



Penrith
Christian School

Annual Report 2025

Contents

Theme One	A message from Key School Bodies	3
Theme Two	Contextual Information about the School	6
Theme Three	Student outcomes in standardised national Literacy and Numeracy testing	8
Theme Four	Senior Secondary outcomes (student achievement)	10
Theme Five	Teacher professional learning, accreditation and qualifications	13
Theme Six	Workforce composition (Including Indigenous)	16
Theme Seven	Student attendance, and retention rates and post-school destinations in Secondary School	18
Theme Eight	School Policies	21
Theme Nine	School determined priority areas for improvement	25
Theme Ten	Initiatives promoting Respect and Responsibility	27
Theme Eleven	Stakeholder satisfaction	31
Theme Twelve	Financial Information	35
Theme Thirteen	Publication Requirements	37



Theme One:

A Message From Key School Bodies



Chairman of the Board

As we reflect on another remarkable year at Penrith Christian School, we know that 2025 has been a year marked by growth, renewal and a continued commitment to the values of our school community that define us — *Truth, Integrity, Excellence and Service*. Along with our motto of Strive for the Highest, we are reminded of the uniqueness of our school and its mission and vision for growing children and young people committed to their faith and relationship with Jesus Christ.

First and foremost, I am thankful to our dedicated PCS staff. Their commitment to nurturing the hearts and minds of our students through authentic Christian education has been evident in every classroom, every learning experience, and every act of service to our students. From camps to classrooms, the playground to pastoral care, our staff are second to none and live out their faith each day to bless others. To our teachers, support staff, and leaders – thank you deeply for your faithfulness, creativity, and service throughout the year.

We also extend heartfelt appreciation to our families. Your trust and prayerful support underpin all that we do. The strength of Penrith Christian School lies in the unity between home, school, and church – a partnership that continues to flourish as we seek to raise young people who live with purpose and conviction.

A significant milestone in the life of the school in 2025 was the appointment of Mrs Geraldine Paynter as Principal. Mrs Paynter has brought strength to the school in her leadership, spiritual care for our community, and a genuine heart for staff, students and families. Under her guidance, the school officially launched its *Great Learning, Well People Framework* – an initiative that nurtures both academic rigour and personal wellbeing with a strong biblical foundation.

Her commitment to innovation, community connection, and the ongoing development of Christian education has already made a profound impact, and for this we are grateful.

I also wish to acknowledge and thank the School Board for their ongoing service, prayer and strategic oversight of our school, now in its 43rd year. Each member contributes valuable wisdom, professional expertise, and a shared desire to see Penrith Christian School continue to thrive as a Christ-centred learning community.

As we look ahead, the Board remains steadfast in ensuring that Penrith Christian School continues to be a place where faith and learning thrive together. We thank God for His faithfulness and provision, and we look forward with hope and anticipation to all He will do in the year ahead.



Dr David Perry

**Penrith Christian School
Chairman of the Board**



Principal

It is with gratitude and a deep sense of purpose that I present the Penrith Christian School Annual Report. Each year provides us with an opportunity to reflect on the learning, growth, and community life that defines our school. This year has been especially marked by our theme, 'Hope in His Promises', reminding us of God's faithfulness and confidence in a future that rests not in circumstance, but in His unchanging Word.

Throughout the year, this theme has shaped not only the experiences of our students, but also the spiritual formation of our staff. Our devotional times together, where we open God's Word, pray as a team, and encourage one another, strengthens our unity and deepens our shared commitment to serve with humility, joy, and purpose. These moments of reflection and fellowship have been a welcome reminder that our work is both a calling and a privilege, and that God continues to sustain and guide us as we lead and nurture the young people entrusted to our care.

The value and culture PCS brings to students and families is grounded in our Christian foundation and our school values of Truth, Integrity, Excellence, and Service. These, along with the pillars of our Strategic Plan, shape a school where every student is known, supported, and challenged to grow academically, socially, emotionally, and spiritually. The expertise, care, and unwavering commitment of staff to the learning and formation of our students are evident in every classroom, every pastoral interaction, and every opportunity offered throughout the year.

Our co-curricular programs continue to enrich the student experience and provide meaningful pathways for students to discover their gifts and passions. Pastoral care remains a defining strength of our school, and our Great Learning, Well People Framework has further strengthened our shared language and practices around both learning and wellbeing, helping us cultivate a community where students feel safe, valued, and supported.

