



PENRITH
ANGLICAN COLLEGE

2016
Annual Report

Personal Excellence through Christ



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Message from Key School Bodies

Message from the Chairman

During 2016, Penrith Anglican College continued to experience many changes, from improvements to teaching and learning, school administration and technological infrastructure through to the way we promote the College to the wider community. College Council is pleased with the great work that our Headmaster, Mr Lewis, and the members of the College Executive and Staff are doing and we are grateful for the support of students, parents and other members of the College community through this transition.

We owe a great debt of thanks to our school governors, both the members of the School Council and the Board of the Anglican Schools Corporation, who volunteer their time to oversee the development of the strategic plan and the budgeting and resourcing of the College. Council is also grateful to the many members of the College community who volunteer their time to ensure that the College can deliver curricular and co-curricular activities to stretch and develop our students – as well as the significant efforts of our staff, both those working at the College and in Group Office. Mr Lewis has continued to build on the foundations established by his predecessor and previous school council members: his report highlights many great achievements across the College this year with which all members of the College community can be pleased.

We are greatly blessed by the support of parents and other family members paying tuition fees which, together with Federal and State government funding and availability of finance through the Corporation, enables the operation of the College and allows its infrastructure to be developed. We look forward to the extension of the Performing Arts Centre which will greatly improve facilities for music, drama and functions by the end of 2018.

In a world in which there is much change happening around us, educational institutions need to continually adapt in order to prepare our students to be resilient in the face of change. Despite being wrongfully imprisoned; St Paul was able to write to the Christians at Corinth that "I have learned to be content whatever the circumstances. I know what it is to be in need, and I know what it is to have plenty. I have learned the secret of being content in any and every situation, whether well fed or hungry, whether living in plenty or in want. I can do all this through him who gives me strength": the Saviour of the world, our Lord Jesus Christ.

I pray that all members of staff, students, parents and our College community will enjoy that contentment as well as the many other blessings of faith in Him, as we live out "Personal excellence through Christ" in all the opportunities and challenges that will present themselves in 2017 and beyond.

Mr David Minty
Chair of Council

Message from the Headmaster

Penrith Anglican College's modern campus is set on 18 hectares at the foot of the Blue Mountains overlooking the rapidly growing Penrith Valley. The College provides high quality, Christian education to students from Pre-K to Year 12, preparing them for a bright future and lives with purpose.

In 2016 the College took an important step toward the future. In order to continue to refocus on its mission statement, "To educate students to become informed and responsible global citizens who follow Christ and serve others", the College undertook a successful rebranding process. This process consisted of updating the College's visual identity and key messages. The new College crest and key messages will allow the College to stand apart from other schools in the community and ensure that our reputation of encouraging students to learn, achieve and progress is understood and celebrated.

2016 continued to showcase the breadth of our students' gifts both academically and across all areas of the curriculum and co-curricula activities, exemplifying the College's motto 'Personal excellence through Christ'.

The 2016 Year 12 cohort once again achieved outstanding results with 19% of students scoring an ATAR of over 90, including all of our International Baccalaureate (IB) cohort, and 34% of the year receiving an ATAR over 80. Travis Goodshaw received a nomination for Art Express for his major Visual Art work and Michelle Lambert placed third in the NSW for Earth and Environmental Science.

Other students took alternative pathways to obtaining their HSC; Mikayla Hinkley successfully completed her Certificate III in Sports Career Oriented Participation and was awarded the CIS Outstanding Contribution Award for her service as a team selector and coach. Mikayla has gone on to play for the Australian Shooting Stars Squad for up-and-coming talent.

Year 8 student Mark Nielsen was recognised for his community service and fundraising activities, as the youngest nominee for the NSW/ACT Young Achievers Award.

The annual College Service Trips remain a highlight of every year and are a rewarding way for students to challenge themselves and develop as active, caring and skilled people who naturally serve others.

In 2016 I travelled with Year 11 students to Nepal. The once-in-a-lifetime trip saw the group trek the Annapurna Trail and then work with a small community, devastated by the 2015 earthquake, to rebuild their school.

As part of the College's Christian Fellowship Program, 24 students spent nine days in Fiji visiting a number of schools, a church and youth group, encouraging the local people and each other in their faith.

The year marked the introduction of the very successful STEM Lego Robotic co-curricular group. The enthusiasm of the group of Year 7 students has flowed over into the Primary School with a large group of Year 5 and 6 students meeting once a week to develop their skills in coding and robotic, preparing them for the iSTEM program in Years 9 and 10.

In 2016 saw the continuation of the College's major works program with the redevelopment of the Senior Library. The renovation saw the resources of three decentralised libraries brought together into one new centre for Years 5 -12. Incorporating a number of different open spaces and functional furniture, the space has been designed to enable students to work alone or collaboratively in groups. The new Library is an exciting and welcoming central space in the College where all students can have a sense of belonging.

It has been a memorable year at Penrith Anglican College and we are continually thankful to God for the inclusive and nurturing community which is the heartbeat of the College, and the opportunities we are given to serve it.

I would like to thank the Anglican Schools Corporation, College Council, staff and the College community for their support and encouragement in our work to serve Christ to bring out personal excellence in all our students.

We ask for continued prayer for wisdom over the coming year as we encourage our staff and students to live according to Colossians 3.23, 'Whatever you do, work at it with all your heart, as working for the Lord, not for human masters . . . it is the Lord Christ you are serving'.

Penrith Anglican College remains a place where students are prepared to live lives of purpose, serve others and are encouraged to achieve 'Personal excellence through Christ'.

Mr Mark Lewis
Headmaster

Message from the College Captains

Linden and I together with Vice-Captains Brittany Reeves and Joshua Heins and the College Student Leadership team have this year focused on an overarching Prefects' Goal- to facilitate each students' sense of belonging to the College. We have continued to develop and promote House Spirit and aimed to foster Primary-Senior School connections.

Through establishing connections between the Primary and Senior School we have worked towards improving opportunities for student voice to ensure that each student feels that they can make a positive contribution to the life of the College. By providing increased structure to our visits to Primary School classes we have not only developed friendships throughout the College but have used this valuable time to gain insight to student voice.

Throughout our time as Leaders we co-ordinated various events including a whole school handball competition where Primary School representatives played Senior School representatives in an exhibition match. We also organised a House based Talent Quest, fostering rivalry and competition between our Houses. The Student Leadership Team immersed themselves in all areas of College life including assemblies, chapels and representing the College community at various events such as the Penrith ANZAC Dawn Service. As Leaders we assisted at GOSPEL Day (Grandparents and Other Special People), Parent Information Evenings, College Tours and Year 7 Orientation Day. The Leaders raised funds for the '65 Roses for Cystic Fibrosis' campaign on Valentine's Day and helped organise and run four House Charity Days raising money for local and global charities. House Captains with Miss Crane, worked with Mentor Group Representatives (in Years 7-11) to further develop connections fostering both House spirit and healthy competition! It was great to see increased House spirit at each sporting carnival this year.

Linden and I met weekly with Brittany and Joshua, Mr Lewis and Mrs Jones for discussion and leadership development. We also had the opportunity to pray and share ideas with other Anglican student leaders at the Annual Anglican Prefects' Chapel Service at St Andrews Cathedral School. We had many opportunities to use our skills when leading weekly Leader's meetings, weekly assemblies and organising events!

