



Penrith Christian School

Strive for the Highest

"...whatever you do
do it all for the
glory of God"

1 Corinthians 10:31



Penrith
Christian School

Annual Report
2024

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Theme One:

A message from Key School Bodies



Chairman of the Board

As we reflect on another remarkable year, I want to extend my heartfelt gratitude on behalf of the Penrith Christian School Board to everyone who makes our school community a place of care and excellence. Our accomplishments this year are a testament to the dedication and passion of our students, staff, and families. In particular, it was wonderful to see the new K-2 Playspace completed.

I would especially like to acknowledge Mr Tim Sage as outgoing Chair. After 42 years of faithful and diligent leadership at PCS, it would be impossible to capture the magnitude of Tim's contribution in a short note of thanks. Suffice to say, Tim has led the PCS Board with wisdom and alacrity through an array of challenges and opportunities, and we would not be the exceptional school we are today without his dedication to the task. Tim, on behalf of the Board and the school community, I say thank you.

I also honour Mrs Tracey Deal for 5 years of committed leadership at PCS and recognise the significant changes and improvements that she has initiated and implemented. I am thankful for the way our community have celebrated her time at PCS and her impact on our community. Mrs Deal can rightly be proud of her accomplishments, and she leaves with our gratitude and blessings.

Looking forward to 2025, I am excited by the vision and strategy that Mrs Geraldine Paynter is already bringing as Principal, supported by a unified leadership and staff team. We continue to prioritise high expectations for learning and wellbeing as we plan for the next phase of excellence in Christian education for PCS.

Thank you to the teachers and staff for your unwavering commitment to fostering a supportive learning environment. Your ability to adapt, innovate, and go above and beyond for our students is truly remarkable. The positive impact you make in their lives extends far beyond the classroom walls. Thank you also to our families for your partnership in the education process and your encouragement, involvement, and trust.

I genuinely believe in the mission of PCS and the profound difference a Christian education makes in the lives of our students. Let's celebrate the progress we have made while remaining steadfast in our commitment to our values of Truth, Integrity, Excellence and Service. May God enable us all to live those values and sustain Penrith Christian School as a welcoming and enriching community.



Dr David Perry

**Penrith Christian School
Chairman of the Board**



Principal

2024 has proven to be another of growth and opportunity at Penrith Christian School.

Under the leadership of Principal Tracey Deal, we began the year with the theme of 'A Higher Purpose'. As Christians, we know our secure identity is found in Christ and He has created us with a purpose that is not of our own making, but His. We have the privilege of not only living this out, but also for being instrumental in showing the Truth to others. Being aligned to God's purpose for our lives comes through knowing Jesus Christ and then responding in a way that brings Him glory and points others to Him. In Romans 8:28, God encourages us in this way, *'And we know that in all things God works for the good of those who love him, who have been called according to His purpose.'* God will equip and empower us for His purpose, and this has been a key focus for us over the year.

Our new 'Great Learning, Well People' Framework, a truly bespoke and holistic approach to learning and life, was launched with staff in our July professional learning conference week. With a dispositional approach, where students are equipped with a toolkit for learning and life, this Framework brings to fruition our vision for a truly Early Learning to Year 12 approach to all that we do, underpinned by a biblical worldview that connects students to Christ in a real and impacting way. I have been privileged to be part of the team that has so intentionally considered the student experience at PCS, led by senior leaders Mrs Thea Laffin and Mr Mitch Clarke, with significant input from staff and students. I am confident that this Framework will be a life-impacting and strategic improvement that will shape our community and the lives of students for many years to come. We continue to invest significantly in the professional development of our teaching and complementary teams to develop their capacity to bring our Framework into every corner of our school life, knowing that teacher quality is the single biggest influence on student success.

We continued to work closely with our architects to develop our new property and buildings masterplan. Following the opening of our K-2

Playspace, we have seen the redevelopment of new sporting, recreational and outdoor learning spaces for Secondary students. New cricket nets, a futsal court, landscaped courtyard and improved Sports Centre accessibility will open early in 2025 to provide excellent sporting facilities and welcoming outdoor spaces for students to enjoy. Seeing this area undergoing its renovation has brought much excitement and anticipation amongst students and staff alike. We also planted over 600 native trees across the school to 'green' our campus, providing local habitat and shade, particularly around our main oval.

2024 saw the growth of our student leadership program and greater student voice through our Student Leadership Council. Our Captains and Vice-Captains demonstrated a passion for their school community and a sincere desire to create a welcoming and inclusive school where everyone is known and valued, and where the love of God permeates every part of our school. Matilda and Rory led culture with commitment, and along with their Year 12 cohort, have left a positive legacy for those students who will follow them.

As a community I am thankful to God for His great provision and love for our school – we are truly blessed. Our growing school is thriving, and I look forward to its continuing ministry that enriches the lives of our staff, students, family and local area. Finally, I wish to honour Mrs Tracey Deal, who completed her five-year tenure as Principal this year. Mrs Deal has led the school through significant change and both personal and professional challenges with wisdom, grace and commitment to Christian education, seeking God at every opportunity. We are truly thankful to God for her leadership and vision, and for her impact on our school that will be felt for many years to come.



