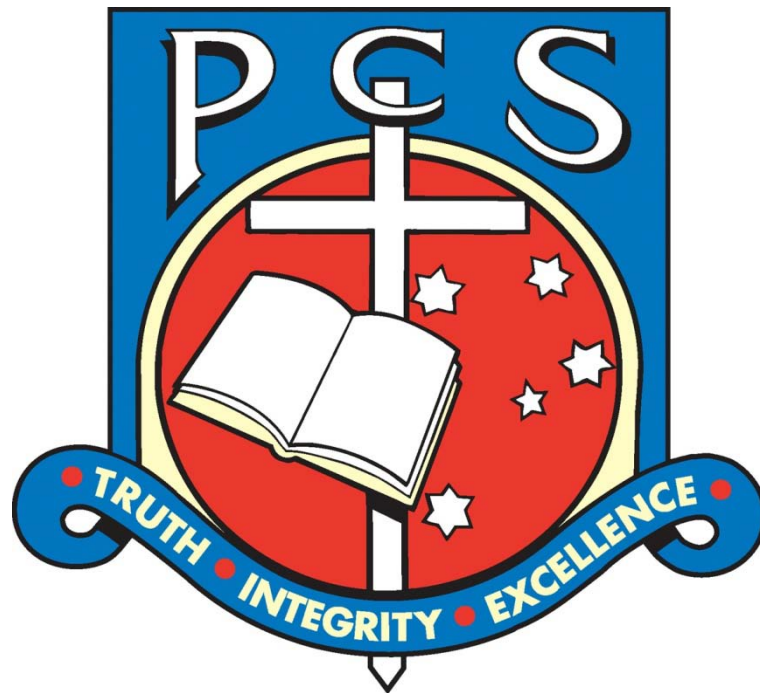


Penrith Christian School



Annual Report

For

2009

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

Table of Contents

Table of Contents	2
1. School Overview and Information.....	4
a. Contextual Information	4
b. Message from the Key Bodies.....	4
c. Parent, Student and Teacher Satisfaction	6
2. School Strategies and Strategic Planning	7
a. School-Determined Improvement Targets.....	7
b. Respect and Responsibility Initiatives	11
1. Staff Information.....	12
a. Composition.....	12
b. Professional Learning	12
c. Qualifications	12
2. School Policies.....	13
a. Student Attendance	13
b. Enrolment Policies.....	13
c. Student Welfare & Discipline.....	15
d. Complaints and Grievances	16
3. Student Outcomes and Performance.....	16
a. NAPLAN Tests Years 3, 5, 7 and 9	16
b. School Certificate	24
c. Higher School Certificate	25
Extension Courses	26
d. Comparative Performance Over Time.....	26
4. Student Information.....	29
a. Student Attendance Rates by Grade.....	29
b. Retention of Year 10 to Year 12.....	29
c. Senior Secondary Outcomes.....	30
d. Students' Post School Destinations.....	30
7. Summary Financial Information.....	30
Appendix 1 - Enrolment Policy.....	32
1. Preamble.....	32
2. Policy Guidelines	33
3. Enrolment Offers.....	33
5. Management Agreements.....	34
a. At or Prior to Enrolment.....	34
b. Subsequent to Enrolment.....	34
6. Fee Equity Principle	35
7. Kindergarten Starting Age	35
8. Testing	35

Appendix 2 – Student Welfare and Discipline	36
1. Some Foundation Principles for the Student Welfare Program	36
a. Purpose.....	36
b. Aim	36
c. Foundation Principles.....	36
d. Established Programs	37
e. Discipline Policy.....	38
f. Corporal Punishment	39
2. Statement of Partnership in Discipline and Student Welfare.....	40
2. Student Behaviour Policy and Code of Conduct	41
a) Work Hard.....	41
b) Show Respect.....	41
c) Be Safe	41
a) Work Hard.....	41
i. Work Productively.....	41
ii. Allow Others to Work Productively.....	41
iii. Strive for Excellence	41
b) Show Respect.....	41
i. Listen Carefully When Someone is Speaking.....	41
ii. Speak Respectfully to One Another	41
iii. Show Respect for Adults and Those in Authority	42
iv. Respect the School Property and Property of Others.....	42
c) Be Safe	42
i. Walk Carefully Through Rooms and Corridors.....	42
ii. Obey Safety Signs	42
iii. Be Aware of Others Around You	42
3. The Teachers’ Role	43
4. The Discipline Process	43
5. Management Structures and Roles.....	44
6. Discipline Procedures and Guidelines	44
a) Procedural Fairness.....	44
b) Levels.....	44
c) Procedural Fairness.....	45
Appendix 3 – Grievances Policy	46
1. Discuss with Teacher	46
2. Discuss with Head of School	46
3. Appointment with the Principal.....	46
4. Write to Chairman of the Board.....	46

School Overview and Information

a. Contextual Information

i. School Context

Established in 1985, Penrith Christian School is located on 37 acres and is a ministry of ImagineNations Church Penrith.

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

Penrith Christian School continues reporting relevant information regarding the school's performance using the school's website, newsletter, Year Book, Parent Guide (an annual parent 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.

ii. Student Body

In 2009, the School's enrolment plateaued after many years of continual increase. This was primarily attributed to the effects of the Global Financial Crisis, which impacted markedly on many families in the school. It is anticipated that once the effects of the Global Financial Crisis have subsided and the world economy returns to a more sustained level of growth and stability, we will again see the enrolment numbers return to the patterns of growth experienced prior to the crisis.

In 2009 there were fourteen classes in the Primary School (K-6) catering for the 323 students enrolled; this was twelve less than the previous year. The Secondary section of the school continued double stream in all grades 7-12 with 301 students. There were a total of 672 students enrolled at the school (including Preparatory School) with 624 in the K-12 section in 2009. The decrease in the K-12 section of the school was a total of 26 students which represented a decline of 4% on the 2008 enrolment numbers of 650. This decrease was partially offset by an increase in the Prep School, with an additional class being started in the latter part of 2009 to cater for extra demand and allowing more children to access a Preparatory School experience at PCS prior to commencing Kindergarten.

b. Message from the Key Bodies

i. The School Board

The Board of Penrith Christian School is pleased to endorse this Annual Report on the activities of the school throughout 2009.

During 2009 the School Board followed up on the School Review commissioned in 2008, in addition to a Board Policy Review carried out over the two years to 2008 with the development of a Board Policy Manual accompanied by a 5 Year Strategic Plan. Both of these documents have been developed with a view towards improving the governance of the school and establishing clear parameters for its operation and the relationship between the Board, staff and school community. The Board have been active in developing key compliance and performance indicators which are reported against on a regular basis, in addition to the goals as set out in the 5 Year Strategic Plan.

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.

ii. The Principal

The year of 2009 represented my tenth year at Penrith Christian School since commencing in January 1999. I would like to express my appreciation to the School Board for the opportunities afforded me through this time and for their unwavering support and encouragement. I would also like to make special mention this year of Ps Stuart McClement, our School Chaplain, who has stepped into this role in a new way during 2009 and his involvement in the school and support for both students and staff has been highly regarded and appreciated.

The year 2009 was an exciting and challenging year in many ways. In the first instance the world economic situation with the Global Financial Crisis had a marked impact on many families at the school with respect to the capacity to maintain school fees and hence maintain student enrolment. It was also gratifying to note that many families still prioritised having their children in a Christian school through these tough times and made sacrifices in other areas in order to maintain their commitment to the school.

As usual we also had a number of government initiatives impacting on our operations, which for the most part were positive. It was excellent to be the recipient of a \$200,000 Schools Pride Grant and a \$2.5 million 21st Century Primary Schools Grant under the Building the Education Revolution Program. The latter is being used to construct a much needed Hall which will serve as the school's Sports Centre. The former was used to improve the egress and access at the western end of the church building with an extension of the COLA and refurbishment of the Canteen area. This work was completed by December 2009 and the new Sports Centre will be completed in October 2010.

I am continually gratified by the level of commitment and dedication to the call of Christian Education which is so often exemplified in our teaching and auxiliary staff. PCS is certainly exemplified by its high calibre of staff, their commitment to individual student outcomes and the care and concern displayed for students on a daily basis.

I would also like to make mention of the wonderful students we have at the school. I have noted a distinct "stepping up" this year in terms of student aspirations and level of application. Whilst this may be attributed to the various programs initiated by the school such as; Study Skills, ICT Innovations and Data Driven Learning, it is ultimately the willingness of students to get on board with these programs which makes the difference.

Finally I would like to thank the many parents and friends who continue to provide extra assistance and opportunities for our students through their dedication to regular Parent Help Programs ranging from covering books and assisting in the Library to helping with reading and mathematics groups and Canteen service, attending excursions and camps and generally supporting the work of the school by being encouragers for all students to engage positively in the learning process.

c. Parent, Student and Teacher Satisfaction

i. Parents

In 2009 the school continued to act on the information gleaned from the external review commissioned in 2008. The information gathered is being used to inform the School Board's review of Policy Manuals, mission goals and executive functions. The information from this review and ongoing feedback from parents during 2009 indicates extremely high levels of parental satisfaction.

The enquiry rates for enrolment at the school have been extremely high with over 90% of these enquiries directly linked to existing families at the school recommending the school to others (word of mouth). This again indicates a very high degree of parental satisfaction with what the school has to offer.

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

ii. Students

Students were afforded the opportunity to respond to surveys during the external review process in 2008. This data is continuing to inform the Board and staff as we work together to enhance the learning experiences for all our students. The responses from students in the external review process also confirmed those from previous surveys. Whilst there were different areas of strong satisfaction among students, to those of teachers and parents, the indications are that students enjoy being part of the school and the learning opportunities afforded to them at the school.

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 interaction with staff on a day-to-day basis and through written surveys from time to time. The level of positive feedback from students at PCS is very high and balances the occasional negative experiences that some students have. This is also reflected in the retention rates for our students and indirectly in the enquiry rates, which generate waiting lists and future enrolments.

iii. Staff

The teaching staff at PCS have worked very hard during 2009 in response to the initiatives instituted in relation to the focus on improving student outcomes. The extra time given to ICT up-skilling and more clearly defined and actioned differentiation practices in classroom teaching have all presented challenges. The staff have, however, engaged positively and actively in these initiatives and this is evidenced by the huge uptake in on-line learning amongst the teaching staff.

Staff responses in the external review also supported the observations from the above study with a high degree of teacher satisfaction being expressed in all areas surveyed.

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 school sector. At the end of 2009 we also had a teacher moving into an overseas position and two teachers moving to other schools to broaden their professional experience and promotion opportunities.