A highlight of leadership throughout the year has been watching a connection between Primary and Senior School develop and contributing to this.

Linden Arkle and Miss Emily Brooker
College Captains

Contextual Information about the school and characteristics of the student body

Penrith Anglican College was established in 1998 with a clear vision – to encourage students to live lives of purpose and to develop a personal faith with Christ. That founding vision remains at the heart of our College.

An education at Penrith Anglican College is characterised by a progressive approach to learning. Our College is set in a modern campus at the foot of the Blue Mountains, with state of the art facilities providing spaces for students to learn and grow.

Penrith Anglican College is a progressive co-educational College where students are encouraged to prepare for a bright future. Our College prepares students to achieve academic and personal excellence, with students in Year 11 and 12 partaking in either the International Baccalaureate Diploma program or the Higher School Certificate program.

A large inclusive and nurturing community are the heartbeat of our College, with parent and community involvement in college life encouraged.

We exist to help each student to learn, achieve and progress in order to build themselves a bright future.

In 2016 the College had a student population of 1282 comprising of 77 students in Pre-Kindergarten and 1205 students from Kindergarten to Year 12.

The College is committed to high quality teaching and experienced staff. We accomplish this through positive encouragement, professional development, leadership opportunities and a caring environment. We value dedicated teachers who are committed to engaging and challenging their students in both their Christian faith, academic studies and co-curricular activities and encouraging them to be well rounded members of the community.

Penrith Anglican College's mission is to educate students to become informed and responsible global citizens who follow Christ and serve other.

Penrith Anglican College is a member of the Anglican Schools Corporation.

Student outcomes in standardised national literacy and numeracy testing

International Baccalaureate Diploma (IB)

In 2016, a small cohort of three students undertaking the IB Diploma Programme graduated from the college. All students received their diploma.

All students attained an ATAR above 90.

A particular highlight was one student achieving the top grade of 7 in High Level Mathematics, Physics and Chemistry. This is a remarkable achievement given the difficulty of the courses.

Score	ATAR	Number of students
40	98.3	1
37	95.9	1
33	90.95	1
Average 36.7	Approximate average ATAR 95.05	

The students have all gone on to study at a range of universities.

Higher School Certificate

In 2016 87 students sat for the NSW Higher School Certificate in 29 courses (including 5 extension courses).

Overall, 91% of students achieved Band 3 or higher in all their courses; and 76% of students achieved at least one Band 5 or higher in their courses.

The College's strong results in the 2016 Higher School Certificate are similar to previous years. Student achievement consistently exceeds state averages in many of the courses offered at Penrith Anglican College, as is indicated in the tables below.

Higher School Certificate Examination Results – 2016

Subject & Year		No of Students	Bands 3--6		Bands 1--2	
			Penrith Anglican College %	State-wide %	Penrith Anglican College %	State-wide %
Ancient History	201	16	100	82.55	0	17.42
	2015	7	85	83	14	17
	2014	15	93	83	7	17
	2013	12	75	83	25	17
	2012	14	86	76	14	24
Biology	201	27	96	90	3.7	9.7
	2015	23	100	84	0	16
	2014	22	91	86	9	14
	2013	29	100	92	0	8
	2012	25	100	90	0	10
Business Studies	201	34	97	87	3	13
	2015	21	100	88	0	12
	2014	31	94	88	6	12
	2013	22	100	89	0	11
	2012	25	100	89	0	11
Chemistry	201	10	100	94	0	6
	2015	9	89	93	11	7
	2014	21	91	92	9	8
	2013	17	100	92	0	8
	2012	23	83	90	17	10
Design & Technology	201	8	100	95	0	5
	2015	7	100	95	0	5
	2014	12	100	95	0	5
	2013	5	100	97	0	3
	2012	17	100	93	0	7
Drama	201	0	0	98	0	2
	2015	10	100	98	0	2
	2014	9	100	98	0	2
	2013	11	100	98	0	2
	2012	8	100	92	0	8
Earth & Environmental Science	201	8	100	89	0	11
	2015	9	78	91	23	9
	2014	6	100	91	0	9
	2013	10	90	97	0	3
	2012	7	100	92	0	8

Subject & Year	No of Students	Bands 3--6		Bands 1--2		
		Penrith Anglican College %	State-wide %	Penrith Anglican College %	State-wide %	
Japanese Beginners	2016	No students undertook this course				
	2015	No students undertook this course				
	2014	5	80	85	20	15
	2013	2	50	79	50	21
	2012	No students undertook this course				
Japanese Continuers	2016	No students undertook this course				
	2014	No students undertook this course				
	2013	2	50	93	50	7
	2012	No students undertook this course				
Legal Studies	2016	16	100	90	10	
	2015	17	100	89	0	11
	2014	20	100	84	0	16
	2013	15	100	89	0	11
	2012	18	100	86	0	12
Mathematics 2 Unit	2016	27	99	92	1	8
	2015	22	82	91	18	9
	2014	30	93	92	7	8
	2013	27	100	93	0	7
	2012	33	94	89	6	11
Mathematics (General 2)	2016	45	88	75	11	24
	2015	30	87	75	13	25
	2014	44	89	75	11	25
	2013	37	89	77	11	23
	2012	50	94	80	6	20
Modern History	2016	6	99	87	0	13
	2015	7	100	90	0	10
	2014	11	100	89	0	11
	2013	16	100	91	0	9
	2012	9	100	90	0	10
Music 1	2016	5	100	98	0	2
	2015	5	100	98	0	2
	2014	8	100	97	0	3
	2013	6	100	98	0	2
	2012	9	100	98	0	2
Music 2	2016	No students undertook this course				
	2015	1	100	100	0	0
	2014	1	100	100	0	0
	2013	2	100	100	0	0
	2012	1	100	100	0	0
PDHPE	2016	21	99	83	0	16
	2015	19	100	91	0	9
	2014	18	100	88	0	12
	2013	26	100	83	0	17
	2012	25	100	86	0	14

Subject & Year		No of Students	Bands 3--6		Bands 1--2	
			Penrith Anglican College %	State-wide %	Penrith Anglican College %	State-wide %
Economics	2016	7	99	94	1	6
	2015	7	100	93	0	7
	2014	19	90	91	10	9
	2013	13	54	87	46	13
	2012	7	86	87	14	13
Engineering Studies	2016	16	100	94	0	6
	2015	9	100	94	0	6
	2014	6	100	90	0	10
	2013	9	89	93	11	7
	2012	11	100	94	0	6
English (Advanced)	2016	79	98	98	2	2
	2015	53	98	99	2	1
	2014	80	96	99	4	1
	2013	71	99	99	1	1
	2012	80	100	99	0	1
English (Standard)	2016	6	66	87	33	13
	2015	15	93	85	7	15
	2014	12	83	86	17	14
	2013	11	73	79	27	21
	2012	12	83	78	17	22
Food Technology	2016	9	99	82	0	18
	2015	10	100	77	1	23
	2014	4	100	78	0	22
	2013	5	100	79	0	21
	2012	8	100	91	0	9
French Beginners	2016	5	100	85	0	15
	2015	2	100	87	0	13
	2014	1	100	90	0	10
	2013	5	100	90	0	10
	2012	9	100	90	0	10
French Continuers	2016	No students undertook this course				
	2015	No students undertook this course				
	2014	3	100	97	0	3
	2013	No students undertook this course				
	2012	No students undertook this course				
Information Processes	2016	6	99	82		
	2014	6	100	88		12
	2013	No students undertook this course				
	2012	9	89	80	11	20
Physics	2016	13	92	88	8	12
	2015	8	100	90	0	10
	2014	14	100	91	0	9
	2013	11	100	89	0	11
	2012	17	94	91	6	9

