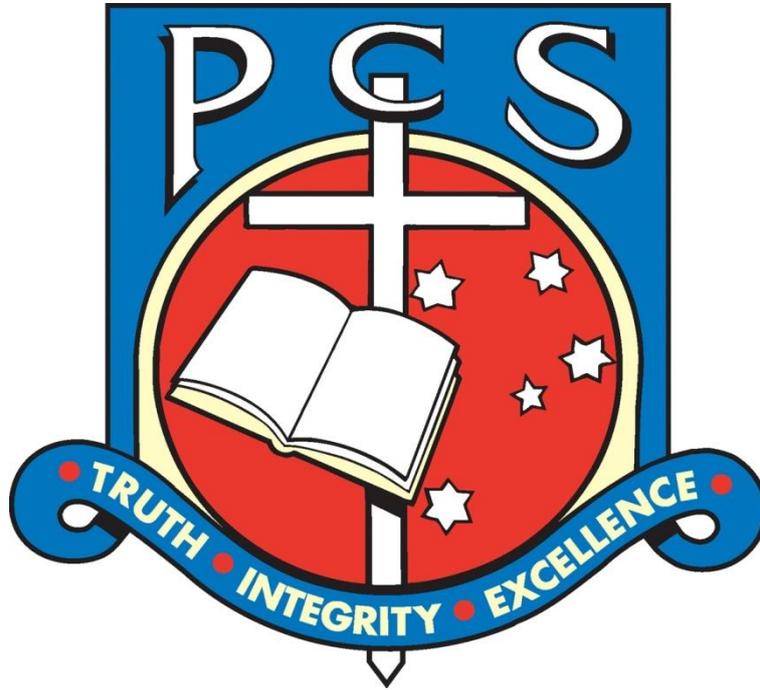


# Penrith Christian School



## Annual Report

for

2011

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

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# 1. School Overview and Information

## a. Contextual Information

### i. School Context

Established in 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. The school endeavours to provide an environment with a positive emphasis on developing early Literacy and Numeracy and a comprehensive curriculum across all grades. The school offers a broad cross-section of air conditioned facilities and a wide range of subject electives for Secondary and Senior studies.

Penrith Christian School continues reporting relevant information regarding the school's performance using the school's website, ePhoCuS (electronic newsletter), Yearbook, Parent Guide (an annual parent information booklet), emails and SMS, 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 addition to the above, the 'My School' website has enabled much of the information normally reported in this Annual Report to be available already on that site. This includes performance in NAPLAN Tests, financial and enrolment data as well as some attendance information together with staffing ratios.

### ii. Student Body

In 2011, the School's enrolment at the Federal Census date was 663 students P-12. This comprised 33 students in the Preparatory class, 329 in Grades K-6 and 301 in Grades 7-12. There was little change on the previous year and reflects an ongoing pattern of stability after the effects of the Global Financial Crisis in 2008.

In 2011 there were fourteen classes in the Primary School (K-6) catering for the 329 students. The Secondary section of the school continued a double stream in all grades 7-12 with 301 students. The Preparatory School, catering for 4 year olds in the year before entry to school, was again well subscribed providing younger students an excellent opportunity to begin their formal educational experiences with a sound foundation.

## 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 2011.

During 2011 the School Board followed up on the development of the 5 Year Strategic Plan and the development of a number of key Board Policies.

The Board has been pleased with the continued development of the school and in particular, we are very pleased to have occupied the new Sports Centre at the beginning of 2011.

The Board have been active in further planning for the expansion of the school with the development of plans for the new Science Centre, Trade Centre and Administration facilities.

During 2011 the Board reviewed a commissioned demographic survey of the school population including data on surrounding population areas and potential drawing areas for the school. The results of this information will be used for future planning and development of the school as we seek to provide a Christian Education to all those who seek it in our city.

The Board again acknowledges the work of the staff and executive team at the school and is very thankful for the provision of highly qualified, excellent teaching and administrative staff who continue to deliver an excellent, Christ centred, education for all our families.

## **ii. The Principal**

The year of 2011 represented my thirteenth year at Penrith Christian School since commencing in January 1999.

The school was able to consolidate a little in 2011 after continual growth over the past few years. The occupation of the new Sports Centre at the commencement of the year has enabled us to deliver an exceptional sporting and teaching facility to enhance the PDHPE and sports offerings at the school. As a part of this process we are now catering very well for all PDHPE classes from Years 3 through Year 12 with specialist sports and PE staff.

During 2011, the school received an offer from the Australian Government of \$3.7 million funding towards the Trade Training Centre – as part of the Greater West Independent Schools Alliance with two other local schools: Wycliffe Christian School and St Paul's Grammar School. This grant will enable us to construct new facilities during 2012 to offer courses in Motor Trades, Electro-Technology, Construction and Commercial Cookery across our schools from the commencement of 2013. 2011, therefore, was very much a year of 'designing and planning' for the next construction stage in our development during 2012. It is anticipated that in 2012 the school will construct a new Administration facility, Science Centre and the Trade Training Centre.

