



SCHOOL REPORT 2022

Contextual Information

Set in a peaceful bushland setting, NCS is a co-educational K-12 school, with high expectations for student competence, character and faith. The school was established in 1984 by a group of local Christian parents who had a vision for education that was authentically Christian in outlook and practice.

Our mission is to unfold authentic, adventurous and accessible Christian education, founded on the Bible, within a community where God is glorified and enjoyed.

In June 2022, the school's enrolment was 546 which was an increase from the 530 in 2021. Our school has remained a close-knit community as we continue to grow. Over the next five years, our school anticipates that it will be a school of around 650 students. Over 2022 the school built an Early Learning Centre, which will cater for an additional 60 students, bringing the total enrolment to around 710 students.

NCS is an open enrolment school. We welcome people from all faiths, backgrounds and abilities. Our community is reflective of the cosmopolitan and diverse make-up of Western Sydney. Our indigenous students enrich the life of the school. As a Christian school, we are committed to the authority of scripture in all matters of faith and lifestyle. However, as an open school, we are equally committed to creating a safe and caring space that respects diversity of identity, belief and worldview. Students are encouraged to consider their own beliefs and values in the light of the Gospel.

There is a range of student ability, talent and interest at Nepean. The school is not selective. Abilities range from students who are extremely gifted to those who struggle with aspects of their schooling. Whatever the case, all students are valued and there are no procedures that might indicate to students that one is valued more than another e.g. there are no academic prizes. The prize for any pursuit of excellence is the pursuit itself, the accompanying pleasure of having been faithful to God and the opportunity to have authentic impact in people's lives.

Our intention for all students at the school is encapsulated in our vision statement that "under the authority of scripture, confident in grace and in partnership with parents, Nepean Christian School seeks to grow young men and women who:

- love God and seek to live lives worthy of His calling
- live to serve others as though serving Christ
- enjoy all of God's gifts

- steward His creation
- revel in the joy of lifelong learning
- worship their Creator through their creativity.”

NCS serves Christian families (from a broad range of Christian backgrounds) and other interested families from places around Mulgoa (in particular Glenmore Park, Wallacia, Silverdale, Warragamba, Penrith, Werrington and the Lower Blue Mountains).

Messages from Key Bodies

A message from the Principal

Nepean Christian School’s mission statement to ‘unfold authentic, adventurous and accessible Christian education, founded on the Bible, within a community where God is glorified and enjoyed’ is deeply embedded in all aspects of school life. Our Christian focus is not simply an add-on to the task of learning, but rather it informs and directs every part of school life.

As a close-knit community, our school works to promote respect and responsibility. We have high expectations for all our students and this is monitored through pastoral care and discipline process. In the primary school, the classroom teacher guides and mentors the relationships of students. In the secondary school, that responsibility falls to the Impact Group teacher, with whom the students meet daily.

Our school is directed by the maxim of Wisdom, Humility, Obedience and Kindness (WHOK). WHOK runs through the fabric of the school and guides the way in which we talk to students about their behaviour and relational choices. Rather than running on a list of rules, our school emphasises community. WHOK helps define what we expect relationships and behaviour within the community to be like. Our emphasis is therefore not on conformity but rather building integrity. Over all this, is laid our foundational belief in the grace of Christ.

Our highlight for the year was the completion of Puggles, our Early Learning Centre and gaining DET Approval to open.

Our Senior College (Black Swan) program continues to mature and the success of our graduates, both academically and with an emphasis on leadership and service continues to grow. We appointed our first Timothy Leaders, designed to equip leaders in the school to lead and serve within a Christian context.

Dr Cameron Nunn
Principal

A message from the President of the Board on behalf of parents

Nepean is a learning community. However, much more than that, we unfold authentic, adventurous, and accessible Christian education, founded on the Bible, within a community where God is enjoyed, and gloried.

We believe that Jesus is Lord of all, and that should impact on every aspect of life, including how we raise, nurture and educate our children. In Deuteronomy 6:7, God commands the Israelites to impress His truths upon their children – “talk about them when you sit at home and when you walk along the road, when you lie down and when you get up”. In other words, there isn’t to be a facet of

life that isn't impacted by God. Nepean is the avenue by which many Christian parents live out this instruction; to ensure that even their children's education recognises God's order and Jesus' sovereignty.

The school board is drawn from the school's Christian parent association because God's command was to believing parents. Board members are therefore faithful Christian men and women seeking to make Jesus Christ real in the lives of their children. Ensuring that all teaching and learning at Nepean takes place from a Christian worldview is the Board's single most important duty. Please pray for our parent association and board as they seek to uphold the mission and vision of our school.