2. School Strategies and Strategic Planning

a. School-Determined Improvement Targets

The specific areas for which goals were set for 2009 were detailed in last year's Report and the table below sets out these goals and the progress made towards their attainment.

The goals that the school has set for 2010 are also included in this Report and the progress towards achieving these will be reported in the 2010 Annual Report (published in June 2011).

i. Progress in Achievement of Goals for 2009

Goals for 2009	Progress During the Year
<p>1. Development of the new Administration Building, which will be Stage 6 of the Master Plan.</p>	<p>The provision of the BER funding under the Commonwealth Government's stimulus package provided a \$2.5 million boost to the school's building plans. This enabled the Sports Centre to be commenced after a successful application for Round 1 of this funding. In addition the \$200,000 Schools Pride funding provided the Canteen shelter alterations and the preparation for the new entrance to the Administration Building.</p> <p>The Administration Building plans were submitted to Council and at year end of 2009 we were still awaiting the release of the DA for this project, which is hopefully to be completed in 2010.</p> <p>The Sports Centre will be completed by October 2010.</p>
<p>2. The consolidation of the Preparatory School program including obtaining full licensing for this service through NSW Community Services.</p>	<p>Community Services accreditation was received for this service including up to 40 places per day. The school only utilises 20 places per day, however during 2009 another class of 10 students was added for the second half of the year operating on Thursday and Friday to enable all students attending PCS for Kindergarten to have a Preparatory School experience.</p>

Goals for 2009	Progress During the Year
<p>3. Extension of Study Skills across Stages 4, 5 and 6.</p>	<p>There was a very successful extension of this program across all Secondary Stages in 2009. External providers were brought in and engaged parents and students in several evening and day time sessions covering the skills associated with a successful study program.</p> <p>Web based resources were also acquired and students and parents were given access to these enabling study skills to be reviewed and updated at any time.</p>
<p>4. Introduce the PCS vision across the school;</p> <ul style="list-style-type: none"> • Personal Learning, • Christian Character, and • Service, <p>as a means of focusing on key pre-determined objectives in academic excellence, character development and service opportunities across the whole school.</p>	<p>Personal Learning - Students in all Secondary School years were given access to web based information in relation to their ongoing assessment and performance, including records relating to compliance, attendance and work completion. The senior students were actively engaged in using this information for ongoing goal setting and monitoring of progress.</p> <p>Christian Character – The new leadership structure in the Secondary School, Awards Program in the Primary School and Pastoral Care initiatives all contributed to developing this program further during 2009.</p> <p>Service – The appointment of Mr Mark Gee as Missions Director and the expansion of the Missions Program to include local, national and overseas outreach activities meant that a significant increase in activity was accomplished.</p> <p>Students donated nearly \$13,000 to a number of programs including orphanages, the Helping Hands School in Jaipur, India, Mercy Homes in Mumbai, and provision of heart and eye surgeries for children in Vietnam.</p> <p>We hosted students and teachers from our sister school Tupou High in Tonga and also a group from Japan. In addition we had our first missions trip to Japan with a team spending two weeks working with churches and schools in that nation.</p>

Goals for 2009	Progress During the Year
<p>5. Upgrade all Information Technologies and introduce a 21st Century Education Program with online course delivery and focus on student, staff and parent accessibility for real data.</p>	<p>A great deal of progress was made with technology including the addition of another forty computers, improved infrastructure for delivery of high speed internet and communications and new servers to service the increasing needs of the school.</p> <p>The use of the “Moodle” Learning Delivery System increased substantially as a result of the new infrastructure and greater capacity. The introduction of two iMac Laboratories for Creative Arts, Technology and Applied Studies and general use also added a new dimension to the school’s offering, providing a cross platform experience for students and staff.</p>
<p>6. Focus staff development on differentiation of curriculum and the use of ICT to deliver and enhance learning technologies across the school.</p>	<p>Many activities during the year, including conference weeks were successful in improving teacher skills in ICT and in the differentiation of curriculum across the school.</p>
<p>7. Further consolidation of the school’s involvement with and in overseas and local mission outreach programs.</p>	<p>2009 saw our first trip to Japan for our students and also the first trip for some teachers to our sister school in Jaipur, India, to assist with teacher training and support.</p> <p>A number of students and teachers from our Tongan sister school also visited during the year. The establishment of local outreach programs and mission fund raising programs all grew enormously during 2009 thanks to the dedication and work in particular of Mr Mark Gee, our Missions Director.</p>
<p>8. Enhance the Preparatory School program with possible extension into Pre-School services for 3 year olds.</p>	<p>See Item 2 above. Whilst the service has not been extended to 3 year olds, we have used some of the available places to provide additional opportunities for all students commencing Kindergarten at PCS to be able to have a Preparatory School experience.</p>
<p>9. Review and consolidate Educational Support Services, including extension and enrichment, particularly in Years K-6.</p>	<p>The appointment of a “Boost” Co-ordinator, including a focus on Gifted and Talented students was commenced in a more formal manner during 2009. This has been successful in developing policies, procedures and programs for the identification of Gifted and Talented Students and the initiation of specific programs to cater for the needs of these students.</p>

Goals for 2009	Progress During the Year
10. Review and develop a new Board Policy Manual including key mission goals and new 5 and 10 year plans.	This was completed in 2009. The Board has now set further goals for the development of Key Performance Indicators and compliance checklists to ensure that all statutory requirements are met on a continuing basis.
11. Institute changes to staffing and executive functions in K-6 for 2009 with a view to a whole school consolidation and review in light of the recommendations of the External Review in 2008.	The Primary Executive positions were consolidated into two main roles for Curriculum and Student Learning. In addition reductions were made in the Educational Support area with Teachers' Aides being used to replace some of the work undertaken previously by fully trained teachers.

ii. School Determined Improvement Targets for 2010

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 2010.

The specific areas for which goals have been set for 2010 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 approval for the service to allow parents to claim Commonwealth rebates for fees.	
3. Extension of Study Skills across Stages 4, 5 and 6.	
4. Further develop the PCS vision across the school; <ul style="list-style-type: none"> • Personal Learning, • Christian Character, and • Service, as a means of focusing on key pre-determined objectives in academic excellence, character development and service opportunities across the whole school.	
5. Improve the proportional number of students achieving Band 4 or higher in both the School Certificate and the Higher School Certificate.	
6. Implement more rigorous and consistent assessment processes across the Primary School with a view to improving academic outcomes as indicated through NAPLAN scores.	

7. Continue upgrading all Information Technologies and consolidate the 21 st Century Education Program with on-line course delivery and focus on student, staff and parent accessibility for real data.	
8. Continue to focus staff development on curriculum planning and the use of ICT to deliver and enhance learning technologies across the school.	
9. Further consolidation of the school's involvement with and in overseas and local mission outreach programs.	
10. Consolidate and enhance the Study Skills Program across all Secondary Stages.	
11. Enhance the Preparatory School Program with extension of an extra class (10 students) operating on two days per week for the second half of the year to enable all Kindergarten students at PCS to access an appropriate Preparatory Program.	
12. Review and consolidate Educational Support Services including extension and enrichment, particularly in Years K-6.	
13. Review and consolidate the new Board Policy Manual including key mission goals and new 5 and 10 year plans.	
14. Continue to consolidate the staffing and executive functions of the whole school.	
15. Conduct an intensive whole staff investigation of research and practices as they pertain to the provision of appropriate structures and curriculum for students in the middle years of schooling.	
16. Complete and occupy the new Sports Centre to be built under the BER Funding initiatives from the Australian Government	

b. Respect and Responsibility Initiatives

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.

During 2009 some new initiatives were instituted into the school's Leadership Program with the addition of new roles and responsibilities in the Secondary School and the introduction of the SRC in the Secondary School. These programs enhance the development of leadership, responsibility and character development and include 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.

1. Staff Information

a. Composition

In 2009 there were 51 full or part time teaching or educational staff at the school, including four indigenous staff members. This equated to a Full Time Equivalence (FTE) of 46.2. The teaching staff were ably supported by a total of 20 finance and administration staff with an FTE of 13.8. There was a total of 12 ancillary services staff including Preparatory School with an FTE of 8.

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 in-service activities, external courses and conferences.

During 2009 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. The primary focus of the school's professional development activities for 2009 was the up-skilling of staff in relation to technology use, both for the delivery of improved pedagogy and administration.

Overall expenditure on the cost of courses offered externally and attended by staff during 2009 was approximately \$28,000. This does NOT include the cost of releasing staff and replacement costs of those staff which is reflected in the casual relief budget, nor the costs of in-house training out of hours and during pupil-free days. All staff are regularly updated and trained to the level of Senior First Aid to ensure a high level of care and safety for all students at the school.

c. Qualifications

Under the Education Act teachers in NSW are classified into one of three categories. The table below indicates these categories and the numbers of teachers employed at PCS during 2009 in each of those categories.

Category	Number of Teachers at PCS in 2009
i. Teachers having qualifications from a higher education institution within Australia or as recognised within the National Office of Overseas Skills Recognition (AEI-NOOSR) guidelines.	51
ii. Teachers who have qualifications as a graduate from a higher education institution within Australia or one recognised within AEI-NOOSR guidelines but lack formal teacher qualifications.	0
iii. Teachers who do not have qualifications as described in i. or ii. above, but have relevant successful teaching experience or appropriate knowledge relevant to the teaching context. Such teachers must have been employed to “teach” in NSW before 1 st October 2004 (either on a permanent, casual or temporary basis), and as a “teacher” during the last five years in a permanent, casual or temporary capacity.	0

All New Scheme Teachers (teachers employed for the first time in NSW after 1 October 2004) at the school during 2009 have been registered with the NSW Institute of Teachers. These teachers are engaged in an ongoing assessment and support process as New Scheme Teachers working towards the award of the status of Professional Competence. There were also several staff members continuing external Post Graduate studies in 2009.

2. School Policies

a. Student 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. All unexplained absences, including lateness, are notified via the school’s SMS Messaging System. Where there is concern in relation to the pattern of unexplained absences, the school follows up with the designated carer as required by the Education Act.

b. Enrolment Policies

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

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

The Enrolment Policy Guidelines state;

- PCS will seek enrolment from families who desire a Christian education for their children, who actively support the ethos of the school, and are in agreement with the school's Statement of Faith.
- Priority of enrolment will be given to siblings of current families, to ensure that where possible, all children in the family can be enrolled at PCS.
- Enrolment guidelines will exist to maximise the opportunities for enrolment of students from families in financial hardship, families with special needs students, and students from families of other countries, ethnic backgrounds or cultures; with reference to a reasonableness test in relation to the stewardship of school resources.