We are deeply grateful for the important partnerships and prayerful support that we have as a school community. There are many

who share our mission and vision and who value the transformative nature of Christian education. Thank you sincerely to our:

- **Parents and Carers:** We are deeply grateful for the partnership of our families, whose trust, encouragement, prayer and engagement enrich the life of our school. Your support is vital to the flourishing of our students and staff, and the strength of our community.
- **Staff:** Each are committed to excellence in our school and understand the transformative nature of Christian education. This is generational work, and their decision to work in our school gives God the glory each and every day. No matter their role, our staff are each integral to the work of God in this season.
- **School Board:** For their investment of time, ever-faithful leadership, and wise governance. Their commitment to stewarding the mission and future of our school ensures that it will continue to grow in strength, purpose, faith and commitment to God's purpose for us.
- **Imagine Nations Church:** For your prayerful support, encouragement and care for our school community. Our relationship is one of strength and shared purpose as we prayerfully nurture the spiritual and emotional wellbeing of our students and staff.

Together, we continue to build a Christian school community that is marked by great learning, prioritises wellbeing, lives out its faith, and is confident in the hope we have in God for the future of Penrith Christian School.



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 and compliance, and timetabling through the school's student management platform TASS, as well as relevant policies on our 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 2025 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 completed the tests.

Charts and data on the MySchool site indicate student progress and growth in comparison to students with similar backgrounds and all Australian students across multiple domains including reading, writing, spelling, grammar and numeracy. The table below shows the average NAPLAN results for Penrith Christian School in comparison to all Australian students. The data in this table shows that Penrith Christian School has performed close to Australian students as a whole, indicated by no shading on the table. Additionally, our 2025 Year 3 cohort achieved higher on average than all Australian students in writing, spelling and numeracy (indicated in green).

Table 1:

Compare to ● Students with similar background ● All Australian students

	Reading	Writing	Spelling	Grammar	Numeracy
Year 3	413	432	429	429	428
Year 5	493	483	473	492	488
Year 7	534	556	545	545	548
Year 9	560	583	577	554	562

Source: <https://myschool.edu.au/school/43814/naplan/results/2025#studentresult>



Theme Four:

Senior Secondary Outcomes (Student Achievement)





Student Qualifications

Penrith Christian School had 44 students in the graduating class of 2025 who completed a range of courses including Higher School Certificate (HSC) courses and Vocational Education and Training (VET) courses. The dual qualifications for so many of our students is a distinctive of Penrith Christian School, setting up our students well for their future study and work.

Number of Year 12 students attaining the HSC and/or equivalent VET qualification:

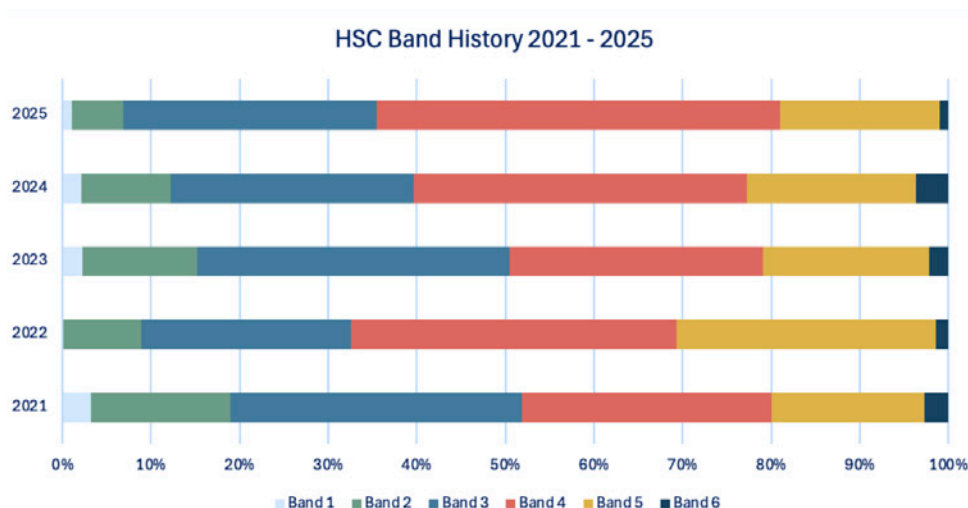
Qualifications/Certifications	Number of students
Higher School Certificate	44
Australian Qualifications Framework Certificate III or above	15

VET qualifications were attained in the following courses: Certificate III Health Services Assistance, Certificate II in Construction Pathways, Certificate II in Early Childhood Education and Care, Certificate III in Live Production and Technical Services, and Certificate II in Electrotechnology (Career Start).

