PENRITH
ANGLICAN COLLEGE
TO SERVE CHRIST

Annual **Report** *2022*

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Publication Requirements

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

THEME 1 | MESSAGE FROM KEY SCHOOL BODIES

Message from the Principal

I am always amazed at how fast a year passes and how much the College accomplishes in 12 months. This is true for the year of 2022 and as I reflect on the year that has been I am encouraged by so much of what has happened at Penrith Anglican College.

After the previous two years bringing many challenges due to Covid-19, 2022 has seen a return to a much more 'normal' College year with the variety of incredible opportunities for our students to grow as learners and explore new ways of learning. Earlier in the year, I set the theme and focus for 2022 as:
"Building Character to Serve Christ". We believe at Penrith Anglican College that your learning is not just about academic matters, but also that from Pre-K through to Year 12, we are responsible for developing young people's character.

Though the year started with some uncertainty regarding COVID and weather interrupted plans, we have gradually been able to reintroduce many activities such as live Chapels, off-campus sporting activities, service opportunities and camps. We have also been able to welcome parents and caregivers back onto the campus for Chapels, special assemblies, Mother's, Father's and Grandparents' Day, the Easter Hat Parade and the Book Parade just to name a few.

Welcoming back our wider College community back on site for more activities has been a wonderful reminder to our students that they are loved deeply at school in their families. It is also a refreshing return to the visible input of the many people in each student's life who help to shape and build their character and mature them into the men and women God has made them to be.
Through the year we have continued to build on our College values:
• Compassion
• Courage
• Integrity
• Humility
• Perseverance

We have remained committed to our College motto, 'To Serve Christ' which provides a purpose for all we do. We also hope that our community sees the priority we place on learning. We continue to embed our College Learning Culture into every aspect of teaching and learning at the College. This framework is built upon the idea that 'learning itself is learnable'. The dispositions needed to be powerful learners are the same character traits required to cope and thrive in a rapidly changing world. We have talked about the four domains that characterise powerful learners and the dispositions that contribute to their development:
• Resourceful
• Resilient
• Reflective
• Relational

John Maxwell, one of the world's best-known authors and speakers on Leadership says that:
'Our reputation comes from what others believe about our outside. Our character represents who we are on the inside. And the good news is that if you focus on being better on the inside than the outside, over time you will also become better on the outside.'

Our character is formed and revealed in the moments of our lives – the daily steps we take, the choices we make, the thoughts we allow and those we act on. Our biblical foundations, motto, values and College Learning Culture provide the starting point for the character we are seeking for our College and the students who are educated here.

As a College in 2022, we focused on learning and building character. I am excited to see what this leads to next year for our College community.

Felicity Grima
Principal

College Captains' Report

After a couple of years of online learning and unfamiliarity, as well as a relatively large team of 20, the leadership team of 2022-23 was unsure of our roles as leaders or where they could take us. After lots of guidance from previous leaders as well as Mr Corr and Mrs Duxbury, our leadership team was able to plan a celebration for World Teachers Day and plan events for Year 7 Orientation. Both events took a lot of collaborating, cooperation, and persistence. For World Teacher's Day, we made a video of students from Kindergarten to Year 12, thanking teachers for their hard work and kindness. We also decorated the lighthouse for them to enjoy their morning tea in. The Year 7 Orientation planning would be our biggest challenge due to the largest-ever cohort of year 7 students coming in. We planned a house-based scavenger hunt for them to compete in, which allowed them to explore areas of the college campus. After, we played competitive ball games, such as golden child, to demonstrate our love for house verse house competition as well as raise house spirit. We ended their orientation by answering their questions about year 7 and high school and it was here where we remembered that only a few years ago, we were in their place.

Apart from larger events, being a leader also meant volunteering time for smaller events, such as helping serve at the canteen, MCing at assemblies, ushering when there were events at the college, and aiding college tours. Through our efforts as a leadership team, both big and small, we've truly learned that our roles were less about the title and badge, and more about serving the college and the community.

Apart from leadership, however, we were lucky to be given opportunities such as the Dusty Boots Service trip and High School Musical. Dusty boots was a brilliant opportunity for students to spend a week together, growing in their relationships with one another whilst also having the privilege of serving the community. In 2022 there were two Dusty Boots trips, Year 11 and Year 12, and both groups travelled out west, where they served in Orange, Dubbo and Wellington. Through activities such as painting, gardening, building fences, and clearing dead trees we were able to serve the community, as well as the hosts of the campsite which the team stayed at. Additionally, the Dusty Boots teams attended the local church in Wellington and were able to help run the church service. Students played music, read the bible, gave testimonies to the congregation, and aided in maintaining the churches as well. High School Musical was a brilliant opportunity for students from Year 5 to Year 12 to get involved in the performing arts. Rehearsals ran through the first two terms of 2022, with students in the cast, orchestra and backstage areas working together to prepare for the production. Despite challenges such as injuries and disagreements, the musical team, through collaboration and teamwork, managed to perform six shows which ran over two weekends. Each performance brought in large crowds of support and allowed the entire crew to come together and create a piece of work for others to enjoy. The musical was a wonderful opportunity for a variety of people throughout the college and community to work together and create strong and life-long friendships.

At PAC we are extremely lucky to be offered so many opportunities to get involved in something we love. And whilst the successes earnt within these opportunities – such as a musical - are worthwhile, what is more important is the character we build from learning experiences from these events. Over the course of our leadership journey, we are so grateful to say that we have learnt so much from mentor figures as well as our own team. It has also been a blessing to watch not only members of our leadership team grow as people, but also other members of the whole college community. We hope that the duration of our time at the college allows us to continue to grow our character, and we encourage others to make the most of given opportunities.