PCS has a strong reputation in our community as a school which offers a student centric, caring and safe environment to encourage the best outcomes for the teaching and learning experiences. During 2011 I was again pleased to be able to work with the dedicated team of teachers and support staff who together make the school a truly unique and vibrant expression of Christian community in practice. To enhance and augment the services in place, the school was restructured at the end of 2011 to include a Junior School (P-4), Middle School (Years 5-8) and a Senior School (Years 9-12). This will allow us to much more readily meet the needs of students in relation to their stages of development and maturity, and design more appropriate curriculum experiences to match those needs.

Our students have again performed admirably across a wide spectrum of assessment experiences and it has been gratifying to note the continued growth and development of each one as they have developed an understanding of their own specific gifts and talents and been able to find expression of this in the curriculum. We again continued to focus on the development of ICT across the school and the Data Driven Learning initiatives have

continued to have an impact on student learning experiences and outcomes. The changes to State Accreditations, with 2011 being the final year for the School Certificate, has presented an opportunity to have a better continuum from Year 9 through to Year 12 and the establishment of the Senior School structure being Years 9-12 will greatly assist us in providing relevant and appropriate learning experiences for our students as we head into the future.

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 Involvement Programs ranging from covering books and assisting in the iCentre, to helping with reading and mathematics groups and Canteen service, attending excursions and camps, participating in fund raising activities 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 2011 the school continued to improve its standing within the wider community. This is evidenced by the many positive, unsolicited letters and emails that are sent thanking the school staff for their care and dedication to the students. Many have commented at how their children have settled easily into the school and have become positive learners after previous negative experiences in this regard.

The enquiry rates for enrolment at the school have been extremely high with over 90% of these enquiries directly linked to existing families 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.

A number of surveys were carried out in relation to key issues during the year. One of these was in relation to parental input for uniform changes as the school moved into the Junior/Middle/Senior School model. Generally there was a strong agreement with the direction taken and the two year phase-in for changes has been welcomed as a means to minimising costs for changeover of uniforms from Junior to Middle and Middle to Senior.

### **ii. Students**

There were a number of student surveys carried out throughout 2011.

These were aimed at a number of key areas but primarily at determining levels of student satisfaction in relation to the provision of a safe and supportive environment. In particular we have surveyed students about cyber safety matters and the impact or potential impact on bullying, victimisation and harassment behaviours that is afforded through this medium. There were some alarming trends highlighted which showed also that parents generally had little idea of the potential risks and how to minimise these. The school has followed this up with the provision of information nights and seminars for both students and parents with the assistance of police and other community organisations.

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

During 2011 the delivery of curriculum was undertaken by 56 teaching staff. This equated to a Full Time Equivalent (FTE) of 48.9. The teaching staff were ably supported by 16 non-teaching staff with an FTE of 11.2.

During 2011 the teaching staff at PCS have continued to develop in response to the school initiated changes as well as the pressures from external sources such as government and community expectations. The staff have engaged positively and actively in embracing the changes and have journeyed together through many challenges. I believe that the level of collegiality and teamwork at PCS has contributed significantly to the development of all staff.

There were several teachers who achieved the NSW Institute of Teachers first level of recognition during the year – Professional Competence. Other teaching staff have begun the somewhat daunting task of working towards accreditation at the higher standards of Professional Accomplishment and Professional Leadership.

## 2. School Strategies and Strategic Planning

### a. School Determined Improvement Targets

The specific areas for which goals were set for 2011 were detailed in last year's Annual Report and the table below sets out these goals and the progress made towards their attainment.

The goals that the school has set for 2012 are also included in this Report and the progress towards achieving these will be reported in the 2012 Annual Report (published in June 2013).

#### i. Progress in Achievement of Goals for 2011

Goals for 2011	Progress During 2011
1. Further develop Extension and Enrichment (Boost) program into Stages 4 and 5	Boost teacher employed for three days per week. Program extended to cover a wide range of activities and curricular and co-curricular areas.
2. Development of the Middle Years of Schooling Program	The Middle School was established at the end of 2011 with the restructuring of the school. Further development of the Middle School model will proceed during 2012.
3. Standardisation of Curriculum across the K-6 section of the school.	The curriculum has been standardised in format, with the Director of Curriculum leading the changes in this area. There has been a strong focus on the flow of skills and understanding in the Literacy and Numeracy areas as well as developments in the Science and HSIE curricula.