Subject & Year		No of Students	Bands 3--6		Bands 1--2	
			Penrith Anglican College %	State-wide %	Penrith Anglican College %	State-wide %
Studies of Religion II	2016	8	100	90	0	10
	2015	9	89	90	11	10
	2014	9	100	90	0	10
	2013	10	100	91	0	9
	2012	8	75	89	25	11
Society and Culture	2016	19	99	94	1	7
	2015	14	100	95	0	5
	2014	14	100	94	0	6
	2013	9	100	95	0	5
	2012	11	100	92	10	8
Software Design & Development	2016	7	99	92	0	7
	2015	4	100	90	0	10
	2014	7	100	90	0	10
	2013	6	100	92	0	8
	2012	6	100	88	0	12
Spanish Beginners	2016	No students undertook this course				
	2015	1	100	96	0	4
Textiles & Design	2016	0	0	93	0	7
	2015	9	100	94	0	6
	2014	7	100	92	0	8
	2013	7	100	91	0	9
	2012	6	100	94	0	6
Visual Arts	2016	8	100	98	0	2
	2015	14	100	98	0	2
	2014	15	100	97	0	3
	2013	15	100	99	0	1
	2012	6	100	98	0	2

English Extension 1	2016	9	100	95	0	5
	2015	7	100	94	0	6
	2014	4	100	93	0	7
English Extension 2	2016	4	50	80	50	20
	2015	2	100	83	0	17
	2014	2	100	78	0	22
Mathematics Extension 1	2016	13	62	80	38	20
	2015	12	75	84	25	16
	2014	11	91	84	9	16
Mathematics Extension 2	2016	2	100	85	0	15
	2015	4	75	86	25	14
	2014	5	100	99	0	1
History Extension	2016	12	75	81	25	19
	2015	4	75	79	25	21
	2014	4	100	98	0	2
Music Extension	2016	0	0	93	0	7
	2015		100	93	0	7
	2014	1	100	99	0	1

ROSA Credentials 2016

No students at the College were issued with ROSA credentials this year.

NAPLAN Results – Years 3, 5, 7 and 9

All Australian students in Years 3, 5, 7 and 9 are assessed using national testing in reading, writing, language conventions (spelling, grammar and punctuation) and numeracy.

In nearly all year groups the performance of the College exceeded the national all schools average, as well as the average for statistically similar schools

Below are the 2016 results for Years 3, 5, 7 and 9 students at Penrith Anglican College compared to the state averages in these same assessments. Performance in NAPLAN tests is documented on the My School website

<http://www.myschool.edu.au>

Year 3

Students in Year 3 obtained results from Band 1 to Band 6.

Year 3 – Literacy (Bands 4 – 6)

Year	College V State	Reading	Writing	Spelling	Grammar & Punctuation
2016	Penrith Anglican College (%)	81	84	87	78
	State (%)	71	81	76	72
2015	Penrith Anglican College (%)	76	78	75	85
	State (%)	71	78	68	76
2014	Penrith Anglican College (%)	79	71	80	82
	State (%)	72	70	73	75
2013	Penrith Anglican College (%)	83	74	75	86
	State (%)	72	77	73	75
2012	Penrith Anglican College (%)	82	73	80	86
	State (%)	71	80	76	75

Year 3 – Numeracy (Bands 4 – 6)

Year	College V State	Number, Patterns & Algebra	Measurement, Data, Space & Geometry	Overall Numeracy
2016	Penrith Anglican College (%)	83	70	79
	State (%)	65	61	61
2015	Penrith Anglican College (%)	79	71	74
	State (%)	65	63	62
2014	Penrith Anglican College (%)	69	69	77
	State (%)	62	63	66
2013	Penrith Anglican College (%)	76	75	81
	State (%)	65	64	68
2012	Penrith Anglican College (%)	80	78	78
	State (%)	69	63	67

Year 5

Students in Year 5 obtained results from Band 3 to Band 8.

Year 5 – Literacy (Bands 6 – 8)

Year	College V State	Reading	Writing	Spelling	Grammar & Punctuation
2016	Penrith Anglican College (%)	69	61	71	78
	State (%)	62	50	64	64
2015	Penrith Anglican College (%)	64	71	72	64
	State (%)	60	53	65	60
2014	Penrith Anglican College (%)	79	63	70	75
	State (%)	61	46	68	66
2013	Penrith Anglican College (%)	73	59	72	77
	State (%)	66	53	65	65
2012	Penrith Anglican College (%)	77	68	80	72
	State (%)	60	52	67	59

Year 5 – Numeracy (Bands 6 – 8)

Year	College V State	Number, Patterns & Algebra	Measurement, Data, Space & Geometry	Overall Numeracy
2016	Penrith Anglican College (%)	69	75	69
	State (%)	61	57	57
2015	Penrith Anglican College (%)	79	71	74
	State (%)	65	63	62
2014	Penrith Anglican College (%)	71	72	72
	State (%)	57	53	58
2013	Penrith Anglican College (%)	63	67	64
	State (%)	54	59	54
2012	Penrith Anglican College (%)	80	79	83
	State (%)	56	57	49

Year 7

Students in Year 7 obtained results from Band 4 to Band 9.

Year 7 – Literacy (Bands 7 – 9)

Year	College V State	Reading	Writing	Spelling	Grammar & Punctuation
2016	Penrith Anglican College (%)	67	43	75	68
	State (%)	53	42	62	57
2015	Penrith Anglican College (%)	93	83	91	97
	State (%)	84	68	85	82
2014	Penrith Anglican College (%)	79	48	73	73
	State (%)	58	40	64	61
2013	Penrith Anglican College (%)	65	54	71	66
	State (%)	57	43	68	57
2012	Penrith Anglican College (%)	68	49	79	74
	State (%)	60	44	67	60

Year 7 – Numeracy (Bands 7 – 9)

Year	College V State	Number, Patterns & Algebra	Measurement, Data, Space & Geometry	Overall Numeracy
2016	Penrith Anglican College (%)	77	74	75
	State (%)	61	57	62
2015	Penrith Anglican College (%)	92	95	91
	State (%)	82	83	82
2014	Penrith Anglican College (%)	82	81	84
	State (%)	56	59	56
2013	Penrith Anglican College (%)	66	68	68
	State (%)	55	54	56
2012	Penrith Anglican College (%)	64	69	67
	State (%)	53	57	53

Year 9

Students in Year 9 obtained results from Band 5 to Band 10

Year 9 – Literacy (Bands 8 – 10)

Year	College V State	Reading	Writing	Spelling	Grammar & Punctuation
2016	Penrith Anglican College (%)	71	45	69	57
	State (%)	51	35	55	42
2015	Penrith Anglican College (%)	55	51	63	51
	State (%)	50	38	59	46
2014	Penrith Anglican College (%)	63	50	66	58
	State (%)	54	39	55	44
2013	Penrith Anglican College (%)	66	54	58	59
	State (%)	51	42	57	46
2012	Penrith Anglican College (%)	63	51	68	66
	State (%)	49	42	56	48

Year 9 – Numeracy (Bands 8 – 10)

Year	College V State	Number, Patterns & Algebra	Measurement, Data, Space & Geometry	Overall Numeracy
2016	Penrith Anglican College (%)	77	78	80
	State (%)	50	54	53
2015	Penrith Anglican College (%)	60	59	63
	State (%)	54	53	55
2014	Penrith Anglican College (%)	63	65	70
	State (%)	53	52	54
2013	Penrith Anglican College (%)	72	73	77
	State (%)	49	49	50
2012	Penrith Anglican College (%)	72	68	71
	State (%)	52	50	50

Senior Secondary Outcomes

Four Year 12 students successfully completed a single subject in a vocational or trade training course provided to them by authorised external providers.