Nicole Mannyx

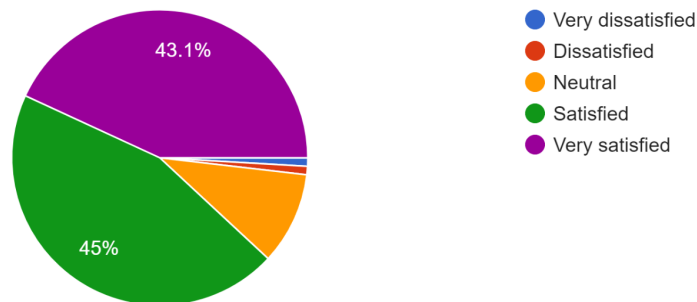
Satisfaction from Key Bodies

Parents and care-givers satisfaction

The school conducts an annual satisfaction survey for families and staff that asks a series of questions around the purpose and mission of the school. The key findings are summarised below:

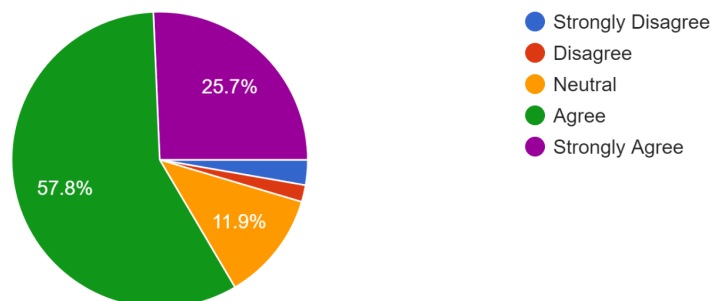
How satisfied are you at NCS?

109 responses



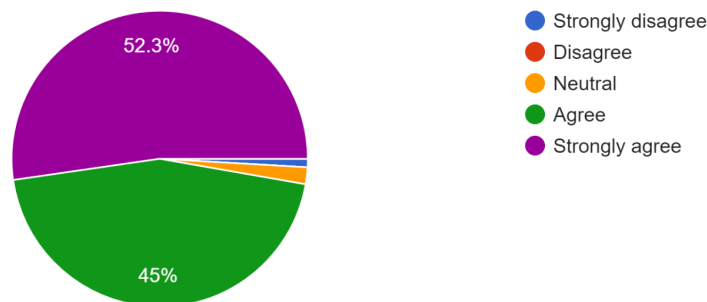
NCS offers high quality learning opportunities for all students.

109 responses



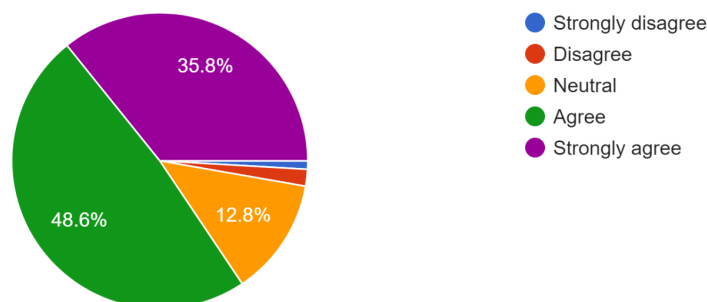
Teaching and learning at NCS reflects the Christian values and beliefs of the school.

109 responses



NCS offers a safe and supportive environment for my child/children.

109 responses



Staff Satisfaction

Staff continue to be extremely positive about the school. Staff morale is very high. Regular feedback is given regarding the enjoyment that staff have in working at NCS. The school undertakes team building activities in July. There are regular social gatherings outside of school.

The greatest measure of satisfaction can be seen in staff retention, which continues at an extraordinarily high rate. At the end of 2022, the only teachers who left, did so because they were either retiring or moving out of area.

Student Satisfaction

Retention rates are extremely high, especially around the Senior College Program. A number of students who left NCS returned after experiencing other schools. Students are involved in a broad range of school activities.

Staff

Our school had 26 full-time teaching staff, and 21 part-time teaching staff in 2022. 47 of these teachers had teaching qualifications from a higher education institution. All teachers are accredited through NESAs. No teacher had an indigenous background.

Professional Learning and Teacher Standards

Teacher standards are diligently maintained via:

- Ongoing classroom visits by supervisors
- Submission of Teaching Programs with ongoing feedback
- Professional Development days.
- Statistical analysis of external testing (NAPLAN and HSC results)
- Professional conversations
- Professional Pathways Plan

Our school enacts a Professional Development Policy (Professional Pathways Policy and Procedures). In addition, the school also has a programme for nurturing new teachers into the teaching career and teachers who are new to NCS. New teachers meet regularly with the Head of Teaching and Learning to discuss their teaching journey and as part of the Accreditation process.

