implementation and review of the Study Skills Program in Stage 6 (Years 11 & 12) including a review of the current camping program. | This was reviewed and the Camping and Study Skills Program re-configured to a Senior School Conference over 3 days incorporating Study Skills, Community Service opportunities, and Outdoor Education Experiences. |
| 4. Continuation of the “Coach Carter” Program for boys and the “Shine” Program for girls targeting key issues for each gender group. | The Coach Carter Program continued in 2007 with the Shine Program for girls also proving to be a successful part of the Stage 5 Girls Pastoral Care Program. |
| 5. Implementation of a Study Skills Program across the whole secondary school. | This was partially completed. To be completed in 2008. Years 7-10 to be moved into the more structured program available for Years 11-12. |
| 6. Introduction of an Academic Excellence and Achievement Program across whole Secondary School (LTAG) | This was introduced with some success. Inconsistency in approach in some areas has hampered the full development and this will be addressed further in 2008. |
| 7. The continuation of Peer Support in Stage 4 using students from Stage 6 as mentors. | This has proved to be a successful program and will continue into 2008. |
| 8. The Introduction of a Technology Rich Curriculum into Years 5 to complete the work begun with Year 6 in 2006. | A computer ration of 1:4 has been provided in both Year 5 classes with data projection equipment to be installed in 2008. |
| 9. To consolidate the Educational Support Services into a Prep- Year 12 model. | The appointment of an Early Stage 1 Coordinator has provided additional support to the tracking programming and support for the early stages of the school. The ES1 Coordinator has worked closely with the Prep Teacher and Ed Support Teachers to assist transition of Prep and Kindergarten children into other stages. |
| 10. Continue resourcing and development of the Mathematics and Literacy Programs for Stages 1 & 2. | A large number of resources were purchased for this Program, including additional readers for the younger students to enhance the directed reading program. |

| | |
|--|--|
| 11. Review the Introduction of Japanese as a language of special importance into Stage 4 to supplement the Indonesian currently on offer across K-6. | Japanese was offered as an elective for Year 9 2008 in the subject selection round for Year 8 this year and has successfully been added to the range of elective subjects for Year 9 2008. |
| 12. To further enhance Staff Training and Professional Development opportunities in conjunction with the introduction of the NSW Teachers Institute. | The School Executive have begun development of the New Scheme Teachers Policy which will be fully implemented in 2008. |
| 13. To introduce terminal services for all staff and students across the school giving access to secure on line facilities both on site and from home | All teaching staff in the Secondary school were given access to a Thin Client on their desks and Primary teachers have enhanced access to computers through the new Primary Lab in the Stage 5 block. All staff are able to have full access to the school's database, file servers and software from home using remote access technologies. |
| 14. To further develop the provision of on-line courses through the school's "Moodle" site as a part of the Intranet. | The Moodle course offerings were expanded during 2007 with Science, Mathematics and TAS courses all being added. This will be expanded and enhanced in 2008. |
| 15. To begin a review the School's Structure as a part of the ongoing Strategic Planning undertaken by the Board. | This was postponed until 2008. |
| 16. Improve Communications between the School and key interest groups and stakeholders. In particular provide enhanced communication between the School Board, Staff and Parents | Some progress has been made towards this however the introduction of the SMS Messaging system in 2008 (delayed from 2007 due to financial considerations) will enhance this greatly. |
| 17. To further broaden the School's involvement with and in overseas and local Mission outreach programs. | The school introduced a number of new opportunities for students to be involved. The main addition being the adoption of a small school in Kathpuli, India and Secondary students have been fundraising to support a number of students in this school. |
| 18. Ongoing evaluation of all teaching programs and curricula | As per the normal processes in place, this has continued throughout 2007. |
| 19. Continue training for all staff on various commercial and in-house software packages. | Relevant educational and administrative staff have received limited training on various software packages. This will be continued in 2008. |
| 20. Implement an In-House Professional Development Program for all staff for courses offered by both external providers and in-house staff. | The In-House Professional Development initiative was successfully implemented during Terms 2, 3 and 4. |
| 21. Continue to expand courses available for Senior School students including VET and Extension Courses. | There were two Extension and two VET courses offered in 2007. |

