



Carinya

CHRISTIAN SCHOOL
From Christ and For Him

Carinya Christian School

Tamworth

25 Boronia Drive
Tamworth NSW 2340

Ph: 6762 0970

admin@carinya.nsw.edu.au

ANNUAL REPORT



2018

Table of Contents

Introduction	Page 3
1. A Message from the Chairperson of the Board	Page 4
2. Contextual Information about the School and Characteristics of the Student Body	Page 5
3. Student Outcomes in Standardised National Literacy and Numeracy Testing	Page 7
4. Senior Secondary Outcomes (Student Achievement)	Page 8
5. Teacher Professional Learning Accreditation and Qualifications	Page 12
6. Workforce Composition	Page 15
7. Student Attendance, and Retention Rates and Post-School Destinations in Secondary School	Page 16
8. Enrolment Policies	Page 17
9. Other School Policies	Page 22
10. School Determined Priority Areas for Improvement	Page 25
11. Initiatives to Promote Respect and Responsibility	Page 28
12. Parent, Student and Teacher Satisfaction	Page 30
13. Summary Financial Information	Page 31

INTRODUCTION

Carinya Christian School is a school with a student population that ranges from an Early Learning Program (three and four year olds) through to Year 12. The Kindergarten to Year 12 section of the school is registered and accredited with the New South Wales Education Standards Authority (NESA). The school was established in 1984 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 congenially 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 2018 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 SCHOOL BOARD

The Carinya Christian School Board continues to have the privilege and the pleasure of directing Carinya Tamworth and Carinya Gunnedah in a way that remains true to our logo and motto, "From Christ and for him."

The Board met ten times over 2018. During these meetings many things were discussed and implemented, but the following were some of the more important items.

We continued to spend some of our time each meeting considering the first 20 chapters of the Westminster Confession of Faith. Over a number of Board meetings, we discussed chapters seven through to twelve. This document continues to be foundational for the school as it sets out the main theological framework that direct our understanding of the Bible and salvation through Jesus Christ alone, for His glory alone. It is a document that all staff are required read, and they must adhere to the system of doctrine as set out in the first 20 chapters of the Confession.

Much time was spent over the year considering strategic and operational risks that we want to monitor as a Board. This came on the back of implementing the Complispace software to help us as a Board and a school oversee compliance within the school. The importance of this task cannot be understated, and the assistance of Complispace in this task will be significant.

More than a few of the discussions around strategic risk lead to discussions around what really matters at Carinya Christian schools. The ongoing commitment to employing truly Christian staff, who not only give an intellectual assent to Christianity but also seek to live and model it in their lives, continues to be something we see as central to all we are seeking to do at Carinya. Staff impact on the lives of students in so many different ways and the importance of those staff being models of people committed to Jesus Christ in all they do and say cannot be understated for us as a school.

We really were so very happy when we found that we could again maintain fees at their current level for 2019. Our commitment to making real Christian education as accessible as possible to families remains a high priority for us.

I am also delighted to be able to say that the Association entered into a building contract for the construction of the Stage 1 Gunnedah Middle School development. The growth of Carinya Gunnedah, and its development into secondary schooling is something we know will be so good for the Gunnedah community and Christian education in the region.

We thank God for providing such highly competent staff, executive and principals who share the Board's vision of Christian Education and work so diligently towards implementing and upholding it.

The members of the Board are as committed to the vision of Christ centered education as they have ever been, and we are delighted that Carinya Tamworth and Carinya Gunnedah continues to provide a sound and comprehensive education that is Christ-honouring in its shape and highly professional in its delivery.

Ross Fotheringham
Carinya Board

2. CONTEXTUAL INFORMATION ABOUT THE SCHOOL AND CHARACTERISTICS OF THE STUDENT BODY

Contextual Information about the School

Carinya Christian School Tamworth, is a comprehensive, Preparatory (Early Learning for 3 and 4 year olds) to Year 12 School, situated in a delightful semi-rural environment on the outskirts of Tamworth in northern NSW.

The school had a student population of 694 across Kindergarten to Year 12, with approximately 90 three and four year olds in the Kindergarten Preparatory Program. The school has a staff complement of 57 full time and part time teaching staff.

The aim of the school is to support parents in the education of their children, by engaging each student in a biblical, Christ centred curriculum within the framework of the relevant syllabus requirements prescribed by the NSW Education Standards Authority (NESA). The learning and achievement of each student is valued equally, and staff at all levels seek to create a classroom environment which values each child as an individual and emphasises learning in community and co-operation,



not in rivalry and competition for extrinsic rewards. Students enjoy a rich and varied school life and have many opportunities to share their sporting, cultural and recreational interests with others.