Francesca Pereira and Samuel Lucas
College Captains

On behalf of the Student Leadership Team 2022-2023

THEME 2 | CONTEXTUAL INFORMATION ABOUT THE COLLEGE AND CHARACTERISTICS OF THE STUDENT BODY

Contextual Information About the College

Established in 1998, Penrith Anglican College is a Christian, co-educational school, educating students from Pre-K to Year 12.

Set on 48 acres at the foot of the Blue Mountains, our expansive campus provides students with the space and facilities they need to grow and learn.

At Penrith Anglican College we seek to place gospel values at the heart of our community and model our relationships of care on the example of our Lord and Saviour, Jesus Christ who is the foundation of our community. Our college motto is 'To Serve Christ' and this influences all we do.

We actively nurture and build our students' character through the development of our core values: Compassion, Integrity, Courage, Humility and Perseverance.

The College Learning Culture, where students learn how to learn, enables each student to maximise their academic potential while the diverse range of co-curricular activities equip students to try new things, challenge themselves and provide opportunities to contribute and serve. It is our belief that learning is something that can be learnt, and we challenge all our students to have this mindset as they approach their schooling.

In 2022 the College had a student population of 969 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 their Christian faith, academic studies and co-curricular activities and encouraging them to be well rounded members of the community.

Our Strategy is to maintain an evangelical core (Gospel), develop excellence in outcomes for our students (Education) and recognise the need for us to be community and future focused (Community and Sustainability).

Our Mission is to nurture and develop empowered learners with strength of character who know and follow Christ and serve others.

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

Ministry and Mission

The College continues to have a missional focus and seeks to help all students understand the Christian message of Jesus Christ as God's redeeming King. We take great pride in our daily devotions, weekly Chapel services and Christian Living classes giving both staff and students the opportunity to grow in their faith and knowledge of Jesus.

2022 saw the continued participation and growth in student ministry groups like ROCK and BIG, along with student Bible Studies. These groups benefitted greatly from a return to face-to-face meetings, and we were also pleased to have Chapel return to a more normal program and format of allowing people to gather together.

As a College in 2022, we continued to seek out opportunities to engage with our local parishes and appreciate greatly the willingness of local ministers to visit and spend time at the College. Moving forward, we hope to see this become more regular.

Our Staff devotions remain a feature of our day with staff meeting together each morning to hear from a colleague about the Bible or be challenged about their faith.

Christian Living in Years K-10 and Christ and Culture in Years 11 and 12 continue to provide unique and meaningful opportunities for students to respond to both the message of the Gospel and the Christian Worldview it establishes with open and earnest discussions and debate. The Secondary programs have been refreshed this year to ensure that there is a focus on student agency, engagement, and interaction in the activities and content delivery. Christ and Culture have allowed new strategies in the delivery of content to be trialled, including in the use of seminars, café discussions, Socratic discussions, and the use of student self-reflection and self-assessment. This is helping to build a culture of questioning and critical thinking regarding the claims of Christianity in our student body.

We continue to have Christ at the centre of all we do and are thankful for all the opportunities we have had in 2022 to share the Gospel and serve Christ at Penrith Anglican College.

THEME 3 | STUDENT OUTCOMES IN STANDARDISED NATIONAL LITERACY AND NUMERACY TESTING

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 2022 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 are documented on the *My School* website https://myschool.edu.au.

NAPLAN Results

Year 3
Literacy and Numeracy (Bands 4 – 6)

Year	College v State	Reading	Writing	Spelling	Grammar & Punctuation	Numeracy
2022	Penrith Anglican College (%)	55	88	72	57	66
	State %	58	82	61	56	58
2021	Penrith Anglican College (%)	67	87	77	71	75
	State (%)	62	80	66	65	63
2020	NAPLAN was not done due to COVID-19 Lockdown					
2019	Penrith Anglican College (%)	75	86	76	79	76
	State (%)	68	84	70	66	65
2018	Penrith Anglican College (%)	93	86	89	94	92
	State (%)	73	72	72	71	69

Year 5
Literacy and Numeracy (Bands 6 – 8)

Year	College v State	Reading	Writing	Spelling	Grammar & Punctuation	Numeracy
2022	Penrith Anglican College (%)	83	70	65	67	77
	State (%)	66	58	66	57	55
2021	Penrith Anglican College (%)	82	75	78	72	70
	State (%)	67	57	67	61	60
2020	NAPLAN was not done due to COVID-19 Lockdown					
2019	Penrith Anglican College (%)	72	53	70	60	76
	State (%)	66	50	65	57	59
2018	Penrith Anglican College (%)	75	50	84	88	73
	State (%)	62	43	69	65	57

Year 7
Literacy and Numeracy (Bands 7 – 9)

Year	College v State	Reading	Writing	Spelling	Grammar & Punctuation	Numeracy
2022	Penrith Anglican College (%)	79	70	73	67	75
	State (%)	58	54	64	63	56
2021	Penrith Anglican College (%)	67	68	70	53	70
	State (%)	57	49	67	50	60
2020	NAPLAN was not done due to COVID-19 Lockdown					
2019	Penrith Anglican College (%)	71	55	64	63	83
	State (%)	50	42	63	58	61
2018	Penrith Anglican College (%)	72	38	68	57	75
	State (%)	57	40	62	56	58

Year 9
Literacy and Numeracy (Bands 8 – 10)

Year	College v State	Reading	Writing	Spelling	Grammar & Punctuation	Numeracy
2022	Penrith Anglican College (%)	76	62	65	59	78
	State (%)	54	47	55	51	54
2021	Penrith Anglican College (%)	73	55	68	68	78
	State (%)	51	41	56	51	55
2020	NAPLAN was not done due to COVID-19 Lockdown					
2019	Penrith Anglican College (%)	71	58	69	65	81
	State (%)	55	49	56	47	55
2018	Penrith Anglican College (%)	69	42	60	74	69
	State (%)	54	51	56	56	56

THEME 4 | SENIOR SECONDARY ACADEMIC OUTCOMES

ROSA

In 2022,
• 3 x Year 12 students
• 2 x Year 11 student,
• 1 x Year 10 students, nominated to receive their ROSA qualification in 2022.