Professional Development

<p>In 2022 there were ten Pupil Free Days and many staff meetings during which the following areas were addressed:</p> <ul style="list-style-type: none">● Child Protection● Staff code of conduct● Professional Pathways Plan● First Aid● NCS Strategic plan● Explicit Direct Instruction● Data analysis - PAT , NAPLAN, HSC● Chromebooks and Hapara● Formative Assessment● Teachers also attended network meetings appropriate to their class or KLA	<p>Teaching staff attended a wide range of professional development courses which addressed the following topics:</p> <ul style="list-style-type: none">● Supervising teachers moving to proficiency● Christian Librarians● HSC preparation● 7 Steps to Writing● Registration requirements● Careers● Teacher Accreditation● Conferences - Teaching and Learning● Conferences - Music● Networking - Learning support● HSC disability● CSSA AGM meetings● Time management course● Teaching and Learning meeting● Navigating hard conversations● Bus driving tests● Introduction to teaching History extension● Planning and programming for the New English K-2 syllabus● school marketing● ASET -NSW conference● Networking days for CEN Heads of primary● Distress tolerance skills for young people● HSC PDHPE - A critical inquiry approach● NRL coaching accreditation
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	<ul style="list-style-type: none"> ● Reimagining assessment in PE ● Inspiration in teaching business studies ● Chemical safety course ● Masterclass- reportable conduct and workplace relations ● Independent schools business managers forum ● STANSW Stage 6 conference ● A deep dive into problematic and harmful sexual behaviours ● CAA New careers advisers induction program ● Growing greener libraries ● Great teachers give great feedback ● NICE units ● Seven steps to writing ● Child protection legislation / Investigations ● CEN Principals conference ● Macqlit / Minilit training ● Special Ed / NCCD ● Subject conferences ● Edumate training ● Edval ● Differentiation ● Middle leaders training
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Students

Student Attendance

Whole School Student attendance for 2022 was 84.6%.

Student attendance rates for each Year level were:

Kindergarten	85.97%
Year 1	82.68%
Year 2	87.57%
Year 3	83.14%
Year 4	84.74%
Year 5	87.29%
Year 6	86.97%
Year 7	86.61%
Year 8	82.12%

Year 9	83.44%
Year 10	81.08%
Year 11	81.03%
Year 12	83.69%

The School managed student non-attendance by:

- anticipating and avoiding any difficulties e.g. we are proactive at special school events such as sporting carnivals
- following up any absences that have not been notified
- speaking with parents about regular absences
- absence reminder activated by Parent App
- counselling students as needed
- checking for patterns of non-attendance and making mandatory reports as needed

Retention rates

	Original number at end of Year 10	Continuing 2023	Left for other school	Left for TAFE and workforce
Year 11	46 (2022)	33	6	7
Year 12	38 (2021)	22	10	8

Post-school destinations

Tertiary Study	TAFE or similar	Workforce	Unknown
70%	13%	8.5%	8.5%

VET

In 2022, 12 students were enrolled in VET Courses: Construction, Hospitality, Early Childhood & Care, Automotive, Electrotechnology, and Entertainment. 7 students completed Statements of Attainment towards Cert II or III during the year.

NAPLAN results -Nepean Christian school results compared to Average NSW similar school

NAPLAN 2022	Grammar & punctuation	Numeracy	Reading	Spelling	Writing
Year 3	average	average	average	average	average
Year 5	below	average	average	average	slightly below
Year 7	average	average	average	average	average
Year 9	average	slightly below	average	slightly below	average

ROSA

2 Records of School Achievements were granted to students.

HSC results

Our school offers a compressed model of HSC studies meaning that students complete up to two of their HSC subjects in Year 11 and the remainder in Year 12. 2022 saw an increase in the average ATAR (71.13 compared with 66.23 in 2021). Over the years we have demonstrated that we have the capacity and willingness to assist students who would not have completed their schooling in other schools. At the same time, we also have academically gifted students. Our aim is that all students set high goals and work diligently to achieve those goals. HSC results were in line with expectations and reflect the general ability of the cohort. Many students exceeded their academic expectations. Our highest ATAR result was 89.

Course	School Mean	State Mean
Biology	75.17	70.03
CAFS	73.39	74.79
Design & Technology	78.57	77.62
Legal Studies	62.92	73.87

English Studies	56.50	56.21
English Advanced	71.53	81.53
English Extension 1 /50	38.17	41.79
English Extension 2 /50	38.50	39.89
Modern History	71	73.67
Mathematics Standard	60.78	70.87
Mathematics Advanced	62.20	78.31
Mathematics Extension	47.10	77.45
Music 1	81.50	81.88
Physics	74.67	74.25

Key Policies

The following policies can be found on the school's website..