Carinya has excellent facilities, with air-conditioned classrooms, computer labs, a Library, Indoor Sports Centre and an outstanding Performing Arts Centre. E-learning is integrated across the curriculum and is supported by a substantial Information and Communication Technologies infrastructure. This includes the Carinya Intranet, a Parent Portal, smart boards or promethean boards in all Junior School classrooms, and data projectors in all Middle and Senior classrooms. Students have access to laptops and Chromebooks (1:1 ratio in Years 9-12) in Middle and Senior Schools (Year 5-12), and iPads and Chromebooks in Junior School, and two computer laboratories. In 2018, the school completed the expansion of the Senior Study building and can accommodate an increasing number of students in Year 11 and 12, and also completed the redesign one of the playground areas in a more functional, flexible and enjoyable “play” space for students. These facilities are enjoyed by many students and have strengthened the sense of community within the school.

The Student Body

Student enrolment in 2018 was 694 on census date in August. The enrolment in K-6 was 329 and in 7-12 it was 365, with 12% students identifying as Aboriginal or Torres Strait Islander and 6% of students have a language background other than English. Many students who commence Kindergarten have also been enrolled in Carinya’s Kindergarten Preparatory Program, which enables students to be familiar with the school facilities and community. A number of our students, across the school population, have special needs.

There are slightly more girls than boys and all students come from a wide range of backgrounds. Students predominantly come from Tamworth and the surrounding rural hinterland. Some students travel from Gunnedah, Quirindi, Werris Creek and Manilla. The student population is from a predominantly English speaking background.



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.



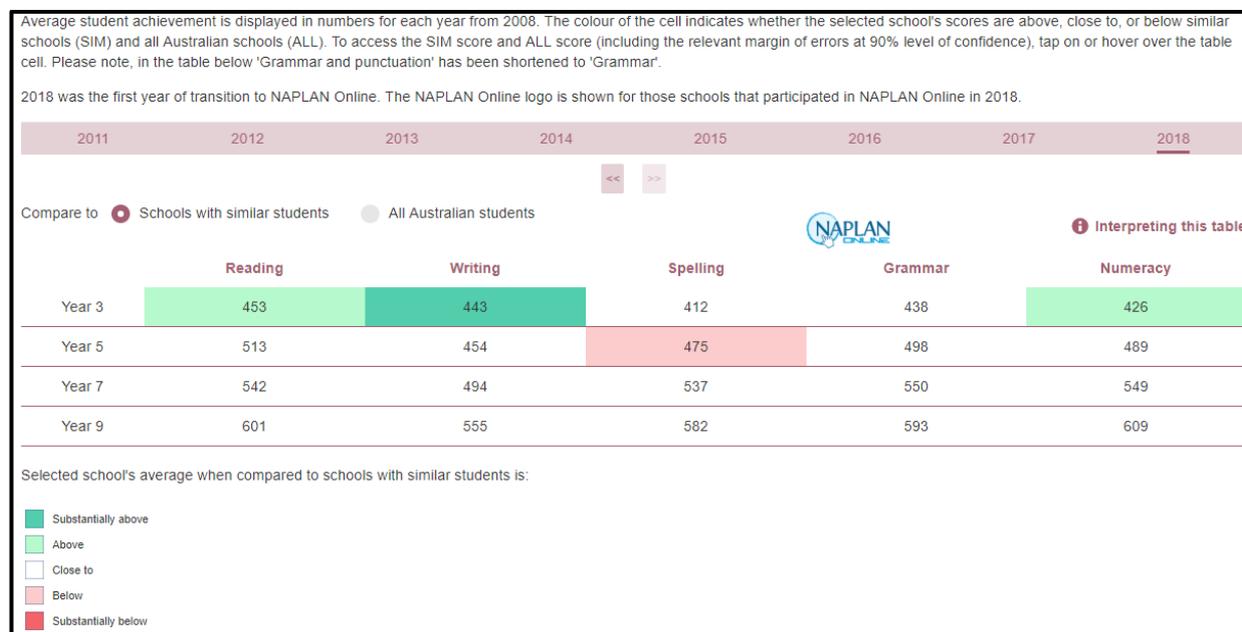
NAPLAN Test Results

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.

For the first time, Carinya students completed the NAPLAN Online format of the NAPLAN tests.

The chart below displays average NAPLAN scores for each domain. The scores are displayed in black.



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

All Year 10 students in 2018 have been granted a Record of School Achievement.