Higher School Certificate

65% of the 2025 Year 12 cohort achieved results in Bands 4, 5, and 6 across the courses studied. This percentage is higher than for the previous two years. We are proud of the achievements of our students, particularly those who achieved Band 6 results in English Advanced, Music 1, Construction, and an E4 achievement in English Extension 2.

The following graph shows the percentage of student results by performance Band for the graduating classes from 2021 to 2025.



Comparative Data

The table below shows the percentage of students (by subject) from 2023–2025 who scored within Bands 4–6. Cells shaded in blue indicate that Penrith Christian School achieved above state achievement. (Note: English and Mathematics Extension courses are a percentage of E3–E4 scores).

Course Name	PCS Bands 4 – 6 as a % against State					
	2023		2024		2025	
	PCS	State	PCS	State	PCS	State
Ancient History	20	61	50	65	58	66
Biology	38	64	67	70	47	65
Business Studies	18	64	50	64	50	67
Chemistry	60	66	80	67	62	71
Community and Family Studies	65	72	86	72	82	71
Engineering Studies	67	69	57	68	100	65
English Advanced	100	95	100	97	100	97
English Standard	62	60	65	67	79	68
English Extension 1	80	94	100	96	100	95
English Extension 2	40	86	–	87	100	88
Industrial Technology	62	55	29	55	38	54
Legal Studies	57	70	50	69	67	68
Mathematics Advanced	50	75	54	77	80	80
Mathematics Standard 2	38	58	38	59	42	60
Mathematics Extension 1	50	72	75	80	60	77
Mathematics Extension 2	50	86	–	86	20	84
Music 1	100	90	83	90	100	87
Personal Development, Health and Physical Education	24	64	56	67	45	68
Physics	40	68	50	65	67	63
Society and Culture	20	80	50	79	60	82
Studies of Religion	–	82	–	81	46	80
Visual Arts	100	91	100	94	100	92

Vocational Education and Training (VET) Courses

Course Name	PCS Bands 4 – 6 as a % against State					
	2023		2024		2025	
	PCS	State	PCS	State	PCS	State
Electrotechnology	–	56	0.00	57	–	62
Entertainment Industry	100	78	–	77	100	83
Hospitality (Food and Beverage)	100	78	40	75	100	71
Human Services	–	65	86	63	100	64

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 and life 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.	74

Level of Teacher Accreditation	Number of Teachers
Conditional	9
Provisional	1
Proficient Teacher	64
Highly Accomplished (voluntary accreditation)	0
Lead Teacher (voluntary accreditation)	0

Teacher Professional Learning

2025 marked the official launch of our school-wide Great Learning, Well People Framework, and as such the professional learning provided for all teaching staff focused on embedding a dispositional approach to learning and wellbeing instruction. Internal professional learning was provided through our Professional Learning Communities which is built into our regular after school meeting schedule. These sessions focused on a range of research-based pedagogies cultivated to underpin the design of our Great Learning, Well People Framework including dual focus teaching, Bloom's Taxonomy Affective Domain, Ritchhart's Eight Cultural Forces that define our classrooms and stretching dispositional growth in students. Teachers were also provided with our first 'Great Teacher, Well Teacher' guidebook which is an interactive digital book helping our teachers to delve more deeply into a curated list of resources

to explore the theoretical basis for our Framework and test out different pedagogical approaches to embedding these in the learning environment.

