



# Carinya

CHRISTIAN SCHOOL  
*From Christ and For Him*

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# Carinya Christian School Gunnedah Annual School Report 2022



  
*Christ*  
centred

  
*Community*  
minded

  
*Discovery*  
driven

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## Introduction

Carinya Christian School Gunnedah is a school with a student population that ranges from a Preparatory School (three and four year olds) through to Year Ten. The Kindergarten to Year 10 section of the school is registered and accredited with the New South Wales Education Standards Authority (NESA). Carinya Christian School was established as a ministry of Trinity Church Tamworth whose members had a vision for the education of their children that was Christ centred in scope, direction and practice.

As a Christian school, we believe that everything that exists is “From Christ and for Him”.

Carinya is:

- Based on the historic and reformed Christian faith
- Christ centred in its structures and pedagogy
- Child oriented in its methodology and outcomes

In seeking to nurture children in a spirit of love, teachers at Carinya seek to:

- Provide Godly role models for children
- Work collegially together in the cause of Christ in the school
- Present the curriculum in terms of the centrality of Christ in all creation
- Inspire students to be humbly faithful in using their God given abilities and opportunities and thankful to their Creator as the source of those abilities and opportunities
- Encourage students to be motivated intrinsically, rather than with extrinsic rewards
- Encourage a spirit of service and care for others

This Annual Report for 2022 provides information about the operation of the school, including various educational and financial performance reports. This report is made available on the school’s website to parents, the wider school community and the community at large.



# 1. A Message from the Chairperson of the Board

I am delighted to write this Board Report for Carinya Christian Schools in Tamworth and Gunnedah. As we reflect on the past year, we are filled with gratitude for the Lord's abundant blessings and His unwavering mercies to us in our school community. Throughout the 2022 school year the Lord continued to sustain us and enable us to provide a nurturing environment for our students to grow academically, spiritually, and personally.

We would like to express our deepest appreciation to our dedicated teachers and staff. Their commitment and resilience is a wonderful blessing helping to ensure the continuation of Christ-centred education in Carinya Gunnedah and Carinya Tamworth. We are immensely grateful for their unwavering dedication to our students' well-being and academic progress.

We are thrilled to witness the continuous growth and flourishing of Carinya Gunnedah. The utilisation of new buildings for the education of our children has been a delight to see. We are grateful to the Lord for His blessings in this regard and eagerly anticipate the continued expansion and success of Carinya Gunnedah.

Furthermore, we are pleased to announce the successful implementation of the long-awaited constitution update. This update, which includes renaming the organisation to Carinya Christian Education Ltd, brings our constitution in line with best practices. It clarifies the structure by which we will uphold the Christian ethos of our school, ensuring its preservation for future generations.

We are pleased to report that our financial position remains strong, for which we are continually thankful to the Lord. This stability enables us to keep fees as low as possible, making Christian education accessible to all families at Carinya Tamworth and Carinya Gunnedah. We are committed to providing an exceptional educational experience, while ensuring affordability for our community.

The completion and occupation of the Secondary E-Block classroom, staffroom and amenities at Carinya Tamworth has been a source of great joy for our school community. We also look forward to the completion of the new music rooms and a theatre in 2023 (the final part of E-Block) as these facilities will provide invaluable opportunities for our students to explore their God-given creative and artistic passions and talents through performance evenings and other events, as well as a new space for our HSC music students to practice and present for their HSC exams.

We would like to express our sincere appreciation for the ongoing support of our parents. At Carinya Christian Schools, we firmly believe in the motto "home and school together". We strive to foster a strong partnership between families and the school, creating a nurturing environment for our students. We are grateful for their continued support as we work together to bring Christian education to families in our community.

The ongoing stability of our school is a testament to the highly competent staff, executives, principals, and CEO who share the Board's vision of Christian Education. We are grateful to God for providing such exceptional individuals who diligently work towards implementing and upholding our mission. Their dedication and expertise contribute significantly to the ongoing success and stability of the Carinya Christian Schools.

In closing, our prayer is that we will continue to be guided by our firm belief that both Carinya Tamworth and Carinya Gunnedah are "From Christ and For Him". We look forward to the exciting future ahead as we continue to nurture and inspire our students.

Ross Fotheringham



## 2. Contextual Information about the School and Characteristics of the Student Body

Registered with the NSW Education Standards Authority (NESA), in 2022 Carinya Christian School Gunnedah was a co-educational, Prep to Year 10 school in the North Western New South Wales township of Gunnedah. Our Prep Program consisted of two classes, Gumnuts (two years before Kindergarten) and Prep (the year before Kindergarten).

According to the 2016 Census, the Shire of Gunnedah supported a population of 12 215. In 2022, the population was estimated to be 13 000. The town has a broad socioeconomic range that is reflected in the school population. The school was established in 1999 as an extension of the ministry of the Tamworth Christian Education Association Ltd. Carinya Gunnedah is:

- Based on the historic and reformed Christian faith;
- Christ-centred in its structures and pedagogy;
- Child-oriented in its methodology and outcomes.

In seeking to nurture children in a spirit of love, staff at Carinya Gunnedah seek to:

- Provide Godly role models for children;
- Work congenially together in the cause of Christ in the school;
- Inspire students to be humbly faithful and thankful.