HIGHER SCHOOL CERTIFICATE

In 2018, 47 students sat for the NSW Higher School Certificate in a total of 23 Carinya delivered courses, 10 Distance Education courses and 12 VET courses. Of the 23 Carinya delivered courses, the school mean was higher than the state mean in eight courses. Carinya continues to have a steady number of students enrolled in Vocational and Education Training courses, including school based apprenticeships.

HSC Results – Performance Band Achievement

Performance Bands are bands of achievement reported for each subject and describe the standard of achievement in relation to course outcomes. This table ‘HSC Results - Performance Band Achievement’ (on the following page) compares the percentage of Carinya students in three band ranges compared to the State-wide percentages.

Performance Bands:

Band 6	Achieved with a mark of 90 or higher
Band 5	Achieved with a mark of 80 or higher but less than 90
Band 4	Achieved with a mark of 70 or higher but less than 80
Band 3	Achieved with a mark of 60 or higher but less than 70
Band 2	Achieved with a mark of 50 or higher but less than 60
Band 1	Achieved with a mark of less than 50

Carinya was ranked second among Tamworth schools based on the percentage of Distinguished Achievers (mark over 90) per exams sat.

In general, Carinya students’ achievement in the HSC was at or above state level. This has been a general trend for the past few years.



HSC Results – Performance Band Achievement

Subject	Year	No of students	Bands 6-5 as a %		Bands 4-3 as a %		Bands 2-1 as a %	
			Carinya	State	Carinya	State	Carinya	State
Agriculture	2018	4	0	32.52	100.00	49.43	0	18.05
	2017	2	100.00	26.97	0	54.78	0	18.43
	2016	2	0	31.32	50.00	51.82	50.00	16.83
Ancient History	2018	7	28.57	36.47	71.43	48.46	0	15.08
	2017	N/A	-	-	-	-	-	-
	2016	5	0	31.01	83.33	51.54	16.66	17.42
Biology	2018	8	12.50	37.07	87.50	52.81	0	10.12
	2017	6	33.33	39.55	50.00	48.50	16.67	11.95
	2016	18	44.43	35.28	27.77	54.94	11.11	25.21
Business Studies	2018	6	16.67	37.40	83.34	50.24	0	12.36
	2017	6	33.33	36.69	50.00	50.59	16.67	12.71
	2016	6	66.66	34.75	33.33	52.37	0	12.84
Chemistry	2018	6	33.33	42.24	33.33	46.69	33.33	11.07
	2017	2	50.00	42.89	50.00	47.86	0	9.25
	2016	7	14.28	41.13	71.42	53.19	28.57	20.77
Community and Family Studies	2018	7	14.29	29.43	85.71	57.23	0	13.34
	2017	9	66.67	30.23	33.33	58.27	0	11.51
	2016	14	35.71	30.95	42.85	54.87	21.42	14.15
Design and Technology	2018	9	66.67	46.84	33.33	49.86	0	3.3
	2017	11	63.64	43.45	36.36	51.48	0	5.07
	2016	9	55.55	40.97	44.44	35.86	0	4.49
English (Advanced)	2018	25	16.00	62.78	76.00	35.88	8.00	1.40
	2017	28	10.71	63.75	85.71	34.88	3.57	1.37
	2016	20	0	15.41	95.00	36.94	5.00	1.04
English (Standard)	2018	7	0	15.16	57.15	69.77	42.86	15.06
	2017	7	0	16.02	42.86	70.32	57.14	13.66
	2016	27	0	13.47	74.06	73.83	25.92	12.67
English Extension 1	2018	8	37.50	95.69	62.50	4.30	N/A	N/A
	2017	1	100.00	93.51	0	6.49	N/A	N/A
	2016	3	100.00	95.15	0	4.84	N/A	N/A