Year 12	Qualification/Certificate	Percentage of students
2016 Cohort	HSC	96%
	International Baccalaureate	3%
	VET qualification	6%
2015 Cohort	HSC	82%
	International Baccalaureate	18%
	VET qualification	1%
2014 Cohort	HSC	95%
	International Baccalaureate	5%
	VET qualification	0%

Teacher qualifications and professional learning

Teacher standards/qualifications

Category	Number of Teachers
I. Teachers having teacher education qualifications from a higher education institution within Australia or as recognised within the National Office of Overseas Skills Recognition (AEI-NOOSR) guidelines	99
II. Teachers having a bachelor degree from a higher education institution within Australia or one recognised within the AEI-NOOSR guidelines but lack formal teacher education qualifications	0

Professional Learning

Accreditation	
BOSTES SOM Briefing	1
Acting Chief Examiner - HSC Biology	1
IB Coordinators Meeting	3
BOSTES Meetings	1
Administration	
PA National Conference	1
Essentials of Emergency Nursing: Workshop for School Nurses	1
InDesign Level 1	1
Child Protection - Investigation	1
Compliance	
School Law Seminar	1
CompliSpace	2
Counselling	
Term 1 Counsellor Network Meeting	1
Counsellor Network Meeting	1
School Counsellor's Network Meeting - Art Therapy Presentation	1
Enhancing your Child Protection Investigation Skills	1
AIS School Counsellors Conference 2016	1
Curriculum Development	
AHISA	1
English	
Effective Pedagogy in English	1
English - Discovery	1
Psychology in Education - Enhancing Wellbeing	1
Explicit Teaching Strategies for Reading Comprehension	1
Draft Stage 6 English Syllabus Consultation	1
History	
Exploring Films as Historical Sources and Alternative History	1
A Whole School Approach to Positive Psych in Schools	1
HSIE	
A Whole School Approach to Positive Psych in Schools	1
PAT Professional Learning Program	1

International Baccalaureate	
IB Maths Network Day	1
IB Maths Network Day	1
PYP Category 1 Workshop	1
Science IB Assessment (New Guide)	2
IB Psychology Category 1 IB ONLINE	1
IB Chemistry Cat 1 - ONLINE	1
IB Language Acquisition Language B & Ab Initio Year 12 (online)	1
Maths Studies Cat 2 - Online	1
IT/Computing	
Canvas Train the Trainer	7
Edval D1	4
Edval Timetabling D3	1
Edval Training D2	2
Edumate Training	1
CANVAS Training Day 3	7
CANVAS	
Leadership	
Leadership National Conference	4
Learning Support	
Ignite the Spark/Fuel the Fire Leading Differentiation	1
Language Friendly Classrooms	1
Mini Certificate of Gifted Education (COGE)	2
2016 AAEGT National Gifted Conference, Beyond the Boundaries in Gifted Education	1
LOTE	
Teaching for Effective Learning	1
Mathematics	
Christians in Teaching Conference 2016	1
Dynamic Geometry and Algebra with GeoGebra - Online	1
Mathematics Extension 2 Long Course	1
Maths and Learning Difficulties	1
Middle Leaders Training	1
Mathematics Extension 2 Long Course	1
Middle Leaders Training	1
Mathematics Extension 2 Long Course	1
PDHPE	
Beginning the Stage 6 PDHPE Journey: Part A - The Preliminary Course	1
Smarter Assessment: Improving Feedback, Reducing Correction	1
Science	
Science Assistants Meeting	1
ME Program iSTEM Workshop	2
ONLINE - Agriculture Technologies for Science Teachers	1
How to design innovative student centred units in science	1
Mental Health and Wellbeing 2016	1
Assessing in a BYOD Classroom	2
Familiarisation- NSW Syllabus for the Aust Curriculum Science & Tech K-6 (Online Module)	1

STELR Renewable Energy Program	1
Presenter - Using Technology in the Secondary Science Classroom	1
Consultative Committee Meeting Biology	1
Sport	
NASSA Term 2 Meeting	2
NASSA Term 4 Meeting	2
CIS Convenor's Meeting 2016	1
TAS	
Textiles Conference 2016 (TEA)	1
2016 TEA HSC Seminars	1
Teaching with technology: effective strategies to engage learners	2
Doing more with BYOD	1
Laser Cutter In-Service	3
Visual Arts	
Strategies for developing a BOW Stage 6 Visual Arts	1
Student Wellbeing	
Professional Cert in Education (Positive Education)	3
AITSC Made Easy - Coaching Programs in Your School	1
Women in Leadership	1
Mind Matters and Student Leadership	2
HICES Pastoral Care Network Meeting	1
Prep and Junior Schools	
Obligations in Identifying & Responding to children & young people at risk online module	1
Visual Literacy in English K-6	1
Designing Rich Assessment in Primary Maths	1
Planning & Programming: NSW Syllabus for Aust Curriculum History- Online	1
ICT as a general capability-Best Practice for teachers and students (Online course)	1
Grammar Online: Levels of Delicacy (Online Course)	1
Assessment that leads to learning	1
Teaching so all students can learn Maths (Online Module and Webinars)	1
Computational Thinking for K-6 (Online course from 16/5/16)	1
CANVAS	1
Professional Cert in Education (Positive Education)	1

The average expenditure per staff member on professional development at the College in 2016 was \$276.00.

Workforce composition

College Staff 2016	
Teaching staff	90
Full-time equivalent teaching staff	75
Non-teaching staff	45
Full-time equivalent non-teaching staff	18

There is two indigenous teaching staff members.

Further detail can be found on the My School website <http://www.myschool.edu.au>.

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

Student Attendance Rates

Year Level	Attendance Rate %	Year Level	Attendance Rate %
Kindergarten	96.00	Year 7	94.40
Year 1	97.30	Year 8	95.20
Year 2	96.30	Year 9	94.20
Year 3	96.40	Year 10	93.10
Year 4	96.80	Year 11	96.50
Year 5	95.40	Year 12	95.90
Year 6	93.80		

95.48% of students attended school on average each day in 2016, a slight increase on 2015 attendance rates.
 *Source - Edumate Attendance Reporting – Attendance Data Management System used at Penrith Anglican College.

Unexplained student absences are followed up three days after the absence has occurred. This follow up is via an automated "Absence Verification Reminder" email to the parents sent from the College's student attendance management system (Edumate). If an absence verification (reason) has not been received by the College within seven days of a student absence, the absence is then permanently recorded as 'unexplained'. Late (after seven days) absence verification from parents are accepted and will be recorded on a discretionary basis.