| | |
|---|---|
| 22. Begin planning for the Mapping of Extension and Enrichment programs across all KLA's through a targeted Differentiation of the Curriculum approach. | This was begun in the Primary Section of the school but has not yet been fully implemented in the Secondary School. |
| 23. Install a new Creative Arts Block to replace the existing demountables and the old demountable at the front of the School. | This was installed and occupied in Term 3. The new block includes a second Music Room, second Art Room and a mini Theatre for Drama classes. |
| 24. Begin planning and implementation of Grant Applications to commence construction of a new Administration Block in 2008. | A Grant Application was successfully submitted and the school received an offer of a \$400,000 BGA Grant for the construction of the new building in 2008/2009 |
| 25. Review the staffing levels and role descriptions of the Administration Section of the School. | Some progress was made here but due to financial constraints there has been only a small increase in staffing levels in the administration section. This is to be revisited in 2008. |
| 26. Continue to strengthen and enhance the Respect & Responsibility initiatives begun in 2005. | A number of Formal Assemblies were introduced into the Secondary Chapel Program to enable the students to experience formal occasions with a number of local dignitaries and politicians invited to speak to the students on these occasions. |

b. School Determined Improvement Targets for 2008

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 2008.

The specific areas for which goals have been set for 2008 include:

| | |
|---|--|
| 1. Development of the new Administration Building, which will be Stage 6 of the master plan. | |
| 2. The consolidation of the Preparatory School program including obtaining full licensing for this service through NSW DoCS. | |
| 3. The implementation of Study Skills Program into Years 7-10. | |
| 4. Create a renewed focus on Academic Excellence and Achievement across the school but with a particular focus on the upper Secondary school. | |

| | |
|--|--|
| 5. The continuation of Peer Support in Stage 4 using students from Stage 6 as mentors | |
| 6. The upgrading of all computer facilities across the school. | |
| 7. Introduction of Data Projection equipment into every classroom in preparation for the Clickview Software installation and the installation of Smart Boards. | |
| 8. Further consolidation and enhancement of the School's Educational Support Program. | |
| 9. To introduce Extension and Enrichment Classes into the Junior Secondary school. | |
| 10. Further enhance the Introduction of Japanese as a language of importance into Stage 4 | |
| 11. To further develop the provision of on-line courses through the school's "Moodle" site as a part of the Intranet. | |
| 12. To conduct a review the School's Structure as a part of the ongoing Strategic Planning undertaken by the Board. | |
| 13. To introduce SMS Messaging systems to enable same day follow up of unexplained absences and to enhance communication with parents. | |
| 14. To consolidate and further broaden the school's involvement with and in overseas and local mission outreach programs. | |
| 15. Ongoing evaluation of all teaching programs and curricula. | |
| 16. Provide a Christian education focus to the Teacher Training and Development Program. | |
| 17. Complete the review of the staffing levels and role descriptions of the Administration section of the school. | |
| 18. Continue to strengthen and enhance the Respect and Responsibility initiatives across the school. | |

11. Initiatives Promoting Respect and Responsibility

During the year the school continued the development of a number of initiatives to promote respect and responsibility. These involved key aspects integrated into the school's Camping Program as well as Chapels and Formal Assemblies. 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.

Students have themselves been involved in a number of leadership programs to allow contact with the general community providing assistance to Older People, donating blood, assisting with manual tasks, and the raising of funds to enhance the environment of the school as well as for overseas missions and sponsor child programs.

The 9 values for Australian Schools were reinforced through these initiatives and the Civics Programs within each Stage.

12. Parent, Student and Staff Satisfaction

Parents

During 2006 a number of Satisfaction Surveys were carried out. In 2007 the school has continued to develop the strengths identified in these surveys and to work on the identified areas for improvement. Indicators of parent satisfaction in 2007 have been; regular parent feedback, feedback sought from students after commencement at the school via personal letters, exit surveys for students leaving at key exit points and general correspondence on a day to day basis. The school has a high degree of parent satisfaction as displayed through these methods. In addition the enquiry rates for enrolment at the school have been extremely high with 95% of these enquiries directly linked to existing families at the school recommending the school to others. (word of mouth).

