



# Carinya

CHRISTIAN SCHOOL  
*From Christ and For Him*

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# ANNUAL REPORT



## 2022

  
*Christ*  
centred

  
*Community*  
minded

  
*Discovery*  
driven

*You are worthy, our Lord and God,  
to receive glory and honour and power,  
for you created all things,  
and by your will they were created  
and have their being.  
Revelation 4:11*



## 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 6
4. Senior Secondary Outcomes (Student Achievement)	Page 7
5. Teacher Professional Learning Accreditation and Qualifications	Page 11
6. Workforce Composition	Page 13
7. Student Attendance, and Retention Rates and Post-School Destinations in Secondary School	Page 14
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 26
12. Parent, Student and Teacher Satisfaction	Page 27
13. Summary Financial Information	Page 28

## INTRODUCTION

Carinya Christian School Tamworth is a school with a student population that ranges from a Preparatory School (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 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 SCHOOL 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

### Contextual Information about the School

Carinya Christian School Tamworth, is a comprehensive, Preparatory (Early Learning for 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 779 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 63 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 Google Suite (Classroom, Drive, G-Mail, etc), TASS Administration Software (including Staff Kiosk, Parent Lounge and Student Cafe), smart boards or promethean boards in all Junior School classrooms, and data projectors in all Middle and Senior classrooms. Students have 1:1 access to Chromebooks in Middle and Senior Schools (Year 5-12), and iPads and Chromebooks in Junior School, and one computer laboratory. Students across the also enjoy new and improved playground areas, as we remain committed to strengthening our community by providing and improving play spaces for the student body.

### Characteristics of the Student Body

Student enrolment in 2022 was 779 on census date in August. The enrolment in K-6 was 379 and in 7-12 it was 400, with 11% students identifying as Aboriginal or Torres Strait Islander and 14% 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 learning needs.

There are slightly more girls (406) than boys (373) 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.

*"There is not a square inch in the whole domain of our human existence over which Christ, who is Sovereign over all, does not cry, Mine!"*