Higher School Certificate Results

In 2022, 70 students sat the NSW Higher School Certificate, including 3 accelerants.

The College delivered 34 courses (including 6 extension courses). Our students also completed 2 courses externally through NSWSOL (in German and Spanish Beginners), and 2 students completed courses externally through SDEHS (in Modern History and Legal Studies). They also completed EVET Courses externally in Human Services and Beauty Services.

65 students were eligible for the ATAR. Benjamin Mallin achieved the highest ATAR of 98.75. Marcus Dimitri achieved an ATAR of 98.10, and Jett May achieved an ATAR of 97.65. In total 4 students (6%) achieved an ATAR greater than 95, 7 students (11%) achieved an ATAR greater than 90, 14 students (22%) achieved an ATAR greater than 85, and 21 students (32%) achieved an ATAR greater than 80.

The estimated average ATAR remained steady in 2022.

Estimated Average ATAR last 5 years	
2022	71.2
2021	71.3
2020	72.8
2019	67.1
2018	63.2

In addition, Seth de Leon's work 'Kimochi' and Mia Kobus' work 'Visiting Bà' were selected for display in Art Express, and Hannah Stanford's performance, 'Someday my Prince will come' was selected for ENCORE Reserve. There were a further 8 students who had their work nominated for CALLBACK, OnSTAGE or Art Express.

Our students achieved 35 (11%) Band 6s, 112 (34%) Band 5s, 4 (15%) E4s, and 11 (42%) E3s. Overall, 65 (93%) students achieved at least one Band 4 or higher, 54 (77%) students achieved at least one Band 5 (or E3) or higher, and 21 (30%) students achieved at least one Band 6 (or E4).

The percentage of scores in the top 2 Bands remained steady.

Percentage of scores in the top 2 Bands	
2022	45%
2021	47%
2020	45%
2019	33%
2018	29%

The percentage of scores in the top 3 Bands dropped slightly.

Percentage of scores in the top 3 Bands	
2022	72%
2021	77%
2020	76%
2019	70%
2018	67%

Student achievement consistently exceeds state averages in many of the courses offered at Penrith Anglican College, as is indicated in the tables below.

Subject	Year	No. of students	Band 6		Bands 5-6		Bands 4-6	
			PAC	State	PAC	State	PAC	State
			%	%	%	%	%	%
Ancient History	2022	No students undertook this course						
	2021	6	0	9	0	34	50	61
	2020	No students undertook this course						
	2019	7	14	9	43	35	100	65
	2018	3	0	10	33	37	67	64
Biology	2022	13	15	6	46	27	85	53
	2021	9	22	7	67	31	89	66
	2020	12	0	6	8	31	67	63
	2019	8	0	7	25	31	50	60
	2018	15	0	9	20	37	67	60
Business Studies	2022	22	14	10	32	35	55	65
	2021	14	14	9	71	36	86	66
	2020	18	11	9	39	35	72	62
	2019	11	8	9	37	33	71	61
	2018	25	0	8	32	37	76	64
Chemistry	2022	7	29	9	43	33	86	64
	2021	8	25	11	38	40	88	66
	2020	7	0	13	43	43	58	69
	2019	9	11	16	33	46	67	67
	2018	5	0	9	0	42	60	69
Community and Family Studies	2022	13	8	6	31	32	85	73
	2021	12	8	5	33	32	75	71
	2020	11	9	5	82	34	91	69
	2019	11	0	5	36	36	100	68
	2018	19	0	4	11	29	74	62
Dance	2022	3	33	19	100	66	*	92
	2021	2	0	13	0	57	100	87
	2020	No students undertook this course						
	2019	3	0	13	33	54	100	82
Design and Technology	2022	9	0	13	44	47	67	82
	2021	9	11	17	67	55	100	83
	2020	9	22	16	67	47	100	83
	2019	11	0	14	18	47	91	82
	2018	6	50	12	67	47	83	
Drama	2022	5	40	21	100	59	*	88
	2021	2	0	18	0	46	100	83
	2020	No students undertook this course						
	2019	2	0	15	0	44	50	85
	2018	4	25	14	75	42	100	82
Earth & Environmental Science	2022	No students undertook this course						
	2021	No students undertook this course						
	2020	No students undertook this course						
	2019	3	0	6	0	31	33	66
	2018	2	0	5	0	38	100	70