Carinya Gunnedah enrolls students of all abilities and backgrounds and always seeks to work with parents in nurturing their children as individuals, made in the image of God. This perspective is developed in the context of a supportive, co-operative learning environment, where Jesus Christ is honoured as Lord of all knowledge and learning.

At the time of the Commonwealth Census in August 2022, Carinya had 211 students enrolled across Kindergarten to Year 10, with 23% identifying as Aboriginal or Torres Strait Islander, 7% having a language background other than English. At the same time, we had 37 students enrolled in our Prep Program.

Stage 2 of our Middle / Senior School Project was enjoyed for a second year by students and staff alike (library, administration, classrooms). Furthermore, planning for Stage 3 of our Building Program has commenced, the construction of which we are hoping to begin in 2023.

Located in the midst of the town's local business district, Carinya has excellent facilities, including specialty Dance, Design and Technology, Drama, Food Technology, Music, Science and Visual Arts areas, air-conditioned classrooms, a library and multi-purpose auditorium. Using its 25 seater bus, the school takes advantage of its close proximity to the major sporting facilities in town, including the swimming pool, playing fields, bowling greens, basketball stadium, gymnastics centre and golf course.



### 3. Student Outcomes in Standardised National Literacy and Numeracy Testing

#### FAITHFULNESS IN THE TASK

At Carinya students are constantly encouraged to be faithful with the abilities and opportunities the Lord Jesus provides for them. Students are told to prize faithfulness over success, to always “do their best” and to know that their best is always good enough. Carinya always considers student performance with this perspective of ‘faithfulness’ in mind.

#### NAPLAN Test Results

The NAPLAN testing program included all students in Years 3, 5, 7 and 9 being assessed using national tests in Writing (Persuasive), Reading, Conventions of Language (Spelling, Grammar and Punctuation) and Numeracy.

The National Assessment Program – Literacy and Numeracy (NAPLAN) assesses all students in Australian schools in Years 3, 5, 7 and 9. For more information visit the NAPLAN website.

#### Student results



The table below shows the average student results at this school for the selected year.

The cell colour shows how the school's results compare to those of students with a [similar background](#). You can also see whether the selected school's results are above, close to or below those of all students nationally by selecting 'All Australian students'.

Tap on or [hover over](#) any cell to see the average score for all Australian students, for students from a [similar background](#) and the margin of error at 90 per cent [level of confidence](#).

Please note that from 2019, the method for determining the colour coding of results changed.

2017	2018	2019	2020	2021	2022
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Compare to  Students with similar background  All Australian students

	Reading	Writing	Spelling	Grammar	Numeracy
Year 3	391	411	366	380	385
Year 5	498	436	478	471	481
Year 7	520	489	504	500	521
Year 9	616	585	579	605	616

**Interpreting the table**

Selected school's average when compared to students with a similar background

- Well above
- Above
- Close to
- Below
- Well below
- No comparison available

NAPLAN participation for this school is 93%  
 NAPLAN participation for all Australian students is 95%

<sup>NB</sup> In 2020 education ministers decided that NAPLAN testing would not proceed that year due to the COVID-19 pandemic.

<sup>NB</sup> A school's NAPLAN test must have a minimum of 11 participants and 80% participation rate for a comparison to be available. Grey shading indicates participation did not meet these thresholds.

Further information regarding Performance data for NAPLAN can be found on the My School website: <http://www.myschool.edu.au>

## 4. Senior Secondary Outcomes (Student Achievement)

### RECORD OF SCHOOL ACHIEVEMENT

The formal Record of School Achievement (RoSA) was awarded by NESA to 2 students in Year 10 in 2022. The remaining students have enrolled in other schools in the region area as they continued into Year 11 and 12.





## 5. Teacher Professional Learning Accreditation and Qualifications

### Teacher Accreditation

In 2022, Carinya Christian School Gunnedah employed 23 teachers on a part-time or full-time basis to deliver the curriculum. The following table provides information regarding the accreditation status of those teachers.

<b>Level of Accreditation</b>	<b>Number of Teachers</b>
Conditional	5
Provisional	3
Proficient Teacher	15
Highly Accomplished Teacher (voluntary accreditation)	0
Lead Teacher (voluntary accreditation)	0

### Teacher Qualifications

In 2022, Carinya Christian School Gunnedah employed 23 teachers on a part-time or full-time basis to deliver the curriculum. The following table provides information regarding the qualifications of those teachers.

<b>Category</b>	<b>Number of Teachers</b>
1. 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, or	23
2. 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

### Teacher Professional Learning

Each year, the week before Term 1 begins and the week before Term 3 begins, teachers take part in a range of professional learning, including administrative training, as part of two Curriculum Weeks. Similar types of professional learning opportunities also occur during staff meetings throughout the year. In addition, teachers are involved in professional learning using outside providers.

In comparison to previous years, COVID-19 at times reduced the opportunities for teachers to participate in professional learning in 2022. Nevertheless, the following professional learning was still undertaken in 2022:

<b>Description of the Professional Learning Activity</b>	<b>Teachers</b>
Child Protection	23
Positive Behaviour Interventions and Supports	23

CPR	23
Disability Standards for Education	23
First Aid	9
Mathematics: Creating Meaningful Sequences of Learning in Mathematics K to 6	2
Mathematics: Kathryn Cartwright's Cluster Model of Mathematics Instruction	6
NCCD Network Meetings: Evidence and Moderation	3
NSW Child Protection Crossing Professional Boundaries	1
Progressive Achievement Tests (PAT)	23
Positive Partnerships: Working with Students on the Autism Spectrum	2
Programming	22
Workplace Bullying, Discrimination and Harrassment	2
Writing: Talk for Writing Course	3



## Workforce Composition

School Staff 2021	Number of Staff
Teaching staff	23
Full time equivalent teaching staff	19.2
Non-teaching staff	35
Full-time equivalent non-teaching staff	16.6

Of all our 2022 school staff, one of them identified as being Aboriginal or Torres Strait Islander.