Absences of three consecutive days are reported via an automated email generated from the College's student attendance management system to the Heads' of House and Director of Student Wellbeing (Senior School) and Head of Primary (Primary School) for regular follow up.

Student Retention Rates

74% of the Year 10 cohort completed Year 12 at the College in 2016. This is the same percentage of students as 2015.

Post-school destination

Based on information provided by the three (17+ years old) students who left the College in 2016 – one commenced an apprenticeship, one enrolled in TAFE, and one transferred to Norwest Anglican Trade School.

75% of the 2016 Year 12 cohort were offered first round university placements. Other Year 12 students entered private tertiary colleges, undertook TAFE courses, accepted apprenticeships and only a small number entered directly into the workforce.

Enrolment Policies

Penrith Anglican College is a co-educational Anglican Kindergarten to Year 12 College set in an outstanding modern campus at the foot of the Blue Mountains. The College is a progressive co-educational place of learning where students are encouraged to prepare for a bright future and to live a life of purpose through Christ. At Penrith Anglican College, every student is encouraged to strive for personal excellence, secure in a caring environment and safe to grow as forward thinkers.

Student Entry to the College

In general, the following criteria will be used to determine the priority order in which students will be interviewed:

- Children of Penrith Anglican College staff members.
- Children of Clergy and full-time Christian ministry workers.
- Siblings of children who are at or have completed their Upper Senior schooling at the College.
- Children entering from the Penrith Anglican College Pre-K classes.
- Children of past Penrith Anglican students.
- Date of receipt of Application for Enrolment form.
- The Headmaster may select students for interview on the basis of other criteria if he believes it is appropriate to do so.

These criteria will only be accepted for priority entry if the child has been enrolled at least by the first day of Term 1 the year before the year of entry.

An offer of a place at the College will only be made when a student and student's parents/guardians have been interviewed by either the Headmaster or a member of The College Executive. The Headmaster has total discretion as to whether a place will be offered.

The College is mindful of, and complies with, the Disability Discrimination Act.

Conditions of Enrolment

Students' Obligations

Students are to demonstrate high standards of behaviour and:

1. Abide by the College rules as they apply from time to time.
2. Act courteously and considerately to each other and to staff at all times.
3. Support the goals and values of the College.
4. Attend and, as required, participate in:
 - a. Chapel services and assemblies.
 - b. The College sports program.
 - c. Important College events such as Presentation Day/Night or other events determined by the Headmaster.
 - d. Camps and excursions that are an integral part of the College curriculum.
5. Wear the College uniform as prescribed and follow conventional standards of appearance in accordance with the College's guidelines and the expectation of the College community.
6. Attend the College during school hours, except in the case of sickness or where leave not to attend has been given.

The Parents:

- Are to accept and abide by the requirements and directions of the College Board of Governors and the Headmaster relating to the student or students generally and not interfere in any way with the conduct, management and administration of the College.
- Are to support the goals, values and Christian foundation and activities of the College.
- Are to read the College newsletter.
- Are to advise the College in writing of any change of home, mailing, email address or contact details or other information on the Application for Enrolment/Placement on a Waiting List, within one month of such change. Applications for a Student place may be cancelled if the College loses contact with the Parent or has mail returned to it.
- Are to ensure the student has each item of official required uniform, clean and in good repair, and All other requirements such as textbooks and stationery.
- Are to communicate with students, parents, visitors and staff members in a courteous manner, and follow the communication guidelines laid down by the College from time to time; and
- Are to use their reasonable endeavours to attend parent---teacher interviews and participate in courses offered by the College which are relevant to their child/ren's education.
- Are to notify the College about any absence of their child/ren.
- Must request in writing from the Headmaster special leave of absence well in advance.
- Must give one term's notice in writing if they intend withdrawing their child/ren from the College. Otherwise a term's fees in lieu of notice will be charged.

Student Discipline and Exclusion

Discipline

Enrolment signifies agreement with the rules and regulations of the College (as published from time to time) and intention to abide thereby. Where some form of discipline is deemed appropriate, it must be seen as a just result of unwise student choices. The process that leads to the imposition of discipline at the College will be procedurally fair. Procedural fairness is a basic right when dealing with authorities. All students at Penrith Anglican College have "the right to be heard" and "the right to an unbiased decision."

The "right to be heard" includes the right of the person against whom an allegation is made to:

- Know the allegations related to a specific matter and any other information which will be taken into account in considering the matter.
- Know the process by which the matter will be considered.
- Respond to allegations.
- Know how to seek a review of the decision made in response to the allegations.

The "right to an unbiased decision" includes the right to:

- Impartiality in an investigation and decision making.
- An absence of bias in the decision maker.

The review mechanism adds to the fairness of the process and offers a check in case there is a perception of a conflict of interest.

We therefore:

- Endeavour to discipline in accord with God's word.
- Attempt to ensure all discipline is appropriate to the wrong doing.
- Try to be fair and consistent to the individual student, keeping the behaviour as the focus and not making judgement on the person investigate allegations fully and make decisions based on the information, avoiding all bias, acknowledging the need to be reasonable and objective in the case where the investigator and decision-maker are the same staff member.
- Make student/s/parent/s (where necessary) aware of allegations, processes and decisions as appropriate. This may involve the accessing of services to parents or students such as interpreter services if required.

Students who betray the trust which has been shown in them or who violate the behaviour principles of the College (e.g. disregards rules; disobeys instruction, engages in conduct that may cause harm; inconvenience or embarrassment to the College staff; staff or other students) and have been given reasonable opportunity to explain their actions must expect to face the consequences.

The disciplinary procedures undertaken by the College will vary according to the seriousness of the alleged offence. The punishments will vary according to the behaviour and the prior record of the student.

Some possible punishments

- A full apology
- Picking up papers
- Lunch time detentions
- Weeding in the garden
- Withdrawal of privilege
- Work cards
- Reports to parents
- Interview with Senior Staff member
- Interview with Headmaster
- Suspension/expulsion

NB: The College expressly prohibits the use of corporal punishment under any circumstances. Penrith Anglican College does not explicitly or implicitly sanction the administration of corporal punishment by non-school persons, including parents to enforce discipline at the school.

The Headmaster of the College may at his discretion suspend or require withdrawal of a student.

Student Exclusion

The Headmaster may in his absolute discretion, but subject to affording the student procedural fairness, suspend or expel a student for:

- breaches of rules or discipline.
- behaviour prejudicial to the welfare of the College, its staff or students.
- where parents have failed to comply with the Conditions of Enrolment.

As well the Headmaster may terminate a student's enrolment if he considers that a mutually beneficial relationship of trust and cooperation between the parents and the College has broken down to the extent that it adversely impacts on that relationship.