*Abraham Kuyper*

### 3. STUDENT OUTCOMES IN STANDARDISED NATIONAL LITERACY AND NUMERACY TESTING

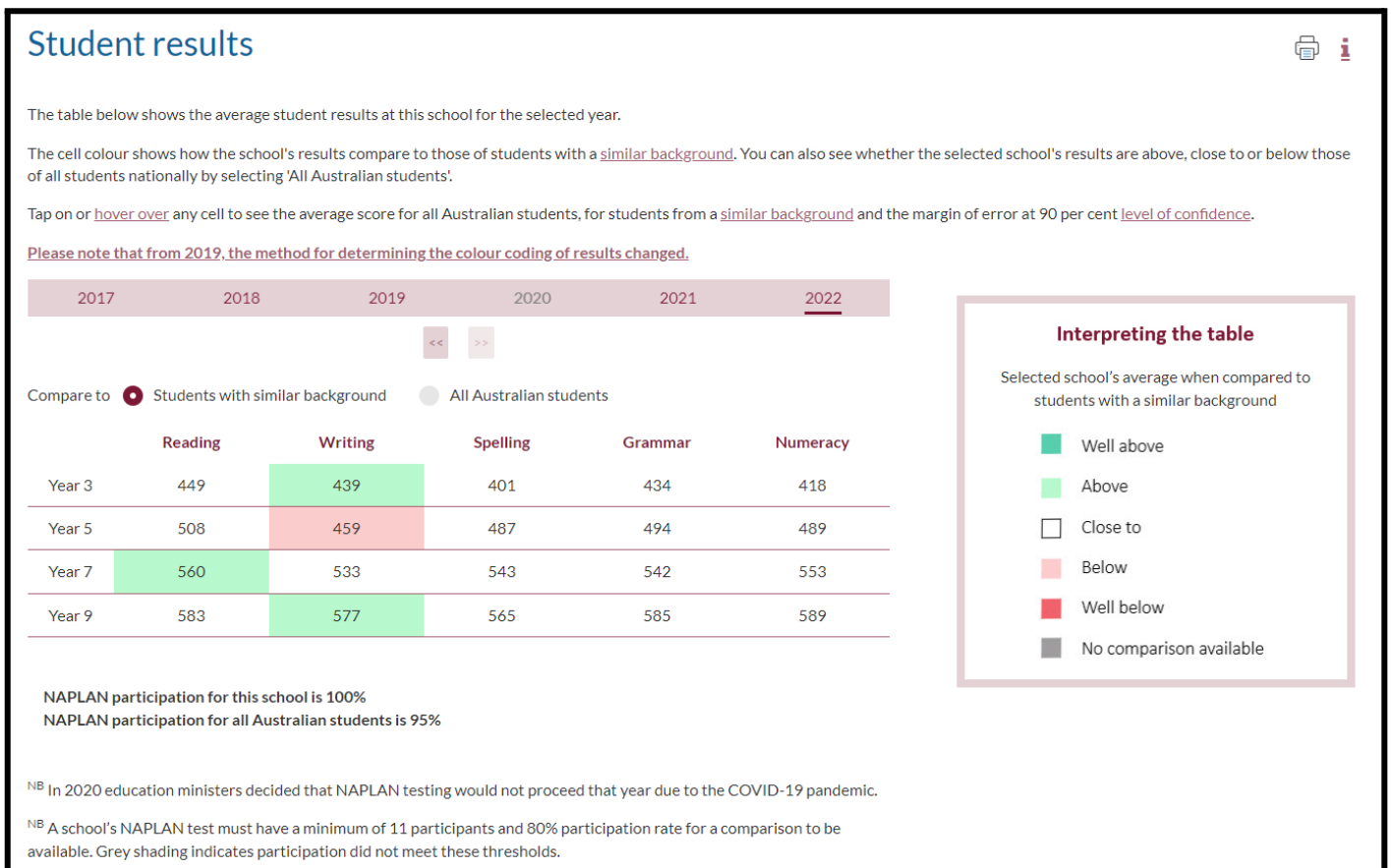
#### FAITHFULNESS IN THE TASK

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, 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.



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 19 students in 2022:

- 5 in Year 10
- 9 in Year 11
- 5 in Year 12

### HIGHER SCHOOL CERTIFICATE

In 2022, 46 students sat for the NSW Higher School Certificate in a total of 21 Carinya delivered courses, 2 Distance Education courses, 1 TAFE Launchpad course and 4 face to face VET courses. One student successfully completed a School-Based apprenticeship in Construction, and subsequently gained university entry into Architecture and Construction Management. She chose to defer these offers, finish her apprenticeship and then complete a degree.

Of the 21 Carinya delivered courses, the school mean was higher than the state mean in 7 courses. The student who completed Construction obtained a Band 6 result.

### 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 in 2022, 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
Biology	2022	13	38.46	26.84	53.85	52.91	7.69	20.25
	2021	13	46.15	31.31	46.15	59.95	7.69	8.74
	2020	13	7.69	30.73	84.64	56.21	7.69	13.05
Business Studies	2022	7	28.57	34.87	57.15	55.46	14.29	9.67
	2021	6	50.00	36.09	50.00	50.94	0	12.96
	2020	6	50.00	35.32	33.33	47.68	16.67	17.00
Chemistry	2022	8	12.50	33.17	62.50	51.37	25.00	15.46
	2021	6	50.00	40.40	50.00	48.32	0	11.29
	2020	1	0	43.10	100.00	47.47	0	9.43
Community and Family Studies	2022	11	54.55	32.85	45.45	61.80	0	5.34
	2021	13	30.77	32.07	69.23	61.08	0	6.86
	2020	7	42.86	33.99	57.14	57.13	0	8.88
Design and Technology	2022	17	35.29	47.11	64.71	49.26	0	3.64
	2021	7	28.57	54.65	71.43	42.40	0	2.94
	2020	10	60.00	47.27	40.00	50.60	0	2.12
English Advanced	2022	28	21.43	67.17	75.00	31.96	3.57	0.86
	2021	24	54.17	68.77	45.83	30.51	0	0.71
	2020	19	31.58	63.40	68.42	36.01	0	0.59
English Standard	2022	12	0	15.45	91.67	72.54	8.33	12.02
	2021	15	0	16.63	66.67	73.92	33.33	9.46
	2020	19	10.53	11.56	78.91	77.64	10.53	10.79
English Studies	2022	6	0	8.67	83.33	64.45	16.67	26.88
	2021	3	0	8.08	100.00	64.30	0	27.62
	2020	6	0	9.23	50.00	64.21	50.00	26.52