## Student Attendance, Retention Rates and Post-School Destinations in Secondary School

### *Student attendance rates*

Compared to previous years, COVID-19 had a lesser impact on student attendance at Carinya Gunnedah throughout 2022.

<b>Year Level</b>	<b>Attendance Rate %</b>
Kindergarten	86
Year 1	84
Year 2	87
Year 3	86
Year 4	85
Year 5	86
Year 6	80
Year 7	84
Year 8	81
Year 9	84
Year 10	83
Whole School	84

### *Management of non attendance*

Student non attendance is managed by the TASS attendance module. Rolls are electronically marked at the start of each day. Unexplained partial or full day absences are followed up by SMS and letters to parents and carers seeking an explanation for absences. Poor attendance patterns are noted and followed up with parents and carers. This may involve writing to parents or interviews with parents and students to determine that appropriate external agencies are assisting and supporting the student with school attendance, creating attendance plans or seeking assistance from the Association of Independent Schools NSW for more formal meetings to determine attendance patterns and how to improve a student's attendance at school.

### *Student retention rates and Post-school destinations*

2022 was the first year of Year 10 students finishing at this school and moving onto other endeavours. Of the class of 9 students, one left at the end of Year 10 to pursue a traineeship and the remaining 8 students continued on to Carinya Tamworth or other schools in the region/area.



## Enrolment Policies

### ENROLMENT POLICY

Carinya Christian School Gunnedah is a comprehensive co-educational Prep to Year 10 Christian School and the enrolment policy is underpinned by the following guidelines and procedures:

a. CARINYA welcomes enrolment applications from children with a broad range of learning abilities, physical development and social backgrounds.

CARINYA has an “open” enrolment policy, with the following provisos:

- i. that parents desire a Christian education for their child
- ii. that siblings receive priority where possible
- iii. that the school has the resources to provide the child with the level of intervention they need, to be effectively and meaningfully taught and nurtured.

c. Enrolment applications are processed in order of receipt, subject to the above provisions.

d. The ability to pay full fees is not a condition of enrolment and the school sets aside approximately 6% of budgeted school fees for the provision of fees assistance, on a means tested basis.

NB: CARINYA does not give preference to talented children and offers no academic scholarships.

e. The specific Conditions of Enrolment are specified on the Enrolment Application Form, which parents must sign before the offer of a position is made.

f. Following an initial inquiry, parents are provided with a school prospectus, including a Student Enrolment Application form. When the completed application form is returned to the school, parents and children meet with the Principal or his delegate. In that meeting the educational philosophy of the school is explained and parents and children have the opportunity to ask any questions and to tour the school. If it is thought appropriate, on the basis of personal presentation, school reports or other documentation, the child may be required to visit the school for a professional assessment of personal and educational needs.

g. In respect of an identified disability, the school will consult with the student or an associate of the student to determine whether the disability affects the student's ability to participate in school courses and programs. The school will then determine what reasonable adjustments are necessary to enable participation on the same basis as a student without disability.

h. The school will determine whether or not any adjustments would be considered unreasonable, or involve unjustifiable hardship, before a decision regarding enrolment is made.

i. Continuing enrolment at the school is determined on the basis of the Conditions of Enrolment specified on the enrolment Application Form. These are:

CONDITIONS OF ENROLMENT (from Enrolment form)

I/We hereby apply to have our child/children, enrolled as a student at Carinya Christian School.

In the event of his/her acceptance as a student at the School, we agree to the following conditions:

1. We acknowledge that the teaching activities and nature of the School shall be in accordance with the principles contained in the Memorandum and Articles of The Tamworth Christian Education Association Ltd. In summary this states that all teaching and learning acknowledges the centrality of Christ, the sovereignty of God and the authority of the Scriptures.

2. We agree to provide a copy of the immunisation history statement for each child. (Available from Medicare on 1800 653 809 or the local Medicare office)

3. We agree to notify the School in writing of all changes of name, address and telephone numbers.

4. We agree that our child/children will take part fully in the educational program of the School.

5. We agree to abide by all the policies and procedures of the School. We understand the School, in conjunction with the Board of the Association may, at its discretion, suspend or terminate enrolment for serious problems or breaches of School policy or procedures. (NB: Policies and procedures available on the School website).

6. We agree that a position in the School is secured by payment of an Enrolment Administration Fee which is due before the commencement date. The amount to be paid is as set out in the current Fees and Charges policy. We understand that this is a non-refundable fee should our child/children be withdrawn before the commencement date.

## 7. School Fees

7.1. Paying fees. We agree to pay the school fees, including school tuition and other ancillary charges in accordance with the current Fees and Charges policy. We acknowledge that if the school fees are not paid within the period specified then late fees will be charged by the School.

We acknowledge that if the school fees are not paid as per the Fees and Charges policy, the Principal has the right to suspend or terminate our child's enrolment.