English Extension 2	2018	8	12.50	71.41	87.50	28.59	N/A	N/A
	2017	N/A	-	-	-	-	-	-
	2016	1	0	79.54	100.00	20.46	N/A	N/A
Geography	2018	9	44.44	41.30	44.44	48.66	11.11	10.04
	2017	N/A	-	-	-	-	-	-
	2016	9	44.44	41.29	44.44	48.65	11.11	7.68
Mathematics	2018	11	9.09	51.91	54.54	40.65	36.36	7.44
	2017	12	33.33	53.68	41.66	37.21	25.00	2.94
	2016	18	27.77	52.67	66.66	39.51	5.55	7.79
Mathematics General	2018	15	0	26.89	80.00	52.97	20.00	20.14
	2017	20	25.00	25.75	55.00	48.84	20.00	25.41
	2016	24	33.33	25.89	29.16	49.77	37.49	24.31
Mathematics Extension 1	2018	5	40.00	79.86	60.00	20.15	N/A	N/A
	2017	3	33.33	81.90	66.67	18.10	N/A	N/A
	2016	1	100.00	79.58	0	20.42	N/A	N/A
Mathematics Extension 2	2018	2	100.00	85.56	0	14.44	N/A	N/A
	2017	N/A	-	-	-	-	N/A	N/A
	2016	N/A	-	-	-	-	N/A	N/A
Modern History	2018	7	0	42.23	57.15	43.01	42.86	14.76
	2017	10	30.00	39.22	70.00	47.25	0	13.53
	2016	5	20.00	41.13	60.00	45.90	20.00	12.94
Music 1	2018	1	100.00	64.86	0	33.58	0	1.57
	2017	9	100.00	65.68	0	32.97	0	1.35
	2016	3	66.66	63.02	33.33	35.24	0	1.70
Music 2	2018	3	100.00	91.43	0	8.57	0	0
	2017	N/A	-	-	-	-	-	-
	2016	3	100.00	89.53	0	10.45	0	0
Music Extension	2018	3	100.00	96.01	0	3.99	N/A	N/A
	2017	N/A	-	-	-	-	-	-
	2016	2	100.00	93.59	0	6.41	N/A	N/A
PDHPE	2018	14	42.86	33.47	57.14	52.93	0	13.60
	2017	14	42.86	30.89	42.86	50.11	14.28	18.66
	2016	23	34.77	34.78	52.16	48.70	13.04	10.24
Physics	2018	5	40.00	33.90	60.00	53.13	0	12.97
	2017	5	0	33.99	40.0	54.51	60.00	11.50
	2016	5	60.00	30.11	40.00	58.28	0	11.58

Visual Arts	2018	4	50.00	53.43	50.00	45.98	0	0.59
	2017	4	50.00	54.73	50.00	44.20	0	1.06
	2016	8	37.50	54.59	62.50	43.49	0	1.88

Year 12	Qualification	Percentage of Students
2018	HSC	100%
2018	VET qualification	100% (15 students)
	DE qualification	100% (12 students)
	SBAT qualification	100% (2 students)

5. TEACHER PROFESSIONAL LEARNING, ACCREDITATION AND QUALIFICATIONS

Teaching Qualifications

Category	Number of Teachers
Teachers having teacher education qualifications from a higher education institute within Australia or as recognised within the National Office of Overseas Skills Recognition (AEI-NOOSOR) guidelines, or	53
Teachers having a bachelor degree higher education institution within Australia, or one recognised within the AEI-NOOSR guidelines, but lack formal teacher education qualifications.	4

Teaching Accreditation

Level of Accreditation	Number of Teachers
Conditional	3
Provisional	2
Proficient Teacher	52
Highly Accomplished Teacher (voluntary accreditation)	0
Lead Teacher (voluntary accreditation)	0
Total Number of Teachers	57

NB: Carinya has 10 teachers classified as Experienced Teacher by ISTAA, which falls outside of the definition of NESA's accreditation, but conforms to the Association of Independent Schools NSW (AISNSW) Teacher Accreditation Pathway.

Professional Learning 2018

Teachers have two weeks each year of formal curriculum development including associated administrative training. These comprise two Curriculum Weeks that occur in the week before students return to school in Term 1 and Term 3. In addition, teachers are involved in professional learning using outside providers. The following professional learning was undertaken in 2018:

COURSE ATTENDED	No. of Staff
A Year in a Day	2
Achieving Debating Success	1
Australian Council for Educations Leaders	1
APSFT Reflection	1
Autism Package	1
Basic Principles of Working with Gifted Children	1