The school also has developed waiting lists in a number of years, specifically at the key entry points of Prep, Kindergarten, Year 7 and Year 11.

Students

Feedback from students in relation to satisfaction with the school, on an ad hoc basis, is continual. This occurs during parent- teacher interviews, interviews with teachers and executive members during disciplinary processes, general interactions 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. This is also reflected in the retention rates for our students and indirectly in the enquiry rates, which generate waiting lists and future enrolments, with 95% of referrals coming from existing students at the school.

Staff

The staff at PCS recently participated in a post graduate research program to ascertain the level of satisfaction both with the school and with the role of teaching. This research is being carried out as part of a broader PhD program and the school has received feedback from the first round of data collection. This feedback indicates that the staff at PCS have a greater than average level of job satisfaction both with the school environment specifically, and with the profession of teaching.

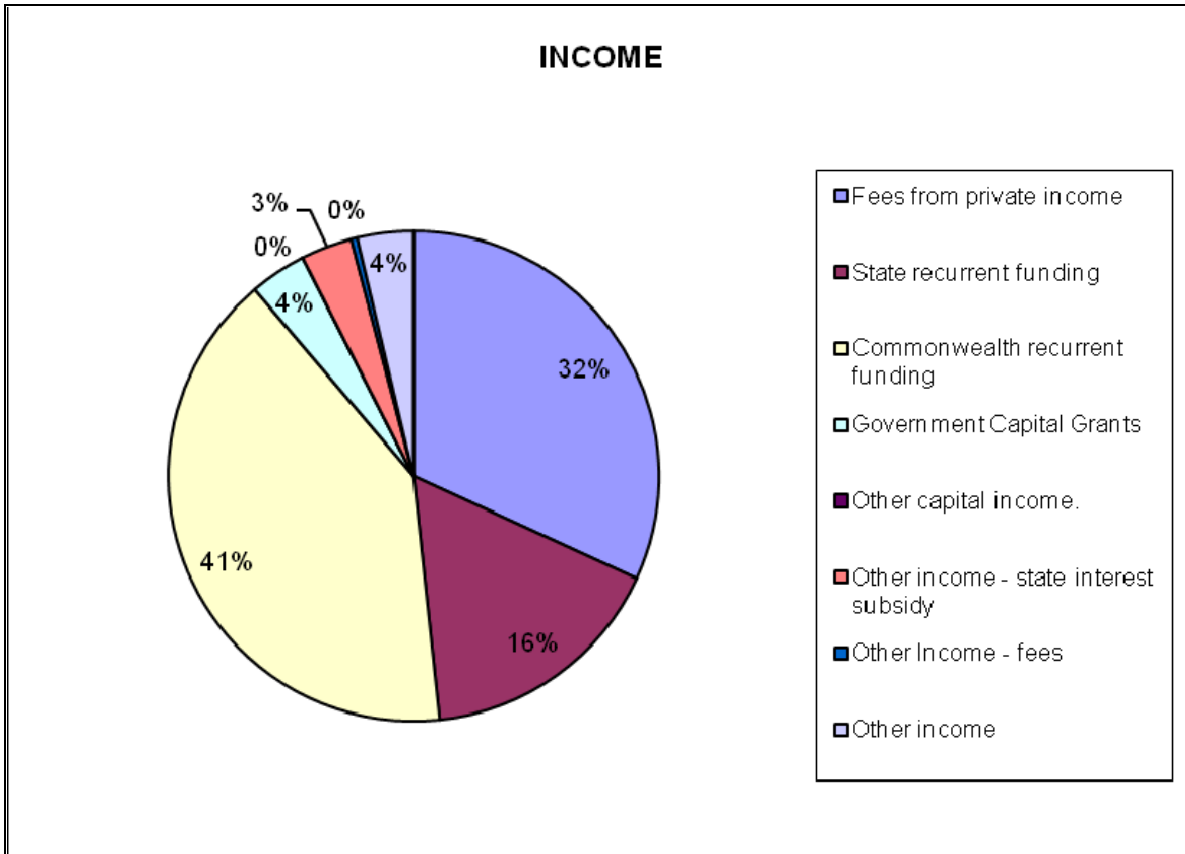
A further indicator of staff satisfaction is the low turnover rate of staff at PCS. Whilst there are some changes from time to time these generally relate to staff taking maternity/paternity leave and/or seeking promotion positions in the wider Christian schools sector.