<b>Goals for 2011</b>	<b>Progress During 2011</b>
4. Improve the sporting opportunities for all students in Years 3-12 through the use of the new Sports Centre and PDHPE programs in these grades.	The Sports Centre was occupied at the beginning of 2011. All students from Years 3 through Year 12 now have a Secondary trained PE teacher taking PE lessons. Sports coordination is now a K-12 role with the PDHPE Faculty being firmly established as a separate entity under the leadership of a Head of Faculty.
5. Develop further VET opportunities for students in Senior School Years 11 and 12 and provide enhanced facilities for VET.	VET opportunities have expanded this year with the construction of the Trade Training Centre moving along. The establishment of the GWISA Alliance has enabled an additional four courses to be offered in the framework between the three schools involved.
6. Begin construction on a new Science Centre.	The Science Centre is due for completion 23 July 2012.
7. Begin construction on a new Trade Training Centre.	The Trade Training Centre is due to be completed in late August 2012.
8. Enhance the Administration facilities of the school through more cooperative use of existing buildings on the property.	The Administration facilities have been upgraded and were occupied at the beginning of Term 2 2012.
9. Improve academic outcomes across all grades and KLAs.	The focus of Data Driven Learning, goal setting and improved programming and assessment has resulted in improved outcomes in most grades and most faculties. There are still pockets that need attention as we move forward but good to see progress being made.
10. Investigate implementation of the National Quality Framework for Prep School.	The NQF has begun to be implemented in OSHC and Prep School at PCS.  This has resulted in very substantial improvements in delivery of experiences for students and the upgrading of facilities which is continuing into the latter half of 2012.
11. Investigate development of the National Curriculum K-10 in readiness for 2013 implementation.	Staff have been attending inservice courses across the board in relation to this. The State Government has delayed implementation again until 2014.
12. Further develop Board Policies to reflect the new governance model adopted in 2009.	Some minor changes to policies and update to Governance Handbook have been undertaken. Board Planning Days have been well attended and more scheduled for 2012.

## ii. School Determined Improvement Targets for 2012

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 2012.

The specific areas for which goals have been set for 2012 include:

<b>Goals for 2012</b>	
1. Communications – provide a regular electronic email newsletter as well as Web-based communications for parents. Provide a term newsletter and a school yearbook in full colour magazine formats.	
2. School Structure – implement and review the changes to structure in relation to Junior, Middle and Senior Schools.	
3. Missions – expand the reach of the school’s missions programs to include opportunities for senior students in Indonesia as well as continue existing programs.	
4. Curriculum – introduce new curriculum into Middle School using the ‘Matrix’ approach.	
5. Senior School – Establish Interest Groups for all students to operate as a co-curricular program within the normal daily timetable.	
6. Broaden sporting opportunities for all students through access to a wide range of facilities, competitions, etc.	
7. Complete the Trade Training Centre and augmentation of VET programs.	
8. Complete the Science Centre.	
9. Complete and occupy the new Administration facilities.	
10. Broaden offering of courses in Senior School.	
11. Implementation of additional Pastoral Care programs in the Middle School.	

## b. Respect and Responsibility Initiatives

The school has a number of assemblies and chapels each week, all of which in various ways contribute towards the ‘Respect and Responsibility’ initiatives of the Federal Government. These activities allow students to experience guest speakers from community groups and to develop their own leadership gifts. Events such as Anzac Day and Easter afford excellent opportunities for students to participate in and be exposed to the various ‘formal’ occasions, whilst the weekly chapels and assemblies can range from formal to informal settings which may include various

aspects of expression through the creative arts, as well as public speaking. The formal assemblies have been developed to allow for the students across the whole school to regularly be exposed to experiences which draw attention to the Australian Flag, the National Anthem and speakers who provide input on various aspects of Australian history, culture and community help programs.

The school's Leadership Program, which was expanded after a review in 2009, has continued to grow and provides excellent opportunities for students to develop their leadership skills. These opportunities range across a number of areas and include community service, public speaking, technology, SRC, music and performances, staging and stage management, various interest groups, as well as fund raising for Missions and leading Mission teams. These programs have continued to enhance the development of leadership, responsibility and character development.

### **3. Staff Information**

#### **a. Composition**

In 2011 there were 56 full or part time teaching or educational staff at the school, including three indigenous staff members. This equated to a Full Time Equivalence (FTE) of 48.9. The teaching staff were ably supported by a total of 16 finance and administration staff with an FTE of 11.2.

#### **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.

Throughout 2011, 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 2011 was the up-skilling of staff in relation to technology use, both for the delivery of improved pedagogy and administration, and the preparation for the implementation of the National Curriculum.

Overall expenditure on the cost of courses offered externally and attended by staff during 2011 was approximately \$27,000. 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 on the following page indicates these categories and the numbers of teachers employed at PCS during 2011 in each of those categories.

<b>Category</b>	<b>Number of Teachers at PCS in 2011</b>
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.	<b>56</b>
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.	<b>0</b>
iii. Teachers who do not have qualifications as described in i. or ii. above, but have relevant successful teaching experience or appropriate knowledge relevant to the teaching context.  Such teachers must have been employed to 'teach' in NSW before 1 October 2004 (either on a permanent, casual or temporary basis) and as a 'teacher' during the last five years in a permanent, casual or temporary capacity.	<b>0</b>

All New Scheme Teachers (teachers employed for the first time in NSW after 1 October 2004) at the school during 2011 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. In 2011 a number of teaching staff gained accreditation at the level of Professional Competence. There were also several staff members continuing external Post Graduate studies in 2011.

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

Average student attendance figures as reported on 'My School' website for the data collection period during May 2011 was 93%. Enrolment patterns included 3% Indigenous and 12% from language backgrounds other than English.