Penrith Christian School remains committed to the professional development of teaching staff and the accumulation of their mandatory NESA accreditation hours. All 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	\$89,734.00	74	\$1,212.62
Non-Teaching	\$19,444.00	56	\$347.21



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	74
FTE Teaching Staff	62.7 (0.85 FTE average)
Non-Teaching Staff	56
FTE Non-Teaching Staff	47.6 (0.85 FTE average)
Indigenous	5 (3 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 stabilised across most Year groups in 2025, with an overall improvement noted particularly in the senior years. 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	91
Year 1	91	Year 8	88
Year 2	92	Year 9	90
Year 3	93	Year 10	87
Year 4	91	Year 11	96
Year 5	92	Year 12	92
Year 6	92	Whole School	91

Management of Non-Attendance

Class teachers in the Primary Years and Deans of Students in the Secondary Years, supported by Pastoral Care Connect Mentors, maintain supportive contact with families when a student's attendance is a concern. Parents are encouraged to ensure their children attend school regularly unless there is an approved reason for absence. Attendance concerns are managed in line with the school's current Attendance Policy and related procedures.

Student Retention Rates and Post-School Destinations

Sixty-six per cent of the 2023 Year 10 cohort completed Year 12 in 2025, most of whom leave secondary education 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 2025 Year 12 Graduates
University	55
TAFE	9
Work	25
Apprenticeship/Traineeship	0
Mission	7
Other/Unknown	4



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](#).

An overview of key policies is provided below:

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		



Child Protection

Penrith Christian School is a Child Safe organisation and is fully committed to safeguarding every child and young person in our care from Early Learning to Year 12. As a Christian school, we recognise the responsibility God has entrusted to us to nurture each student, partnering with families to help children grow as image bearers of God who learn, flourish, and are prepared to contribute positively to the world beyond school.

The PCS Child Protection Policy outlines the responsibilities of staff in relation to child protection, along with the procedures that must be followed to ensure the safety and wellbeing of all students. It applies to all employees, contractors, and volunteers. Failure to comply with this policy may constitute a breach of employment conditions.

All staff participate in annual professional learning to ensure they remain compliant with Child Protection and Safety legislation and fully understand their legal obligations, including Mandatory Reporting and Reportable Conduct requirements.

The school remains committed to meeting both its legal and moral responsibilities under the ten Child Safe Standards.

Anti-Bullying

We believe that effective learning takes place in an environment where every student feels safe, valued, and supported. Bullying or intimidation in any form is not tolerated as such behaviour undermines the sense of security essential for student wellbeing and achievement. Our commitment is to cultivate a school community where all students can flourish. It is the expectation that staff, students, and parents work together in community to prevent and address bullying – whether verbal, physical, subtle, overt, or online – so that our school remains a safe and nurturing environment for all.

Bullying stems from power imbalances and involves behaviour intended to intimidate, offend, humiliate, or harm another person. These actions are fundamentally incompatible with the Christian understanding of human dignity. Scripture teaches that every individual is created in the image of God and is therefore worthy of respect and honour (Genesis 1:26–27). This truth is reinforced throughout the Bible: we are called to ‘honour everyone’ (1 Peter 2:17), to ‘love your neighbour as yourself’ (Mark 12:31), and to ‘act justly, love mercy, and walk humbly with your God’ (Micah 6:8). Any form of harassment, victimisation, or bullying is unacceptable, as we seek to reflect Christ’s love and uphold the inherent worth of every member of our community.

To support students in making wise choices, building positive and respectful relationships, and contributing responsibly to the school community, the school intentionally embeds evidence-informed wellbeing programs across our learning environment. These programs are designed to strengthen students’ capacity to support one another, develop resilience, and grow in Christian character.

Discipline – Student Behaviour Management

The school seeks to provide a Christ-centred education that enables each student to experience significant and abundant living. Central to this vision is the prioritisation of student wellbeing. To ensure consistency in the implementation of the Student Behaviour Policy, staff regularly review processes to maintain a shared understanding and unified approach.

As part of this ongoing review, updates have been made to staff procedures for managing and responding to student behaviour. These refinements reflect a more proactive and positive approach, while also improving clarity around escalation pathways when required. Staff have also engaged in the implementation of a structured Multi-Tiered Support System (MTSS), incorporating universal, targeted, and individual supports for students. This includes a revised referral system for both academic and wellbeing needs, with access to counselling and other appropriate interventions.