13. Summary Financial Information

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

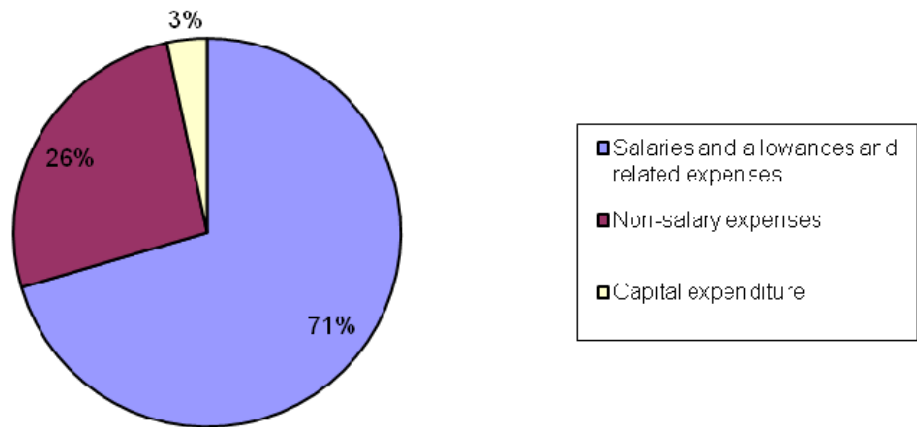
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Audited financial accounts are submitted to ASIC each year. A summary of the sources of the school’s income and how this was expended is shown in the pie charts and tables below.



| Income | | |
|---------------------------------------|--------------------|-------------|
| Fees from private income | \$2,306,080 | 32% |
| State recurrent funding | \$1,190,580 | 16% |
| Commonwealth recurrent funding | \$2,930,125 | 40% |
| Government Capital Grants | \$270,000 | 4% |
| Other capital income. | \$350 | 0% |
| Other income - state interest subsidy | \$244,119 | 3% |
| Other Income - fees | \$28,701 | 0% |
| Other income | \$268,336 | 4% |
| | | |
| | \$7,238,292 | 100% |

EXPENDITURE



| Expenditure | | |
|--|--------------------|-------------|
| Salaries and allowances and related expenses | \$5,199,553 | 70% |
| Non-salary expenses | \$1,933,540 | 26% |
| Capital expenditure | \$246,652 | 3% |
| | | |
| | \$7,379,745 | 100% |

Appendix 1

Enrolment Policy

Preamble

PCS was established and exists primarily to provide Christian Education for Christian families. The school's primary objective is to provide places for children of Christian families in the following categories;

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

In all of the above the school would conclude that in enrolling the child, we are providing a service for these families and committing ourselves to the task of providing an education that is Christ focussed and academically relevant to our culture and society, whilst complying with the regulations of government and statutory authorities as we are instructed in Scripture.

As such all families **MUST** sign the school's Statement of Faith as a part of the enrolment process.

The Principal will discuss any issues associated with this at the enrolment interview.

From time-to-time the school may receive requests from non-Christian families to enrol their children, as they recognise the value of what the school is offering. For whatever reason, the enrolment of non-Christian families must be undertaken prayerfully and with discernment. It is a prerequisite that the parents and the student are in agreement with the ethos of the school and do not oppose the principles being taught, nor the world view being espoused in our curricula. A clear understanding of these issues is vital for effective partnership in the education of the child and it is therefore imperative that the school's Statement of Faith is accepted as the basis for the ethos of the school, as a condition of enrolment. Christian families from other churches are to be encouraged to attend Penrith CLC 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 (ordered by date of application) and then other children being placed solely in order of date of application.

At all times it is imperative upon the Principal that the Christian Ethos of the school is not placed in jeopardy by the enrolment of children, where the children or family may directly oppose or subvert the objectives of the school. In particular, families actively involved in or declaring membership of religions or beliefs/practices which are not in agreement with the school's Statement of Faith, including, but not limited to, Buddhism, Islam, Hinduism, Mormonism, Jehovah's Witnesses, New Age Movement will not be enrolled. The discretion to refuse or annul an enrolment remains with the Board or its delegate.