BEEINS Science	2
Building Mentally Fit Schools (Propsych)	1
CAA Tertiary Update	1
Child Protection – Term 1	107
Child Protection – Term 3	96
Classroom Management	1
Collaborative Program Development	1
Communication Workshop	1
Complispace Overview	51
Complispace PD	2
Counselling Students Effectively	1
Dealing with Angry Students	1
Early Literacy Module 5	2
Early Literacy Module 6	3
Early Literacy Module 7	3
Early Literacy Module 8	2
Economics and Business Educators NSW	1
Engaging Boys in Writing	1
English Moderating	1
Explicit Instruction and Working Mathematically in Statistics and Probability	1
Explicit Instruction, Assessment and Early Literacy / Numeracy Concepts	4
Extension Ideas that work with Gifted Children	1
Familiarisation: NSW Syllabus for Australian Curriculum Geography 7-10	1
First Aid	47
First Aid – Resuscitation	27
GTA HSC Lectures	1
GTA Annual Conference	1
Having the Restorative Conversation	1
Incorporating Aboriginal Perspectives	1
Improving Reading Skills in Secondary Curriculum	1
Improving Writing Skills in Secondary Curriculum	1
Inclusive Communication Strategies for ES	1
Introduction to Differentiation	22
Introduction to Primary Connections – Primary Science	1
IT Learning Management	1
Know the Content and How to Teach It	1
Learning for Tomorrow – Education for the Future	2
Literacy and Numeracy Games	1
LNAP	1
Minds Wide Open – Critical and Creative Thinking Across the Curriculum	1
Multimodal Experience in English 7-12	1
NAPLAN Online E-Learning Module 1-2	2

Non-Verbal Communication Strategies	1
Phase 2 Action Plan – Numeracy Module 4	3
Phase 2 Action Plan – Literacy Module 5	3
Phase 2 Action Plan – Numeracy Module 5	3
Phase 2 Action Plan – Literacy Module 6	2
Phase 2 Action Plan – Numeracy Module 6	2
Phase 2 Action Plan – Literacy Module 7	1
Positive Classroom	1
Physics Teachers Conference	1
Physical Computing Workshop for Educators	1
Pilot Marking	1
Questacon Smart Skills Teacher Workshop	2
Report Writing	1
Science and Maths Teachers Conference	2
School Law	1
Self-Care for Teachers and Staff	1
Seven Steps to Writing Success	4
Sue Larkey “Managing Meltdowns” Podcast	1
Strategies to Support Struggling Students	1
Supporting Students with Dyslexia	2
Tamworth History Teachers’ Conference	1
Teach Money Smart – Be Money Smart	1
Teaching Knowledge for the Art and Craft of Writing	1
Teaching Writing	1
The Craft of Writing – Advanced English	1
The Critical and Creative Connection	1
Texts and Human Experience – The Year 12 Common Module	1
The Tempest and the Hag Seed	1
Think It Write It	4
THRASS	1
THRASS Advanced Course	1
THRASS Mastery and Lead Level Certificate	1
Traffic Jam in my Brain	1
Understanding and Successfully Teaching Finance in HSC Business Studies	1
Understanding and Successfully Teaching Global Financial Influences and Strategies in HSC	1
UNE GRASS	1
Visible Learning	1
Working with Challenging Adults	1
Writing Session	2
Writing Skills Workshop	1
Years 12 Experiments for the New Physics Syllabus	1

6. WORKFORCE COMPOSITION

School Staff - 2018	
Teaching Staff	57
Full-time equivalent teaching staff	49.0
Non-teaching staff	29
Full-time equivalent non-teaching staff	21.4

In 2018 Carinya had one member of teaching staff who identified as Aboriginal or Torres Strait Islander.



7. STUDENT ATTENDANCE, AND RETENTION RATES AND POST-SCHOOL DESTINATIONS IN SECONDARY SCHOOL

Year Level	Attendance Rate %
Kindergarten	95.5
Year 1	97.0
Year 2	96.9
Year 3	96.6
Year 4	96.7

Year Level	Attendance Rate %
Year 5	96.3
Year 6	95.7
Year 7	96.2
Year 8	96.4

Year Level	Attendance Rate %
Year 9	93.5
Year 10	95.7
Year 11	95.0
Year 12	96.0
Whole School	95.96

In 2018 the average daily student attendance rate for the whole school was 95.96%. The daily attendance in 2017 was 95.05%

Managements of non attendance

Student non-attendance is managed by the Edumate attendance module. Rolls are electronically marked each period for Years 7-12; at the start of the day and after each break for Years 5 and 6; at the start of each day for Junior School. 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 rate from Year 10 to Year 12 and Post-school Destinations

74% of the 2016 Year 10 cohort completed Year 12 in 2018 at Carinya. The retention rates over the past two years have remained steady. Some students left at the end of Year 10, or during Year 11 and 12, to directly enter the workforce. A smaller number of students pursued further training at TAFE and some left to attend other schools to complete their HSC.

In 2018 86% of graduating students received offers to go to university. 16% of those offers matched the students' first preference for university courses. The remaining students entered the workforce in full and part time capacities, some as apprentices or in traineeships, and others continued training at TAFE or other institutions.