<b>Food Technology</b>	2022	5	60.00	30.26	40.00	56.33	0	13.41
	2021	4	25.00	36.44	75.00	50.20	0	13.36
	2020	N/A	-	-	-	-	-	-
<b>Geography</b>	2022	3	0	42.31	100.00	47.66	0	10.04
	2021	8	50.00	44.45	50.00	47.53	0	8.02
	2020	N/A	-	-	-	-	-	-
<b>Investigating Science</b>	2022	9	11.11	25.42	77.78	60.56	11.11	14.01
	2021	N/A	-	-	-	-	-	-
	2020	N/A	-	-	-	-	-	-
<b>Legal Studies</b>	2022	3	66.67	40.97	33.33	43.85	0	15.17
	2021	6	33.33	42.35	50.00	44.02	16.67	13.64
	2020	8	37.50	39.92	62.50	49.33	0	10.75
<b>Mathematics Advanced</b>	2022	16	18.75	49.01	62.50	45.47	18.75	5.52
	2021	8	12.50	50.21	50.00	43.64	37.50	6.15
	2020	8	25.00	52.60	62.50	43.20	12.50	4.19
<b>Mathematics Extension 1</b>	2022	8	62.50	73.57	37.50	26.43	N/A	N/A
	2021	7	100.00	74.26	0	25.74	N/A	N/A
	2020	6	50.00	74.50	50.00	25.50	N/A	N/A
<b>Mathematics Extension 2</b>	2022	3	100.00	85.11	0	14.89	N/A	N/A
	2021	7	57.15	86.62	42.86	13.37	N/A	N/A
	2020	3	33.33	84.02	66.67	15.99	N/A	N/A
<b>Mathematics Standard</b>	2022	23	21.74	29.06	52.17	52.73	26.09	18.20
	2021	19	26.31	24.75	36.84	53.88	36.85	21.37
	2020	31	9.68	24.72	67.74	50.82	22.58	24.45
<b>Modern History</b>	2022	7	28.57	34.44	57.14	54.37	14.29	11.19
	2021	9	11.11	38.00	66.66	46.20	22.22	15.79
	2020	10	30.00	37.44	70.00	47.03	0	15.54

<b>Music 1</b>	2022	4	100.00	69.62	0	28.43	0	1.95
	2021	4	57.14	64.34	42.86	33.96	0	1.71
	2020	6	83.33	64.45	16.67	33.77	0	1.77
<b>PDHPE</b>	2022	30	26.67	26.14	56.67	53.77	16.67	20.08
	2021	11	27.27	30.93	63.63	55.55	9.09	13.54
	2020	15	33.33	34.47	66.67	51.13	0	14.39
<b>Physics</b>	2022	11	27.27	41.45	54.54	45.30	18.18	13.25
	2021	8	87.5	40.62	12.50	50.23	0	9.15
	2020	3	66.67	40.64	33.33	45.42	0	13.93
<b>Visual Arts</b>	2022	7	57.14	65.84	42.86	32.74	0	1.42
	2021	4	50.00	63.18	50.00	35.24	0	1.57
	2020	15	60.00	65.02	40.00	33.18	0	1.79

<b>Year 12</b>	<b>Qualification</b>	<b>Percentage of Students</b>
<b>2022</b>	HSC - ATAR HSC - Non-ATAR	95% (42 students) 5% (4 students)
<b>2022</b>	VET qualification DE qualification SBAT qualification	100% (4 students) 100% (2 students) 100% (1 student)



## 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-NOOSR) guidelines, or	60
Teachers having a bachelor degree higher education institution within Australia, or one recognised within the AEI-NOOSR guidelines, but lack formal teacher education qualifications.	3

### Teaching Accreditation

Level of Accreditation	Number of Teachers
Conditional	5
Provisional	1
Proficient Teacher	57
Highly Accomplished (voluntary accreditation)	0
Lead Teacher (voluntary accreditation)	0
<b>Total Number of Teachers</b>	<b>63</b>

*NB: Carinya has 9 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 2022

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, and during 2022, most professional learning was completed online. The following professional learning was undertaken in 2022:

Course Attended	Number of Staff
Child Protection - Curriculum Week (January)	116

Diabetes Training	16
CPR	78
First Aid	40
Level Up Science Teaching	1
School in the Belly of Culture	63
Writer's Toolbox	20
Caring for a student with a Spinal Cord Injury	10



## 6. WORKFORCE COMPOSITION

School Staff - 2022	
Teaching Staff	63
Full-time equivalent teaching staff	55.8
Non-teaching staff	38
Full-time equivalent non-teaching staff	29.7

In 2022 Carinya had one staff member who identified as Aboriginal or Torres Strait Islander.



*"It would do us good to see ourselves as sponges. Throughout the expanse of creation God has hidden things for humankind to discover, to enjoy, and with which to perceive the nature of the Creator Himself. We should sponge it all up."  
Gordon MacDonald*

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

Year Level	Attendance Rate (%)
Kindergarten	91.6
Year 1	93.0
Year 2	90.5
Year 3	90.1
Year 4	91.9

Year Level	Attendance Rate (%)
Year 5	90.9
Year 6	89.1
Year 7	91.3
Year 8	89.7

Year Level	Attendance Rate (%)
Year 9	89.9
Year 10	91.8
Year 11	90.5
Year 12	92.0
Whole School	90.95

In 2022 the average daily student attendance rate for the whole school was 90.95% (down from 93.07% in 2021). There has been a drop in daily attendance since the beginning of the pandemic, and these lower rates may be due to the continuing impact of COVID-19.