Subject	Year	No. of students	Band 6		Bands 5-6		Bands 4-6	
			PAC	State	PAC	State	PAC	State
			%	%	%	%	%	%
Economics	2022	10	0	14	40	49	100	76
	2021	6	0	15	67	50	83	77
	2020	9	11	13	44	51	100	77
	2019	10	0	15	20	52	50	74
	2018	10	0	13	20	46	60	72
Engineering Studies	2022	10	10	9	50	30	80	62
	2021	No students undertook this course						
	2020	5	20	12	60	34	100	68
	2019	9	0	9	11	32	33	70
	2018	3	0	9	33	36	100	71
English Advanced	2022	42	0	15	62	67	100	93
	2021	23	0	16	91	69	100	94
	2020	24	4	14	67	63	100	95
	2019	42	2	13	36	62	91	90
	2018	44	2	14	23	63	61	90
English Standard	2022	26	0	1	8	15	50	55
	2021	26	0	1	23	17	69	58
	2020	25	0	1	0	11	72	57
	2019	20	0	1	20	12	65	52
	2018	18	6	1	11	15	44	50
English Studies [Exam]	2022	No students undertook this course						
	2021	2	0	0	0	3	0	21
Food Technology	2022	No students undertook this course						
	2021	No students undertook this course						
	2020	7	29	9	71	30	100	59
	2019	11	18	8	55	33	100	67
	2018	7	14	10	71	32	86	61
French Beginners	2022	2	0	23	0	43	0	65
	2021	6	17	25	17	51	34	75
	2020	3	33	25	33	51	67	70
French Continuers	2022	No students undertook this course						
	2021	2	0	33	0	63	0	88
Information and Processing Technologies	2022	No students undertook this course						
	2021	6	0	8	17	32	67	57
	2020	No students undertook this course						
	2019	4	0	11	0	35	25	63
	2018	7	0	7	43	37	100	67
Legal Studies	2022	8	25	14	50	40	87.5	65
	2021	12	25	15	42	42	75	69
	2020	7	43	15	100	39	*	67
	2019	19	37	13	63	41	89	65
	2018	19	5	12	37	42	84	70

Subject	Year	No. of students	Band 6		Bands 5-6		Bands 4-6	
			PAC	State	PAC	State	PAC	State
			%	%	%	%	%	%
Mathematics Advanced	2022	22	9	23	41	49	68	76
	2021	29	17	23	34	50	65	79
	2020	17	6	23	23	52	65	81
	2019	24	4	24	25	49	46	78
	2018	20	5	22	30	52	60	78
Mathematics Standard (General 2018)	2022	39	5	7	23	29	46	54
	2021	24	4	6	8	25	50	51
	2020	24	8	5	21	25	33	50
	2019	27	0	5	7	24	48	56
	2018	35	0	7	11	27	43	53
Modern History	2022	12	8	10	8	34	83	67
	2021	12	0	11	67	38	92	64
	2020	8	0	10	38	37	88	66
	2019	14	0	10	29	39	64	66
	2018	8	0	10	38	42	88	71
Music 1	2022	9	56	22	100	60	*	80
	2021	6	33	20	67	64	100	89
	2020	No students undertook this course						
	2019	2	100	22	*	66	*	91
	2018	7	29	21	100	64	*	89
Personal Development Health and Physical Education	2022	19	5	5	21	26	53	50
	2021	13	8	7	46	31	92	50
	2020	19	16	9	42	34	74	61
	2019	22	5	6	23	31	55	62
	2018	23	0	7	22	33	51	61
Physics	2022	15	20	12	60	41	67	68
	2021	7	0	12	57	40	86	71
	2020	11	0	13	36	40	72	67
	2019	8	0	12	13	37	63	64
	2018	7	0	10	0	34	43	65
Society & Culture	2022	3	0	11	33	43	33	75
	2021	4	25	13	75	45	100	80
	2020	7	29	11	43	44	86	80
	2019	No students undertook this course						
	2018	9	22	13	56	47	89	77
Software Design and Development	2022	No students undertook this course						
	2021	No students undertook this course						
	2020	4	0	13	25	37	50	65
	2019	No students undertook this course						
	2018	7	0	13	14	37	71	65
Textiles and Design	2022	10	40	17	80	54	90	79
	2021	4	0	17	100	57	*	81
	2020	4	75	17	100	57	*	85
	2019	No students undertook this course						
	2018	4	25	14	75	46	100	76

Subject	Year	No. of students	Band 6		Bands 5-6		Bands 4-6	
			PAC	State	PAC	State	PAC	State
			%	%	%	%	%	%
VET Entertainment Industry [Exam]	2022	8	13	17	63	52	100	82
	2021	4	50	11	100	47	*	75
	2020	4	0	11	50	42	100	73
	2019	5	0	8	60	37	80	68
VET Hospitality [Exam]	2022	3	0	4	100	28	*	58
	2021	2	0	2	25	21	75	50
Visual Arts	2022	16	13	16	81	66	94	92
	2021	6	0	17	83	63	100	91
	2020	4	50	17	75	65	75	90
	2019	6	0	16	100	63	*	90
	2018	5	0	12	40	53	100	92

**Studies of Religion II also ran in 2019.

Higher School Certificate Examination Results
Five Years to 2022 – Extension Subjects

Subject	Year	No. of students	Band E4		Band E3-E4	
			PAC	State	PAC	State
			%	%	%	%
English Extension 1	2022	3	33	40	100	93
	2021	4	0	42	100	94
	2020	6	0	39	83	93
	2019	2	0	34	100	94
	2018	2	100	38	*	95
English Extension 2	2022	1	0	29	100	85
	2021	2	100	25	*	84
	2020	4	0	26	50	82
Mathematics Extension 1	2022	13	15	35	38	74
	2021	11	27	37	55	74
	2020	9	11	38	44	74
	2019	3	0	39	67	80
	2018	4	25	33	75	80
Mathematics Extension 2	2022	4	25	40	100	85
	2021	1	0	43	100	87
	2020	4	25	36	75	84
	2019	1	0	36	100	86
	2018	1	0	33	100	85
Science Extension	2022	1	0	8	0	79
	2021	3	0	10	67	72
	2020	3	0	7	67	74
	2019	3	0	7	100	69
History Extension	2022	4	0	25	50	84
	2021	4	0	23	50	77
	2020	6	0	21	83	76
	2019	5	20	28	40	77
	2018	5	0	24	0	79

THEME 5 | TEACHER PROFESSIONAL LEARNING, ACCREDITATION AND QUALIFICATIONS

Professional Learning

The average expenditure per staff member on professional development at the College in 2022 was $233.