Geraldine Paynter

**Penrith Christian School
Principal**

Theme Two:

Contextual Information about the School





Established in 1981, Penrith Christian School is located on 37 acres in a prime location on the corner of the M4 Motorway and The Northern Road, Orchard Hills and is a ministry of Imagine Nations Church, Penrith.

As a Christian school, our aim is to not only provide an educational facility, but a place for our students to be nurtured in a relational community where our Christian values and ethos underpins everything we do and where there are opportunities given to explore a personal faith journey with Jesus Christ through Chapel services, devotions and a Biblical Studies program. Our Christian teachers are an essential part of this work and share their faith and love of God with students in ways that value their spiritual growth alongside academic, physical, and social and emotional priorities.

As a Registered and Accredited Co-educational Early Learning to Year 12 school, we are strongly committed to student learning, wellbeing and safety. The school endeavours to provide an environment with a positive emphasis on developing student Literacy and Numeracy alongside a comprehensive and holistic curriculum across all stages of learning.

Penrith Christian School offers well-resourced facilities affording students the opportunity to engage in learning through a wide range of core subjects and electives, including Vocational Education and Training course opportunities in

Years 11 and 12 as the Lead School of the Key Alliance Trade Training College. Our key improvement priorities are focused upon improving student learning outcomes and achievement. Improving our response to the wellbeing needs of students, culminating in our 'Great Learning, Well People' Framework developed over the year has also been a priority.

Penrith Christian School continues reporting relevant information regarding the school's performance using the school's website, www.pcs.nsw.edu.au, ePhoCuS (electronic newsletter), Yearbook, emails and SMS, letters to parents, statutory financial reports and this Annual Report. Additionally, parents and students may access up-to-date information concerning attendance, academic performance, compliance and timetabling through the school's student management platform, as well as the website.

This Annual Report provides us with the opportunity for the school to report on a number of these important areas in one document and allows us to meet our legislative requirements. Further contextual information about the school is documented on the MySchool website: myschool.edu.au.

Theme Three:

Student outcomes in standardised national Literacy and Numeracy testing



In March 2024, all students in Years 3, 5, 7, and 9 sat the NAPLAN tests, which are a nationally administered assessment of Literacy and Numeracy skills. Penrith Christian School participated in the online version of the NAPLAN Tests administered through ACARA. Growth charts, and other data for the school's results on the MySchool site, will show graphs that display lines in data connecting previous year's results. The results of these tests have been individually reported to the parents of each student who sat the tests.

The **'My School' website** shows student result data and comparison information for students with a similar background, providing a mechanism to compare Penrith Christian School students with students who have parents with similar occupations and education to those of the Penrith Christian School community.

The 2024 Penrith Christian School student results demonstrate that our students have achieved consistently in step with students of similar backgrounds.

In 2024, all of Penrith Christian School students in Years 3, 5, 7, and 9 participated in NAPLAN testing. The below tables show the average NAPLAN results for Penrith Christian School in comparison to students with similar background (Table 1) and all Australian students (Table 2).

When interpreting Table 1 below, the Penrith Christian School student average in each test was statistically similar to students with similar backgrounds.

Table 1:

Compare to	Students with similar background	All Australian students			
	Reading	Writing	Spelling	Grammar	Numeracy
Year 3	402	423	399	415	400
Year 5	484	485	496	490	492
Year 7	551	559	554	544	546
Year 9	549	562	553	536	550

Source: www.myschool.edu.au/school/43814/naplan/results

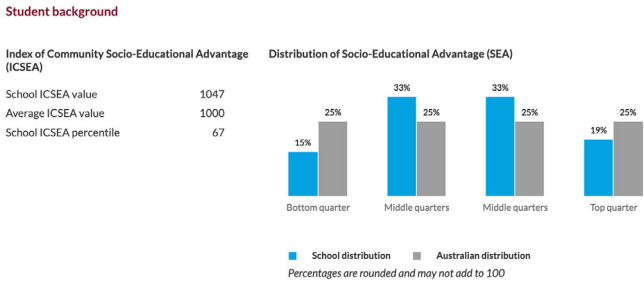
Table 2 below shows that Penrith Christian School has also performed close to Australian students as a whole, indicated by no shading on the table. Our 2024 Year 7 cohort achieved higher on average than all Australian students in reading and writing (indicated in green) while our 2024 Year 9 cohort achieved just below all Australian students in spelling and grammar (indicated in red).