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. The school prioritises restorative processes that manages conflict and grievances according to biblical '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

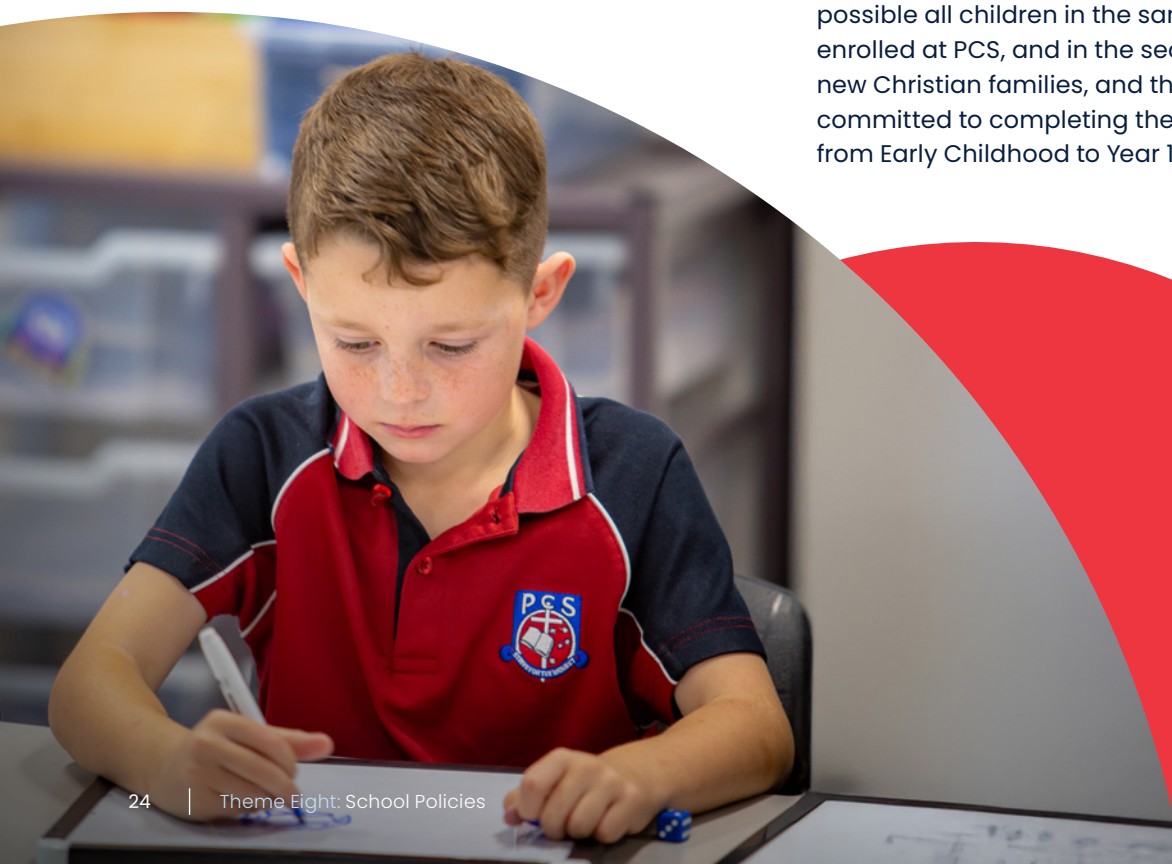
Penrith Christian School was established primarily to provide education to Christian families and those who desire an education based on Christian values and biblical principles. The school's primary objective is to provide places for children of families in the following categories:

- Both Parents/Caregivers are committed Christians active in their faith and local church
- One Parent/Caregiver is a committed Christian, but where both agree to a Christian education for their child/ren
- Neither Parent/Caregiver is a Christian, but the child is a Christian, cognisant of their faith and active in their profession of that faith
- Neither of the Parents/Caregivers are actively practising Christians but are seeking a Christian education for their child/ren
- PCS Alumni

All families acknowledge the school's Statement of Faith as part of the enrolment process.

It is a prerequisite that the Parent(s)/Caregiver(s) and the student(s) agree with the Christian ethos of the school and do not oppose the biblical worldview principles being taught. A clear understanding of these issues is vital for effective partnership in the education of the child, and therefore, it is imperative that the school's Statement of Faith is accepted as the basis for the ethos of the school.

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 Christian families, and then other families, committed to completing their child's education from Early Childhood to Year 12 at PCS.