The 2008 enrolment of 650 students at the August Census Date (335 in Years K-6 and 315 in Years 7-12) is within the bounds set by the School's Class Sizes Policy. The Preparatory School had an enrolment of 40 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	40 <i>(1:10 ratio on a daily basis)</i>
Early Stage 1	Kindergarten	24
Stage 1	Years 1 and 2	24
Stage 2	Years 3 and 4	26
Stage 3	Years 5 and 6	28
Stage 4	Years 7 and 8	30
Stage 5	Years 9 and 10	30
Stage 6	Years 11 and 12	25

In 2009 the school consisted of a double streamed Secondary School and a double streamed Primary School, with a Preparatory School of two classes spread over five days. Students attend either three days or two days per week. There were 14 classes in the Primary School with overall enrolment of 323 students, giving an average class size of 23.1.

The school continued to implement the movement toward smaller English and Mathematics classes in Years 7-10 during 2009. In 2009, Years 7-10 comprised three Mathematics classes, with average class size of 20 students. English classes in Years 7 and 8 were divided into a triple stream giving an average class size for English in Years 7 and 8 of 20 students. It is anticipated that the smaller English class sizes will be instituted into Year 9 in 2010. The initiative will be completed in 2011 once the Year 10 grade is also streamed into three classes, completing the process begun in 2007 towards reducing English and Mathematics class sizes in Stages 4 and 5 to an average of 20 students.

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

c. **Student Welfare & Discipline**

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

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

The foundation principle in the Student Discipline Policy at PCS is the Biblical principle of restoration. This activates processes and procedures which 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.

This Policy has been updated to cater for changes in Executive structures since previous Report.

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

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

d. Complaints and Grievances

Where there is some disagreement or dissatisfaction with 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.

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

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

3. Student Outcomes and Performance

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

During 2009 all students in Years 3, 5, 7 and 9 sat the NAPLAN tests which are a nationally administered assessment of Literacy and Numeracy skills. The results of these tests have been individually reported to the parents of each student who sat the tests. The “My School” website <http://www.myschool.edu.au/> shows PCS results and comparison information with **LIKE** schools. A summary of results for students at PCS as compared to State results by Bands for the NAPLAN tests are detailed in the tables below. These results have also recently been published in a summative form on the Commonwealth Government’s Australian Curriculum, Assessment and Reporting Authority (ACARA) or “My School” website.

There are 10 Bands across Years 3 to 9. Students in Year 3 are reported across Bands 1 to 6, Band 1 being the lowest. Students in Year 5 are reported across Bands 3 to 8, Year 7 across Bands 4 to 9 and Year 9 across Bands 5 to 10. It is also possible to track improvement in student performances over several years with NAPLAN scores as they are standardised tests.

It is expected that students would improve by two Bands between Years 3 and 5 and then one Band between each of Years 5 and 7, and 7 and 9. So a student performing at Band 6 in Year 3 would be expected to be at Band 8 in Year 5, Band 9 in Year 7 and Band 10 in Year 9. Data relating to the improvements in student performance at PCS is reported in a later section of this Report (see Section 5d Comparative Performance Over Time).

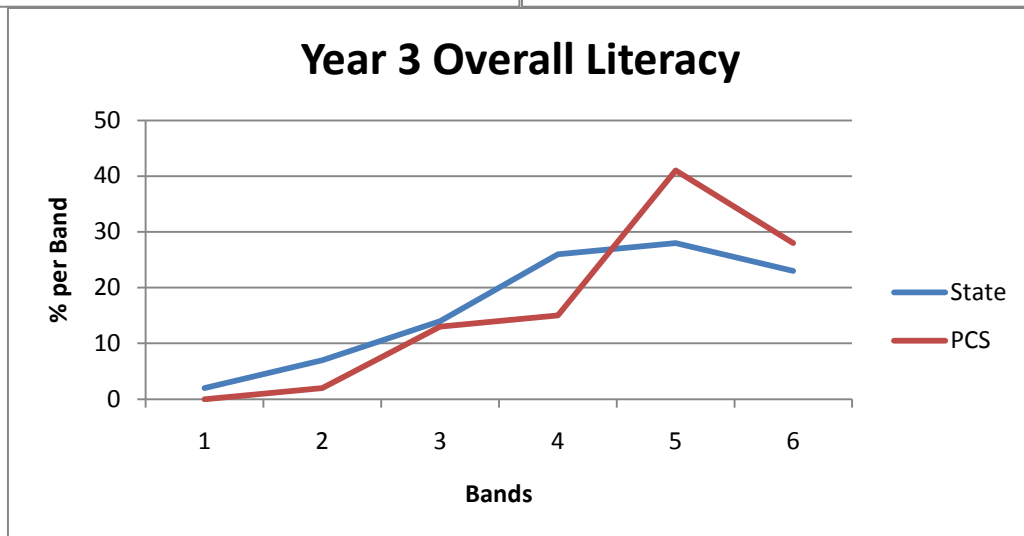
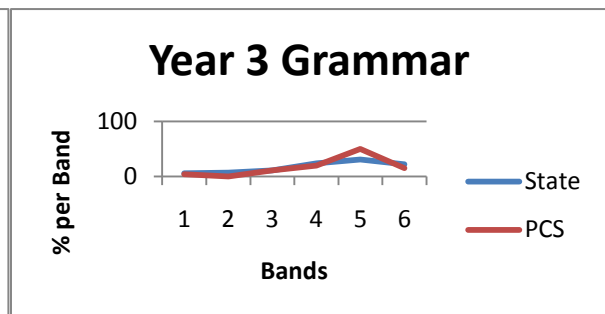
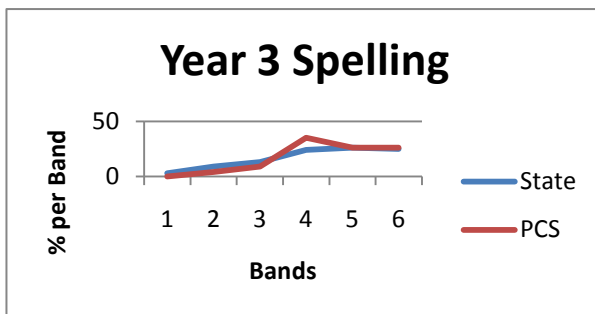
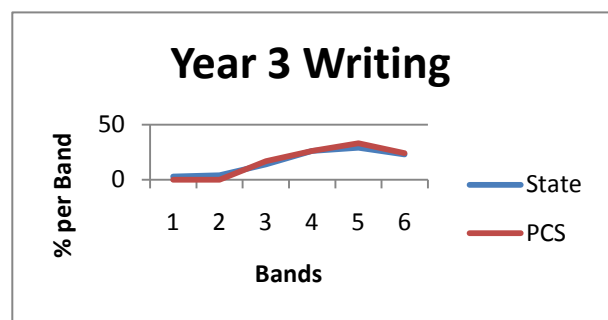
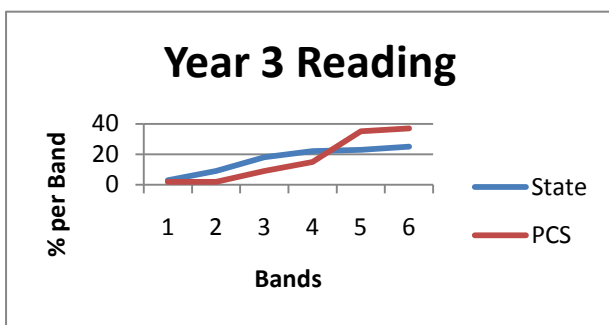
i. Year 3 Percentage of Students per Band

Band		Reading	Writing	Spelling	Grammar & Punctuation	Overall Literacy	Number, Patterns & Algebra	Measurement, Data, Space & Geometry	Overall Numeracy
6	State	25	23	25	22	23	22	13	18
	PCS	37	24	26	15	28	20	20	22
5	State	23	29	26	31	28	20	21	23
	PCS	35	33	26	50	41	39	28	33
4	State	22	26	24	24	26	22	35	24
	PCS	15	26	35	20	15	20	35	28

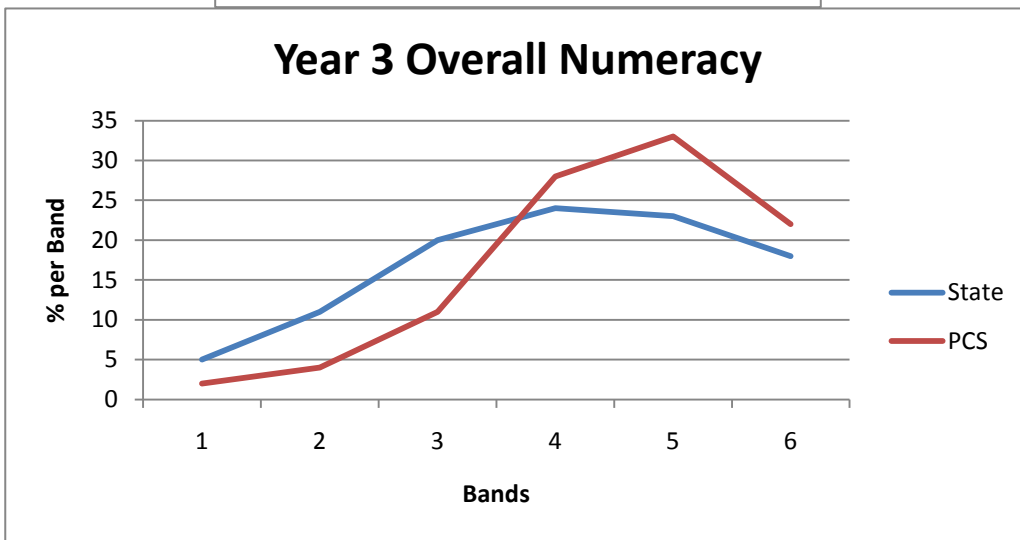
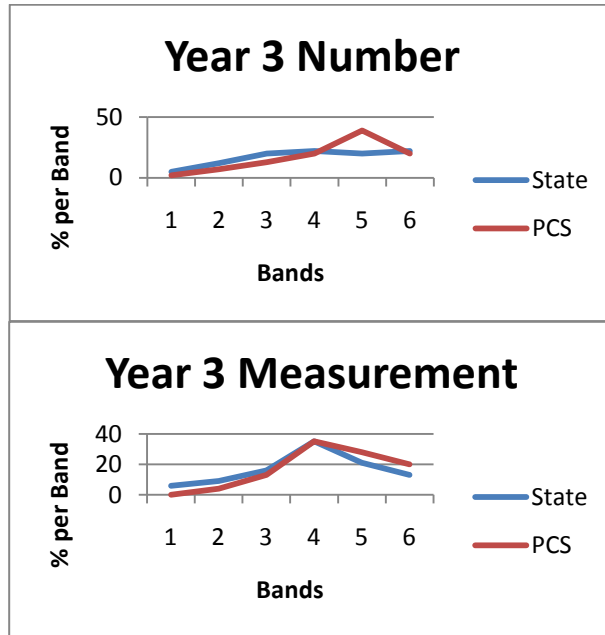
ii. Year 3 Percentage of Students per Band (Continued)