Careers	
Becoming Accredited at Experienced Teacher 2023	1
Experienced Teacher Accreditation 2023	1
Introduction to Experienced Teacher 2023 Webinar	2
Supporting Teachers through Experienced Teacher Accreditation 2023	1
Timetabler Essentials	1
Chaplains	
ASC Chaplains Meet and SASMA Annual Dinner	1
TASC Chaplains Meeting	1
SASMA Archbishops Day	2
Compliance	
CPR - HLTAID001	134
Child Protection Training	58
Student Duty of Care (2021)	8
Work Health and Safety (NSW, 2021)	20
Working Safely from Home	17
AIS Mental Health Intensive Supports	55
AIS Mental Health Targeted Supports	58
AIS Mental Health Universal Supports	56
Anaphylaxis Training	70
Asthma Training	144
Clinical	
Diabetes in Schools Seminar	1
English	
Developments in the Craft of writing	2
Education Perfect Innovate and Collaborate Conference	1
The craft of writing online	1
Gifted and Talented	
Challenging the brightest students	1
Mini COGE Course	2
HSC Training	
HSC Maths Advanced	2
Improving Stage 6 Student performance – CAFS	1
Online HSC Design and Technology	1
STANSW Stage 6 Conference	1
HISE	
History Conference	1
Business Studies Teacher Conference	2
GEO 142: Landscapes	1
Geography Conference	1
Legal Studies – Authentic teaching and Learning practices for student access	1
IT	
Cidilabs User Group meeting	2
TASC ICT Meeting	1

Leadership	
AHISA Director of Studies	2
APPA Annual Conference	1
Leadership	
AHISA Director of Studies	2
APPA Annual Conference	1
ASC Deputies Meeting	2
ASC Leadership Conference	1
Branch Meeting and End of Year	1
Certificate of School Leadership and Management	1
IPSHA Biennial Conference	1
IPSHA Curriculum/Deputies	1
IPSHA New members breakfast meeting	1
Aspiring Heads of Dept: English	3
IPSHA Term 2 Branch Meeting	1
Middle Leaders Online	2
TASC Leadership	3
Learning Support	
Autism Awareness – Strategies and Techniques	2
Pre Lit Training	1
WRAP Course A – Introductory Course – Focusing on phonemic awareness and phonics and the spelling lesson.	1
Introduction to mental health	2
R U OK?	1
Library	
STEAM for Librarians	1
Mathematics	
Mathematics HODS Day: Scanning the horizon	2
STEM Assessment	1
Sydney Uni STEM Academy: Core Program	1
Sydney Uni STEM Academy: STEM Program	1
Primary	
Leading the implementation of the new English Syllabus K-2	2
Leading the implementation of the new Mathematics Syllabus K-2	2
Using evidence to enhance classroom practice	1
What is educational data? Interpreting and telling the story	1
Property	
Trim and cut trees and maintain chainsaws	1
Chemical Registers	1
Chemical Safety Training: General Staff	1
Hazardous Chemicals	1
Labelling and Safety Data Sheets	1
Performing Arts	
Achieving Quality in Drama	1
PDHPE	
PDHPE Conference	1
PDHPE Marking simulation	1
Science	
InFUSE: Increasing female uptake in STEM Education	2

Teaching and Learning	
The Learning Power Approach (A Day with Guy Claxton)	9
Debating Pedagogy Online – Beginners	1
Growth Mindset – Improving Teaching and Learning	1
Leading and coaching a culture of thinking	1
Leading School Culture	1
Network of powerful learning communities	1
Passengers to Pilots	1
Teaching for Metacognition	1
Technologies	
Art Metal work (Silver Jewellery)	1
Entech Roadshow	2
ITE Technology Education Conference	1
VET	
VET: Active Volunteering Network Day	1
VET: Hospitality Network Day	1
VET Compliance Officers Network day	1
VET Entertainment and Screen Media Network day	2
Wellbeing	
Mental Health and Wellbeing for all Students	46
Pathways and partnerships	2
Wellbeing Conference – Along for the ride	2
Drugs, Mental Health and school based young people	9
Effective Practices for K-12 Wellbeing Webinar	1

Teacher Accreditation and Qualifications

Level of accreditation	
Conditional	2
Provisional	7
Proficient Teacher	88
Highly Accomplished Teacher (voluntary accreditation)	0
Lead Teacher (voluntary accreditation)	0
Total number of teachers	97

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

THEME 6 | WORKFORCE COMPOSITION

Workforce Composition

Category	Number of Teachers
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	97

Full-time Equivalent Workforce

College Staff 2021	
Teaching staff	97
Full-time equivalent teaching staff	89.3
Non-teaching staff	35
Full-time equivalent non-teaching staff	29.8

There are no Indigenous teaching staff members.

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

THEME 7 | STUDENT ATTENDANCE, AND RETENTION RATES AND POST-SCHOOL DESTINATIONS

Student Attendance Rates

Year Level	Attendance Rate %	Year Level	Attendance Rate %
Kindergarten	90.2	Year 7	91.7
Year 1	90.3	Year 8	88.7
Year 2	89.6	Year 9	91.1
Year 3	92.2	Year 10	90.7
Year 4	90.4	Year 11	90.9
Year 5	90	Year 12	90.7
Year 6	90.6		

90.5% of students attended school on average each day in 2022.
*Source - Edumate DEST 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'. After seven days late absence verification from parents are accepted and will be recorded on a discretionary basis.