Welfare and anti-bullying (summary)

As a Christian school, we seek to be proactive in promoting; expecting and modelling the sort of kindness that Jesus lived. This means that as a community of staff, students and parents and care-givers, we seek to treat each other in a Christ-like way. The well-being of our students is inseparable from our mission as a Christian school. Anti-bullying is therefore a natural part of our school's approach in this area, but "Kindness" is more proactive, more encompassing, more vibrant and more powerful in building Christian community.

Our pastoral programme is unfolded in the context of our Christian faith:

- Acknowledging that our world is exciting, beautiful, good and challenging as well as broken, ugly, troubled and evil.
- Loving one another as God has loved us – unconditionally and self-sacrificially.
- Treating each student as precious - a unique creation of a loving and awesome God
- Caring for young people in partnership with the family and church.
- Building self-esteem that is founded upon the layers of value in God's eyes, the Gospel, self-confidence and meaning, love from others and resilience.

At NCS we are committed to the care of students through:

- Providing a safe and secure learning environment for our students
- Maintaining the principles of the National Safe Schools Framework
- Integrating systems of counselling, reporting and discipline which are responsive and reactive

to the needs of students.

- Compliance with all Child Protection requirements and adherence to the school's Student Code of Conduct, Pastoral Care Policy, Communication Policy, Anti-Bullying Policy and Crisis Management Policy

Elements of our pastoral care program involve:

- Daily Pastoral Care meetings for small groups of Secondary students
- Home Class time for each Primary class
- Training of Student Leaders to care for school mates
- Teachers address issues as needed at weekly or fortnightly assemblies

We are equally determined to prevent bullying and heal relationships through:

- Affirming that bullying and harassment have no place at NCS
- Promoting kindness in all relationships, interactions and attitudes
- Countering views that bullying is an inevitable part of life (eg. that the only thing we can do is tolerate it) and encouraging parents, staff and students in the building of a climate of respect, love and care for others
- Supporting and training victims of bullying and reform those who engage in bullying
- Encouraging students to reflect on the life, death and resurrection of Jesus as the ultimate way of dealing with wrongdoing

Discipline (summary)

Our discipline policy and procedures are easily accessed via the Student Handbook, school website, Parent Handbook and Staff Handbook

Nepean's discipline policy reflects our commitment to our Christian values of acting both justly and mercifully. It emphasises the importance of repentance and restoration as central qualities to a discipline policy built around relationships. Nepean CS does not use nor condone the use of physical punishment.

The key **elements** of our Policy are:

- Encouragement of Christ-likeness
- Acceptance of self-direction
- Development of solidarity and common purpose
- A spirit of celebration, relationship and restoration

The **scaffolding** for our Discipline Policy is formed by:

- Dynamic student teacher **relationships**
- Vibrant learning **engagement**
- **Justice**
- **Forgiveness and grace**
- A spirit of **restoration**

In 2021 our discipline procedures were reviewed. Significant changes were made to the way in which students who have cognitive delay or impairment are engaged. For these students, our learning support team will partner with parents and the School Executive to communicate issues and to design support strategies.

Grievance (summary)

This policy is available in the Parent Handbook, Staff Handbook and school website. As we seek to live Christ's story in our lives, staff members are encouraged to accept complaints, compliment and suggestions from parents and others with humility, openness and a desire to live in harmony. The school is committed to ensuring fair process and a right to be heard before any determination is made.

Some **elements** of our policy are:

- Encourage and welcome the input and feedback of all NCS community members
- Channel complaints, compliments and suggestions via the relevant staff member in the first instance.
- Speak with the relevant Head, Deputy or the Principal if any matter remains unresolved or incomplete after having contacted the person involved.
- Contact the President of the Board if the matter remains unresolved and is of a serious nature.
- Not deal with anonymous complaints, compliments and suggestions unless of an important nature and supported by evidence (established by the Principal).
- Not deal with issues that are considered trivial, frivolous, vexatious or not made in good faith.
- Enact procedural fairness.

Enrolment Policy

The full text of our enrolment policy is located at the end of the report.