##### **b. Enrolment Policies**

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

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

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

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

The Enrolment Policy Guidelines state:

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

The 2011 enrolment of 630 students at the August Census Date (329 in Years K-6 and 301 in Years 7-12) is within the bounds set by the School's Class Sizes Policy. The Preparatory School had an enrolment of 33 students, with a maximum of 20 to 28 attending on any one day, depending on the number of groups running.

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

<b>Stage</b>	<b>Year or Grade</b>	<b>Maximum Class Size</b>
Early Stage 1	Preparatory School	40 or 48 (depending on number of groups) <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 2011 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 329 students, giving an average class size of 23.5.

The school maintained the move towards smaller English and Mathematics classes in Years 7-10 during 2011. Years 7-10 now comprise three Mathematics classes and English has three classes with an average class size of 20 students in each grade Years 7 through 10.

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

There have been no significant changes to either policy or procedures in relation to enrolment since the last report.

### c. **Student Welfare and Discipline**

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

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

The foundation principle in the Student Discipline Policy at PCS is the Biblical principle of restoration. This activates processes and procedures which 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 school's Student Welfare Policy is included as **Appendix 2**.

The school's website [www.pcs.nsw.edu](http://www.pcs.nsw.edu) has the full text of all relevant policies.

There have been no significant changes to the school's discipline policy or procedures since the last report.

### d. **Complaints and Grievances**

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

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

The full text of this Policy is included in **Appendix 3** and is available on the school website [www.pcs.nsw.edu.au](http://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.

There have been no significant changes to the school's Grievance Policy or procedures since the last report.

## 5. Student Outcomes and Performance

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

During 2011 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 national results by Bands for the NAPLAN Tests are detailed in the tables below.

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.

Students at PCS performed well in these assessments in 2011 with the 'My School' website providing more detailed information on this.

Students performing below the National Minimum Standards in each of the respective Assessment Areas for each grade are shown in the table below. These students represent a small portion of the students at PCS who are on special support programs. Many of the supported students achieved results well above the minimum standards which was a very pleasing outcome for the Educational Support staff.

	Reading	Writing	Spelling	Grammar and Punctuation	Numeracy
<b>Year 3</b>	0%	0%	0%	0%	0%
<b>Year 5</b>	9%	1%	1%	2%	0%
<b>Year 7</b>	3%	1%	5%	5%	5%
<b>Year 9</b>	6%	12%	10%	8%	2%

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*).

## b. School Certificate

In the School Certificate, the school presented 53 candidates for the external examinations: English, Mathematics, Science, History and Geography (Civics and Citizenship). Students also participated in the Computing Skills Assessment. Students were awarded a grade for each of these subjects based on six Performance Bands. (6 Highest and 1 Lowest)

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.)

<b>English</b>	1	2	3	4	5	6
<b>PCS</b>	<b>0%</b>	<b>0%</b>	<b>4%</b>	<b>51%</b>	<b>40%</b>	<b>2%</b>
State	<1%	2%	9%	45%	34%	5%

<b>Mathematics</b>	1	2	3	4	5	6
<b>PCS</b>	<b>0%</b>	<b>19%</b>	<b>28%</b>	<b>33%</b>	<b>11%</b>	<b>6%</b>
State	<1%	21%	27%	21%	17%	9%

<b>Science</b>	1	2	3	4	5	6
<b>PCS</b>	<b>0%</b>	<b>6%</b>	<b>31%</b>	<b>31%</b>	<b>29%</b>	<b>4%</b>
State	<1%	5%	23%	35%	25%	9%

<b>History</b>	1	2	3	4	5	6
<b>PCS</b>	<b>0%</b>	<b>15%</b>	<b>31%</b>	<b>29%</b>	<b>23%</b>	<b>0%</b>
State	<2%	9%	29%	31%	21%	5%

<b>Geography</b>	1	2	3	4	5	6
<b>PCS</b>	<b>2%</b>	<b>2%</b>	<b>25%</b>	<b>42%</b>	<b>23%</b>	<b>5%</b>
State	<2%	11%	27%	32%	20%	5%

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

### c. Higher School Certificate

For the Higher School Certificate in 2011, the school presented 36 candidates for the external examinations in the HSC across 29 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 completed by students at the school.