Theme Nine:

School Determined Priority Areas for Improvement



2025 was the first year of the PCS current three-year Strategic Plan. As such, many of the initiatives remain ongoing in their status as we seek long-term improvement.

Strategic Goals for 2025–2027	Implementation	Status
Pillar 1: Our Learning		
We strive to ensure that all learning is rich and meaningful, designed and tailored to meet the needs of our students so that they grow in their relationship with God, developing fullness of character and the capacity to be an active and purposeful participant in His world.	Staff have participated in structured, evidence-informed professional learning directly aligned to the identified school priorities of the Strategic Plan, including the embedding of the PCS Great Learning, Well People Framework and the use of data tools to inform practice.	Ongoing
Pillar 2: Our Wellbeing		
To foster an environment where all members can experience positive wellbeing that is holistic and founded in a meaningful relationship with Jesus Christ and one another to purposefully connect, serve and impact our community with hope.	Key developments including the introduction of consistent wellbeing procedures and early-intervention processes, the implementation of proactive behaviour-support frameworks, and the strengthening referral pathways and case management processes.	Ongoing
Pillar 3: Our Leadership		
To establish and grow an effective leadership development program that encourages members of our community to embrace their roles as leaders, founded in Christian principles of leadership as service. We strive to ensure that we have transparent, unified and visible leadership at all levels that honours the vision and mission of our school.	Progress was made in designing a comprehensive Leadership Training Program aimed at equipping current and emerging leaders; improved focus on spiritual formation and growth; and the growth of mentorship programs.	Ongoing
Pillar 4: Our Community		
Enhance Family and Alumni Engagement; Strengthen Local Partnerships	Planning has begun to include building connections with our families and communities, including building of an Alumni community.	Ongoing
Pillar 5: Our Organisation		
To improve the organisation ensuring long term viability in all operational aspects looking for innovative ways to create value for teachers and students.	Creation of physical environments that inspires, boosts morale, and supports 21st century learning pedagogies; Implement technology to boost efficiency and add value for families.	Ongoing

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 continues to be 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 the 'Unleashing Personal Potential' program of leadership development.
- Year 6 Leaders were appointed and carried out duties across several domains including morning assemblies, Chapel, school events, and lunchtime groups.
- Student voice is recognised strongly in the running of our Chapel services and Assemblies in both the Primary and Secondary Years. This included the formation of a sensory room where Secondary students can view chapel digitally from an alternate location where accommodations are made for students with sensory needs.

- Student service is encouraged at many in-school events, including Open Day, School Tours, Sporting Carnivals, and Learning Showcases.
- Selected students from Years 10 and 11 attended Leadership Camp, 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 2026 Pastoral Care program each week.
- Year 11 students participated in the Burn Bright Leadership program as part of their camp experience, where they were empowered with the skills and knowledge to lead others from an emotionally intelligent perspective.

Community Service and Partnerships

- School celebrations of National and International days of recognition, e.g. National Volunteer Week, World Support Staff Day, etc.
- Years K-6 participated in Clean up School Day, inspired by the annual Clean up Australia Day.
- Years 3 and 4 participated in the 'Bed and Breakfast for Pollinators' program, planting over 250 native trees and shrubs on campus.
- 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 and international social issues. Students in Years K-12 contributed to donating items for the Operation Christmas Child appeal.
- 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. They also joined us for our annual whole-school Anzac Day commemoration.
- Secondary students had the opportunity to select Interest Electives where they were able to engage in an area of interest or service, with the aim of developing their social capacity.

School Community Events

- ELC-Year 12 Student Learning Conferences held on campus to provide parents and families with valuable feedback about learning progress.
- PCS Launch event held at the beginning of the year which provides opportunities for families to meet key staff involved in their child's education, whilst also educating them on key processes and practices relevant to their experience.
- Special events including Book Day, various sporting carnivals and gala days, Grandparents Day, Mother's Day and Father's Day celebrations, Presentation Ceremonies, and Easter and Christmas Services.
- School Anzac Day Service, where local members of parliament and representatives of Penrith Council and RSL, attended as guests. Students also attended the local Schools ANZAC Service in Penrith.
- PCS Alumni event, welcoming our past students to an informal time of reconnection and community.
- Weekly Chapel Services in both Primary and Secondary Years, where students are taught thematically about the Gospel and come together in praise and worship.
- Weekly Assemblies in both Primary and Secondary Years focused upon our school values, where students are updated on current school events and encouraged around high community expectations.
- 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 Stage 1 by local Aboriginal community guests to promote understanding and respect.
- Student Learning showcases and open classrooms across Years K-12.
- Onsite visits from University of Sydney and Western Sydney University.
- Subject Information Evening with external tertiary providers onsite, and attendance at the Western Sydney Careers Market.
- Completion of Year 6 and Year 10 milestone dinner celebrations.
- Year 12 Graduation and Formal Dinner.
- End of year student celebration day events.