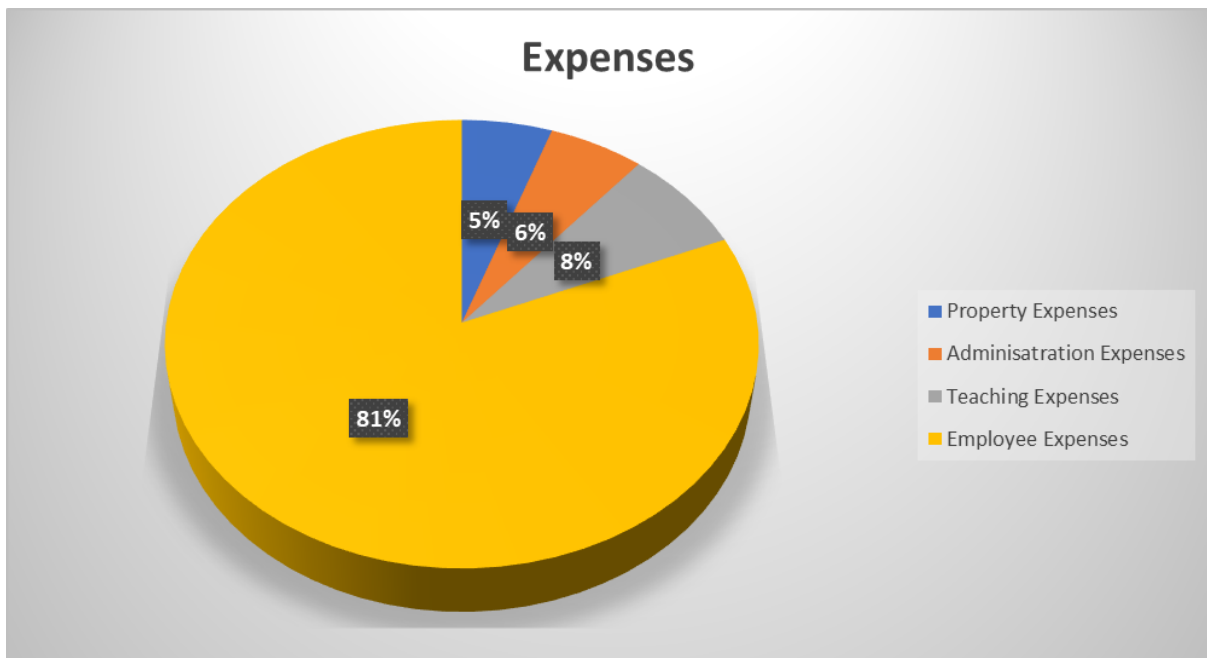
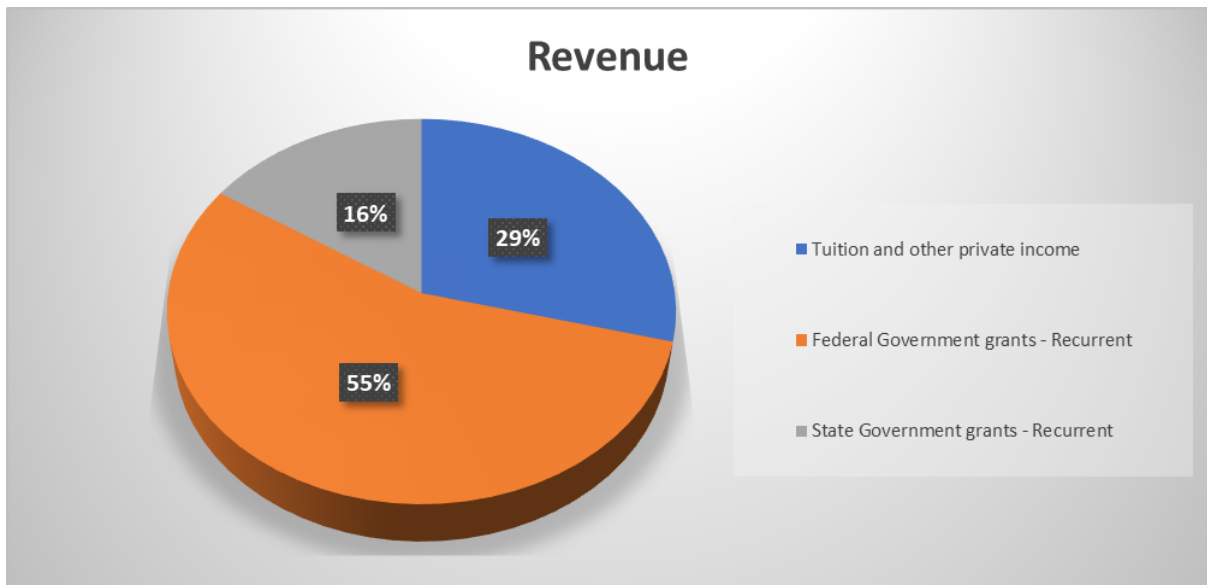
Targets for growth and improvement

As a school we are committed to continuous reflection and targeted improvement. In 2023, NCS have identified the following areas in which we will measure our continued development:

- Completion of building masterplan and submission of DA for Performing Arts
- Enrolment target of 600+
- Further development of the Senior College Program
- Implementation of K-2 new syllabus
- Deeper engagement with the pedagogical priorities of the school

Financial Information

NCS is a low-fee independent school, committed to our mission of affordability. The majority of our funding comes from recurrent government grants. The school operates at an average cost of \$15,307 per student. Our per student expenditure is inclusive of tuition, excursions and camps, textbooks and all other instructional materials.