Band		Reading	Writing	Spelling	Grammar & Punctuation	Overall Literacy	Number, Patterns & Algebra	Measurement, Data, Space & Geometry	Overall Numeracy
3	State	18	14	13	11	14	20	16	20
	PCS	9	17	9	11	13	13	13	11
2	State	9	4	9	7	7	12	9	11
	PCS	2	0	4	0	2	7	4	4
1	State	3	3	3	6	2	5	6	5
	PCS	2	0	0	4	0	2	0	2

iii. Year 3 Literacy PCS vs State Percentages in each Band



iv. Year 3 Numeracy PCS vs State Percentages in each Band



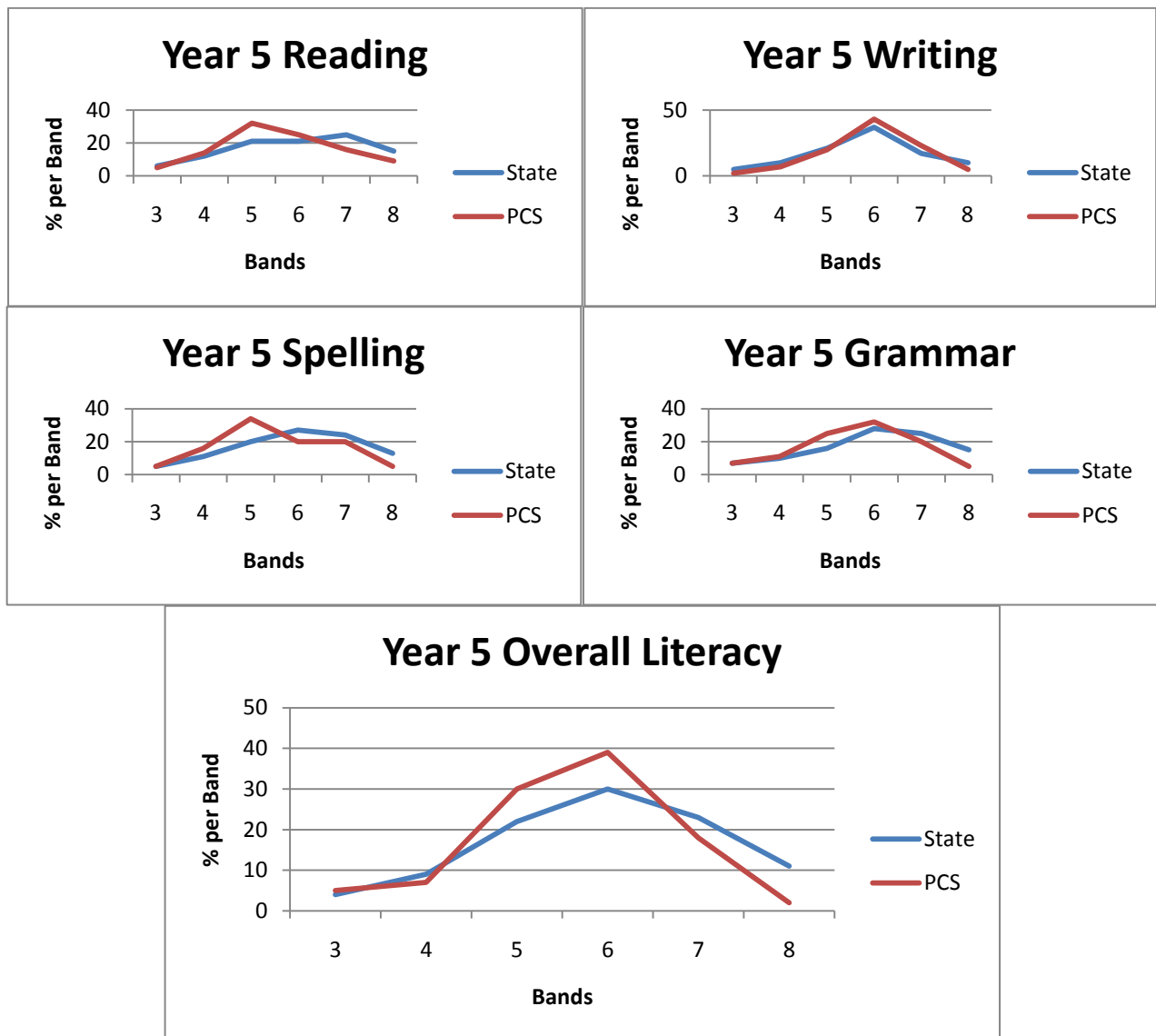
v. Year 5 Percentage of Students per Band

Band		Reading	Writing	Spelling	Grammar & Punctuation	Overall Literacy	Number, Patterns & Algebra	Measurement, Data, Space & Geometry	Overall Numeracy
8	State	15	10	13	15	11	14	17	16
	PCS	9	5	5	5	2	11	9	6
7	State	25	17	24	25	23	22	14	19
	PCS	16	23	20	20	18	23	20	23
6	State	21	37	27	28	30	19	33	24
	PCS	25	43	20	32	39	27	36	30
5	State	21	21	20	16	22	28	20	25
	PCS	32	20	34	25	30	25	11	18

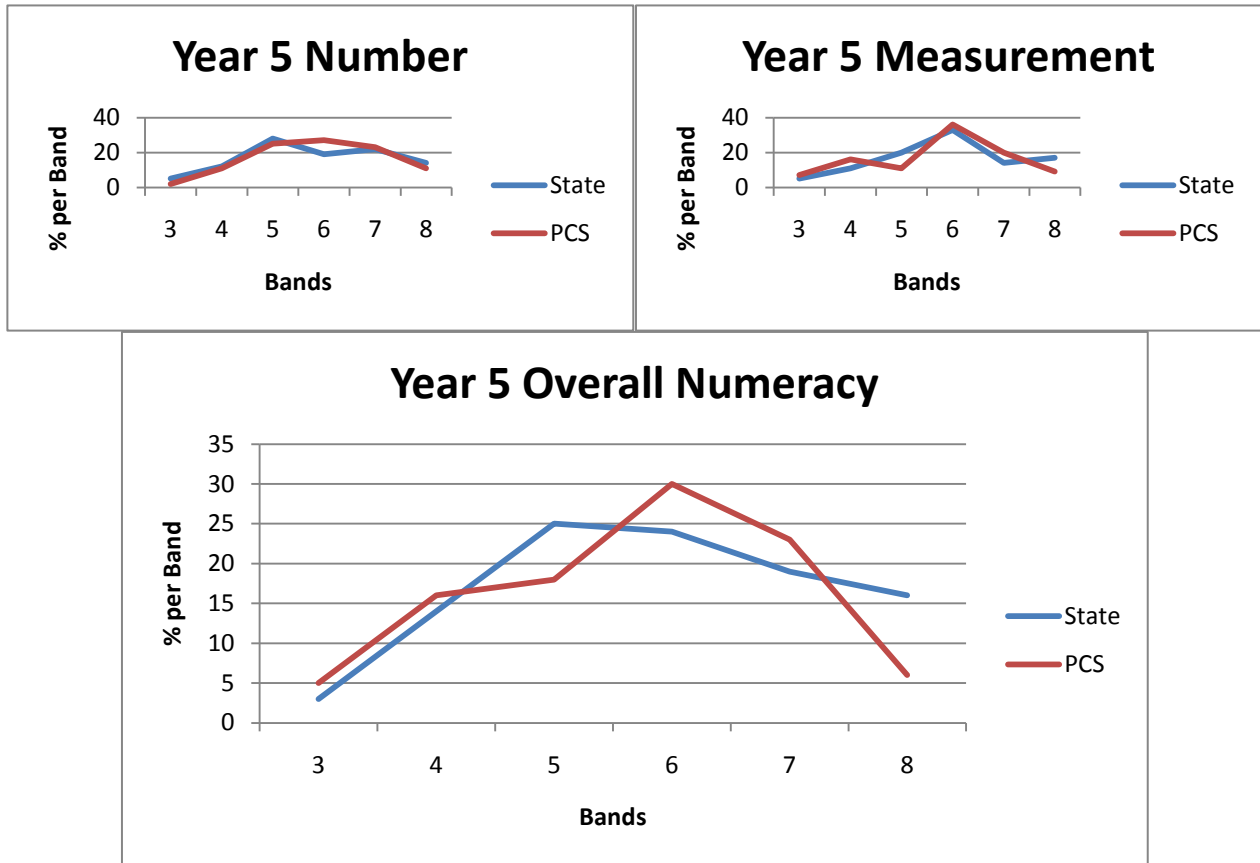
vi. Year 5 Percentage of Students per Band (Continued)