Table 2:

Compare to	 Students with similar background	 All Australian students			
	Reading	Writing	Spelling	Grammar	Numeracy
Year 3	402	423	399	415	400
Year 5	484	485	496	490	492
Year 7	551	559	554	544	546
Year 9	549	562	553	536	550

Source: www.myschool.edu.au/school/43814/naplan/results

The ICSEA Score is a measure of the community socio-educational advantage and is driven primarily by the educational background of parents, rather than income levels. Penrith Christian School serves a wide community and the school's ICSEA shows a predominance of both lower middle and upper middle quartile scores. The National Average for the ICSEA is set at 1000 and Penrith Christian School has been identified at a score of 1047, slightly above previous years.



Source: www.myschool.edu.au/school/43814/profile/2024

Theme Four:

Senior Secondary outcomes (student achievement)





Student Qualifications

Penrith Christian School had 39 students in the graduating class of 2024 who attempted a range of courses including Vocational Education and Training (VET) courses and non-ATAR Life Skills pathways.

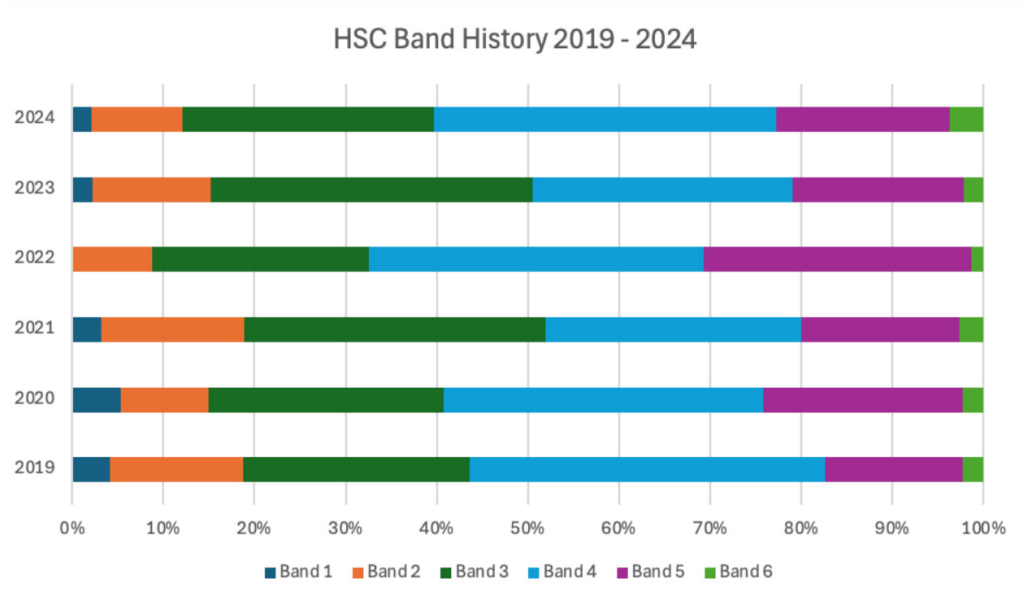
Number of Year 12 students attaining the HSC and/or equivalent VET qualification, including Cert III Health Services Assistance, Cert III Allied Health Assistance and Cert II Electrotechnology:

Qualifications/Certifications	Number of students
Higher School Certificate	39
Australian Qualifications Framework Certificate III or above	13

Higher School Certificate

Students in 2024 achieved more Band 6 results than the previous graduating cohort and 62% of the cohort achieved results in Bands 4, 5, and 6 across the 21 courses studied. We are proud of the achievements of our students, particularly those who achieved Band 6 results in Ancient History, Biology, English Standard, Mathematics Advanced, Physics, and two Band 6 results in Music 1.

The following graph shows the percentage of student results by performance Band for the graduating classes from 2019 to 2024.



Comparative Data

The table below shows the percentage of students (by subject) from 2022–2024 who scored within Bands 4–6. (Note: English and Mathematics Extension courses are a percentage of E3–E4 scores).

Course Name	PCS Bands 4 – 6 as a % against State					
	2022		2023		2024	
	PCS	State	PCS	State	PCS	State
Ancient History	70.37	63.70	20.00	61.02	49.98	65.42
Biology	41.66	53.32	38.46	63.91	66.66	70.10
Business Studies	46.15	64.84	17.65	64.14	50.00	64.43
Chemistry	66.67	63.98	60.00	66.31	80.00	67.25
Community and Family Studies	100.00	74.47	64.71	72.06	85.71	71.97
Economics	–	75.92	–	76.61	–	78.13
Engineering Studies	–	62.12	66.67	68.71	57.14	67.98
English Advanced	91.66	93.23	100.00	95.35	100.00	96.51
English Standard	60.72	55.71	61.91	59.69	65.20	67.28
English Extension 1	100.00	92.56	80.00	94.42	100.00	95.50
English Extension 2	–	85.03	40.00	85.66	–	87.35
Industrial Technology	50.00	50.90	61.53	54.52	28.57	54.94
Legal Studies	33.33	66.14	57.14	69.47	50.00	69.43
Mathematics Advanced	57.14	76.40	50.00	75.40	53.83	77.33
Mathematics Standard 2	40.91	54.11	37.93	57.86	38.45	59.09
Mathematics Extension 1	80.00	73.59	50.00	71.93	75.00	80.33
Mathematics Extension 2	100.00	85.14	50.00	85.79	–	86.37
Modern History	60.00	67.96	25.00	64.19	71.42	71.54
Music 1	100.00	89.49	100.00	89.81	83.33	89.60
Personal Development, Health and Physical Education	100.00	50.26	23.81	63.50	55.54	67.26
Physics	100.00	67.99	40.00	67.50	50.00	65.11
Society and Culture	66.67	75.29	20.00	80.24	50.00	78.77
Software Design and Development	75.00	69.66	66.67	65.24	50.00	68.25
Visual Arts	100.00	91.94	100.00	91.32	100.00	93.91