Student Wellbeing

- The school continued its partnership with the Association of Independent Schools (AIS) to support our approach to whole-school wellbeing.
- Online student wellbeing self/peer referral system set up in Secondary Years for students to report issues with bullying, social dynamics, academics, and general concerns.
- Pastoral care sessions see students involved in Bible journaling, devotions, Year meetings and a scope and sequence program taking students through the 16 dispositions of our Great Learning, Well People Framework.
- 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 targeted sessions run by our counselling team. These programs assisted students in developing resilience, encouraging them to be respectful, contributing members of the school community.
- Students identified in the Tier 2 level of support had the opportunity to participate in targeted social skills group sessions run by Bridging the Gap. Sessions focused on respectful relationships, bullying, and growing resilience.
- Updates were made 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 (School and Community).
- 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 Years K-10 focused on how we can be safe and respectful in our relationships, with our bodies and our environment.
- Establishment of Calm Rooms across the school, set up for students to take sensory breaks when required, before returning to their learning. Calm spaces were also established within Primary classrooms and the Health Centre.



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. In 2025, the school employed the AISNSW Perspectives Survey to gather feedback from stakeholders including Staff, Students, and Parents. The AISNSW Staff Wellbeing Survey was also undertaken to gain important perspectives about staff wellbeing.

AISNSW Staff Wellbeing Survey

PCS staff undertook a Staff Wellbeing survey to support our commitment to raising awareness and education for the pastoral care and wellbeing of our staff team. The survey was conducted by the Association of Independent Schools and included both teaching and non-teaching staff. Areas surveyed include Belonging and Support, Purpose and Life at Work, Wellbeing, Autonomy, Voice and Recognition, and Resilience.

Results Summary:

- 91% have a positive sense of belonging at work
 - 87% strongly agree or agree that they derive a sense of purpose and meaning from their work
 - 86% strongly agree or agree that they have the skills and abilities to recover from unexpected or challenging situations
- 81% agree that the school considers the opinions of staff about matters that directly affect them
 - 98% of other staff (non-teaching) felt they were free to be creative in their role.
 - 84% strongly agree or agree that they were free to be creative in their teaching approach
 - 82% agree that the school considers the opinions of staff about matters that directly affect them
 - 78% agreed that they have influence over the pace of their work.



AISNSW Perspectives Survey

The school received over 600 responses to this survey, with 402 from students, 28 from teachers, 29 from non-teaching staff, 115 from parents, 21 from school leaders and 5 from the Board. Areas surveyed included the domains of leadership, school environment, student wellbeing, community, and teaching and Learning.

1. Leadership Domain: 4.81/5.0

Dimensions rated out of 5.0:

- 4.92 – Leadership Practices
- 4.81 – Engaging with the Community
- 4.81 – Leading Teaching and Learning
- 4.59 – Growing Leaders

2. School Environment: 4.76/5.0

Dimensions out of 5.0:

- 5.0 – Vision, Mission, and Values
- 4.85 – Religion and Faith
- 4.75 – Physical Environment
- 4.55 – Sense of Safety

3. Teaching and Learning Domain: 4.40/5.0

- 4.74 – Professional Learning
- 4.43 – Inclusive Learning
- 4.38 – Quality of Pedagogical Practice
- 4.37 – Designing Learning

4. Student Wellbeing Domain: 4.55/5

- 4.71 – Inclusivity and Equity
- 4.58 – Respectful Relationships
- 4.40 – Social and Emotional Learning

5. Community Domain: 4.54/5

- 4.99 – Reputation
- 4.82 – Reporting
- 4.49 – Communications
- 4.49 – Student Community Engagement

The school's overall Net Promoter Score (NPS) for parents has improved significantly since the school began using this survey in 2021. In 2021 our NPS was 10, in 2023 our NPS 21. In 2025, the Net Promoter Score was 30. This is a significant achievement and attests to the quality of the Penrith Christian School experience for our families and the value they place on our partnership in the education and overall formation of their child/ren.