Band		Reading	Writing	Spelling	Grammar & Punctuation	Overall Literacy	Number, Patterns & Algebra	Measurement, Data, Space & Geometry	Overall Numeracy
4	State	12	10	11	10	9	12	11	14
	PCS	14	7	16	11	7	11	16	16
3	State	6	5	5	7	4	5	5	3
	PCS	5	2	5	7	5	2	7	5

vii. Year 5 Literacy PCS vs State Percentages in each Band



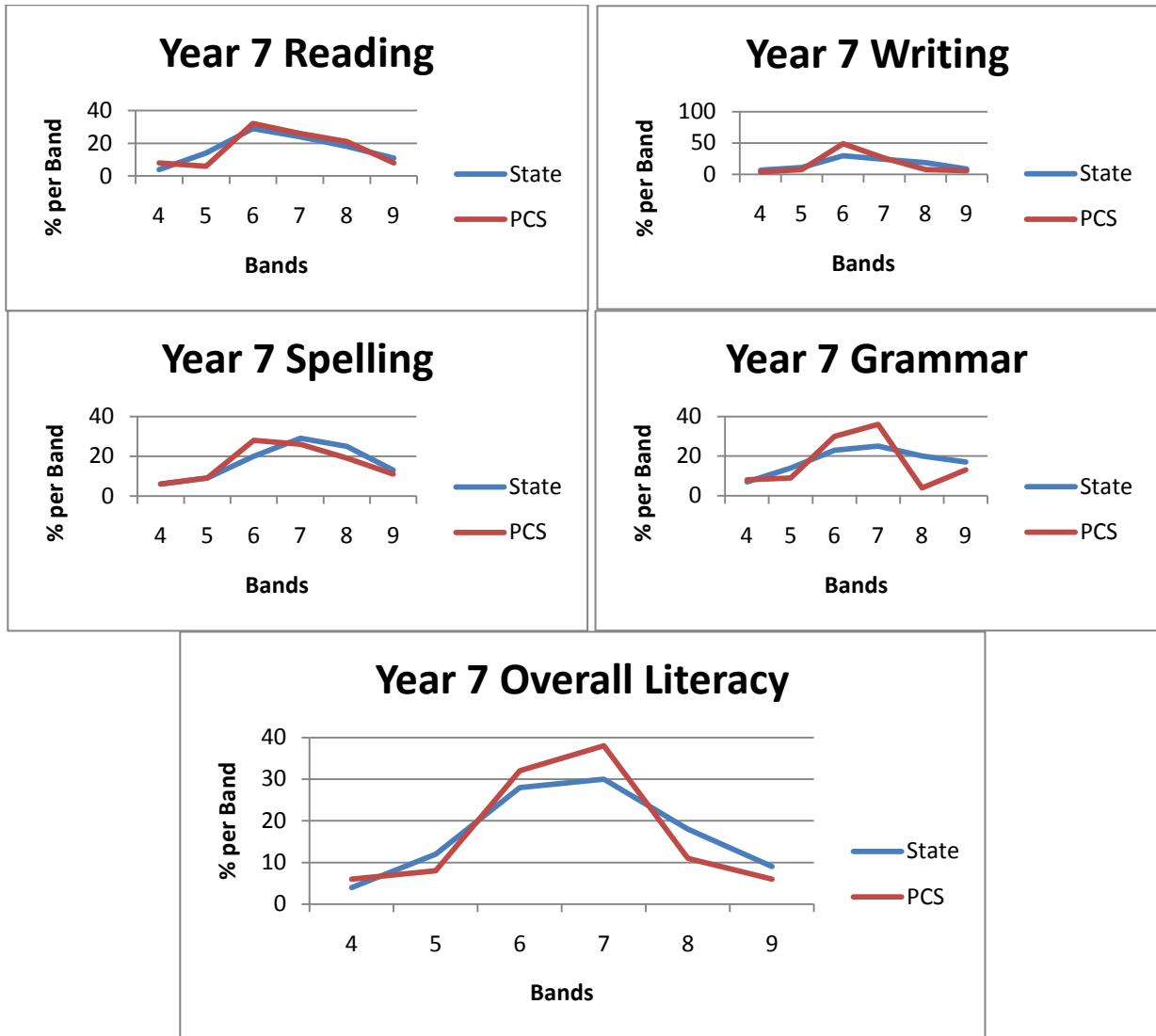
viii. Year 5 Numeracy PCS vs State Percentages in each Band



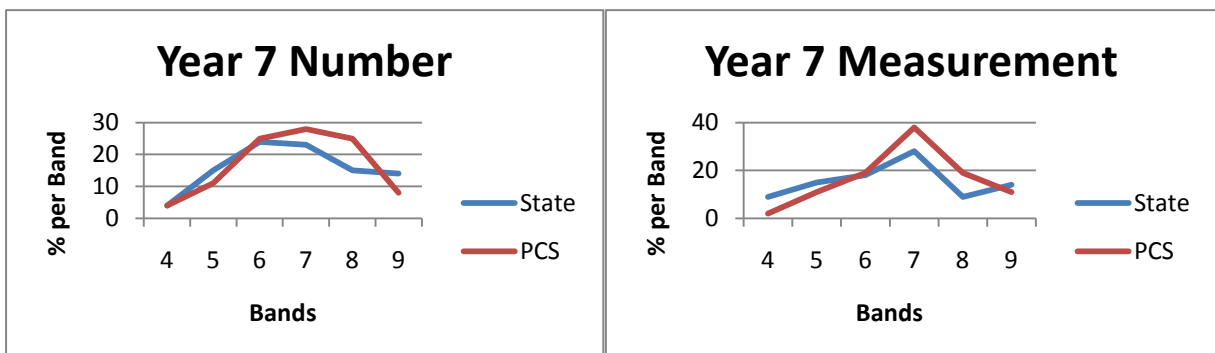
ix. Year 7 Percentage of Students per Band

Band		Reading	Writing	Spelling	Grammar & Punctuation	Overall Literacy	Number, Patterns & Algebra	Measurement, Data Space & Geometry	Overall Numeracy
9	State	11	9	13	17	9	14	14	16
	PCS	8	6	11	13	6	8	11	11
8	State	18	19	25	20	18	15	9	18
	PCS	21	8	19	4	11	25	19	17
7	State	24	24	29	25	30	23	28	24
	PCS	26	26	26	36	38	28	38	30
6	State	29	30	20	23	28	24	18	24
	PCS	32	49	28	30	32	25	19	25
5	State	14	11	9	14	12	15	15	16
	PCS	6	8	9	9	8	11	11	13
4	State	4	7	6	7	4	4	9	3
	PCS	8	4	6	8	6	4	2	4

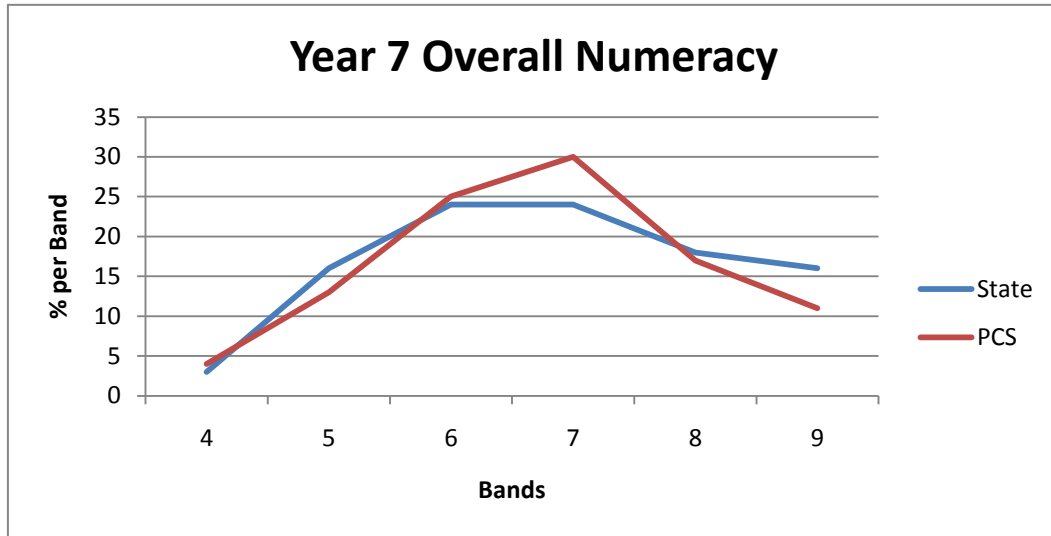
x. Year 7 Literacy PCS vs State Percentages in each Band



xi. Year 7 Numeracy PCS vs State Percentages in each Band



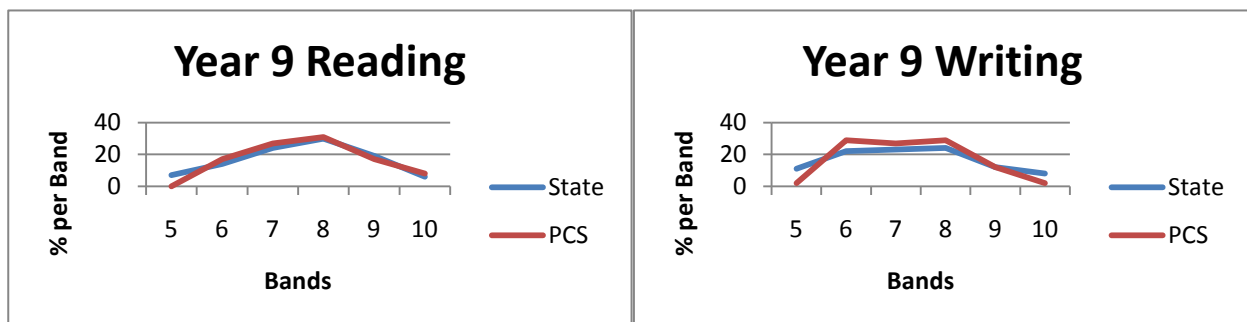
xii. Year 7 Numeracy PCS vs State Percentages in each Band (Continued)



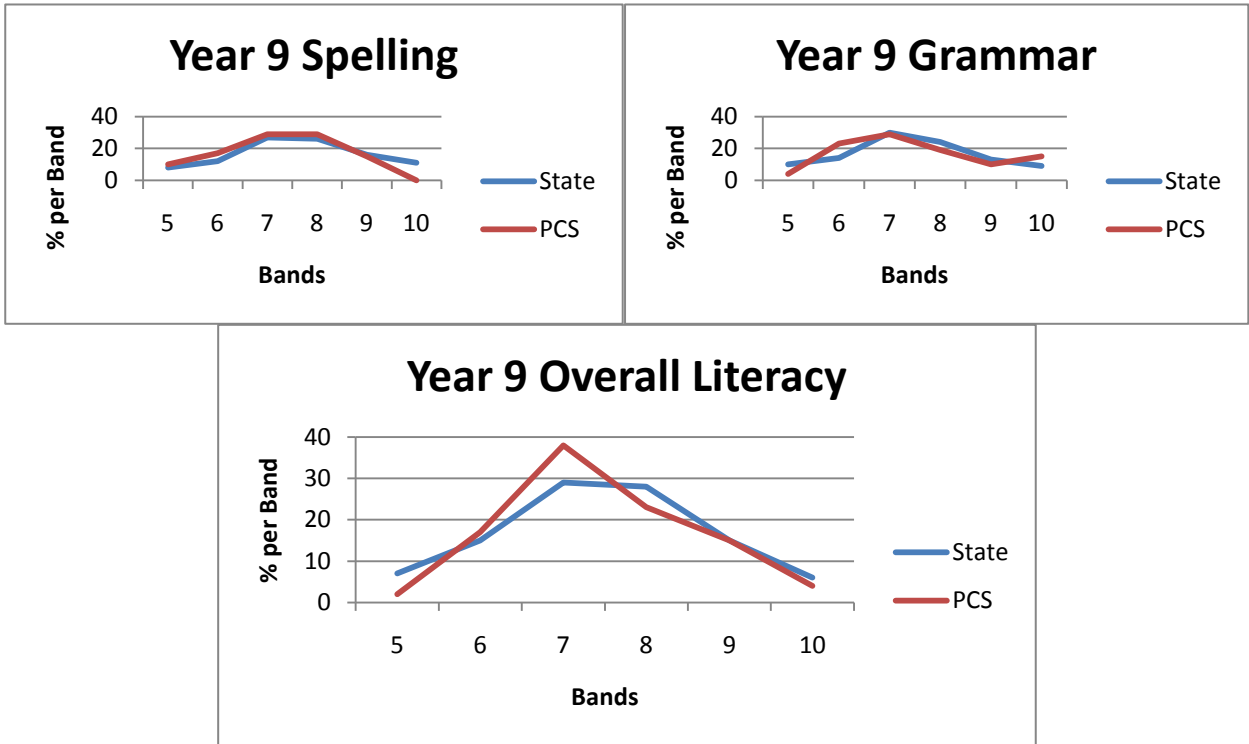
xiii. Year 9 Percentage of Students per Band