Absences of three consecutive days are reported for follow up via an automated email generated from the College's student attendance management system to the Deputy Principal (Primary) for Primary School and the Heads of House and Directors of Students for Secondary School.

Student Retention Rates

76% of the Year 10 cohort of 2020 completed Year 12 at the College in 2022.

Post-school Destination

The majority of Year 12 2022 graduates of the College have chosen to move straight into university study, with some also choosing to engage in tertiary study through TAFE which better suits their future aspirations. Graduates have begun study at a range on universities, notably Western Sydney University, the University of Sydney, the University of Technology, Sydney and the University of New South Wales.

The number of students receiving offers for early entry continues to be significant and some students receive more than one offer. Western Sydney University, Charles Sturt University and Macquarie University continue to be the universities who award our students the largest number of early entry positions. At the same time, this cohort had a number of students who were keen to attend either the University of Sydney or New South Wales and so did not apply for early entry, preferring to wait for their ATAR.

THEME 8 | ENROLMENT POLICY

Penrith Anglican College is a comprehensive co-educational Pre-K to Year 12 day school, providing an education underpinned by Christian values. Our mission is to educate students to become informed and responsible global citizens who follow Christ and serve others.

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 Senior school studies at the College*
• Children of past Penrith Anglican College students*
• Scholarship recipients in Year 5, Year 7 and Year 9 (and 11 at times)
• Date of receipt of application form
* This 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 the student's parents/guardians have been interviewed by the Principal or delegate. The Principal 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:
• abide by the College rules as they apply
• act courteously and considerately to each other and to staff at all times
• support the goals and values of the College
• attend and, as required, participate in:
    - Chapel services and Assemblies
    - the College sports program
    - important College events such as Presentation Day/Night or other events determined by the Principal
    - camps and excursions that are an integral part of the College curriculum
• 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
• attend the College during school hours, except in the case of sickness or where leave not to attend has been given.

Parents' Obligations
Parents
• are to accept and abide by the requirements and directions of the College Council and the Principal 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 refer to the Edumate Parent Portal, read the College newsletter and respond to communications where necessary
• are to update the Parent Portal 'My Details' section ensuring 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
• 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's education
• are to notify the College about any absence of their child
• must request in writing from the Principal special leave of absence well in advance
• must give one term's notice in writing if they intend withdrawing their child 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; and
•   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; and
•   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 accordance 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 students/parents (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., disregard rules; disobey instruction, engage 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 or afternoon detentions
•   acts of service around the College
•   withdrawal of privilege
•   meetings/reports to parents
•   interview with Executive Staff member
•   interview with Principal
•   Suspension
•   supervision/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 Principal may at their discretion suspend or require withdrawal of a student.

Student Exclusion

The Principal may in their 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; or
- where parents have failed to comply with the Conditions of Enrolment.

As well, the Principal may terminate a student's enrolment if they consider 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

All Tuition Fees and Other Charges are payable in advance and are not refundable.

Where the fees and charges for a student are not paid within the term to which they relate and an acceptable arrangement for payment has not been made, the student will not be allowed to continue at the College without special approval of the Principal until all outstanding amounts have been paid.

Absence from the College during the whole or any part of a term does not remove the obligation to make payment of the term's fees and charges.

Register of Enrolments/Admissions

The New South Wales Educational Standards Authority (The NSW Registration Manual for Non-Government Schools section 3.8) requires all schools to keep a register of enrolments (admissions) of all children enrolled at the College.

Penrith Anglican College keeps a Register of Enrolments of all children enrolled at the college in electronic form. This data is kept in the College's Edumate data management system. This data can be printed out into a hard copy register if and when required.

Information collected for Register of Enrolments

The Register of Enrolment records the following information for each student:

- name, age and address
- the name and contact telephone number of parents/guardians
- date of enrolment
- known medical conditions
- the date of leaving the college and the student's destination, where appropriate
- for students older than six years, previous school or pre-enrolment situation
- where the destination of a student below seventeen years of age is unknown, evidence that a Department of Education Officer with home school liaison responsibilities has been notified of the following
    - the student's full name
    - date of birth
    - last known address
    - last date of attendance at the College
    - parent's/guardian's names and contact details
    - an indication of possible destination
    - any other information that may assist officers to locate the student
    - any known work health and safety risks associated with contacting the parent/guardian or student

Register of Enrolments (current data and archive)

Due to the electronic nature of the register, the data is regularly backed up and is accessible indefinitely. Hard copies of the Register of Enrolments can be generated from the Edumate data management system as required.

This Enrolment Policy shall be reviewed annually or in the event of any information, incident, legislative changes or organisational practice that would demonstrate the need for a review.

THEME 9 | OTHER COLLEGE POLICIES

Student Welfare and Discipline

The Student Welfare and Behaviour Management Program was reviewed in 2021. This was reviewed again in 2022. This document covers the areas of Student Wellbeing, College Values and the Rights, Responsibilities and Expectations of the College Community, Discipline Policy, Alcohol & Drug Policy, Assault Policy, Anti-Bullying Policy, Cyber Safety Policy and Uniform Policy. This program is documented and available on the College Website. The document is also available in hard copy on request. Staff have access to these both on the website, and via Policy Connect. We also have staff training regarding student welfare and ChildSafe practices each year as part of our normal professional learning schedule.

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.