Year 12 Exit Interviews

Year 12 Exit Interviews, led by the Principal, offered a genuinely uplifting snapshot of the graduating cohort's growth, maturity, and readiness for life beyond school. Students spoke with confidence about their sense of belonging and achievements, they reflected thoughtfully on challenges, and articulated clear aspirations for the future. There was a strong sense of purpose across the group, with many students demonstrating the kind of self-awareness and resilience that signals they are well prepared for the next stage of their journey. These conversations highlighted not only academic progress but also the personal development that has taken place throughout their senior years.

Across the interviews, a recurring theme was the pride students felt in their contributions to the school community. Whether through leadership roles, service initiatives, or consistent effort in the classroom, students expressed gratitude for the support they received and the opportunities they embraced. The positive tone of the interviews reflects a graduating class that leaves with confidence, optimism, and a strong foundation for future success.



Theme Twelve:

Financial Information

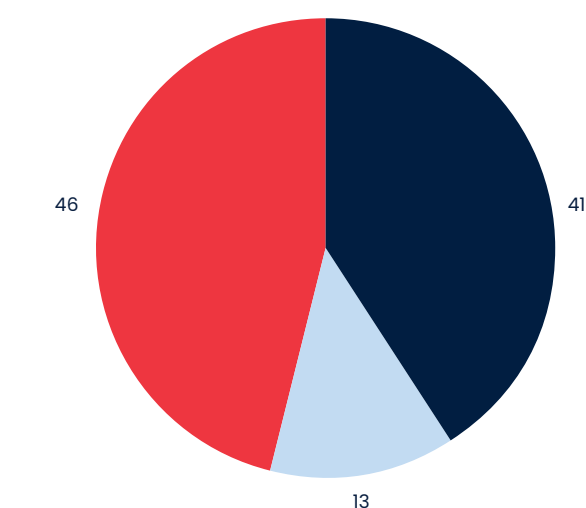


Penrith Christian School Limited is a registered, not-for-profit company, limited by guarantee (ABN 42 092 595 563). Audited financial accounts are submitted to the Australian Charities Not-for-profit Commission (ACNC) each year. A summary of the sources of the school's income and how this was expended 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%

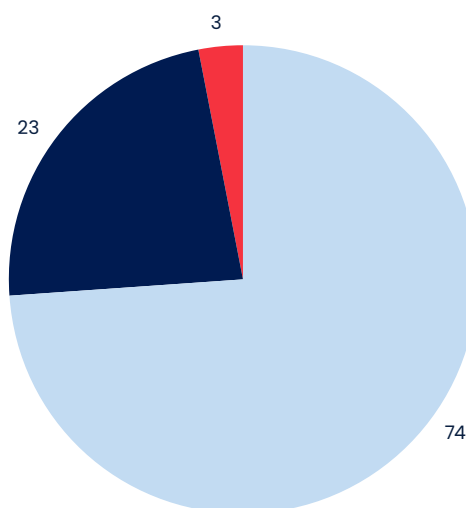
Expenditure		
Salaries and allowances and related expenses	\$13,698,031	75%
Non-salary expenses	\$4,096,944	23%
Capital expenditure	\$351,297	2%
	\$18,146,272	100%
Net Surplus	\$992,061	

Income %



- Fees and private income
- Recurrent State Grants
- Recurrent federal Grants

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 2026. Copies will be obtainable for those who cannot access the Internet by contacting the Administration Manager at Penrith Christian School.

A large blue wall with white cursive text, surrounded by greenery and a clear blue sky. The text on the wall reads "Truth • Integrity" on the top line and "Excellence • Service" on the bottom line. The wall is set against a backdrop of a clear blue sky with wispy clouds. In the foreground, there are green bushes and a small tree with red flowers. To the left, a larger green tree is partially visible. The overall scene is bright and sunny.

Truth • Integrity
Excellence • Service



Penrith Christian School

02 4737 4300 | admin@pcs.nsw.edu.au
1 Simeon Road, Orchard Hills NSW 2748