7.2. Withdrawing our child from the School after he or she has started attending the School. We acknowledge that if, after our child has started attending the School, we decide to withdraw our child from the School, we will give at least one full term's notice in writing before withdrawing our child from the School. We understand that if we do not give this notice one term's school fees will be payable. In the event that fees are still owing when our children leave the School we understand that the School will offset fees owing by any credit on our account.

7.3. Absent from the School for an extended period. We acknowledge that school fees will not be refunded if our child is absent from the School for extended periods due to sickness or injury. We also acknowledge that if we wish our child's place to be held open for reasons such as overseas travel, we will still be liable to pay the normal school fees.

7.4. If our child is suspended from the School. We acknowledge that the Principal may, at his discretion at any time (in keeping with the School's policies) suspend our child from attending the School and we will continue to pay all school fees and other charges during any period when our child is suspended.

7.5. If our child is expelled from the School. In keeping with the School's policies we acknowledge that we remain liable to pay all school fees up to the end of the term in which our child is expelled as well as all other charges incurred up to the date on which he or she is expelled.

7.6. If the School ends its relationship with us. We acknowledge the School's right to require us to remove our child from the School if the School concludes that the necessary relationship of trust and co-operation between us and the School is irreparably damaged. We understand that in these circumstances the school fees already paid for the term in which the student is required to leave will not be refunded. If school fees are still outstanding for the term during which we remove our child, we acknowledge these fees will remain payable.

8. Joint and several liability. We understand that both parents in signing the Confirmation and Terms of Enrolment accept joint and several responsibility for paying all school fees and ancillary charges. We understand that “Joint and Several” responsibility for payments means that both parents are responsible to pay school fees. Accordingly, if one parent fails to pay the school fees the other parent can be held responsible, irrespective of any arrangement between the parents or with another person (for example, a grandparent) as to who is to pay. We accept that the School will not enter into disputes arising from disagreements between parents over responsibility for paying school fees.

## 9. Indemnifying the School

9.1 We agree to indemnify the School against any claim, cost, damage or suit which another party brings against the School arising out of our child failing to comply with the School Rules and Conditions or any reasonable direction of a School employee while at the School or travelling to or from the School.

9.2 We agree to be responsible for the cost of any damage our child causes to School property.

9.3 We recognise that students are responsible for their personal belongings and that the School will not be liable for any loss of these belongings.

10. Changes to rules and conditions of enrolment. We understand the School may amend the Terms of Enrolment from time to time and that any changes will be communicated to the School community and will apply from the date on which they are communicated.

11. Privacy and use of photographs. We acknowledge that the School will use the personal information it holds about our child and our family, as outlined in the Collection Notice for Students, for any lawful activity and in keeping with the School’s Privacy Policy.

In keeping with the Privacy Policy we consent to our child’s photo/video appearing in correspondence, newsletters and magazines to help keep parents informed about school community matters. In addition we consent to the use of images and names being used for marketing, promotional and news activities. Parents/carers may ‘opt out’ of this additional provision in the use of Personal Information.

12. Uniform. We agree to provide our child with the complete school uniform as specified and to observe the “door to door” Uniform Policy as detailed in the uniform guidelines.



13. Security. We agree to provide our photograph or to be photographed so that we as parents/carers can be readily identified by staff.

### ENROLMENT and THE DISABILITY STANDARDS FOR EDUCATION

The Disability Discrimination Act 1992 and Disability Standards for Education 2005 (Standards) apply to a school's dealings with all students with disabilities (i.e. those enrolled at the school even if they have not yet commenced) and also prospective students with disabilities (i.e. someone who has approached the school about seeking admission/enrolment).

When considering any application for enrolment, the school should consider whether the school is able to cater for the student's individual needs (including any special needs). This can be achieved by working through an individual planning process to identify the reasonable adjustments and think laterally about the school's ability to meet the student's needs. A collaborative team may be formed including the Principal, Learning Support Teacher and / or Coordinator and the relevant Head of School. This team will determine the individual plan and associated identified adjustments.

It is important to identify the adjustments necessary for the student to access and participate in the school before determining what is reasonable. This might necessitate advice from an independent expert. Developing a reasonable adjustment requires an informed judgment using input from the student, parents, student's specialists, school staff and possibly special education advice to support the school.

As part of the planning process, it is possible to consider the options available to the student. This may include consideration of other institutions which have the adjustments required by the student. This discussion is likely to be sensitive and is probably best addressed through the planning processes being discussed by the collaborative team.

After assessing whether there are other appropriate options and whether the adjustment may need to be changed over the period of the student's education, the school will decide whether to make the adjustment. Carinya does not have to make a reasonable adjustment (despite the fact that it is reasonable as set out above) if doing so would impose an unjustifiable hardship on the school. Determining whether there is an unjustifiable hardship involves a balancing process between the interests of the school and the interest of the student with disabilities. Independent advice will be sought as the school comes to a determination.

### The Individual Planning Process

Individual Planning is a process whereby issues pertaining to a student's ability to

access and participate in the educational and other opportunities provided by a school are identified and reasonable adjustments are determined to facilitate greater access and participation.

Individual Planning involves consideration of the:

- student's disability / learning needs;
- information provided by / on behalf of the student;
- views of student or associate;
- effect of the adjustment on the student's:
  - o ability to achieve learning outcomes;
  - o ability to participate in courses or programs;
  - o independence;
- effect of the implementation of the adjustment on the school, staff and other students.