8. ENROLMENT POLICIES

ENROLMENT POLICY

Carinya Christian School is a comprehensive co-educational Prep to Year 12 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**
- 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.
 - We agree to be responsible for the cost of any damage our child causes to School property.
 - 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 & 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 (ie those enrolled at the school even if they have not yet commenced) and also prospective students with disabilities (ie 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, Special Needs Co-ordinator 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
 - ability to achieve learning outcomes
 - ability to participate in courses or programs
 - 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.

9. 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 minimize 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 Polices for student welfare, discipline, and complaints and grievances:

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

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

Review of Student Welfare Policies

Policy	Changes in 2018	Access to Full Text
<p>Student Welfare (including Child Protection)</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"> • Meet the personal, social and learning needs to students • Provide early intervention programs for students at risk. • Develop students’ sense of true worth as image bearers of God and foster an attitude of gratitude through personal and academic development in their learning. 	<p>In 2018, there were no changes to The Discipling in the Classroom Policy. The Policy was moved to the Complispace platform from the beginning of 2018.</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”, Complispace (formerly, the Staff Handbook) or parents may request a copy from the Principal.</p>

<p>Anti-Bullying</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>In 2018 there were no changes to the school's Anti-Bullying Policy. The Policy was moved to the Complispace platform from the beginning of 2018.</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 Policy", Complispace (formerly, the Staff Handbook) or parents may request a copy from the Principal.</p>
<p>Student Discipline</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>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>In 2018 there were no changes to the school's discipline policy. The Policy was moved to the Complispace platform from the beginning of 2018.</p>	<p>The full text of the school's Student Discipline policy can be accessed from the school website under the link "Disciplining in the Classroom (Student Management)", Complispace (formerly, the Staff Handbook) or parents may request a copy from the Principal.</p>

<p>Reporting Complaints and Resolving Grievances</p> <ul style="list-style-type: none"> • 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. • Procedural fairness is an essential component of the process. • The Board of the school will be the final arbiter in all matters of school business. • 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. 	<p>In 2018 the school moved towards a more formal Complaints Management System through Complispace. Staff were formally training in the nature of a complaint, and how to manage formal complaints.</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”, Complispace (formerly, the Staff Handbook) or parents may request a copy from the Principal.</p>
--	---	--

10. SCHOOL DETERMINED PRIORITY AREAS FOR IMPROVEMENT

Achievement of Priority Areas 2018

Area	Priorities	Achievements
Curriculum	<ul style="list-style-type: none"> To increase staff training in writing across KLAS 	<ul style="list-style-type: none"> Continuing in 2018
	<ul style="list-style-type: none"> Implement new curriculum syllabi into programs 	<ul style="list-style-type: none"> Achieved
	<ul style="list-style-type: none"> Implement changes to stage 6 in relation to the 'Stronger HSC' 	<ul style="list-style-type: none"> Continuing in 2018
	<ul style="list-style-type: none"> Implement cultural exchange/mission program for Year 10/11 to Fiji 	<ul style="list-style-type: none"> Achieved
	<ul style="list-style-type: none"> Continuation of Involvement in the LNAP Program to develop higher quality outcomes in Literacy and Numeracy for K-2 students. 	<ul style="list-style-type: none"> Continuing in 2018 Improve and understand data collected from LNAP program. Leadership training with AIS. Ongoing involvement in LNAP program into 2018.
	<ul style="list-style-type: none"> Implement changes for minimum standard for the HSC 	<ul style="list-style-type: none"> Communicate to parents/staff and students the implications of 'Minimum Standard'
	<ul style="list-style-type: none"> To collect THRASS data to ascertain where students are in terms of their THRASS knowledge 	<ul style="list-style-type: none"> Students' knowledge of the THRASS chart will improve and so will their reading and writing skills. This will be shown in assessments and LNAP data
	<ul style="list-style-type: none"> Aides will use THRASS extensively when withdrawing kids from the classroom 	<ul style="list-style-type: none"> Aides will grow in their knowledge and understanding of THRASS. Students being withdrawn will learn the THRASS chart and will grow in their phonemic awareness and knowledge and understanding of reading and writing.
Teachers	<ul style="list-style-type: none"> Students to completed new online format for NAPLAN exams 	<ul style="list-style-type: none"> Achieved
	<ul style="list-style-type: none"> As part of the LNAP Program - Teacher Observation in classes 	<ul style="list-style-type: none"> Continuing in 2018
	<ul style="list-style-type: none"> Continue to increase PD budget for teachers. 	<ul style="list-style-type: none"> Achieved
	<ul style="list-style-type: none"> Staff and Coordinators to pursue PD regarding "Stronger HSC" 	<ul style="list-style-type: none"> Achieved
	<ul style="list-style-type: none"> Coordinator Review sessions with Principal 	<ul style="list-style-type: none"> Achieved
	<ul style="list-style-type: none"> New Staff to be trained in "Seven Steps to Writing" 	<ul style="list-style-type: none"> Achieved
<ul style="list-style-type: none"> First Aid compulsory for all staff – all staff to be trained over next three years 	<ul style="list-style-type: none"> Begun and ongoing. 	