Band		Reading	Writing	Spelling	Grammar & Punctuation	Overall Literacy	Number, Patterns & Algebra	Measurement, Data, Space & Geometry	Overall Numeracy
10	State	6	8	11	9	6	11	13	12
	PCS	8	2	0	15	4	4	0	2
9	State	19	12	16	13	15	20	15	18
	PCS	17	12	15	10	15	12	4	12
8	State	30	24	26	24	28	26	24	26
	PCS	31	29	29	19	23	18	22	20
7	State	24	23	27	30	29	25	26	26
	PCS	27	27	29	29	38	34	18	24
6	State	14	22	12	14	15	15	18	15
	PCS	17	29	17	23	17	26	46	38
5	State	7	11	8	10	7	4	4	3
	PCS	0	2	10	4	2	6	10	4

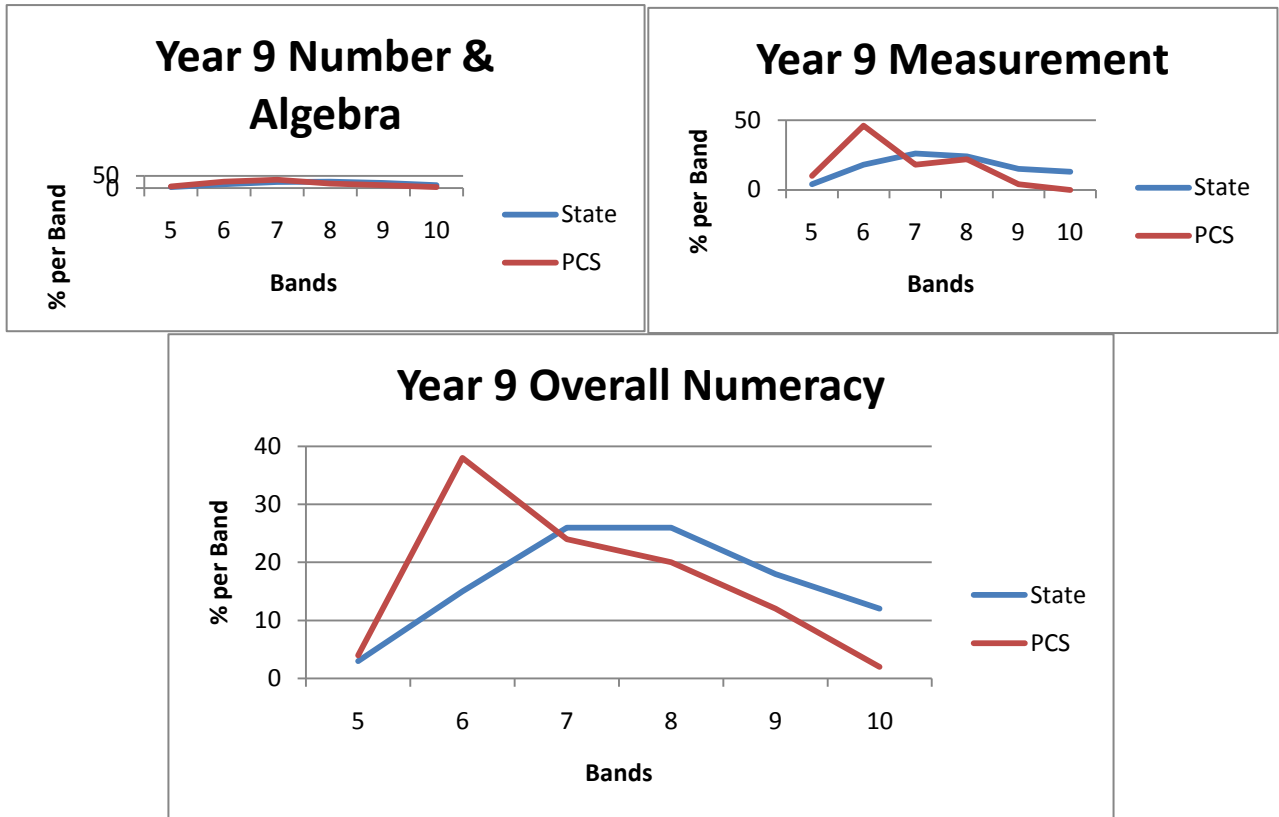
xiv. Year 9 Literacy PCS vs State Percentages in each Band



xv. Year 9 Literacy PCS vs State Percentages in each Band (Continued)



xvi. Year 9 Numeracy PCS vs State Percentages in each Band



b. School Certificate

In the School Certificate, the school presented 59 candidates for the external examinations (English, Mathematics, Science, History and Geography (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 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.

(NOTE: Percentages may not add to 100% due to rounding and student absences in some cases)

English	1	2	3	4	5	6
PCS	0%	0%	18%	58%	25%	0%
State	<1%	2%	14%	42%	35%	6%

Mathematics	1	2	3	4	5	6
PCS	0%	20%	41%	23%	14%	2%
State	<1%	17%	31%	25%	18%	6%

Science	1	2	3	4	5	6
PCS	0%	9%	26%	40%	21%	4%
State	<1%	8%	19%	34%	29%	7%

History	1	2	3	4	5	6
PCS	2%	11%	40%	35%	12%	0%
State	3%	10%	27%	35%	18%	5%

Geography	1	2	3	4	5	6
PCS	0%	11%	35%	39%	16%	0%
State	<1%	11%	28%	31%	22%	5%

Whilst results were generally at, or slightly below State Means, there were fewer students achieving the top Bands in English, History and Geography. The strongest performances were in the Mathematics and Science KLAS which may reflect the particular strengths and predispositions of this particular cohort.

c. Higher School Certificate

For the Higher School Certificate in 2009, the school presented 36 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 Performance Bands, Band 6 being the highest.

Due to the small number of students in some courses, it is more appropriate to represent the data in relation to the HSC by the number of students in each Band rather than percentages. The tables below therefore show the NUMBER of students in each Performance Band for PCS, in each of the courses sat by students at the school.

Course Name	No.	Bands					
		1	2	3	4	5	6
Ancient History 2 Unit	11	0	0	4	2	5	0
Biology 2 Unit	6	0	1	2	2	1	0
Business Studies 2 Unit	12	0	1	2	2	4	3
Chemistry 2 Unit	5	1	1	1	1	1	0
Community & Family Studies 2 Unit	7	0	1	1	2	2	1
Economics 2 Unit	7	0	0	0	3	2	2
English (Standard) 2 Unit	23	1	6	13	3	0	0
English (Advanced) 2 Unit	13	0	0	0	7	5	1
Geography 2 Unit	7	0	3	1	2	0	1
Legal Studies 2 Unit	10	2	0	3	3	2	0
General Mathematics 2 Unit	23	0	2	8	11	2	0
Mathematics 2 Unit	6	1	0	1	4	0	0
Modern History 2 Unit	7	1	1	2	3	0	0
Music #1 2 Unit	10	0	0	1	3	4	2
Personal Development Health & PE 2 Unit	8	1	0	4	1	2	0
Physics 2 Unit	3	0	0	0	1	2	0
Society & Culture 2 Unit	6	0	2	2	2	0	0
Software Design & Development 2 Unit	3	0	0	3	0	0	0
Visual Arts 2 Unit	5	0	0	0	3	2	0
VET - Hospitality Examination 2 Unit	6	0	1	3	2	0	0
VET - Information Technology Examination 2 Unit	8	0	2	2	3	1	0

Extension Courses

Extension Courses are reported in four Bands, with Band 4 being the highest. There were four Extension Courses studied at the school in 2009 and Band results are shown below.

Course	No.	Bands					
				1	2	3	4
English (Extension 1)	2			0	0	2	0
English (Extension 2)	1			0	0	1	0
Mathematics (Ext 1)	3			0	2	0	1
Mathematics (Ext 2)	1			0	0	0	1

Overall the students sat 198 examinations and there were twelve Band 6, or equivalent, performances giving a total of 6.1% in the top Band. There were 26.3% Band 5 or above, with 59.1% of results in Band 4 or above.

TOTALS	198	7	21	53	65	40	12
Percentage	100%	3.5%	10.6%	26.8%	32.8%	20.2%	6.1%

d. Comparative Performance Over Time

i. NAPLAN

Comparison between cohorts is always a difficult statistical exercise. However the introduction of standardised testing, such as the LANNA and Basic Skills Tests in previous years, and more recently the federally administered NAPLAN tests, has enabled statistically valid comparisons to be made of student performance over a period of time. This is achieved by taking the students who were enrolled at the school in Year 3 (2007) and comparing their results in the NAPLAN Tests with those obtained in Year 5 (2009) and so on.

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

The following data represents the reports that we have been able to ascertain at this stage in relation to students who attended PCS in 2009 and sat the NAPLAN Tests and who had data available from their earlier years.

A. Year 5 (2009)

There were 33 students of the 44 (75%) who sat the NAPLAN who were able to be matched with previous results from Year 3. The average growth in NAPLAN Score for these students in the various areas is indicated in the table below as compared with the average growth for the State.

Skills Area	PCS Average Growth	State Average Growth	Difference
Reading	73.9	87.7	-13.8
Writing	77.1	60.2	+16.9
Overall Literacy	74.5	77.6	-3.1
Numeracy	104.2	95.3	+8.9

B. Year 7 (2009)

There were 42 students of the 56 (75%) who sat the NAPLAN who were able to be matched with previous results from Year 5. The average growth in NAPLAN Scores for these students in the various areas is indicated in the table below as compared with the average growth for the State.