Vocational Education and Training (VET) Courses

Course Name	PCS Bands 4 – 6 as a % against State					
	2022		2023		2024	
	PCS	State	PCS	State	PCS	State
Automotive (Mechanical Technology)	–	45.42	–	41.05	–	44.82
Electrotechnology	66.67	32.92	–	56.18	–	56.97
Entertainment Industry	–	80.86	100.00	77.86	–	76.89
Hospitality (Food and Beverage)	100.00	79.96	100.00	77.75	40.00	74.60
Human Services	–	64.26	–	65.34	85.71	62.69

Theme Five:

Teacher professional learning, accreditation and qualifications





Teaching Staff

Penrith Christian School is blessed to have a team of highly qualified and dedicated Christian educators.

Our teaching staff are supported by a range of suitably qualified non-teaching staff who are vital to the operational capacity of the school.

Together, they are committed to delivering quality education in an environment created to provide the best learning opportunities for our students within the context of a biblical worldview.

Level of Teacher Qualification	Number of Teachers
Teachers having qualifications from a higher education institution within Australia or as recognised within the National Office of Overseas Skills Recognition (AEI-NOOSR) guidelines.	63

Level of Teacher Accreditation	Number of Teachers
Conditional	4
Provisional	2
Proficient Teacher	57
Highly Accomplished (voluntary accreditation)	0
Lead Teacher (voluntary accreditation)	0

Teacher Professional Learning

Penrith Christian School remains committed to the professional development of teaching staff and the accumulation of their mandatory NESA accreditation hours.

During 2024, a range of internally provided, non-accredited courses were offered to teachers to suit the school's strategic priority areas with the focus being the creation and implementation of the PCS Learning and Wellbeing Framework, 'Great Learning, Well People', founded on a firm biblical foundation and underpinned by our four values of Truth, Integrity, Excellence, and Service. Through our professional learning program, teachers were challenged to reimagine their practice considering newly acquired perspectives on student learning and grow their understanding of

pedagogy aligned to the work of Guy Claxton, the author of The Learning Powered Approach, which forms the theoretical basis for our Framework.

All teaching staff have access to an application process to request school-funded professional learning provided by an externally accredited institution. The accumulation of accredited professional learning remains a requirement under NESA regulations to maintain Teacher Accreditation in New South Wales, and as such will remain accessible for teachers at Penrith Christian School.

The table below indicates the amount spent on Professional Learning for both Teaching and Non-Teaching staff as well as a per capita breakdown.

Staff	Total	Number	Average amount/Staff member
Teaching	\$56,578.52	63	\$898.07
Non-Teaching	\$22,962.00	55	\$417.49



Theme Six:

Workforce composition (Including Indigenous)



The table below represents the workplace composition reflecting full time and part time teaching, and Indigenous staff.

Category	Number of Staff
Teaching Staff	63
FTE Teaching Staff	56.8 (0.9 FTE average)
Non-Teaching Staff	55
FTE Non-Teaching Staff	48 (0.87 FTE average)
Indigenous	4 (2 Teachers, 2 Non-Teachers)



Theme Seven:

**Student attendance,
and retention rates
and post-school
destinations in
secondary school**





Student Attendance Rate and Non-Attendance

It has been pleasing to note that the attendance rate has improved for all year groups in 2024, with an overall improvement for the whole school. The attendance rates for each Year level are indicated in the table below:

Year Level	Average Attendance Rate %	Year Level	Average Attendance Rate %
Kindergarten	92	Year 7	92
Year 1	93	Year 8	90
Year 2	93	Year 9	90
Year 3	91	Year 10	88
Year 4	93	Year 11	90
Year 5	93	Year 12	91
Year 6	93	Whole School	92

Management of Non-Attendance

Class teachers (Primary Years) and Year Advisors, supported by Pastoral Care Connect Mentors (Secondary Years), maintain contact with families where a student's attendance is of concern. Parents are encouraged to maintain the full attendance of their children at school unless an approved reason for an absence can be provided. Any attendance concerns are managed as per our current Attendance Policy and associated procedures.

Student Retention Rates and Post-School Destinations

Seventy-four per cent of the 2022 Year 10 cohort completed Year 12 in 2024, many of whom leave PCS to pursue vocational opportunities outside a school setting.