	<ul style="list-style-type: none"> • K-6 Staff to complete Advanced THRASS Training Course 	<ul style="list-style-type: none"> • Achieved – course provided by THRASS
	<ul style="list-style-type: none"> • Train 7-12 staff to develop understanding of Differentiation in the classroom 	<ul style="list-style-type: none"> • Achieved – course provided by AIS
Student Welfare	<ul style="list-style-type: none"> • Build community and 'connectedness' to enhance student/staff mental health and wellbeing 	<ul style="list-style-type: none"> • Continuing in 2018
	<ul style="list-style-type: none"> • Continue to development of strategies to reduce long term absences for students suffering mental health issues 	<ul style="list-style-type: none"> • Continuing in 2018
Parents	<ul style="list-style-type: none"> • Carinya Connect - coffee mornings for parents 3 times a term 	<ul style="list-style-type: none"> • Achieved.
	<ul style="list-style-type: none"> • Combine Middle and Senior School Night 	<ul style="list-style-type: none"> • Achieved
	<ul style="list-style-type: none"> • Study Skills Night for Year 7-12 	<ul style="list-style-type: none"> • Achieved
School Facility and Environment	<ul style="list-style-type: none"> • Expansion of Senior Study building. 	<ul style="list-style-type: none"> • Completed in 2018
	<ul style="list-style-type: none"> • Redesign student playground (Area B) 	<ul style="list-style-type: none"> • Completed in 2018
	<ul style="list-style-type: none"> • Upgrade Kindergarten, Year 1 and Year 2 rooms, add additional Kindergarten room, improve/increase student withdrawal areas 	<ul style="list-style-type: none"> • Completed in 2018
	<ul style="list-style-type: none"> • Upgrade air conditioning in Eucalypt Block, insulated ceiling, and reverse cycle air conditioning in all rooms. 	<ul style="list-style-type: none"> • Commenced in 2018. To be completed for start of 2019
	<ul style="list-style-type: none"> • Re-design internal design of Staff Admin Building to increase size of staffroom and increase 	<ul style="list-style-type: none"> • Commenced in 2018. To be completed for start of 2019
	<ul style="list-style-type: none"> • Upgrade current lighting to LED throughout the school, and to include sensor lighting in all rooms 	<ul style="list-style-type: none"> • Completed in 2018
School Policies	<ul style="list-style-type: none"> • Complispace - Policy Rollover from Handbook to Complispace Online Format 	<ul style="list-style-type: none"> • Completed in 2018
	<ul style="list-style-type: none"> • Review Child Protection Policies, including Staff Code of Conduct. 	<ul style="list-style-type: none"> • Policies reviewed, no changes made in 2018
	<ul style="list-style-type: none"> • Develop and Review Attendance Policies 	<ul style="list-style-type: none"> • Continuing in 2018
	<ul style="list-style-type: none"> • Safety Incident Reports to be entered through Complispace, not Edumate 	<ul style="list-style-type: none"> • Achieved
	<ul style="list-style-type: none"> • Leave Forms to be entered through Complispace 	<ul style="list-style-type: none"> • Achieved
	<ul style="list-style-type: none"> • Implement Complaints Handling Policy/Privacy Policy through Complispace 	<ul style="list-style-type: none"> • Achieved



11. INITIATIVES TO PROMOTE RESPECT AND RESPONSIBILITY

Carinya affirms that every individual is worthy of respect because they are image bearers of their Creator God. Each person is uniquely created with individual differences which 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. 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 'servant-hood' are consistently reinforced with students at assemblies and daily pastoral care times. Teachers regularly reinforce these values in their classrooms as well, and in these ways the promotion of respect and responsibility is embedded in the culture of the school. Respect and responsibility is further encouraged in a range of activities both inside and outside of the school.