The planning process through collaboration identifies the issues, adjustments and actions that are necessary for the student to access the curriculum and participate in all aspects of school life. Thorough knowledge of the students' strengths, interests and areas of need is paramount to the identification of reasonable adjustments and appropriate strategies.

Examples of areas that may be included in the individual plan are:

- curriculum access and participation
- physical access/ mobility
- social development
- safety and well being
- communication
- attendance
- school/class routines, structures and expectations
- transition planning at key educational points
- professional development for staff
- applications for funding
- transportation to, from and across the school day
- specialist teachers and relief teachers
- morning/afternoon/recess and/or lunchtime routines/activity options
- assembly/sport
- out of routine activities
- sudden change to routine
- emergency evacuation procedures
- health care planning
- behaviour support plans
- communication/co-ordination: day to day issues, significant issues, follow-up and review.

The Individual Plans will be reviewed and changed as required.

## Other School Policies

School policies pertaining to student welfare and management are designed with the following perspectives in mind:

- Each child is an individual made in the image of God
- Each child has an inherent God given integrity and value and is entitled to be treated with dignity, respect and compassion
- Student welfare is a primary responsibility for all staff at Carinya
- Student welfare is best pursued in a partnership of Home and School together
- Seeking to minimise risk of harm and ensure students feel secure
- Supporting the physical, social, academic, spiritual and emotional development of students
- Providing student welfare policies and programs that develop a sense of self-confidence and foster personal development

School Policies for student welfare, anti-bullying, discipline, and complaints and grievances:

1. Student Welfare (called “Discipling in the Classroom”)
2. Anti-Bullying (called “Discrimination, Harassment and Bullying Statement”)
3. Student Discipline (part of Student Management in “Discipling in the Classroom”)
4. Reporting Complaints and Resolving Grievances (called “Complaints Handling Guide”, “Complaints Handling Policy” and “Grievance Policy”)

The full text of these policies is found on the Carinya Christian School website in the section “School Business” and “Policies & Forms”.

### Review of Student Welfare Policies

Summary of Policy	Changes in 2022	Access to Full Text
<p><b>Student Welfare</b></p> <p>The school seeks to provide a safe and supportive learning environments to support the academic, social, mental and physical wellbeing of students in the school through programs that:</p> <ul style="list-style-type: none"> <li>• Meet the personal, social and learning needs to students</li> <li>• Provide early intervention programs for students at risk.</li> <li>• Develop students’ sense of true worth as image bearers</li> </ul>	<p>In 2022 there were no changes to the school’s “Discipling in the Classroom” policy.</p>	<p>The full text of the school’s Student Welfare policy can be accessed from the school website under the link “Discipling in the Classroom” and “Child Protection”, PolicyConnect or parents may request a copy from the Principal.</p>

<p>of God and foster an attitude of gratitude through personal and academic development in their learning.</p>		
<p><b>Anti-Bullying</b></p> <p>The school policy provides processes for responding and managing allegations of bullying.</p> <p>Bullying, harassment, violence and discrimination are harmful behaviours that deprive individuals and groups of their rights, jeopardise physical and emotional safety and undermine the wellbeing of our school communities and society.</p> <p>Bullying is a matter that all schools take seriously. At Carinya we have always adopted the view that bullying or unkindness in any form is unacceptable. Carinya seeks to prevent bullying from occurring and will address it vigorously when it does. This is because as image bearers of God, no individual should be subject to ill treatment. In fact, we encourage children to enjoy the differences in the way God has made each one of us and to care for one another as fellow image bearers of God. Difference should never be a cause of offence or attack.</p>	<p>No changes were made in 2022.</p>	<p>The full text of the school’s anti-bullying policy can be accessed from the school website under the link “Discrimination, Harassment and Bullying Statement”, PolicyConnect or parents may request a copy from the Principal.</p>
<p><b>Student Discipline</b></p> <p>The school expressly prohibits corporal punishment and does not explicitly or implicitly sanction the administering of corporal punishment by non-school persons, including parents, to enforce discipline at school.</p>	<p>No changes were made in 2022.</p>	<p>The full text of the school’s Student Discipline policy can be accessed from the school website under the link “Discipling in the Classroom”, PolicyConnect or parents may request a copy from the Principal.</p>



<p>All behavioural management actions are based on procedural fairness. Parents are involved in the processes of procedural fairness when sanctions result in suspension or expulsion of a student.</p>		
<p><b>Reporting Complaints and Resolving Grievances</b></p> <ul style="list-style-type: none"> <li>● Parents are encouraged to formally voice concerns, or appeal decisions by the school which they perceive as having an adverse impact on their children or on themselves.</li> <li>● Procedural fairness is an essential component of the process.</li> <li>● The Board of the school will be the final arbiter in all matters of school business.</li> <li>● This policy is not to replace the normal processes of parents, teachers and students working together to resolve general issues or concerns at a classroom level.</li> </ul>	<p>No changes were made in 2022.</p>	<p>The full text of the school’s Complaints and Grievance policies can be accessed from the school website under the link “Grievance Policy”, “Complaints Handling Guide” and “Complaints Handling Policy”, PolicyConnect or parents may request a copy from the Principal.</p>