Course Names	Number of Students	Bands (6 Highest --- 1 Lowest)					
		6	5	4	3	2	1
Ancient History 2 Unit	6	0	3	2	1	0	0
Biology 2 Unit	6	0	0	0	5	1	0
Business Studies 2 Unit	8	0	2	4	2	0	0
Chemistry 2 Unit	3	0	0	1	1	0	1
Community and Family Studies 2 Unit	6	0	1	3	2	0	0
Design and Technology 2 Unit	3	0	0	2	1	0	0
Drama 2 Unit	6	0	3	1	1	1	0
Economics 2 Unit	9	0	1	3	3	0	2
English (Standard) 2 Unit	26	0	0	5	15	5	1
English (Advanced) 2 Unit	10	0	4	5	1	0	0
English Extension 1	4	0	1	3	0		
English Extension 2	2	0	0	2	0		
Geography 2 Unit	2	0	0	0	1	1	0
Industrial Technology (Multimedia)	3	0	0	3	0	0	0
Japanese Continuers	2	0	0	0	2	0	0
Mathematics - General 2 Unit	16	0	1	4	7	4	0
Mathematics 2 Unit	11	0	0	0	7	2	2
Mathematics Extension 1	2	0	0	2	0		
Modern History 2 Unit	5	0	0	3	2	0	0
Music 1 2 Unit	7	0	2	4	1	0	0
Personal Development Health and PE 2 Unit	10	1	0	1	6	2	0
Physics 2 Unit	5	0	0	3	2	0	0
Senior Science 2 Unit	9	0	2	6	1	0	0
Society and Culture 2 Unit	8	0	0	1	6	0	1
Visual Arts 2 Unit	7	0	1	5	0	1	0
Business Services Examination 2 Unit	6	0	1	1	2	2	0
Entertainment Industry Examination 2 Unit	9	0	4	1	4	0	0
Hospitality Examination 2 Unit	3	0	1	1	1	0	0
Information Technology Examination 2 Unit	6	1	3	1	1	0	0
<b>Totals</b>	<b>200</b>	<b>2</b>	<b>30</b>	<b>66</b>	<b>76</b>	<b>19</b>	<b>7</b>
	<b>%</b>	1.0%	15.0%	33.0%	38.0%	9.5%	3.5%

### Extension Courses (Included above but reported here separately)

Extension Courses are reported in four Bands, with Band 4 being the highest (equivalent Band 6). There were three Extension Courses studied at the school in 2011 and Band results are shown below.

Course	Number	Bands (4 Highest – 1 Lowest)					
		4	3	2	1		
English Extension 1 1 Unit	4	0	1	3	0		
English Extension 2 1 Unit	2	0	0	2	0		
Mathematics Extension 1 2 Unit	2	0	0	2	0		

Overall the students sat 200 examinations and there were two Band 6, or equivalent, performances giving a total of 1.0% in the top Band. There were 16% Band 5 or above, with 49% of results in Band 4 or below.

#### 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 federally administered NAPLAN Tests, has enabled statistically valid comparisons to be made of student performance over a period of time. This is achieved by taking the students who sat the NAPLAN Tests in Year 3 and comparing their results in the NAPLAN Tests with those obtained in Year 5 and so on.

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

The 'My School' data shows that 67% of students at PCS improved by two year levels between Years 3 and 5 in Reading and 66% in Numeracy. Between Years 5 and 7 there were 62% for Reading and 63% for Numeracy. Between Years 7 and 9 there were 80% for Reading and 80% for Numeracy. Most of these improvement scores are significantly above results achieved for similar schools and for all schools on a national basis.

##### 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 on the following page shows the average cumulative percentage of students in each Band for the School Certificate from 1999 through to 2011; and, 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.

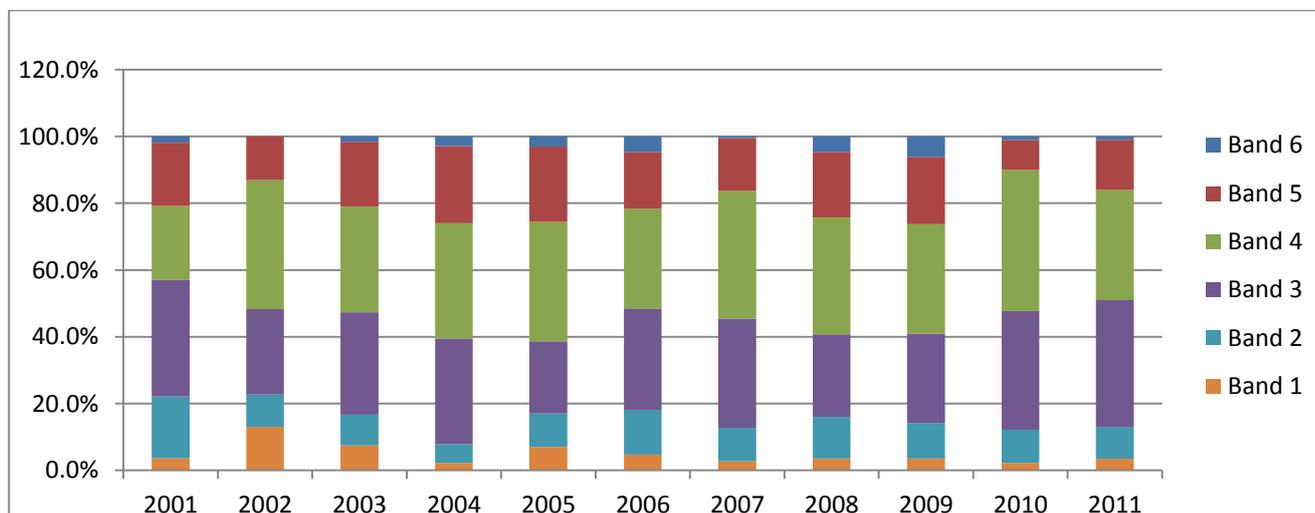
The school has set an improvement target for having 70% of students in Band 4 or higher across all subjects. In 2011 these averages all increased over the 2010 figures in keeping with progress towards the target.