Key programs used to foster these important values include:

- School assemblies promote a variety of perspectives important to Carinya including; fostering mutual respect, building character, seeking the reward in the task, pursuing faithfulness and being a 'healer and not a hurter.'
- Pastoral Care time for classes at the start of each day. A program of studies helping to shape a 'Christ centred' world view reinforcing key Carinya distinctives promoting respect and responsibility.
- A cross cultural/mission program with a school in Fiji. Carinya institutes a new cross-cultural program for students in Years 10 & 11 to visit Fiji every second year. The first group of students travelled to Fiji in 2018.
- Year 10 and 11 Elective Japanese students have the opportunity every two years to travel to Japan to experience Japanese Culture. 2017 saw the development of a relationship with a Christian School in Japan, and this continued into 2018, with students and staff from Japan visiting Carinya for a week in Term 3.
- Year group overnight (2-7days) excursions for Years 5 to 11.
- Buddy systems with new enrolments across all grades, and between Kindergarten students and Year 4 students.
- Year 12 students, on their last day of school, conduct a play program with Kindergarten students.
- Year 12 Senior Student fund raising for local charity.
- Focus Overnight Stay for Year 7-12, focusing on developing an understanding of the Bible and service to others in light of the gospel.
- Older students involved in supervised peer teaching activities with younger students (eg. Peer tutoring).
- Grandparents Day in Junior School.
- Year 11 Canberra excursion to promote Civics and Education.



- Participation in the ANZAC Day March and other wreath laying ceremonies promoted by the RSL.
- Visiting groups designed to promote respect and responsibility.
- Year 7 and 8 students serving school activities involving younger students or other children (eg. Storytime, Prep Adventure Day, etc).



12. PARENT, STUDENT AND TEACHER SATISFACTION

Parents at Carinya are supportive of the Christ Centred approach to education. They appreciate the benefits of having a Kindergarten Preparatory Program (3 and 4 year olds) to Year 12 School on one campus. In particular, there is a strong attraction for the smooth transition this affords between the Kindergarten Preparatory Program (Gumnuts and Prep) and Kindergarten and, between Year 6 and Year 7 within the Middle School. There is also a high retention rate for students moving from Year 10 to Year 11, with the majority of students in Year 10 completing their Higher School Certificate in Year 12.

Carinya students feel supported by school policies, have a sense of satisfaction in their learning and school experience, and are appreciative of the relationships they enjoy with staff. More generally parents appreciate the many opportunities to be involved in the education of their children. This happens at many different

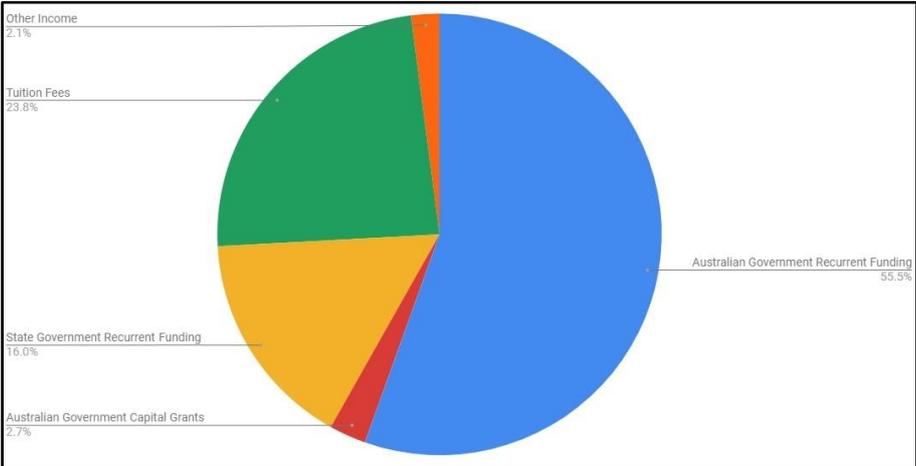


levels from formal Parent/Teachers interviews and Parent Information Nights to participating in sporting, excursion and classroom activities with their children. Lines of communication are maintained at many different levels and parents are encouraged to contact the school as the need arises. Parents feel supported in this way and appreciate the partnership of working as 'home and school together'.

Teachers are committed to the vision of a Christ centred education at Carinya and work 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. Informal feedback from teachers and discussions with Heads of Departments indicates during 2018 staff were generally very satisfied in all areas of our school, particularly in terms of relationships, staff morale, school operations, work roles and work value/recognition. Teachers at Carinya are supportive of the School Board and value the direction and encouragement given by the Board. The partnership between all Carinya staff (non-teaching and teaching), parents and students is highly valued.

13. SUMMARY FINANCIAL INFORMATION

2018 Recurrent and Capital Income



2018 Recurrent / Capital Expenditure