Our students move into a wide range of study and work opportunities once they have graduated in Year 12 as indicated in the table below.

Post-School Destination	% of 2024 Year 12 Graduates
University	67
TAFE	18
Work	11
Apprenticeship/Traineeship	3
Other/Unknown	1



Theme Eight:

School Policies



The communication of School Policies is key to establishing clear and positive direction for our students, parents, and staff. A complete list of publicly available School Policies can be found on the PCS website by clicking [here](#).

Policy Name	Location	Access
Child Protection Policy	The Shared Drive and Website	Staff, Students and Public
Anti-Bullying Policy		
Discipline – Student Behaviour Management Policy		
Complaints & Grievance Handling Policy		
Enrolment		



An overview of key policies is provided below:

Child Protection

Penrith Christian School is a Child Safe organisation and, as such, is committed to the safety of all children and young people within its care. As a Christian school, we honour the responsibility God has given us to care for each child and young person, and endeavour to partner with our school families to raise children to be image bearers of God who are encouraged to learn and flourish holistically, ready to contribute positively to the world beyond school. This policy sets out staff responsibilities for child protection and processes that staff must follow in relation to child protection matters. This policy applies to all staff members, which includes employees, contractors and volunteers. Staff members who fail to adhere to this policy may be in breach of their terms of employment.

All staff undertake professional learning annually to ensure compliance with Child Protection legislation and to make them aware of their legal responsibilities, including mandatory reporting and reportable conduct.

The school is committed to meeting its legal and moral obligations under the Child Safe Standards.

Anti-Bullying

For learning to take place effectively, every student must feel safe and secure at school. This means that bullying and intimidation are unacceptable because of the fear and anxiety they engender. Penrith Christian School should be a place where all students can feel safe, secure and able to achieve their potential. It is expected that all members of the school community – staff, students and parents – will work together to ensure that bullying, whether verbal or physical, subtle or overt, face-to-face or via technology, does not happen.

Harassment, victimisation and bullying are the by-products of power imbalances where the intention is to intimidate, offend, humiliate and abuse someone by a perpetrator. The Bible declares that all humankind is 'made in the image of God' (Genesis 1:26-27) and as such, bears His likeness and is worthy of honour from other human beings. This is expanded further, when in Romans 12:9-12, Christ's people are called to 'live peaceably with all people' (v 18). The harassment, victimisation and bullying of one by another will not be accepted in any form at Penrith Christian School.

To enable our students to make wise choices, nurture positive and respectful relationships and be responsible members of the school community, we are intentional about embedding effective and educative wellbeing programs for students to build their capacity to support one another and grow in personal resilience.

Discipline – Student Behaviour Management

The vision of the school is to provide a Christ-centred education for significant and abundant living for each student, and to fulfil this, the prioritising of student wellbeing is essential. To ensure there is consistency in the implementation of the Student Behaviour Management Policy, first implemented this year following extensive consultation and best-practice research, staff regularly review processes to meet a common understanding and approach.

This year the PCS wellbeing team participated in the AIS Wellbeing Project. This year-long study involved key staff from across the school revising the processes and procedures currently used to identify welfare and discipline needs. This framework will be launched next year to include the Multi-Tiered Student Support system (MTSS), a revised student referral system for both academic and wellbeing support and referral system for school counsellors.

Complaints and Grievances

The purpose of this policy and its procedures is to promote a safe, supportive and secure community that is connected and unified in its vision and purpose. In 1 Corinthians 1:10b, Paul encourages us, '(let) there be no divisions among you, but that you be perfectly united in mind and thought.' The school prioritises restorative processes that manages conflict and grievances according to 'PeaceWise' principles, and encourages students, parents, staff and the community to make known grievances and complaints according to this policy and its procedures. This procedure does not extend to personal grievances between parents, carers, or other members of the school community.

Enrolment

The school seeks enrolment from families who desire a Christian education for their children, who actively support the ethos of the school, and acknowledge the school's Statement of Faith as an integral part of our school life. As an Early Childhood to Year 12 school, priority of enrolment in the first instance will be given to siblings of current families to ensure that where possible all children in the same family can be enrolled at PCS, and in the second instance, to new families committed to completing their child's education from Early Childhood to Year 12 at Penrith Christian School.



Theme Nine:

**School determined priority
areas for improvement**



2024 saw the final year of our three-year Strategic Plan. A new Strategic Plan has been developed and will be in place for 2025-2027.