In 2022, work commenced using the new ChildSafe material in developing policies and programs that ensured Penrith Anglican College was operating in a manner that promoted best practice and thinking regarding how we promoted child safety at the College. A working committee will continue meeting in 2023.

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. Our behaviour guidelines, which are provided to all staff detail who is responsible for what and how certain matters should be addressed. In 2022, we believe we have been able to act with greater consistency in responding to positive and negative 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.

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, visitors and other members of the College community. These processes incorporate, as appropriate, principles of procedural fairness.

Anti-Bullying

Penrith Anglican College affirms Jesus' command to love our neighbour as ourselves (Mark 12:31) and to treat others the way we would like to be treated (Luke 6:31). There is no room in the Christian faith for belittling or abusing someone. Every person, regardless of what he or she looks or acts like, is created in the image of God (Genesis 1:26-27; James 3:9-10) and is worthy of the dignity that God gives to every person.

It is the right of all individuals in the College community to feel safe, secure and free from harassment. The College rejects all forms of bullying. No student, parent, caregiver, community member or staff member should experience bullying within the learning or working environment of the College.

This policy applies to all student bullying behaviour, including cyberbullying, that occurs both during College activities and also outside of College activities, where there is a clear and close relationship between the College and the conduct of the student.

It is the responsibility of all members of the College community to ensure that their behaviour supports the College's mission and core values. All members of the College community are expected to contribute to the prevention of

bullying and harassment by modelling and promoting appropriate behaviour and respect in all their exchanges and relationships.

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.

College Policies

As a College, we have a number of our policies available on our College website for public viewing. We also, as a TASC School use Policy Connect where many of our other policies and procedures are stored and staff can access regularly.

As a member of the Anglican Schools Corporation, policies are set by both Penrith Anglican College and the Anglican Schools Corporation. During 2022, a range of policies were updated at both levels. Key Policies reviewed in 2022 are listed below.

Policy	Changes in 2022	Access to Full Text
Animal Welfare Policy	Reviewed and updated in 2022	Available to staff online.
Anti-Bullying Policy and Procedures	Reviewed and updated in 2022	Available to staff online. On College website. Available to parents electronically or in hardcopy on request.
Child Protection Program	Reviewed and updated in 2022	Available to staff online. Available to parents electronically or in hardcopy on request.
Child Safe Policy	Reviewed and updated in 2022	Available to staff online. On College website
Emergency Evacuation & Lockdown Procedures and Critical Incident Plan	Reviewed and updated in 2022	Available to staff online. Four practice drills are planned for each year. Evacuation Plans and Instructions are located in all buildings.
Injury Management & Return to work	Reviewed and updated in 2021	Available to staff online.
Privacy Policy & Procedure	Reviewed and updated in 2022	Available to staff online. On College website. Available to parents electronically or in hardcopy on request.
Responsibilities of Staff in relation to Volunteers	Reviewed and updated in 2022	Available to staff online.
Scholarship Policy & Procedures	Reviewed and updated in 2022	Available to staff online. Available to parents electronically or in hardcopy on request.
Staff code of Conduct	Reviewed and updated in 2022	Available to staff online.
Standard Collection Notice	Reviewed and updated in 2022	Available to staff online. On College website. Available to parents electronically or in hardcopy on request.
Student Duty of Care	Reviewed and updated in 2022	Available to staff online. Available to parents electronically or in hardcopy on request.
Student Welfare and Behaviour Management	Reviewed in 2022	Available to staff online. On College website. Available to parents electronically or in hardcopy on request.
Work Health and Safety Policy	Reviewed and updated in 2022	Available to staff online.
Uniform Requirements	Reviewed and updated in 2022	Available to staff online. On College website. Available to parents electronically or in hardcopy on request.

THEME 10 | SCHOOL DETERMINED PRIORITY AREAS FOR IMPROVEMENT

Area	Priorities	Plans
Student Wellbeing	Keep working on new Challenge Explore Prepare (CEP) Program	Make improvements on our CEP program. Refined dates and locations as well as staffing arrangements.
	Improvement of our Tuesday afternoon Sports Program	Permanent InterHouse Competitions introduced
Strategic Plan	Create the next Strategic Plan for the College	Worked with AIS Consultant on developing key priority areas and detailing the new Strategic Plan.
Teaching and Learning	Continued Implementation of our new Teaching and Learning Framework, College Learning Culture (CLC)	Work continues in this area
Growth	New staff structure for Secondary School	New Pastoral Care structure proposed to cater for student growth. Director of Students 7-9 will be introduced for 2023
Growth	Capital Works	Approved Budget for 2023 capital expenditure to accommodate growth; relocation of Property department and Technologies expansion. Also, acquiring Modular class spaces for 2023.
Staff	Recognition of staff service	Work continues in this area with plans to have service awards handed out in 2023
ICT	Digital Literacy Sessions	Designed a Digital skills session for Year 7 2023 to complete
	Formation of committee	Commenced planning for the re-launch of our ICT Committee to meet in early 2023
Policy and Governance	College Policies	Updated and added policies in the areas of child safety, School registration, WHS and internal compliance and management.
Mission	Improve links with local church ministers	We continued to welcome visitors from many of the local parishes to come and meet the Executive staff and also having ministers speak at staff devotions and Chapel services.
Service	Opportunities for students to participate in Service	Our Year 10, 2022 students, even in a Covid impacted year, were able to raise $14,500 for MND NSW.
Facilities and Resources	Classroom upgrades	We completed a full refurb of A Block to house our Year 6 classes in 2023.
	Strategic Plan 2023-2027	Research continued and we published our new Strategic Plan.
	Master Planning	Research and engaged a selected an Architect and commenced the process of Master Planning.