### School Certificate 1999-2011 Cumulative Percentage of Students per Band for Each Course

	English	Maths	Science	History	Geography		Average	Students
								<b>60</b>
<b>6</b>	2.18%	3.31%	3.34%	1.52%	2.92%		2.66%	1.59
<b>5</b>	26.93%	19.80%	23.60%	12.90%	25.20%		21.68%	13.01
<b>4</b>	<b>73.69%</b>	<b>51.05%</b>	<b>63.65%</b>	<b>48.49%</b>	<b>63.30%</b>		<b>60.03%</b>	36.02
<b>3</b>	92.82%	82.21%	91.23%	85.06%	90.86%		88.44%	53.06
<b>2</b>	97.06%	97.05%	97.54%	96.84%	97.58%		97.21%	58.33
<b>1</b>	98.11%	97.83%	98.11%	98.77%	98.53%		98.27%	58.96
<b>0</b>	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 2011.



## 6. Student Information

### a. Student Attendance Rates by Grade

Attendance data for Years 1 through 10 was analysed during May 2011 for the Federal Government. The Average Attendance Rate of **93%** is reported on the 'My School' website but the table below shows a breakdown of this data by gender and grade.

Grade	Attendance Rate - Percentage	
	Male	Female
1	95.0%	93.4%
2	92.7%	93.0%
3	94.4%	95.5%
4	93.5%	94.8%
5	92.5%	92.9%
6	93.8%	95.1%
7	93.2%	95.4%
8	93.1%	95.0%
9	87.5%	94.9%
10	93.2%	92.8%
<b>Averages</b>	<b>92.9%</b>	<b>94.3%</b>

### 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 2011 (54) with those who commenced Year 11 in 2012 (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 2009 to the HSC in 2011.

Of the 36 students who completed the HSC in 2011, 32 were enrolled at PCS for the School Certificate in 2009. This gives an **Actual Retention Rate of 89%**.

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 (four students) who entered PCS in Year 11 at the beginning of 2010 to complete their HSC studies in 2011.

## **c. Senior Secondary Outcomes**

### **i. Vocational Training**

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

In 2011 a number of VET courses were offered to Year 12 namely: Information Technology (VET), Hospitality Operations (VET) Entertainment Industry Studies (VET) and Business Services (VET). The total number of students undertaking and successfully completing a VET course in Year 12 was 24 out of a cohort of 36. This represents 67% of students enrolled in Year 12 who successfully completed vocational training at the school. In addition to this, there were also ten additional students enrolled in courses at the school through the alliance with Wycliffe Christian School and St Paul's Grammar School.

### **ii. Students Attaining Year 12 Certificate**

Of the 36 students entered for the 2011 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 36 students who completed their HSC studies in 2011, 15 students (42%) 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 course. Several students were having a 'GAP' year prior to entering the workforce full time or taking up TAFE or university positions.

## **7. Summary Financial Information**

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

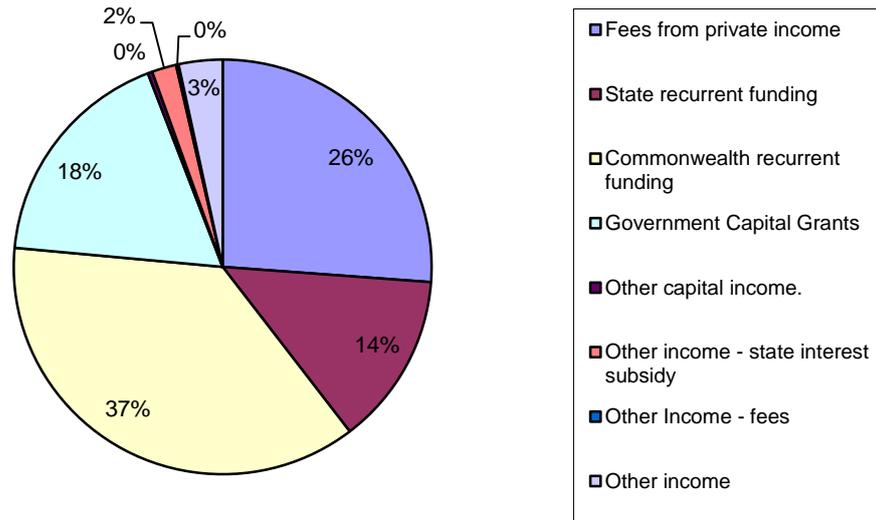
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Audited financial accounts are submitted to ASIC each year. A summary of the sources of the school's income and how this was expended is shown in the pie charts and tables on the following pages.

Summary Financial Data is available for 2010 on the 'My School' website.