Fees and Charges

- The Parents are to pay to the School all fees and charges for school fees, extra subjects, excursions, camps and the supply of other goods and services to the Student, as determined by the Corporation or incurred on behalf of the Student from time to time (Fees and Charges).
- The Parents are to pay all Fees and Charges in advance, at the end of the first week of each term, except Fees and Charges on amended accounts and accounts raised for mid-term enrolments, which the Parents are to pay within seven days from the date of the invoice. If the Parents fail to pay an account for Fees and Charges within 21 days of the due date they will be liable to pay an overdue charge which reflects the administrative and financial cost to the Corporation in collecting the outstanding Fees and Charges.
- The Parents may enquire as to the current amount of the overdue charge at the Group Office of the Corporation.
- If an account for Fees and Charges is not paid in full within 60 days from its due date, the Student's enrolment may be suspended and the Headmaster may without further notice refuse entry to the Student and/or terminate the Student's enrolment.
- The Parents are to give at least one full term's notice in writing to the Headmaster before terminating the Student's enrolment. If the Parents do not give sufficient notice of termination of the Student's enrolment, they are to pay to the School one term's school fees, plus GST as applicable. The Parents agree that this amount is a genuine estimate by the School of the loss that it would suffer as a consequence of insufficient notice of termination of the Student's enrolment.
- No remission of Fees and Charges, either in whole or in part, will be made if the Student is absent due to illness, leave, suspension, or expulsion.
- The School may incur from time to time such incidental expenditure on behalf of the Student as it may consider necessary, including for items such as books, excursions, educational programs, stationery and equipment.
- The Parents are to pay all medical and ambulance expenses incurred by the School on behalf of the Student which the School is not able to otherwise recover.

Other school policies

Policies for Student Welfare and Discipline Policies

Penrith Anglican College seeks to provide a safe and supportive environment which:

- Minimises risk of harm and ensures students feel safe
- Supports the physical, social, academic, spiritual and emotional development of students
- Provides student welfare policies and programs that develop a sense of self-worth and foster personal development.

Students are required to abide by the College rules and to follow the directions of teachers and other people with authority delegated by the College. Where disciplinary action is required penalties imposed will vary accordingly to the nature of the breach of discipline and a student's prior behaviour.

Penrith Anglican College expressly prohibits the use of corporal punishment under any circumstances. The College does not permit corporal punishment of students or sanction corporal punishment of students by non-school persons.

All disciplinary policies are based on principles of procedural fairness and involve parents in the processes of procedural fairness for suspension and expulsion.

The College's approach to discipline and associated procedures went under review at the end of 2016 for update in 2017. The College's Welfare Policy and in the Student Handbook were available to Parents on request in electronic format or via hard copy in 2016 with the updated versions to be available on the College's Parent Portal in 2017. The Welfare Policy is made available to staff online.

Policy	Changes in 2016	Access to full text
Welfare Policy	No changes were made in 2016 however review of this policy commenced late 2016.	Available online to staff. Available to parents in electronic or hard copy format. (notified in College newsletter)
Child Protection	No changes were made in 2016.	Available online to staff. Available to parents in electronic or hard copy format. (notified in College newsletter)
Privacy Policy	No changes were made in 2016.	Available online to staff. Available to parents in electronic or hard copy format. (notified in College newsletter)
Staff Code of Conduct for the Care and Protection of Children	No changes were made in 2016.	Available online to staff.
Excursion Policy	No changes were made in 2016.	Available online to staff.
Critical Incident Plan	Revised and Updated in 2016	Available online to staff.

Communication	No changes were made in 2016.	<p>The Staff Handbook outlines the Pastoral Care lines of communication and the roles of key staff members in the pastoral care of students.</p> <p>The Student Diary identifies rules and procedures to be followed by students.</p> <p>Listed in the Student Diary is a set of Behaviour Principles which make clear to students the College's expectations of them.</p> <p>The Communications Policy is also available to parents electronically or in hard copy on request. (notified in College newsletter)</p>
Sexual Harassment Policy	No changes were made in 2016.	<p>Available online to staff.</p> <p>Available to parents electronically or in hard copy. (notified in College newsletter).</p>
WH&S Policy & Procedures	No changes were made in 2016.	Available online to staff.
Emergency Evacuation & Lockdown	Revised and Updated in 2016.	<p>Available online to staff. Four practice drills held each year.</p> <p>Evacuation Plans and Instructions are located in all classrooms.</p>
Managing Anaphylaxis	No changes were made in 2016.	<p>Available online to staff.</p> <p>Available to parents electronically or in hard copy. (notified in College newsletter).</p>
Drugs Policy	No changes were made in 2016.	<p>Available online to staff.</p> <p>Available to parents electronically or in hard copy. (notified in College newsletter).</p>
Acceptable Use of Mobile Phones	No changes were made in 2016.	<p>Available online to staff.</p> <p>Available to parents electronically or in hard copy. (notified in College newsletter).</p>
Computer Resources and the Internet	No changes were made in 2016.	<p>Available online to staff.</p> <p>Available to parents electronically or in hard copy. (notified in College newsletter).</p>
John Lambert Award – Student Encouragement Award system	No changes were made in 2016.	<p>Available to staff online</p> <p>Policy located in Student Diary</p> <p>Available to parents, students via the student diary or electronically or in hard copy. (notified in College newsletter).</p>
Open Parent Policy	No changes were made in 2016.	<p>Parents are informed at Information Evenings and at the pre-entry interview that they are welcome at the College every school day of the year.</p> <p>Parents are also informed that they can make an appointment at any mutually agreeable time to talk with a member of the staff.</p>

Administration of Daily S8/Prescribed Medications and other Medications	No changes were made in 2016.	Available online to staff. Available to parents electronically or in hard copy. (notified in College newsletter).
Disability and Special Needs	No changes were made in 2016.	Available online to staff. Available to parents electronically or in hard copy. (notified in College newsletter).
Learning Support K to Year 6	No changes were made in 2016.	Available online to staff. Available to parents electronically or in hard copy. (notified in College newsletter).
Positive Parenting	No changes were made in 2016.	Available online to staff. Available to parents electronically or in hard copy. (notified in College newsletter).
Mouthguards in Sport	No changes were made in 2016.	Available online to staff. Available to parents electronically or in hard copy. (notified in College newsletter).
Academic Honesty	No changes were made in 2016.	Available online to staff. Available to parents electronically or in hard copy. (notified in College newsletter).
Exceptions for Enrolment and Attendance	No changes were made in 2016.	Available online to staff. Available to parents electronically or in hard copy. (notified in College newsletter).
New in 2016 BYOD Program User Agreement	Implemented in 2016	Available electronically or in hard copy to students, staff and parents.

Anti-Bullying

The College has the responsibility to ensure that, while at school, all students are given opportunities to develop positive attitudes and appropriate values. All students need to develop tolerance and understanding of others and their needs. At the College all students have the right to feel safe and to be treated as unique persons made in the image of God.

They in turn must acknowledge, through their actions, their duty to respect the rights of others.

It is our belief that:

- Bullying is not an acceptable behaviour and will not be tolerated. Students who engage in bullying will be dealt with appropriately.
- Staff, students and parents must work together to endeavour to stamp out any bullying that occurs at the College.
- It is the responsibility of all members of the College community to report bullying when they know it is happening or when it is happening to them. A person's silence is saying that bullying is acceptable.
- The College will seek to be pro-active in promoting an environment in which everyone understands that bullying is wrong and that individuals have a responsibility to report bullying if they become aware of it.

The Policy for Dealing with Bullying must be read within the context of the National Safe Schools Framework and complements the Principles of a Safe and Supportive School environment.

Policy	Changes in 2016	Access to full text
Policy for Dealing with Bullying	No changes were made in 2016.	Available online to staff. Available to parents electronically or in hard copy. (notified in College newsletter).

Policy for Complaints and Resolving Grievances

The College's Policy for dealing with complaints and grievances identifies the processes for raising and responding to matters of concern identified by students, parents, contractors, local residents and visitors to the College. These processes incorporate, as appropriate, principles of procedural fairness.