Skills Area	PCS Average Growth	State Average Growth	Difference
Reading	37.3	48.1	-10.8
Writing	29.7	32.4	-2.7
Overall Literacy	38.2	42.1	-3.9
Numeracy	81.1	55.2	+25.9

C. Year 9 (2009)

There was no data available for the cohort of Year 9 in 2010. The first cohort to have sat for the NAPLAN in Year 7 and Year 9 will come through in 2011 and we are looking forward to ascertaining the growth in their achievement in Literacy and Numeracy.

ii. School Certificate

Whilst it is not always relevant to compare between cohorts in an examination such as the School Certificate, it is useful from the school's perspective to observe trends in results with a view to developing improvement targets and overall average expectation levels for students at PCS.

The table below shows the average achievement in School Certificate Bands across the previous ten years. We recognise that each particular cohort varies considerably in relation to strengths and weaknesses, interests, personality and application. The usefulness of the data represented in this table relates to its indication of overall trends.

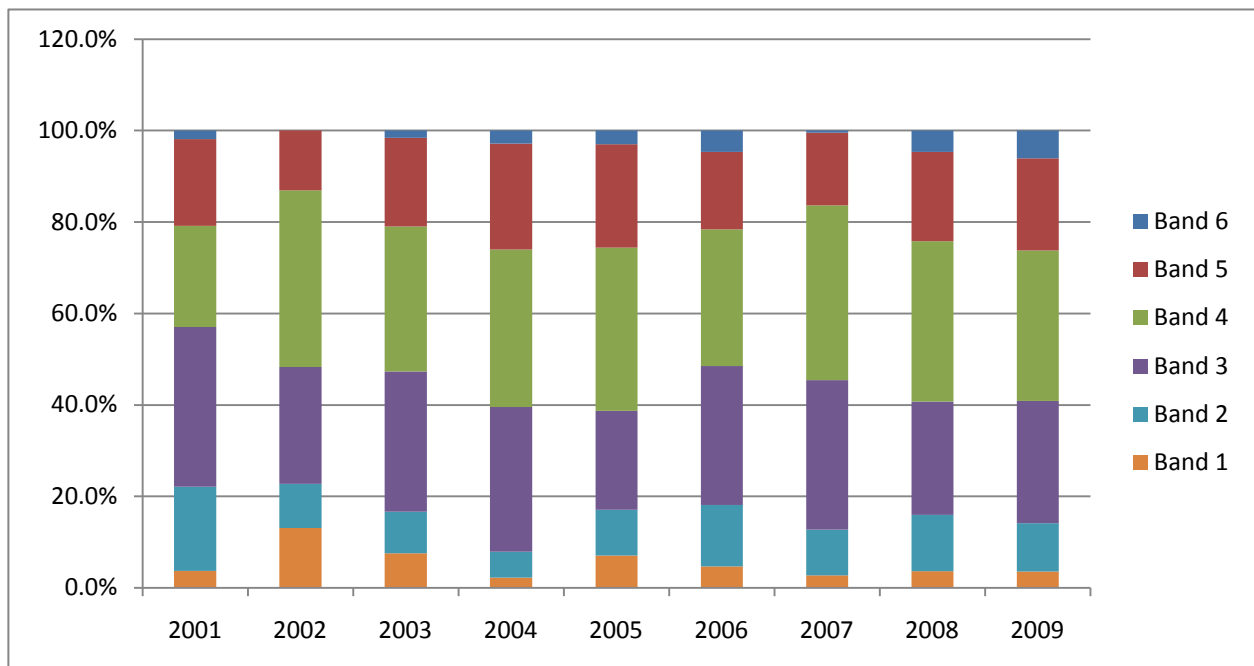
The table below shows the average cumulative percentage of students in each Band for the School Certificate for 1999 through 2009. The school has set an improvement target for having 70% of students in Band 4 or higher across all subjects.

School Certificate 1999-2009 Cumulative Percentage of Students per Band

	English %	Mathematics %	Science %	History %	Geography %	Average %	Students
							60
6	2.40	3.24	2.40	1.18	3.18	2.48	1.49
5	26.13	20.67	20.63	10.89	26.03	20.87	12.52
4	70.46	52.11	61.91	47.43	65.11	59.40	35.64
3	91.86	83.10	90.85	85.71	90.97	88.49	53.10
2	96.87	96.85	97.43	96.45	97.69	97.06	58.24
1	98.11	97.77	98.11	98.87	98.64	98.30	58.98
0	100.00	100.00	100.00	100.00	100.00	100.00	60.00

iii. Higher School Certificate

The graph below shows the percentage of outcomes by Bands in each cohort from 2001 through 2009. There is a general trend towards an increase in the number of students achieving Band 4 or higher and it is also gratifying to note the number of Band 6 results is generally increasing across the years.



4. Student Information

a. Student Attendance Rates by Grade

Grade	Attendance Rate %
K	93.7
1	93.1
2	94.0
3	92.9
4	93.1
5	94.1
6	90.7
7	94.0
8	91.0
9	91.9
10	92.4
11	89.9
12	93.7

During the year 2009 there were a total of 9,263.5 recorded daily absences, including partial absences and lateness, for all students over the entire year. This equates to an average absentee rate of 7.4% per day, or a 92.6% average daily attendance rate.

b. Retention of Year 10 to Year 12

Retention rates are calculated in two ways.

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

The comparison of the number of students who commenced Year 10 in 2007 (54) with those who commenced Year 11 in 2008 (42), for example, indicates an **Apparent Retention Rate of 78%**.

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 2007 to the HSC in 2009.

Of the 36 students who completed the HSC in 2009, 27 were enrolled at PCS for the School Certificate. This gives an **Actual Retention Rate of 75%**.

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 (9 students) who entered PCS in Year 11 at the beginning of 2008 to complete their HSC studies in 2009.

c. Senior Secondary Outcomes

i. Vocational Training

PCS offers a wide range of courses in the Senior College, including Vocational Education Training (VET) courses. During 2009 two courses were offered in Year 12 namely; Information Technology (VET) and Hospitality Operations (VET). The total number of students undertaking and successfully completing a VET course was 14 out of a cohort of 36. This represents 39% of students enrolled in Year 12 who successfully completed vocational training at the school.

ii. Students Attaining Year 12 Certificate

Of the 36 students entered for the 2009 Higher School Certificate, all were successful in attaining the Award, representing 100% of the Year 12 students enrolled.

d. Students' Post School Destinations

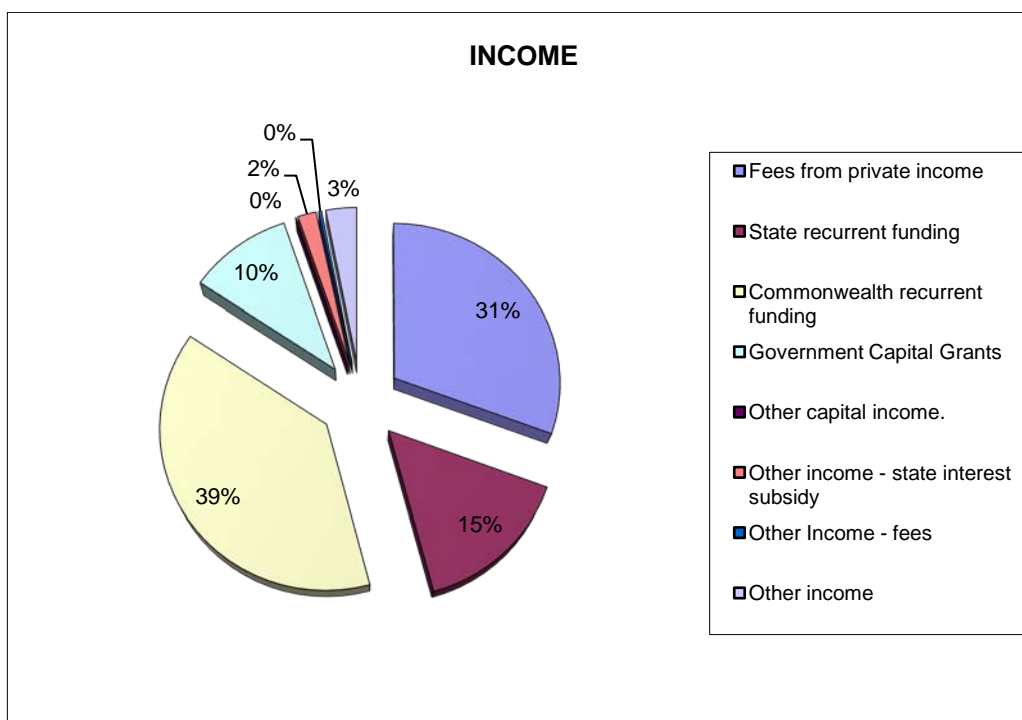
Of the 38 students who completed their HSC studies in 2008, 18 students (50%) received first round offers at various universities and took up these positions. Of the remainder, there were several who received second or third round offers and also took up university placements. There were some students who moved into the TAFE environment, either as an apprentice or in some other Certificate and/or Diploma courses. Several students were having a "GAP" year prior to entering the workforce full time or taking up TAFE or university positions. Refer to the school website www.pcs.nsw.edu.au to see details of the high achievers for the 2009 HSC.

7. Summary Financial Information

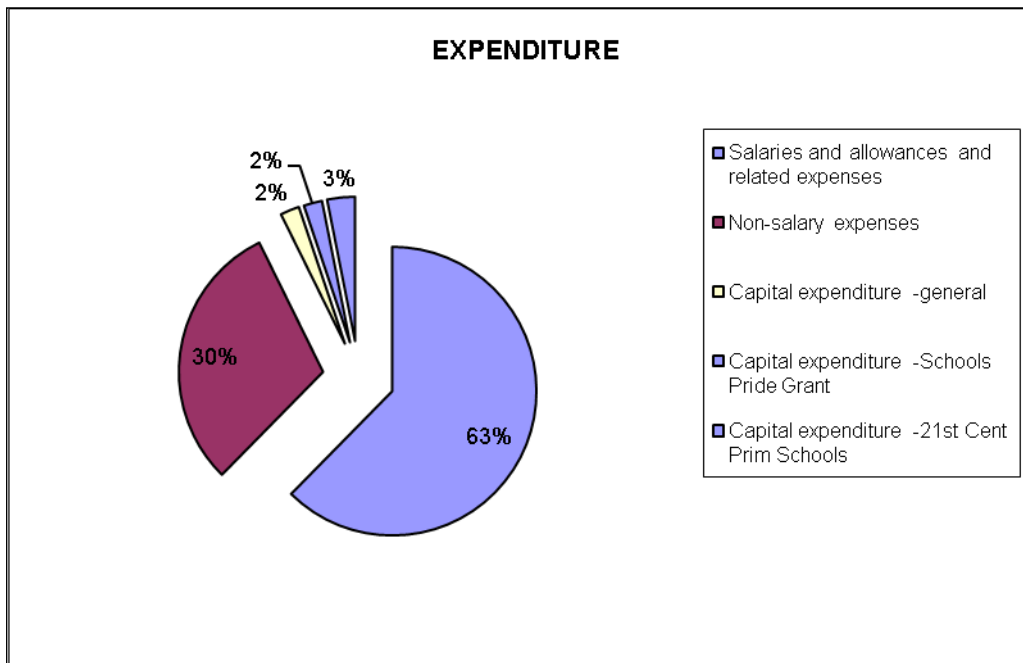
Penrith Christian School Ltd is a registered, not-for-profit company, limited by guarantee.