## School Determined Priority Areas for Improvement

Area	Priorities	Achievements
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<b>Teaching and Learning</b>	<ul style="list-style-type: none"> <li>- Establish and embed teaching and learning in Year 10</li>   <li>- Introduce the teaching of German (Languages) to Year 8 students</li>   <li>- Seek Renewal of Registration with NESAs for Year 10</li>   <li>- Review our K to 4 Mathematics Programs</li>   <li>- Continue the development and implementation of a whole-school approach to wellbeing/behaviour management</li>   <li>- Continue the review of our K to 2 Literacy Program</li>   <li>- Increase our analysis of available data to inform teaching and learning</li>   <li>- Continue to review our feedback and assessment practices</li>   <li>- Maintaining and strengthening Christ-centred education and building capacity in our staff by: <ul style="list-style-type: none"> <li>- providing annual training by Christian Education National (CEN);</li> <li>- having more staff accessing CEN conferences and professional development opportunities;</li> <li>- providing subsidies for teachers to complete courses through the National Institute of Christian Education (NICE);</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>- Achieved</li>   <li>- Achieved</li>   <li>- Achieved</li>   <li>- Achieved and ongoing</li>   <li>- Achieved and ongoing</li>   <li>- Achieved and ongoing</li>   <li>- Achieved and ongoing</li>   <li>- Achieved and ongoing</li>   <li>- Achieved and ongoing</li>   <li>- Achieved and ongoing</li>   <li>- Achieved and ongoing</li>   <li>- Achieved and ongoing</li> </ul>
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	<p>to complete courses through the National Institute of Christian Education (NICE);</p> <ul style="list-style-type: none"> <li>- reducing the teaching loads of executive staff;</li> <li>- Increase the number of Learning Support Staff, and increase our focus on providing adjustments for students with disabilities.</li> </ul> <p>- Increasing student access to technology in the form of iPads and Chromebooks</p>	<ul style="list-style-type: none"> <li>- Achieved and ongoing</li> <li>- Achieved and ongoing</li> <li>- Achieved</li> </ul>
<p><b>Facilities and Resources</b></p>	<ul style="list-style-type: none"> <li>- Increase the resourcing of the new Middle / Senior School to accommodate the learning of students in Year 9 and Year 10 in 2022</li> <li>- Move one Kindergarten classroom upstairs in the Junior School building and modify the building as necessary, including: <ul style="list-style-type: none"> <li>- increasing the height of the balustrade on the internal stair case to make it safer for younger students;</li> <li>- lining both sides of the walls between the Music and new Kindergarten classrooms with an acoustic material to reduce noise;</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>- Achieved</li> <li>- Achieved</li> <li>- Achieved</li> <li>- Achieved</li> </ul>

	<ul style="list-style-type: none"> <li>- Recarpeting, painting and providing new furniture to some areas of the Junior School</li> <li>- Prepare any necessary plans for Stage 3 of our Middle / Senior School development in Little Barber Street for occupation in 2023</li> <li>- Increasing student access to technology in the form of iPads and Chromebooks</li> </ul>	<ul style="list-style-type: none"> <li>- Achieved</li> <li>- Ongoing</li> <li>- Achieved</li> </ul>
<b>Community</b>	<ul style="list-style-type: none"> <li>- Continue to employ a School Chaplain to focus on student and school community wellbeing</li> <li>- Offer education for Year 10 students in 2022</li> <li>- Provide education for Year 9 and Year 10 in 2022 through the building of Stage 2 of our Middle / Senior School</li> <li>- Continue the development and implementation of a whole-school approach to wellbeing and behaviour</li> </ul>	<ul style="list-style-type: none"> <li>- Achieved and ongoing</li> <li>- Achieved and ongoing</li> <li>- Achieved</li> <li>- Achieved and ongoing</li> </ul>
<b>Student Welfare</b>	<ul style="list-style-type: none"> <li>- Continue to employ a School Chaplain to focus on student and school community wellbeing</li> <li>- Increase the number of Learning Support Staff, and increase our focus on providing adjustments for students with disabilities</li> <li>- Dedicate more staff hours to the development of Personal Learning Plans (PLPs) for our Aboriginal and Torres Strait Islander (ATSI) students</li> <li>- Continue the process of becoming</li> </ul>	<ul style="list-style-type: none"> <li>- Achieved and ongoing</li> <li>- Achieved and ongoing</li> <li>- Achieved and ongoing</li> </ul>

	<p>an eSmart school</p> <p>- Continue the development and implementation of a whole-school approach to wellbeing and discipline</p>	<p>- Ongoing</p> <p>- Achieved and ongoing</p>
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## Initiatives to Promote Respect and Responsibility

Carinya Christian School is committed to the perspective and understanding that a Christ-centred education requires a thoroughly transformed approach to how students and their learning are perceived and valued. We believe that each child we teach is a unique individual who is made in God’s image. As a result, we believe that God is the source of every ability the child has and every opportunity the child has to engage that ability.

Therefore, at Carinya we seek to encourage each child to acknowledge God as the giver of abilities and opportunities and as the one deserving of all praise and thanks. In the important pedagogical component of motivation, therefore, we believe that children should ‘seek the reward in the task’, which means to find delight in the learning and not the seeking or receiving of extrinsic rewards.

Therefore, Carinya Christian School does not have any extrinsic rewards at any level in the school for any purpose, either behavioural or academic. In addition, it does not foster competitive or comparative structures and outcomes in the classroom, except where such information is necessary for public examination purposes. Instead, children of every age are encouraged to be faithful with their God given abilities and thankful to God for the opportunities He gives to enjoy those abilities.