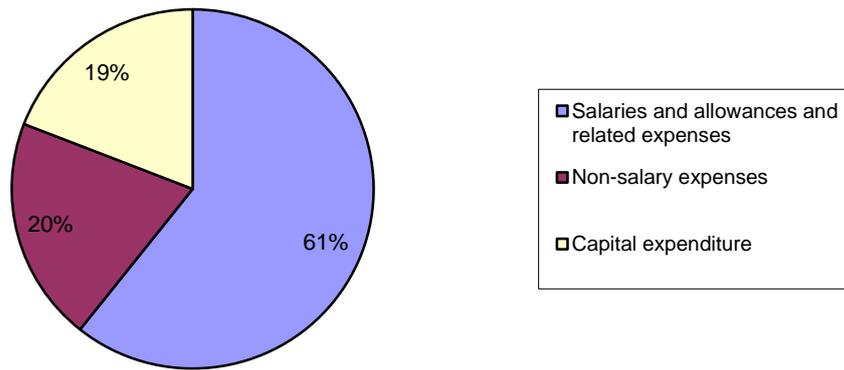
The information for 2011 is shown below.

## INCOME



Income	\$	%
Fees from private income	\$2,646,507	26%
State recurrent funding	\$1,357,366	13%
Commonwealth recurrent funding	\$3,729,195	37%
Government Capital Grants	\$1,789,839	18%
Other capital income.	\$35,770	0%
Other income - state interest subsidy	\$191,159	2%
Other income - fees	\$20,008	0%
Other income	\$342,426	3%
	<b>\$10,112,270</b>	<b>100%</b>

## EXPENDITURE



Expenditure	\$	%
Salaries and allowances and related expenses	\$6,060,941	61%
Non-salary expenses	\$2,016,815	20%
Capital expenditure	\$1,908,369	19%
<b>Total Capital Expenditure</b>	<b>\$9,986,125</b>	<b>100%</b>

# Appendix 1 - Enrolment Policy

## 1. Preamble

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

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

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

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

From time to time the school may receive requests from non-Christian families to enrol their child/ren, as they recognise the value of what the school is offering. For whatever reason, the enrolment of non-Christian families must be undertaken prayerfully and with discernment. It is a prerequisite that the parents and the student are in agreement with the ethos of the school and do not oppose the principles being taught, nor the 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 Witness, 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 Attention Deficit Hyperactivity Disorder (ADHD), a maximum enrolment of three ADD/ADHD students per class, with no more than one ADHD student per class.
- C.** ESL: subject to a maximum of three students with severe needs per class and restrictions on low-medium support needs according to resource restrictions, as determined by the Principal.
- D.** Remedial/Learning Difficulties: subject to a maximum per class of one severe and two remedial students. Progressive Achievement Test (PAT) results in the range 0-1 are classified as severe remedial and students classified as remedial if PAT score is in the range 2-3.
- E.** Disability/Special Education: a reserved enrolment of one student with intellectual disability per class. Other modality deficits (i.e. hearing impairment, visual impairment and physical 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 G are subject to resource restrictions placed on the school by limits in government funding and fee income.

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

## **4. Management Agreements**

### **a. At or Prior to Enrolment**

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

### **b. Subsequent to Enrolment**

In some cases students may be diagnosed with a learning disorder or disability which places them in one of the above Special Program categories sometime after they have been enrolled at the school. In these cases the Principal will determine, in consultation with executive staff, whether a Management Agreement is warranted. If so, an Agreement will be entered into in consultation with the parents of the child concerned. This Agreement will then be monitored in the same way as those above.

## **5. Fee Equity Principle**

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

## **6. Kindergarten Starting Age**

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

## **7. Testing**

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

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

## Appendix 2 – Student Welfare and Discipline

### 1. Some Foundation Principles for the Student Welfare Program

#### a. Purpose

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

#### b. Aim

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

#### c. Foundation Principles

- i. Every student is significant because each bears the image of God. As such, each student should expect to be treated with respect by other members of the school community and be encouraged to treat others as they would expect to be treated.
- ii. Sin has caused 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 ongoing encouragement.
- x. Ensure that any consequence or sanction should fit within the context of constructive pastoral relationships.
- xi. Ensure that no disciplinary action taken will be purely retributive. It is vitally important that all staff understand this and operate in this manner.

#### **d. Established Programs**

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

##### **i. Student Leadership**

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

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

##### **ii. Pastoral Care**

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

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

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

### **iii. Chapel Program**

All students will attend a weekly Chapel 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 has/have been affected as a consequence of their behaviour(s). This may involve restitution, consequences that are natural to the behavior(s) or consequences that are contrived. Whether or not restoration can occur will always depend upon the principles of acknowledgment of wrongdoing, repentance and forgiveness.