ABN 42 092 595 563

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



Income	\$	%
Fees from private income	2,545,125	31
State recurrent funding	1,263,799	15
Commonwealth recurrent funding	3,199,130	39
Government Capital Grants	865,759	10
Other capital income.	450	0
Other income - state interest subsidy	153,691	2
Other Income - fees	24,598	0
Other income	255,694	3
Total	\$8,308,246	100%



Expenditure	\$	%
Salaries and allowances and related expenses	5,524,200	67
Non-salary expenses	2,684,583	33
Total Recurrent Expenses	\$8,208,783	100%
Capital Expenditure		
Capital expenditure - general	188,126	29
Capital expenditure - Schools Pride Grant	182,588	28
Capital expenditure - 21st Cent Prim Schools	276,131	43
Total Capital Expenditure	\$646,845	100%

Appendix 1 - Enrolment Policy

1. Preamble

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

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

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

As such, all families MUST sign the school's Statement of Faith as a part of the enrolment process. The Principal will discuss any issues associated with this at the enrolment interview.

From time-to-time the school may receive requests from non-Christian families to enrol their child/ren, as they recognise the value of what the school is offering. For whatever reason, the enrolment of non-Christian families must be undertaken prayerfully and with discernment. It is a prerequisite that the parents and the student are in agreement with the ethos of the school and do not oppose the principles being taught, nor the world view being espoused in our curricula. A clear understanding of these issues is vital for effective partnership in the education of the child/ren and it is therefore imperative that the school's Statement of Faith is accepted as the basis for the ethos of the school, as a condition of enrolment. Christian families from other churches are encouraged to attend ImagineNations Church on several occasions to ascertain the ministry position and emphasis of the sponsoring body of the school.

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

At all times it is an imperative upon the Principal that the Christian Ethos of the school is not placed in jeopardy by the enrolment of children, where the children or family may directly oppose or subvert the objectives of the school.

In particular, families actively involved in or declaring membership of religions or beliefs/practices which are not in agreement with the school's Statement of Faith, including, but not limited to, Buddhism, Islam, Hinduism, Mormonism, Jehovah's 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/s cease to uphold the terms of the Statement of Faith or exhibit behaviour or conduct which is inconsistent with the Statement of Faith, or become a member of a group whose beliefs are inconsistent with the Statement of Faith, then the school reserves its right to terminate the enrolment of the child/ren.

2. Policy Guidelines

- a. PCS will seek enrolment from families who desire a Christian education for their child/ren, who actively support the ethos of the school, and are in agreement with the school's Statement of Faith.
- b. Priority of enrolment will be given to siblings of current families, to ensure that where possible, all children in the family can be enrolled at PCS.
- c. Enrolment guidelines will exist to maximise the opportunities for enrolment of students from families in financial hardship, families with special needs students, and students from families of other countries, ethnic backgrounds or cultures; with reference to a reasonableness test in relation to the stewardship of school resources.

3. Enrolment Offers

Enrolment will be offered with reference to:

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

Categories of enrolment are as follows:

i. General

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

ii. Concessions (See Fees Policy)

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

iii. Special Programs

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

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

5. Management Agreements

a. At or Prior to Enrolment

At the discretion of the Principal, some Special Program students will be enrolled on the basis of a Management Agreement between the parents and the school. This will be negotiated during the enrolment process. Where the student has a severe medical condition, such as anaphylaxis, or a severe learning disability, the Management Agreement will form the basis of the agreed provisions by the school in relation to resources and general management strategies for Special Program students. Management Agreements will be reviewed on at least an annual basis.

b. Subsequent to Enrolment

In some cases students may be diagnosed with a learning disorder or disability which places them in one of the above Special Program categories 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.

6. 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.

7. 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.

8. Testing

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

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

Appendix 2 – Student Welfare and Discipline

1. Some Foundation Principles for the Student Welfare Program

a. Purpose

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

b. Aim

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

c. Foundation Principles

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

As a consequence, the school seeks to:

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

- v. Lead students to understand the importance of a sense of community and the relationships within that community.
- vi. Bring all disciplinary actions to a point where acknowledgment of and repentance for wrongdoing may occur and involve confession, repentance, reconciliation, restoration, self-discipline and new directions.
- vii. Act in love towards all students and acknowledge that discipline is not separate from pastoral care but a necessary part of our care.
- viii. Act in the interests of students even when discipline calls for tough love or an appropriate distancing in the relationship between the school and the student's actions.
- ix. Ensure that discipline is not confined to a list of mechanical responses chosen to address specific behaviours. Rather the school will act to counsel, exhort, follow-up and give on-going encouragement.
- x. Ensure that any consequence or sanction should fit within the context of constructive pastoral relationships.
- xi. Ensure that no disciplinary action taken will be purely retributive. It is vitally important that all staff understand this and operate in this manner.

d. Established Programs

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

i. Student Leadership

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

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

ii. Pastoral Care

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

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

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

iii. Chapel Program

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

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

e. Discipline Policy

i. Biblical Mandate

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

ii. Standards

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

iii. Encourage Self-Discipline

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

iv. Restorative

The discipline practices of the school will reflect the principles of Restorative Justice. Through the “processes” of discipline, the student will be brought to a point of restoration in the relationship(s) that 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.

v. Procedural Fairness

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

vi. Parental Support

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

f. Corporal Punishment

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

2. Statement of Partnership in Discipline and Student Welfare

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

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

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

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

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

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

Father's signature: _____

Father's Name Printed: _____

Date: _____

Mother's signature: _____

Mother's Name Printed: _____

Date: _____

2. Student Behaviour Policy and Code of Conduct

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

The behavioural expectations of the school can be summarised by focusing on three key values:

- a) Work Hard
- b) Show Respect
- c) Be Safe

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

a) Work Hard

i. Work Productively

For example;

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

ii. Allow Others to Work Productively

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

iii. Strive for Excellence

For example;

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

b) Show Respect

i. Listen Carefully When Someone is Speaking

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

ii. Speak Respectfully to One Another

For example;

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

iii. Show Respect for Adults and Those in Authority

For example;

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

iv. Respect the School Property and Property of Others

For example;

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

c) Be Safe

i. Walk Carefully Through Rooms and Corridors

For example;

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

ii. Obey Safety Signs

For example;

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

iii. Be Aware of Others Around You

For example;

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

3. The Teachers' Role

Teachers should;

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

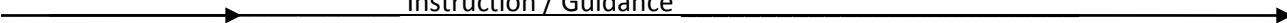
4. The Discipline Process

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

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

Stages in the Discipline Process

Instruction / Guidance



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

5. 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
Classroom Teachers	Classroom Teachers
	PCG Teachers
Student Learning and Welfare Co-ordinator	KLA and/or Stage Co-ordinators
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.

6. Discipline Procedures and Guidelines

a) Procedural Fairness

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

b) Levels

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

c) Procedural Fairness

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>Classroom Teacher</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</i></p> <p>Right of a Fair Hearing Teacher</p> <p><i>Right of Appeal</i></p> <p>Student Learning and Welfare Co-ordinator/KLA and/or Stage Co-ordinator</p>
2	<ul style="list-style-type: none"> Serious/continued disobedience or disrespect Significant misbehaviour Uncontrolled or thoughtless behaviour rather than deliberate. 	<p>Student Learning and Welfare Co-ordinator/KLA/Stage Co-ordinator</p> <ul style="list-style-type: none"> Send from room (5-10 minutes) Note/phone call home to parents Send to Stage Co-ordinator with Referral Form Formal Detention Sports Detention 	<p><i>Investigates/identifies behaviour</i></p> <p>Right of a Fair Hearing Teacher</p> <p><i>Unbiased Decision</i></p> <p>Student Learning and Welfare Co-ordinator/KLA and/or Stage Co-ordinator</p> <p><i>Right of Appeal</i></p> <p>Head of School</p>
3	<ul style="list-style-type: none"> Repeated Disobedience Defiance Uncontrolled Rudeness Crude Language Deliberate Defiance Insolence Abusive Language 	<p>Head of School/Student Learning and Welfare Co-ordinator/KLA and/or Stage Co-ordinator</p> <ul style="list-style-type: none"> Use of Behaviour Monitoring Cards Restitutional Activities Afternoon Detention In-School Suspension/Isolation Interview with Parents Saturday Morning Detention 	<p><i>Investigates/identifies behaviour</i></p> <p>Right of a Fair Hearing Student Learning and Welfare Co-ordinator/KLA and/or Stage Co-ordinator</p> <p><i>Unbiased Decision</i></p> <p>Head of School</p> <p><i>Right of Appeal</i></p> <p>Principal</p>
4	<ul style="list-style-type: none"> Protracted Intransigence Serious or Illegal Activities 	<p>Principal</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</i></p> <p>Right of a Fair Hearing Head of School</p> <p><i>Unbiased Decision</i></p> <p>Principal</p> <p><i>Right of Appeal</i></p> <p>School Board</p>

Appendix 3 – Grievances Policy

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

1. Discuss with Teacher

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

Having spoken with the teacher, if you are still concerned, make an appointment to discuss the matter with the Student Learning and Welfare Co-ordinator, the KLA Co-ordinator or the Stage Co-ordinator, where applicable.

2. Discuss with Head of School

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

3. Appointment with the Principal

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

4. Write to Chairman of the Board

The final option is to write a letter addressed to:

Mr Tim Sage
Chairman of the School Board
Penrith Christian School
PO Box 66
KINGSWOOD NSW 2747

PLEASE NOTE:

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