Goals for 2024	Implementation	Status
Building an intentional wellbeing and pastoral care time into the K–12 timetables to bring a proactive and meaningful approach to equipping students.	The school maintained its day structure of 30 minutes at the start of the day, 4 days per week, to run dedicated wellbeing programs and to have meaningful devotion times. In Semester 2, wellbeing programs were under review to incorporate our GLWP Framework from 2025, and the intentional teaching of the dispositional approaches of the Framework.	Complete
Developing a framework for internal and external partnerships using expertise from AISNSW.	Working with the AIS and external consultant over 2023–24, a strategic team across all areas of the school finalised a community engagement partnerships plan.	Complete
Continuing the audit of selected policies and procedures and review cycles.	A number of policies and associated procedure guidelines were reviewed and updated as required.	Ongoing
Developing a strategic marketing plan to target potential enrolments.	A review of marketing needs of the school saw the engagement of an external provider to manage the marketing needs of the school from the beginning of 2025.	Ongoing
Develop a plan for additional bus routes to attract potential new families from growth areas in response to demographic data.	Discussion stage only.	Ongoing
Conduct a review of database systems in response to limitations of current ones used.	The rollout of TASS as our School Management System took place in 2024, ready for 2025 implementation for staff, students and families.	Complete
	A decision about the Learning Management System has been deferred to the start of 2025.	Ongoing
Develop long term financial planning and forecasting in response to the current economic climate and potential impact on independent schools.	Strong enrolment enquiries for Year 7 2025 has seen PCS grow into a school of choice in our local area. A fourth stream Year 7 cohort is planned for 2025, securing the school's short term financial outlook.	Ongoing
Continue to grow and develop leaders in all areas of the school to identify succession plans and realisation of aspirations.	Coaching of Middle Leaders implemented.	Ongoing
Expand community engagement through targeted events and programs to foster a better sense of belonging in response to parent feedback.	Inclusion of a dedicated Community Engagement Officer ensured targeted events were planned and realised, including school movie night and alumni event.	Ongoing

Goals for 2024	Implementation	Status
Plan for and execute a service learning/mission opportunity/ies with Secondary students.	Further discussions about Mission opportunities that align with Imagine Nations Church were had. Mission Cambodia took place and was a successful relaunch of our Missions Program.	Complete
Complete the PCS Learning Framework ready for implementation in 2025.	Professional Learning Communities continued with a focus upon our 'Great Learning, Well People' Framework and its launch in 2025. A soft launch took place in July 2024 as part of our preparations and familiarity plans.	Complete
Equip staff for the roll out of the new NESA Syllabus' across most KLAS.	As NESA released syllabus, staff were given training – internal and external – and time to program accordingly.	Complete
Expand the suite of offerings for Vocational Education through the Key Alliance.	Expressions of interest were put out to Key Alliance schools to oversee and implement new VET courses. A two-year lead time has been established for the addition of Business Services and Sports Coaching in 2026. A specialist VET Coordinator was recruited for 2025 start.	Complete
Plan for the introduction of a special education unit or separate school to accommodate for the increasing number of students with significant diagnoses or learning adjustments.	Initial discussions were had with relevant staff internally. Viability study will be undertaken prior to a formal commitment, and inclusion in master planning will also be considered.	On Hold
Introduction of a dedicated Football (Soccer) Academy as part of the school's cocurricular offerings.	Football program started in 2024.	Complete
	Planning undertaken to add Netball in 2025.	Complete



Theme Ten:

Initiatives promoting Respect and Responsibility



As we seek to equip young people for significant and abundant living, we recognise that a school that strives for 'Great Learning, Well People', requires a steadfast commitment to wellbeing. We aim to provide our students and their families with rich resources and tools that help build resilience and a positive mindset, setting them up for success. Student wellbeing is a key focus at Penrith Christian School, and we value the opportunity to partner with families as we guide our students towards purposeful lives, serving God and others.

By promoting responsibility and respect amongst our students, staff and families, we acknowledge the biblical truth that each person is created with inherent worth, and has the right to feel safe, valued and well. We encourage students to 'Strive for the Highest' by keeping their words and actions above the line, looking left and right. This builds a culture of consistently high expectations of behaviour, empathy, and care for those around us, and a commitment to bringing our best in all situations.

This focus on respect and responsibility was achieved through the following programs and activities.

Student Leadership

- The Student Representative Council (SRC) was re-elected under the portfolios of Student Ministries, Events, Sports, Student Learning, and Culture and Arts. Each stream was headed by a Year 12 Student Leader and involved students from Years 7-12 to raise the profile of their portfolio across the school.
- Year 5 engaged with 'Unleashing Personal Potential' to run leadership development for all Year 5 students.
- Year 6 Leaders were appointed and carried out duties across a number of domains including Chapel, Events, and lunchtime groups.
- Student voice is recognised strongly in the running of our Chapel services and Assemblies in both the Primary and Secondary Schools. This included the formation of a sensory room where students can view chapel digitally from an alternate location where considerations could be made for students with sensory needs.
- Student service is encouraged at many in-school events, including Open Day, School Tours, Sporting Carnivals and Learning Showcase.

- Selected students from Year 10 and 11 attended Leadership Camp alongside Toongabbie Christian College, aiming to equip and inspire our emerging leaders to grow in their relationship with Jesus and explore the way that their faith impacts them as leaders.
- Year 10 students were trained in the evidence-based Peer Support Program. Peer Support Leaders were then selected to facilitate the program with the incoming Year 7 cohort, including engaging in Orientation Day and our Pastoral Care program each week.
- Year 11 students participated in the Burn Bright Leadership program, where they were empowered with the skills and knowledge to lead others from an emotionally intelligent perspective.