Policy	Changes in 2016	Access to Full Text
Guidelines for Addressing Complaints	No changes were made in 2016. Revision commenced late 2016 and update implemented 2017.	Available online to staff. Available to parents electronically or in hard copy. (notified in College newsletter).

School determined priority areas for improvement

Achievement of priorities identified in the College in 2016:

Area	Priorities	Achievements
Teaching and Learning	<ul style="list-style-type: none"> - Continued improvement in academic results in both the IB and HSC. - Increase use of ACER data for class allocation - New timetabling system - New Learning Management Systems 	<ul style="list-style-type: none"> - There has been increasing improvement in HSC and IB results. Specific information can be found in Theme 3 of the Annual Report. - ACER data forms part of the information used to determine classes as well as other assessment data gathered throughout the College year. ACER data has also been used to compare the ability of new students to the College with students currently enrolled to ensure they are placed in the appropriate classes - College introduced automated computerized timetable system 'EdVal' in 2016. - Major implementation of 'CANVAS' Learning Management System after initial trials in 2015. This system is used extensively throughout K-12.
Staff Development	<ul style="list-style-type: none"> - Continue to increase professional development opportunities for all staff. - Provide leadership training opportunities for middle managers. 	<ul style="list-style-type: none"> - Staff continue to have access to a range of professional development activities. These are both teacher selected and College provided. - Planned to commence in 2017.
Student Welfare	<ul style="list-style-type: none"> - Increase student voice - New House system – implementation of Positive Education program 	<ul style="list-style-type: none"> - Mentor Group Leaders were appointed in 2016 giving further opportunity for student voice - Mentor Groups – Positive Education concepts such as mindfulness, gratitude and respect were focussed on.
Facilities and resources	<ul style="list-style-type: none"> - Commence initial designs for the Masterplan. - Continue to refurbish and improve existing learning spaces. 	<ul style="list-style-type: none"> - ASC Approved plans for building of Performing Arts Centre - Senior 'Study Hub' improvements and refurbishment was completed February 2016 and improvement/refurbishment of Senior Library space completed in July 2016

Areas of Improvement for 2017:

Area	Priorities
Teaching and Learning	<ul style="list-style-type: none"> - Implementation of new syllabus for (Science, Maths, English, Geography, History, HSIE - Consolidation of CANVAS LMS - School wide focus on formative assessment and reporting - Focus on spelling in primary school - Continued focus on enquiry based learning in conjunction with BYOD program
Staff Development	<ul style="list-style-type: none"> - Middle Leadership Training and Development
Student Welfare	<ul style="list-style-type: none"> - Improved systems to ensure accurate student welfare records - Review of Student Welfare and Behaviour Management Policies.
Facilities and resources	<ul style="list-style-type: none"> - Construction of Performing Arts Centre - Ongoing review and improvement of IT Infrastructure (whole College)

Initiatives promoting respect and responsibility

The College values all students and recognises they are integral to the life of the College community. Staff who work at the College aim to provide care and support so that all our students build positive images of self and mutual respect and grow in confidence and resilience.

Respect and responsibility are values at the core of the College's Student Leadership Framework in both Primary and Senior Schools. The framework provides the opportunity for student voice to be heard, valued and respected.

In 2016 Senior School Student Leaders, under the guidance of the Prefects' Co-ordinators continued to work toward six long term goals determined by the leaders. These focused on both respect for the individual and responsibility to work together as part of a team to fulfil the College's Mission Statement. Opportunities for increased student voice across all areas of College life have been implemented and continue to evolve. Visits to Primary classes each term allow for feedback on student issues which is then discussed and where possible acted on. Primary and Senior Student Leaders meet regularly to share ideas. Primary Student Leaders now visit classes P-2 and Senior Leaders visit Years 3-6. Additionally, in Term 3 student leaders helped students in class in K-4 as a Peer Helper initiative.

The House system has been further strengthened with the introduction of Mentor groups as a pastoral care initiative in the Senior School. Each Mentor Group has a Mentor Group Representative elected by students in the group, who is a conduit for student voice. Senior House Captains have a responsibility to work with Heads of House (under the direction of the Director of Student Wellbeing) to promote a respectful and caring environment where students are nurtured and valued. Initiatives are also being looked at with a view to increasing connections between the Primary and Senior Schools. Senior House Captains and Mentor Group Representatives are responsible for suggesting, supporting and running initiatives which foster House Spirit. Involvement of these leaders in events such as Charity Days has been a great example of this.

Year 11 students and Senior Student Leaders (together with Staff) have a voice in determining which students are to be part of the formal Student Leadership body representing the College. Through the interview selection process students have the opportunity to voice their ideas and hopes for the College.

Senior Student Leaders are responsible for organising and running Leadership Workshops. Weekly leadership meetings are organised and chaired by the College Captains and Vice-Captains and regularly include Primary Leaders. Senior Leaders attended a Leadership Day at the College run by Mr Gene Howell from Leadership WA aimed at further developing a wide range of leadership skills.

Through the College's Pastoral Care program in both Primary and Senior Schools each grade sponsored a child overseas through Compassion. Primary classes each sponsor a Compassion child. Eight children are sponsored in the Senior School- two in each House.

The College Captains and Vice-Captains meet with the Headmaster and Prefects' Co-ordinator on a weekly basis for discussion and the development of leadership skills. Each term the Headmaster hosts a lunch for the Captains and Vice-Captains where ideas can be discussed in greater detail and feedback on student voice and initiatives are presented.

The Primary Leaders meet regularly with the Head of Primary for discussion on leadership and initiatives. Senior School Student Leaders are the representatives of the College in community events and have responsibilities in a variety of areas: leading Presentation Evening, Easter, Christmas, Remembrance Day and ANZAC Day ceremonies and College Chapels. They help organise and assist Charity Day fundraising; Year 7 Orientation Day and College sports carnivals. Our Senior Student Leaders attended the Annual Anglican Chapel Service at St Andrew's Cathedral where they prayed with other leaders and met to exchange ideas about leadership. Senior Leaders organised and ran a fundraiser on Valentine's Day to raise funds and awareness of the '65 Roses for Cystic Fibrosis' charity and worked with the Tabitha Co-ordinator to develop a Prefects' Tabitha (a social service program) elective involving Kindergarten and Year 6 Buddies. Leaders also affirm students through the Pizza Reward lunches held each term to celebrate effort by students in a variety of KLAS in Years 7-10. They were involved in College Tours and in assisting at GOSPEL (Grandparents and Other Special People) Day and the Pre K Information Evening. Senior Student Leaders participated in 'Q&A' activities with Year 6 as part of transition to Year 7 and with Year 10 as part of transition to Year 11. The Senior Student Leaders also assisted Executive on playground duties.

Primary Leaders represent the College in community events and have responsibilities in a variety of areas: daily Primary assemblies and whole College events including ANZAC Day, Remembrance Day; Senior Prefects' Inductions; Chapels; tours of the College; GOSPEL Day; Parent Information sessions and Pre K-2 events and carnivals. Primary Captains acted as Masters of Ceremonies at the Pre K Information Evening. There is a weekly Buddy program with Kindergarten and Year 6 students. Each afternoon Years 3-6 student leaders run the end of day Primary Assembly and students in Primary regularly collect recycling material from classrooms on a rostered basis. Primary leaders are proactive in the organisation of fundraising events to support the College's service trips and other charities. In 2016 they ran 'Coin Snake Challenges' and 'An Egg a Day Fundraiser'.