ENROLMENT POLICY & PROCEDURES

1.0	Geoff Wheaton	Creation	?
2.0	Cameron Nunn	Revision	4/21

Intended Use

This policy and procedural document outlines the schools procedures for managing enrolment. The policy is available to all parents, carers, and staff on request from the School Office. It should be read in conjunction with:

- Enrolment Terms and Conditions
- Disability Policy
- Discipline Policy

Executive Summary

This policy sets out the manner in which enrolment procedures will be enacted in the school.

We believe:

- Christ's love extends to children of all ability, development and background
- Children are valued on the basis of who they are before God, not on the basis of their academic, cultural or other merit
- God has given primary responsibility to parents to raise their children. As a school we seek to partner with parents in this responsibility
- Both Christian and non-Christian families should have access to Christian education
- NCS has a responsibility to promote and maintain its distinctively Christian ethos

Therefore we will:

- Enrol children without reference to their skills, abilities or disabilities
- Be open and transparent about the school, providing a clear understanding of the teaching and values of the school as a Christian School
- Ensure parents understand the mutual responsibilities of each party in enrolling in a Christian school
- Be open to people from all faiths and backgrounds
- Prioritise enrolment applications from Christian families who share the mission and vision of the school

ENROLMENT POLICY

Introduction

Nepean Christian School is a Christian school for boys and girls from Kindergarten to Year 12.

The School is founded and operates on biblical beliefs within a Reformed, Evangelical framework. The School's purpose is the spiritual, educational, emotional, social and physical development of every student in a holistic way aligned with those beliefs as set out in the mission statement of the school: "To unfold authentic, adventurous and accessible Christian education, founded on the Bible, within a community where God is glorified and enjoyed."

The School is established as a ministry of Nepean District Christian Education Association Ltd to support families seeking a biblically-based education to raise and educate their children.

The School will accept enrolments from all families, including, wherever possible, for children with disabilities.

Commonwealth legislation makes it unlawful for any school to discriminate against a person on the grounds of race, intersex status or, in some circumstances, disability by refusing to enrol them at the School.

Commonwealth and other legislation also make it unlawful in some circumstances to refuse to enrol a child on a number of other grounds, including sexual orientation, gender identity, marital or relationship status or pregnancy. The School is committed to fulfilling its obligations under the law in its enrolment practices. Consistent with the biblical beliefs of the School, the School will not discriminate unlawfully against any applicant for enrolment.

Definitions

Throughout this Policy, unless the context requires otherwise:

parents includes guardians or any other person who has applied to have a child enrolled at the School and, where the child has only one parent, means that parent.

disability, in relation to a child, means:

- (a) total or partial loss of the child's bodily or mental functions; or
- (b) total or partial loss of a part of the body; or
- (c) the presence in the body of organisms causing disease or illness; or
- (d) the presence in the body of organisms capable of causing disease or illness; or
- (e) the malfunction, malformation or disfigurement of a part of the child's body; or
- (f) a disorder or malfunction that results in the child learning differently from a child without the disorder or malfunction; or
- (g) a disorder, illness or disease that affects a child's thought processes, perception of reality, emotions or judgment or that results in disturbed behaviour.

and includes a disability that:

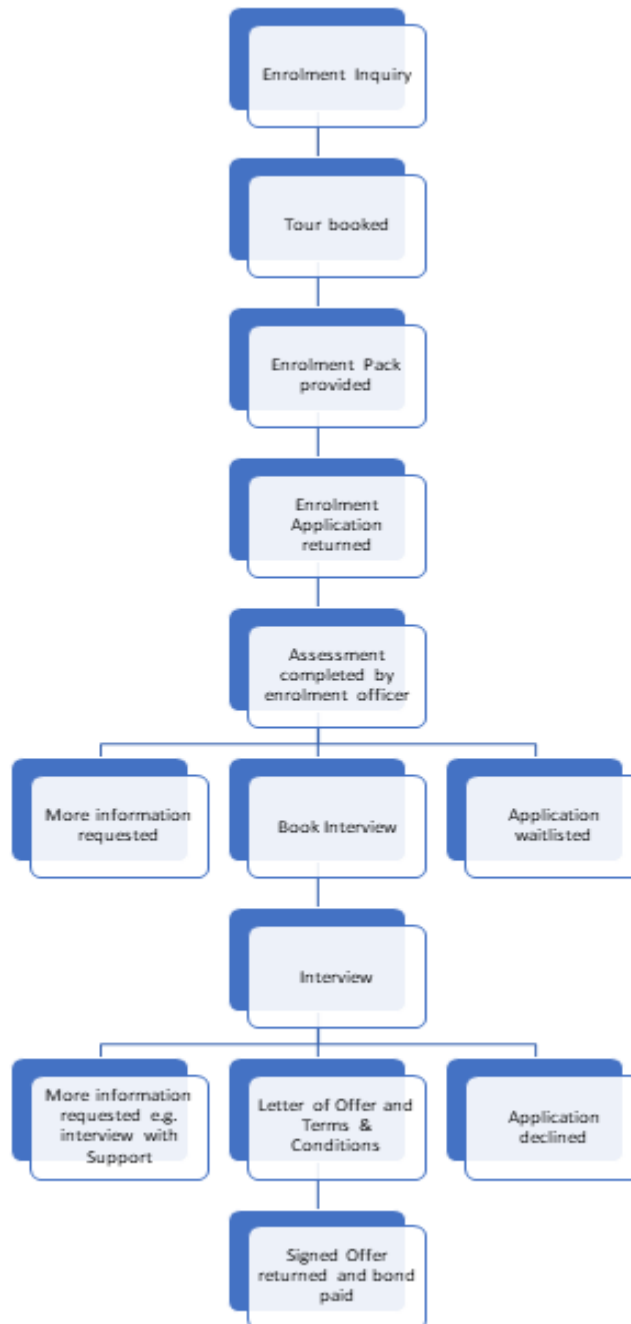
- (a) presently exists; or

- (b) previously existed but no longer exists; or
- (c) may exist in the future (including because of a genetic predisposition to that disability); or
- (d) is imputed to a person.

To avoid doubt, a disability that is otherwise covered by this definition includes behaviour that is a symptom or manifestation of the disability.

Enrolment Process

The following processes will generally be followed in relation to enrolments at the School:



New Enquiries

The School will make available on its website:

- (a) information about the School,
- (b) general information about eligibility for enrolment based on this Policy,
- (c) the procedure for applying to enrol a child at the School,
- (d) information about school fees,
- (e) the enrolment Terms and Conditions.

Tours

Parents are encouraged to attend a school tour prior to submitting an application form. School Tours are conducted each term but can also be arranged on a private basis.

The purpose of the tour is to

- (a) Outline the nature and character of the school
- (b) Ensure parents are in alignment with the values and ethos of the school
- (c) answer preliminary questions

An enrolment pack is provided at the end of the tour. In exceptional circumstances an enrolment pack can be sent to prospective parents without the need for a tour.

Application

The Enrolment Officer is responsible for the maintenance of inquiry and applications for entry to the School.

An application will be assessed for enrolment when the child's parents return:

- (a) the Application Form;
- (b) a copy of the child's birth certificate;
- (c) copies of the child's last two school reports, NAPLAN reports (for children already attending school);
- (d) all medical, psychological or other reports about the child in their possession or control; and
- (e) other information about the child which the School considers necessary.

In addition, overseas students must also provide:

- (a) copies of Passport and Visa;

Failure to provide all required information may result in the School declining to process the enrolment to the interview stage.

Assessment

The School will undertake an assessment process after receiving an application. As part of the assessment process, the School may ask the parents to provide more information about the child.

In considering all prospective enrolments, the School may ask parents to authorise the Principal or the Principal's delegate to contact:

- (a) the Principal of the child's previous school to obtain or confirm information pertaining to the child or the child's enrolment;
- (b) any medical or other personnel considered significant for providing information pertaining to the child's needs.

Where information obtained by the School suggests:

- (a) a profile of wilful misconduct, illegal activities or strong anti-social behaviours that indicate that the child's enrolment at the School is likely to be detrimental to other students, the staff or the School; or
- (b) the parents may not be able to meet the financial commitment required by having a child at the School,

notwithstanding that the child be the sibling of a current student, the Principal may decline to proceed any further with the enrolment process.

Disability

Where a child has declared education support needs or a disability or other information has come to light indicating a possible need for education support services or for some measures or actions to assist the child to participate in the School's courses or programs or to use the School's facilities or services, the School will make an initial assessment of the child's needs. This will include consultation with the child and/or the child's parents and the Support Department. In addition, the Principal may:

- (a) require the parents to provide medical, psychological or other reports from specialists outside the School; and/or
- (b) obtain an independent assessment of the child.

Where information obtained by the School indicates that the child has a disability, the Principal will seek to identify the exact nature of the child's needs and the strategies required to address them. Having obtained this information, the Principal in consultation with the Support Department will determine whether the child, if enrolled, would require some measures or actions to assist the child to participate in the School's courses or programs or to use the School's facilities or services that are not required by students who do not have the child's disability.