Community Service and Partnerships

- K-6 participated in Clean up School Day, inspired by the annual Clean up Australia Day.
- Years 4 and 8 'Green the School' program, planted over 600 trees on campus.
- Connecting with WestCare Community Services, fundraising for their Emergency Relief Hampers, Emergency housing for victims of domestic violence, and Christmas Appeal.
- Australia's Biggest Morning Tea attended by families to raise funds and awareness for cancer research.
- Annual Year 10 Service-Learning Week where students connect with local organisations, including WestCare and Operation Christmas Child, promoting community service and raising awareness of local social issues.
- Year 5 students attended the Kindness Convention at partner school.
- Engagement with our MWS Police Liaison Officer to present on respectful relationships and appropriate social media use.
- Incursion with Vin and Nancy Cosgrove from Vietnam Veteran's Association on the events and impacts of the Vietnam War.

School Community Events

- Student Learning Conferences held onsite, discussing learning progress and support in partnership with parents and students.
- PCS Launch event held at the beginning of the year, allowing space for our families to meet the key staff involved in their child's education, whilst also educating them on key process and practices relevant to their experience.
- Book Day Events including filming of the Book Character Parade.
- Alumni event, welcoming our past students to an informal time of reconnection and community.
- Easter and Christmas Services.
- Weekly Chapel Services in both Primary and Secondary, where students are taught thematically about the Gospel.
- Weekly Assemblies in both Primary and Secondary focused upon our school values, where students are updated on current school events and encouraged around high community expectations.
- Anzac Day Service, where local members of parliament and representatives of Penrith Council and RSL, attended as guests.
- Grandparents Day, Mother's Day and Father's Day events.
- Regular Staff Morning Teas.
- Multicultural Day and Harmony Day celebrated the many people groups represented in our school, which was a highlight of the year. World Food Stalls, student performances and colourful dress were all standout features.
- Kindergarten Teddy Bear's Picnic and Story Time for new Kindergarten students and parents.
- In-school visit to Stages 2 and 3 by local Aboriginal community guests to promote understanding and respect.
- K-12 focus on Positive Behaviour for Learning – actively promoting respect and responsibility through recognising positive behaviour.
- Student Learning showcases across K-12.
- Students were encouraged to engage in the Swimming and Athletics Carnivals, as well as the Cross Country, held at school. Selected students also had the opportunity to participate in an inter-school sports program with other local Christian schools.
- Students had the opportunity to select High Performance and Enrichment Electives where they were able to engage in an area of interest or service, with the aim of developing their social capacity.
- Completion of Year 6 and Year 10 milestone celebrations.
- Year 12 Graduation and Formal Dinner.
- Presentation Day with parents/carers invited onsite to celebrate along with the students.



Student Wellbeing

- The school continued its partnership with the Association of Independent Schools (AIS) in order to finalise our approach to whole-school wellbeing.
- The successful Pastoral Care program, called CONNECT has continued its success, overseen by the Head of Spiritual Development and Wellbeing, and Year Advisors. Each day, students were involved in Bible journaling, devotions, Year meetings and wellbeing programs, including PeaceWise, Invictus, Character and Resilience, and Student Pulse.
- Camp programs for Years 3-12 gave students an opportunity to engage in learning and activities away from the classroom, including outdoor education and cultural experiences. Key relationships were established and strengthened, whilst students also developed their social-emotional capacity, building resilience, problem-solving and teamwork.
- Identified students had the opportunity to participate in sessions run by our counselling team. These programs assisted students in developing resilience and encouraged them to be respectful, contributing members of the school community.
- The Bounce Back program ran in our Primary School, focused upon developing students' skills and knowledge of resilience building and social emotional learning.
- Updates to School Policies and Procedures relating to student behaviour and expectations, promoting respectful and responsible behaviour.
- The PCS Way and Positive Behaviour for Learning recognition scheme continued to acknowledge students' achievement and development across areas of Personal Learning, Christian Character and Service.
- Positive Relationships and Impartiality Programs ran across Stage 4, including the Resourceful Adolescent Program.
- Stage 5 students completed the Understanding Personal Strengths, Value and Purpose program, including the Morrisby survey, aiming to identify their strengths and potential future possibilities.
- Emotional Health Checks for selected students in Stage 6, using the Study Without Stress program facilitated by our School Counsellors.
- PDHPE programs across K-10 focused on how we can be safe and respectful in our relationships, with our bodies and our environment.
- Establishment of 'Calm Rooms' set up around the school for students to take space and process their emotions, when required during lessons, before returning to learning.