### **v. Procedural Fairness**

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

**vi. Parental Support**

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

**f. Corporal Punishment**

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

## 2. Statement of Partnership in Discipline and Student Welfare

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

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

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

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

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

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

Father's signature: \_\_\_\_\_

Father's name printed: \_\_\_\_\_

Date: \_\_\_\_\_

Mother's signature: \_\_\_\_\_

Mother's name printed: \_\_\_\_\_

Date: \_\_\_\_\_

### 3. Student Behaviour Policy and Code of Conduct

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

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

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

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

#### a) Work Hard

##### i. Work Productively

For example:

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

##### ii. Allow Others to Work Productively

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

##### iii. Strive for Excellence

For example:

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

#### b) Show Respect

##### i. Listen Carefully When Someone is Speaking

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

##### ii. Speak Respectfully to One Another

For example:

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

### **iii. Show Respect for Adults and those in Authority**

For example:

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

### **iv. Respect the School Property and Property of Others**

For example:

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

## **c) Be Safe**

### **i. Walk Carefully through Rooms and Corridors**

For example:

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

### **ii. Obey Safety Signs**

For example:

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

### **iii. Be Aware of Others around You**

For example:

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

## 4. The Teacher’s Role

Teachers should:

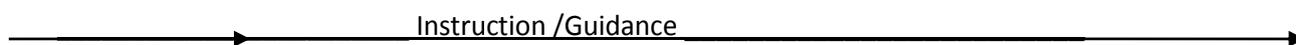
- a. Be encouraging appropriate relationships between teacher/student and student/student
- b. Be consistent in how they treat students
- c. Confront unacceptable behaviours and apply appropriate consequences
- d. Consider why students may be misbehaving
- e. Build Christian values and interpersonal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

## 5. The Discipline Process

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

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

### Stages in the Discipline Process



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

## 6. Management Structures and Roles

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

<b>Primary</b>	<b>Secondary</b>
Classroom Teachers	Classroom Teachers
	PCG Teachers
Student Learning and Welfare Coordinator	KLA and/or Stage Coordinators
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.

## 7. 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"> <li>Minor distractions and/or inattention</li> <li>Repeated minor distractions</li> <li>Inconsiderate behaviour</li> <li>Poor standards of work</li> </ul>	<p><b>Classroom Teacher</b></p> <ul style="list-style-type: none"> <li>Normal classroom management strategies</li> <li>Non-verbal cues</li> <li>Verbal warnings</li> <li>Written assignment</li> <li>Move to another seat within room</li> <li>A teacher's detention</li> </ul>	<p><b>Investigates/identifies behaviour</b></p> <p><i>Right of a Fair Hearing</i> <b>Teacher</b></p> <p><i>Right of Appeal</i> <b>Student Learning and Welfare Coordinator/KLA and/or Stage Coordinator</b></p>
2	<ul style="list-style-type: none"> <li>Serious/continued disobedience or disrespect</li> <li>Significant misbehaviour</li> <li>Uncontrolled or thoughtless behaviour rather than deliberate</li> </ul>	<p><b>Student Learning and Welfare Coordinator/KLA/Stage Coordinator</b></p> <ul style="list-style-type: none"> <li>Send from room (5-10 minutes)</li> <li>Note/phone call home to parents</li> <li>Send to Stage Coordinator with Referral Form</li> <li>Formal detention</li> <li>Sports detention</li> </ul>	<p><b>Investigates/identifies behaviour</b></p> <p><i>Right of a Fair Hearing</i> <b>Teacher</b></p> <p><i>Unbiased Decision</i> <b>Student Learning and Welfare Coordinator/KLA and/or Stage Coordinator</b></p> <p><i>Right of Appeal</i> <b>Head of School</b></p>
3	<ul style="list-style-type: none"> <li>Repeated Disobedience</li> <li>Defiance</li> <li>Uncontrolled Rudeness</li> <li>Crude Language</li> <li>Deliberate Defiance</li> <li>Insolence</li> <li>Abusive Language</li> </ul>	<p><b>Head of School/Student Learning and Welfare Coordinator/KLA and/or Stage Coordinator</b></p> <ul style="list-style-type: none"> <li>Use of Behaviour Monitoring Cards</li> <li>Restititional activities</li> <li>Afternoon detention</li> <li>In-School suspension/isolation</li> <li>Interview with parents</li> <li>Saturday morning detention</li> </ul>	<p><b>Investigates/identifies behaviour</b></p> <p><i>Right of a Fair Hearing</i> <b>Student Learning and Welfare Coordinator/KLA and/or Stage Coordinator</b></p> <p><i>Unbiased Decision</i> <b>Head of School</b></p> <p><i>Right of Appeal</i> <b>Principal</b></p>
4	<ul style="list-style-type: none"> <li>Protracted Intransigence</li> <li>Serious or Illegal Activities</li> </ul>	<p><b>Principal</b></p> <ul style="list-style-type: none"> <li>Medium-long out-of-school suspension</li> <li>Community service activities</li> <li>Parent interview before conditional re-entry</li> <li>Possible involvement of police or other authorities</li> <li>Expulsion/voluntary withdrawal</li> </ul>	<p><b>Investigates/identifies behaviour</b></p> <p><i>Right of a Fair Hearing</i> <b>Head of School</b></p> <p><i>Unbiased Decision</i> <b>Principal</b></p> <p><i>Right of Appeal</i> <b>School Board</b></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 Coordinator, the KLA Coordinator or the Stage Coordinator, 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 the Chairman of the Board**

The final option is to write a letter addressed to:

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

#### **PLEASE NOTE:**

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