The College continues to run a Peer Support Program which involved students from Year 11 teaching small groups of Year 7 students and leading them through discussions and activities which encouraged them to:

- take responsibility for their own wellbeing
- deal positively, proactively and resiliently with their life experiences
- be actively involved in our school community
- ask older peers how best to thrive at the College

The Tabitha program operates for all students in Years 11 and 12. All students are required to be involved on a fortnightly basis in service activities such as assisting in a local nursing home or helping students in Primary classes. Students are given the responsibility of preparing for and participating in service trips to support Bush Church Aid in Western NSW. In 2016 students participated in the Fiji Impact trip; assisted at a school in Cambodia and were involved in service on the Nepal trip. Other Tabitha activities included Wrap with Love (knitting blankets to send overseas); Community Baking (cooking for the homeless in the Penrith area); Toys n Tucker and purchasing kits for the Birthing Kit Foundation.

Each year Senior School students volunteer in large numbers to support the Salvation Army's Red Shield Appeal and Clean Up Australia Day. 2016 was no exception to this. Students in Year 10 hosted a Charity Ball with all monies raised donated to the Queen of Hearts Community Foundation. The Ball is one of the highlights of the year for our Year 10 students.

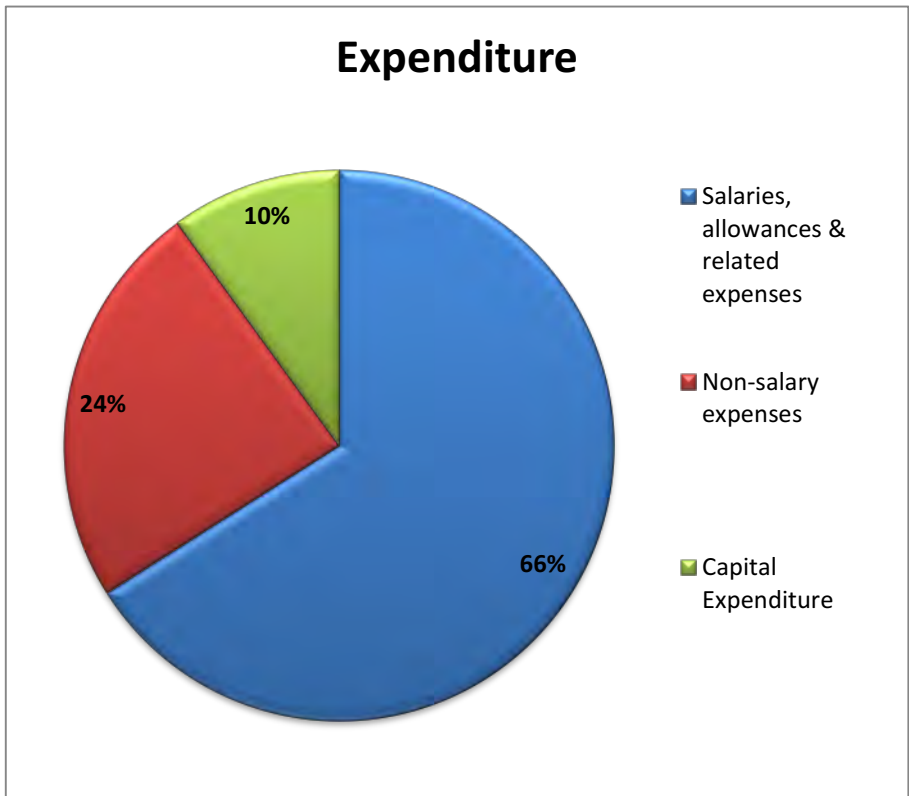
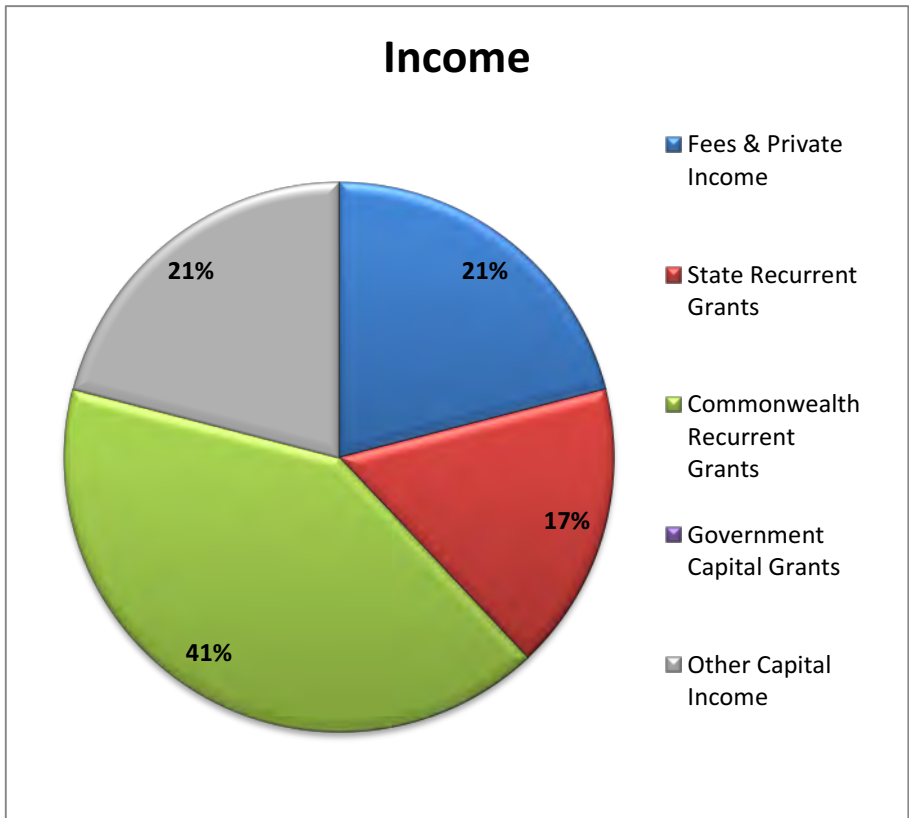
Four Charity Days and four Mufti Days were held in 2016. Each of these involved large numbers of students running various activities to raise funds for charities which in 2016 were the Japan Earthquake Appeal; World's Greatest Shave; Destiny Rescue; Salvation Army Appeal; College Service trips and the Archbishop's Appeal.

Parent, student and teacher satisfaction

In previous years, the College had commissioned an outside agency to conduct the Year 6 and Year 12 exit surveys. The cohort and their parents were asked to participate and provide feedback. In 2016 this practise was paused to allow for further development and planning in line with the College's newly established Strategic Plan. Surveys will again be part of the College's measure of stakeholder satisfaction during 2017.

Anecdotally, parent, student and teacher satisfaction remained as reported in 2015 with the greater majority (i.e.: greater than 80%) of parents, students and staff highly satisfied with their experiences at Penrith Anglican College. This anecdotal measure was the result of word of mouth communication, Parent/Teacher interviews, Headmaster meetings with students, parents and staff and the nature of enrolments and staff turnover at the College remaining steady.

Summary financial information



Publication Requirements

This Report has been published on the Penrith Anglican College's website and provided online to NESA, as required.



Personal Excellence through Christ

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