Theme Eleven:

Stakeholder satisfaction





The school undertakes a biennial survey of all parents, staff and students to determine the level of satisfaction of our stakeholder groups for the year. The last of these was undertaken in 2023 and results indicated that there was an improvement across all areas surveyed. During the year, the school's receipt of complaints and grievances had declined, indicative of a consistently positive school experience for all members of our community. The school is due to undertake its next survey in 2025

Staff

For staff, channels of communication for feedback about their workplace as a safe and secure environment had also improved with fewer issues raised to the level of the Principal and Board than in prior years.

Following key events, staff are invited to provide feedback as part of our commitment to continuous school improvement. This feedback is collated and used as opportunities for refinement to improve our workflows and manage demands on our staff teams. Staff are encouraged to engage with the school's Complaints and Grievances Handling policy should the need arise, seeking the support of supervisors and the Principal as necessary.

Students

Year 12 students were asked to provide feedback during an exit interview meeting with the Principal as they completed their final weeks of schooling at PCS. Feedback was captured about the level of support they received in preparation for the HSC, how their time at the school has shaped their choices about their post-school destinations and what they would likely be, and also how the faith element of the school contributed to their experience of PCS. Overall, this was very positive, and students expressed gratitude towards their teachers and school community for their schooling experience.

Parents

Student retention rates across the school were positive for the year. Parents are encouraged to provide feedback when they seek to withdraw their child/ren from the school prior to their final year of completion. The great majority of withdrawals were accounted for by family movements away from the local area and for changes in the financial circumstances of some families. Any reports of concerns were brought to the attention of the Principal for review by senior leadership.



Theme Twelve:

Financial Information

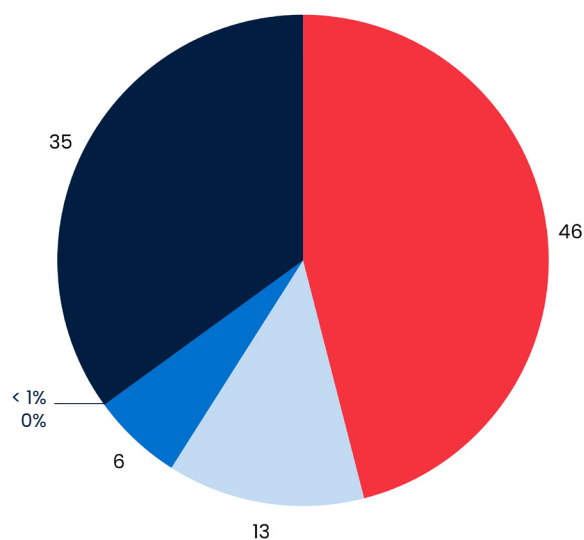


Penrith Christian School Limited is a registered, not-for-profit company, limited by guarantee (ABN 42 092 595 563). Audited financial accounts are submitted to the Australian Charities Not-for-profit Commission (ACNC) each year. A summary of the sources of the school's income and how this was expended is shown in the graphs and tables below. Summary financial data is available for 2024 on the MySchool website [here](#)

Income		
Fees from private income	\$6,770,797	35.4%
State recurrent funding	\$2,502,750	13.1%
Commonwealth recurrent funding	\$8,729,318	45.6%
Other capital income	-	0.0%
Other income – state interest subsidy	\$17,705	0.1%
Other income	\$1,117,762	5.8%
	\$19,138,333	100%

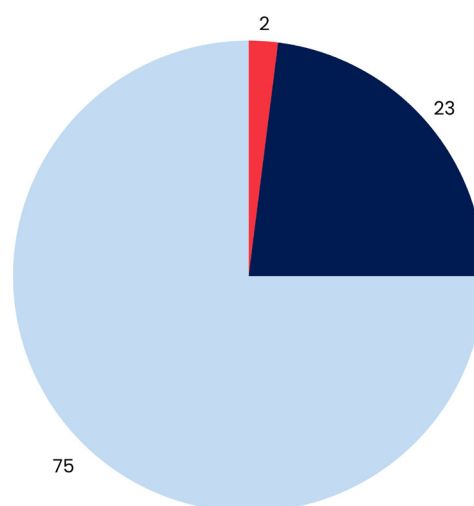
Expenditure		
Salaries and allowances and related expenses	\$13,698,031	75%
Non-salary expenses	\$4,096,944	23%
Capital expenditure	\$351,297	2%
	\$18,146,272	100%
Net Surplus	\$992,061	

Income %



- Fees from private income
- State recurrent funding
- Commonwealth recurrent funding
- Other capital income
- Other Income – state interest subsidy
- Other Income

Expenditure %



- Salaries and allowances and related expenses
- Non-salary expenses
- Capital expenditure

Theme Thirteen:

Publication Requirements



Penrith Christian School complies with reporting requirements for NESA. The Annual School Report will be provided to NESA via RANGS online and will be available for public disclosure on the school's website from 30 June 2025. Copies will be obtainable for those who cannot access the Internet by contacting the Administration Manager at Penrith Christian School.



*Truth • Integrity
Excellence • Service*



Penrith Christian School

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