Where the Principal determines that the child would require some such measures or actions, the Principal will seek to identify whether those measures or actions required are reasonable in that they balance the interests of all parties affected. In assessing whether a particular measure or action for a particular child is reasonable, the Principal will have regard to all the relevant circumstances and interests, including:

- (a) the child's disability;

- (b) the views of the child or the child's parents about:
 - (i) whether the particular measure or action is reasonable;
 - (ii) the extent to which the particular measure or action would ensure that the child was able to participate in the School's courses or programs or to use the School's facilities or services on the same basis as a child without the disability;
- (c) the effect of the adjustment on the child, including the effect on the child's:
 - (i) ability to achieve learning outcomes; and
 - (ii) ability to participate in courses or programs; and
 - (iii) independence;
- (d) the effect of the particular measure or action on anyone else affected, including the School, its staff and other students;
- (e) the costs and benefits of taking the particular measure or action.

The School will take measures and actions that are reasonable but will not necessarily take measures or actions that are unreasonable or that would impose unjustifiable hardship on the School.

In determining whether taking the required measures or actions, even though they are reasonable, would impose unjustifiable hardship on the School, the Principal will take into account all relevant circumstances of the case, including:

- (a) the nature of the benefit or detriment likely to accrue or be suffered by any persons concerned (including other students, staff, the School, the child, the family of the child, and the School community); and
- (b) the effect of the child's disability; and
- (c) the School's financial circumstances and the estimated amount of expenditure required to be made by the School; and
- (d) the availability of financial and other assistance to the School.

Where the Principal determines that the enrolment of the child would require the School to take unreasonable measures or actions to ensure that the child is able to participate in the School's courses or programs, or to use the School's facilities and services, on the same basis as a student without a disability, or would cause unjustifiable hardship, the Principal may decline the offer of a position or defer the offer.

The school will ensure that it meets all requirements under the Disability Discrimination Act. Further advice about enrolling students with disabilities can be found [here](#).

Interview

When a position becomes available, the School will invite the child and parents of the child on the pre-offer waiting lists to attend an interview at the School with the Principal or a member of staff appointed by the Principal. At the interview, among other things, the Principal will:

- (a) inform the parents of their responsibility to the School in relation to fees;

- (b) will seek to establish that the expectations and commitments of the parents are consistent with the School's Christian vision, values, and goals, and with the policies and resources of the School.

School Reserves Rights

The School reserves the right not to offer any child a place at the School or to defer the offer of a place to any child in its discretion but particularly when the parents, having been aware of their child's specific educational needs, decline to declare those needs or to withhold relevant information pertaining to their child.

The School also reserves the right to terminate an enrolment where the parents have not declared or have withheld known information pertaining to their child's needs.

School's Considerations

When considering making offers of a place at the School, the School gives preference to:

- (a) Christian families with siblings already at the School;
- (b) families with siblings already at the School;
- (c) Christian families
- (d) Other families

The School reserves the right to vary the priority order to take into consideration the particular mix within a Year group and the needs of that Year Group.

Letter of Offer

At the satisfactory conclusion of the assessment and interview process, the School may make an offer to the parents to enrol the child. To accept the offer, the parents must within seven days of receiving the Letter of Offer, return to the School:

- (a) the Acceptance Form which includes acceptance by the parents of the then current Terms and Conditions of Enrolment;
- (b) the enrolment bond
- (c) any further information requested by the school.

Failure to reply within the required time may result in the position being re-offered where other children are waiting for entry to the School.

Probationary Enrolment

All enrolments are on a six-month probationary period. Where there have been no serious concerns within the six-month period, the enrolment progresses to full enrolment. The school does not confer this in writing unless requested.

Any specific conditions applying to the probationary enrolment will be set out in writing in the letter of offer. During the probationary period, either the parents or the Principal may terminate the enrolment with seven days' notice. In such circumstances, enrolment deposits will be refunded, and fees will be adjusted to cover the period of enrolment only. No penalties will apply.

Entry at the Start of Kindergarten

Normal Entry

5 year-olds and 4 year-olds whose 5th birthday falls on or before 30th April of the proposed year of entry are eligible to commence Kindergarten.

All children must undertake a "readiness for school" assessment. If parents have already indicated specific learning needs, an alternative and/or additional assessment process may be required.

For those who do not turn 6 until after the end of the fourth term of the proposed year of entry, and who are assessed as being not yet ready for school, the Principal may require an additional assessment process to be undertaken to determine whether or not the child has specific learning needs. Unless specific learning needs are identified, the Principal reserves the right to defer the enrolment to the following year.

In respect of any prospective enrolment, the School reserves the right to have members of its staff contact the child's preschool, to more accurately assess the learning needs of the child.

Early entry

Early entry to Kindergarten for a 4 year-old, whose 5th birthday falls after 30th April of the proposed year of entry, may be accepted, subject to the School's assessment of the child concerned confirming that he or she is ready for admission to Foundation.

Holding of Class Places

Places at the School will not be held for students who are withdrawn from the School for any longer than one calendar term. Should the period of intended absence be less than 10 months, places may be held subject to School fees being maintained for the period of absence.