Furthermore, because we believe that each person is uniquely created, individual differences are to be enjoyed and celebrated. Therefore, all relationships within the school community and classroom environments are to be characterised by an attitude of mutual respect, regardless of differences. Students are also taught to focus on the welfare of others. That is, they should seek to serve others in the way that Jesus Christ was a servant to His people.

These key values of mutual respect and servanthood are consistently reinforced with students at assemblies and during daily pastoral care times. Teachers regularly reinforce these values in their classrooms as well. These distinctive

educational perspectives are foundational and ensure the promotion of respect and responsibility to the extent that both values are embedded in the culture of the school.

Furthermore, programs and activities that the school was involved in throughout 2022 that helped foster these important values included:

- A designated Pastoral Care time each day for students;
- A buddy system between Year 4 and Kindergarten students;
- Older students involved in supervised peer teaching activities with younger students;
- Pastoral care classes addressing relational issues, including involvement in the National Day of Action Against Bullying and Violence;
- Year group overnight excursions (two to five days) for Years 5 to 9;
- Visiting groups;
- Holding school community events such as: morning teas at the beginning of the new year to welcome parents and caregivers, regular afternoon teas, Welcome BBQ and Information Evening, Swimming Fun Day and NAIDOC Week;
- Making our auditorium available for use by community organisations, including The Chapel Church Gunnedah.





## Parent, Student and Teacher Satisfaction

### *Parent Satisfaction*

2022 saw the continuation of the Principal's 'open door' policy, making himself available to speak to parents and caregivers without notice or the need to make an appointment. Parents and caregivers continued to appreciate this approach and provided the Principal with much constructive feedback regarding what they saw as positives in the school as well as areas in which they felt improvements could be made.

We also continued to encourage parents and caregivers to communicate regularly with their children's teachers and Heads of School in the event that they had any questions or concerns regarding their children's education. Furthermore, parents are encouraged to formally voice concerns, or appeal decisions by the school which they perceive as having an adverse impact on their children or on themselves.

In addition, as COVID-19 restrictions allowed, regular opportunities for parents to meet informally, both with each other and with the Principal, were created through the holding of regular afternoon teas. At other times, parents and caregivers were encouraged to make use of the school's facilities, particularly its kitchen and, in the summertime, its air-conditioned areas.

Pleasingly, opportunities for parents and caregivers to be involved in areas such as assisting in classrooms and with school events in 2022 was a slow return to a community once impacted by COVID-19 restrictions. In previous years, parents and caregivers have relished the opportunities that they had to be involved in their children's education, both inside school, through the children's participation in community events, and together during school community events.

### *Student Satisfaction*

Throughout 2022, students were consistently engaged in their learning activities in a purposeful, calm manner. An atmosphere of mutual respect prevailed in the classrooms and playground and teachers worked diligently to meet the individual needs of the students in their care.

Students thoroughly enjoyed the excursion, sporting, performing arts and co-curricular programs within the school. Unfortunately, due to COVID-19, opportunities for students to choose to participate in optional activities like contributing to displays for the Gunnedah Show, performing in the Gunnedah Eisteddfod and attending the Anzac Day March and Ceremony, had some limitations in 2022.

Furthermore, due to COVID-19, there was a heightened level of anxiety among students that isn't usually present within the school, including around the need to adapt to online learning. Nevertheless, we worked hard as a school to alleviate this anxiety through the provision of additional wellbeing staff and support, as well as attempting to maintain as many of the established school routines as possible.

### *Teacher Satisfaction*

COVID-19 also created a heightened level of anxiety for staff in 2022, particularly with regards to the need to implement online learning at short notice. Nevertheless, we worked hard as a school to support teachers, to provide opportunities for staff members to work from home where possible and to care for staff wellbeing in other ways.

It has been a privilege to again lead a group of teachers and support and operational staff who are committed to the vision of Christ-centred education and who work so faithfully together to that end. They are mindful of the privilege it is to serve Christ in education and delight in the opportunity of teaching children at Carinya Christian School. Teachers at Carinya are supportive of the School Board and value the direction and encouragement given by them. The partnership between all staff at Carinya is quite unique and something to be valued.