Should the parent or student cease to uphold the terms of the Statement of Faith or exhibit behaviour or conduct which is inconsistent with the Statement of Faith, or become a member of a group whose beliefs are inconsistent with the Statement of Faith, then the school reserves it's right to terminate the enrolment of that child.

Policy Guidelines

1. PCS will seek enrolment from families who desire a Christian Education for their children, who actively support the ethos of the school, and are in agreement with the school's Statement of Faith.
2. 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 .
3. 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.

Enrolment Offers

Enrolment will be offered with reference to;
the date order of application received,
whether or not the child is a sibling,
and the availability of a place in the school in one of the enrolment categories listed below.

Categories of Enrolment

The references to "class" refer to students grouped for specific learning activities.
Categories of enrolment are as follows;

1. General:

For the general category of enrolment it is the aim of the school to have, at all times, most school families committed followers of Jesus Christ, and in regular church attendance and/or involvement.

2. 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.

3. Special Programs

- i) Total Special Program Enrolment shall not exceed seven students per class, on average, within each year group.
- ii) Attention Deficit Disorder (ADD & ADHD). A maximum enrolment of three ADD/ADHD students per class, with no more than one ADHD student per class.
- iii) 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.
- iv) 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.
- vi) Disability/Special Education: A reserved enrolment of one student with intellectual disability per class. Other modality deficits (i.e. hearing impairment, visual impairment, physical ability) are subject to resource restrictions as determined by the Principal.
- vii) Overseas/FFPOS: This will be tied to the ESL enrolment and dependent upon the need for instruction in English.
- viii) Gifted & Talented: Where appropriate the school will integrate G&T students and provide a program to cater for these students.
- ix) Categories 2 through 8 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.

Management Agreements

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.

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 some time after they have been enrolled at the school. In these cases the Principal will determine in consultation with executive staff whether a Management Agreement is warranted. If so an agreement will be entered into in consultation with the parents of the child concerned. This agreement will then be monitored in the same way as those above.

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.

Kindergarten Starting Age

As a general rule prospective students enrolling in Kindergarten must turn 5 before or on the 30th 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.

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 & Discipline

Some Foundation Principles for the Student Welfare Program

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.

Aim:

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

Foundation Principles

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

As a consequence, the school seeks to;

- affirm and encourage God-honouring behaviours attitudes and attributes.
- unashamedly aim to see our students become more and more like Christ.
- affirm students in the context of constructive relationships with peers and staff.
- encourage teachers to always act for the good of all their students, regardless of how much they think it is deserved or otherwise.
- lead students to understand the importance of a sense of community and the relationships within that community.
- bring all disciplinary actions to a point where acknowledgment of and repentance for wrong doing may occur and involve confession, repentance, reconciliation, restoration, self-discipline and new directions.
- act in love towards all students and acknowledge that discipline is not separate from pastoral care but a necessary part of our care.
- act in the interests of students even when discipline calls for tough love or an appropriate distancing in the relationship between the school and the student's actions.
- ensure that discipline is not confined to a list of mechanical responses chosen to address specific behaviours. Rather the school will act to counsel, exhort, follow-up and give on-going encouragement.
- ensure that any consequence or sanction should fit within the context of constructive pastoral relationships.
- ensure that no disciplinary action taken will be purely retributive. It is vitally important that all staff understand this and operate in this manner.

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

Student Leadership

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

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

Pastoral Care

All students will be allocated to the care of a particular staff member within small groups known as Pastoral Care Groups. These groups will be no more than 20 students 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.

Chapel Program

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

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

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

Discipline Policy

Biblical Mandate

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

Standards

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

Encourage Self-Discipline

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

Restorative

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

Procedural Fairness

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

CORPORAL PUNISHMENT

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

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.

STATEMENT OF PARTNERSHIP IN DISCIPLINE AND STUDENT WELFARE

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

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

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

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

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

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

Father's signature:

Mother's signature:

Date:

Student Behaviour Policy and Code of Conduct

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

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

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

Each classroom teacher implements different aspects of these key values in their respective roles.