THEME 11 | INITIATIVES PROMOTING RESPECT AND RESPONSIBILITY

In 2022 the College implemented a number of activities and programs to promote respect and responsibility.

- The Student Leadership Team again ran PAC Spirit Day to focus on the positive aspects of the College and how to engage with other students. This was well received by the students.
- Our focus on being 'responsible digital citizens' continued through the ongoing implementation of our, Mobile Phone policy, but also through engaging external presenters to focus on respectful relationships.
- Primary students participated in the PeaceWise program and staff were trained in this program. This was also used in Year 8 Christian Living classes for the first time.
- Our Year 7/11 Mentor program ran again for students in those grades to develop a sense of belonging for our younger students and also leadership and responsibility for our older students.
- Reconciliation Week was a theme in Mentor Groups and in a special Assembly. This was run by our Mentor Group Reps
- The College held Remembrance Day as a reflection on the sacrifice of servicemen and women within our community and country, and to commemorate those that have fought in our history.
- We again ran Service activities with all of Year 10 in Term 4.
- Year 12 Graduation again, included a 'Guard of Honour' throughout the College campus as all students showed respect to the outgoing Graduates of the College.

THEME 12 | PARENT, STUDENT AND TEACHER SATISFACTION

2022 allowed us to return to a more normal way of operating the College with parental involvement. This included having guests and parents at events and Assemblies again, including our newly launched John Lambert Assembly. This was very well received by our parent community.
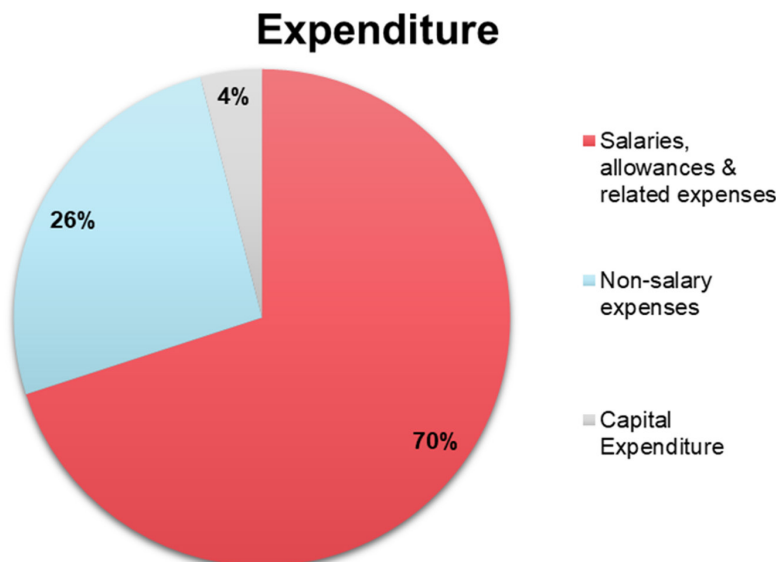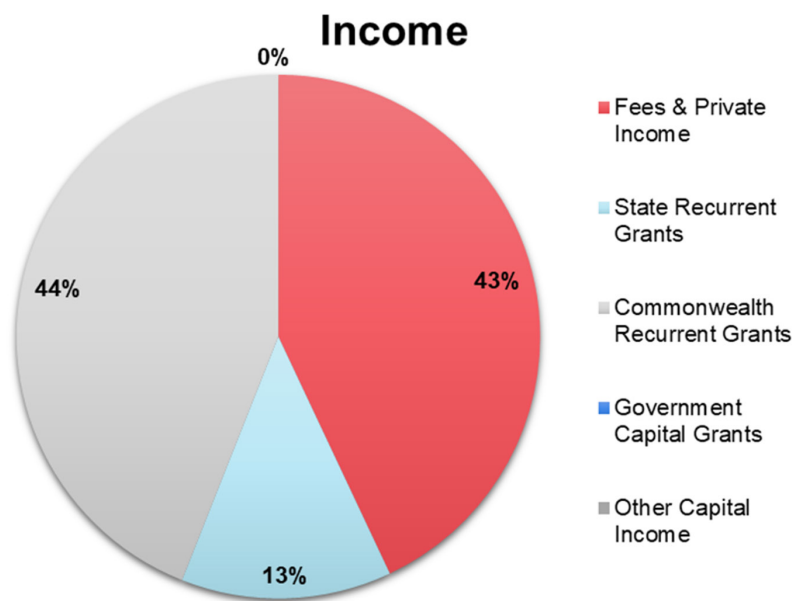
We were also able to re-engage our P&F in a more meaningful way, with them meeting once a month and gaining some traction in building community events.

The College has continued to seek student feedback through surveys and during core-classes in Primary and Mentor Groups in Secondary. We are keen to keep enhancing opportunities for student agency in the future.

As a workplace and school, we are committed to using both formal and informal feedback to inform our practice and having parents back on site engaging with staff certainly increased our ability for informal feedback.

The College continued to use our Year 12 Exit survey for outgoing students and also developed a more detailed process for staff feedback to be provided as part of an exit process when retiring or moving into other jobs. This continues to be an area of improvement moving forward.

THEME 13: SUMMARY FINANCIAL INFORMATION

Income

- Fees & Private Income — 43%
- State Recurrent Grants — 13%
- Commonwealth Recurrent Grants — 44%
- Government Capital Grants — 0%
- Other Capital Income

Expenditure

- Salaries, allowances & related expenses — 70%
- Non-salary expenses — 26%
- Capital Expenditure — 4%

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