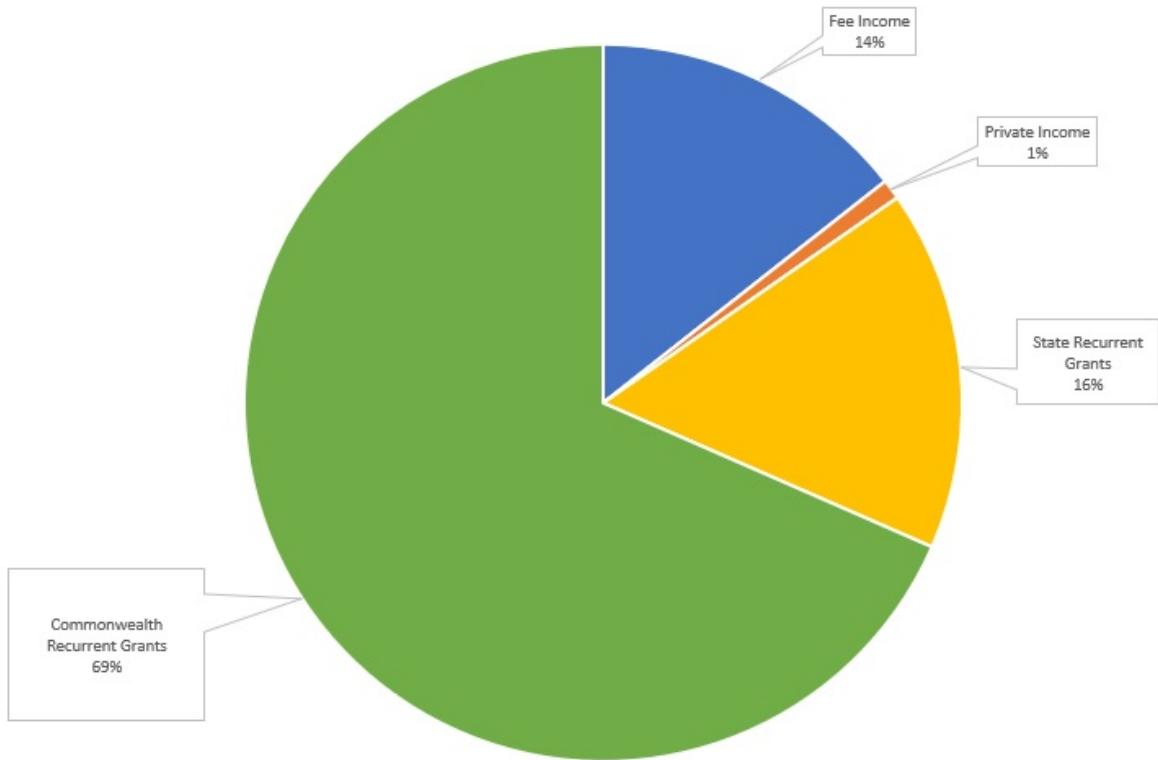
### *Stage 2 of Middle / Senior School Development*

Without a doubt, the completion of Year 10 2022 as the first cohort of students has had an incredibly positive impact on all stakeholders in the school community, as well as the wider Gunnedah and surrounding communities.

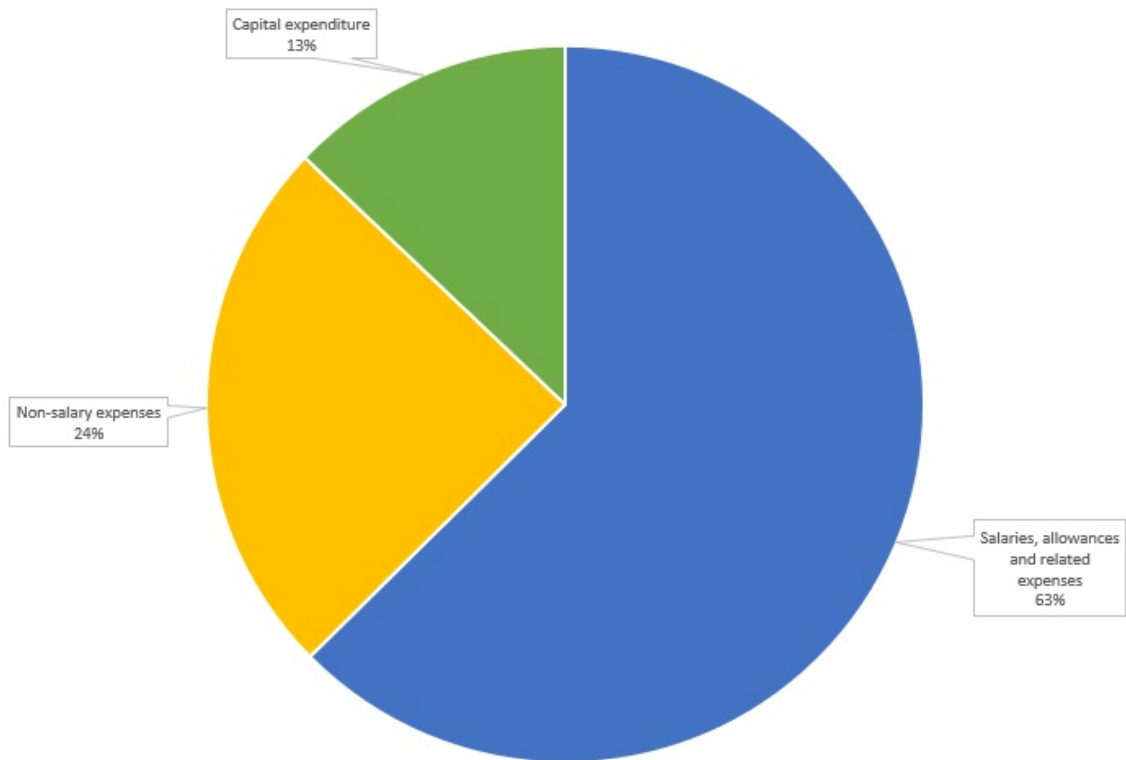


# Summary Financial Information

GUNNEDAH - 2023 RECURRENT / CAPITAL INCOME



GUNNEDAH - 2022 RECURRENT / CAPITAL EXPENDITURE



## Publishing Requirements

In addition to being available on the school's website, copies of the 2022 Annual Report can be obtained on request from Reception at Carinya Christian School Gunnedah.



*He is the image of the invisible God, the firstborn over all creation. For in him all things were created: things in heaven and on earth, visible and invisible, whether thrones or powers or rulers or authorities; all things have been created through him and for him.*

*Colossians 1:15-16*