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

1. WORK HARD

Work Productively.

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

Complete Homework and study requirements.

Allow Others to Work Productively

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

Strive for Excellence

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

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

2. SHOW RESPECT

Listen Carefully When Someone is Speaking

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

Speak Respectfully to One Another

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

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

Show Respect for Adults and Those in Authority

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

Follow teachers' directions without arguing or grumbling.

Stand and greet teacher at the start of the lesson.

Stand and greet guests when introduced in a classroom.

Respect the School Property and Property of Others.

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

Only enter rooms when there is a supervising teacher present.

3. BE SAFE

Walk Carefully through rooms and corridors.

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

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

Obey Safety Signs

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

Wear safety equipment in the Science Labs

Be Aware of Others Around You

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

Teachers Role:-

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

The Discipline Process

There needs to be an understanding of the stages that a student may be at in the discipline process.

Stages in the Discipline Process



| 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 |

All staff should have a realistic expectation of where students are at in the discipline process. (eg. If a child is still in denial or *trivialisation* they are not going to be able to apologise with conviction or any genuineness. More time needs to be spent to bring them through the process towards confession and an acceptance of consequences and hence **restoration**.)

Management Structures and Roles

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

| Primary | Secondary |
|--------------------|-----------------------------|
| Class Teachers | Class Teachers |
| | PCG Teachers |
| Stage Coordinators | Stage Coordinators |
| | Student Welfare Coordinator |
| Head of School | Head of School |
| Principal | |

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

Discipline Procedures and Guidelines

Procedural Fairness

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

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.

Procedural Guidelines

| Level | Example Behaviours | Actions/Consequences | Procedural Fairness |
|-------|--|---|---|
| 1 | <ul style="list-style-type: none"> Minor Distractions and/or inattention Repeated Minor Distraction Inconsiderate behaviour Poor standards of Work | <p><i>Classroom Teacher</i></p> <ul style="list-style-type: none"> Normal Classroom Management Strategies Non-Verbal Cues Verbal Warnings Written Assignment Move to another seat within room. A teacher's detention | <p><i>Investigates/Identifies Behaviour.-Fair Hearing Teacher</i></p> <p><i>Right of Appeal-Stage Coordinator</i></p> |
| 2 | <ul style="list-style-type: none"> Serious/Continued Disobedience or Disrespect Significant Misbehaviour Uncontrolled or Thoughtless Behaviour Rather than Deliberate. | <p><i>Stage Coordinator</i></p> <ul style="list-style-type: none"> Send from room (5-10 mins) Note/Phone Call home to parents Send to Year Level Teacher with Referral Form Formal Detention Sports Detention | <p><i>Investigates/Identifies Behaviour.-Fair Hearing- Teacher</i></p> <p><i>Unbiased Decision-Stage Coordinator</i></p> <p><i>Right of Appeal-Head of School</i></p> |
| 3 | <ul style="list-style-type: none"> Repeated Disobedience Defiance Uncontrolled Rudeness Crude Language Deliberate Defiance Insolence Abusive Language | <p><i>Head of School/Stud Welfare Coordinator.</i></p> <ul style="list-style-type: none"> Use of Behaviour Monitoring Cards Restititional Activities Afternoon Detention In-School Suspension/Isolation Interview with Parents Saturday Morning Detention | <p><i>Investigates/Identifies Behaviour.-Fair Hearing-Coordinator</i></p> <p><i>Unbiased Decision-Head of School</i></p> <p><i>Right of Appeal-Principal</i></p> |
| 4 | <ul style="list-style-type: none"> Protracted Intransigence Serious or Illegal Activities | <p><i>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 Expulsion/Voluntary Withdrawal | <p><i>Investigates/Identifies Behaviour.-Fair Hearing –Head of School</i></p> <p><i>Unbiased Decision-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**.

Step 1 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 Stage Coordinator or Subject Coordinator.

Step 2 If the matter is still a concern then discuss this with the Head of School – Primary or Secondary.

Step 3 If the matter remains unresolved to your satisfaction, the next step is to arrange an appointment with the Principal.

Step 4 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 NES 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.