### Managements of non-attendance

Student non-attendance is managed by the TASS attendance module. Rolls are electronically marked at the start of each day and 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

71% of the 2020 Year 10 cohort completed Year 12 in 2022 at Carinya. While the retention rates over the past few years have remained steady and with greater numbers of Year 10 students completing their Year 12 studies at Carinya, this year the retention rate increased a little from the previous year.

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.

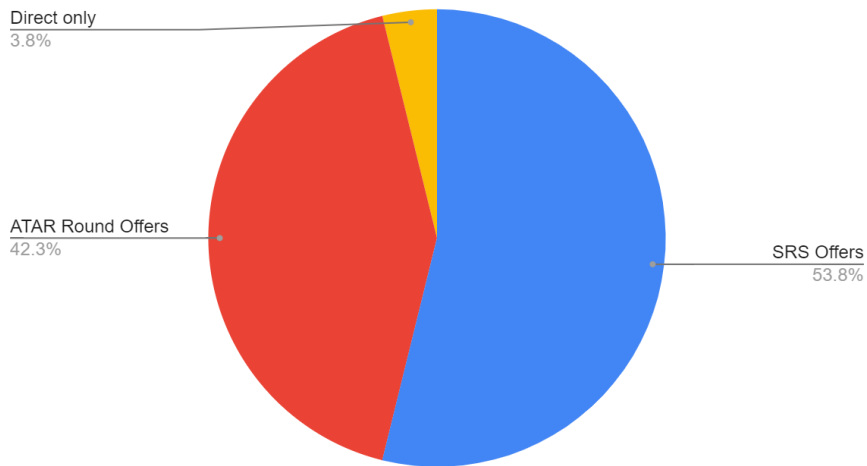
### NSW University Applications and Offers

Of the 32 students who applied for places at NSW/ACT Universities, 29 received offers through UAC and 2 received offers through direct early entry applications only. There were 50 offers made in total by NSW/ACT Universities through UAC with 21 (66%) of the students who applied receiving an offer into the course that was their first preference.

Overall, 67% (31 students) of the graduating class of 2022 received an offer to study at a NSW/ACT University.

28 of the 50 (56%) offers were made to students through the Schools Recommendation Scheme (SRS), which grants early entry to students prior to the receipt of their ATAR. 22 students received an offer following the release of ATARs.

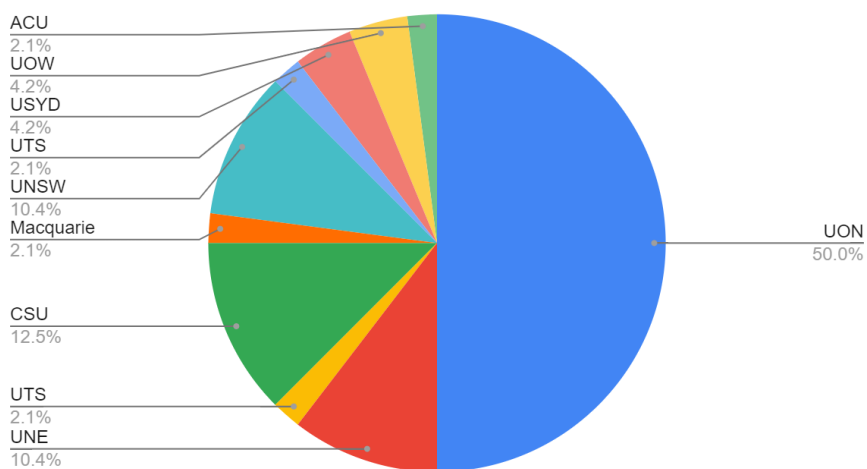
ATAR & Early Offers 2022



**NSW University Breakdown**

The graduating class of 2022 favoured attending the University of Newcastle. The graph reflects the breakdown of offers received. These results reflect the exposure of students to specific university experiences. Carinya took students to the Charles Sturt, Port Macquarie and University of New England School’s Visit Days, which was of benefit. Each year, students discuss the University of Newcastle (UON), so it is well-known. However, since COVID, UON has not held a School’s visit day. Currently, only those students whose families recognised the importance of visiting universities that are farther afield, applied for the other universities. This is perhaps an inequitable outcome that Carinya could help to rectify. In the future, it would be of benefit to organise a trip that allows students to experience city-based universities also.

University Preferences 2022 cohort



## Gap Year

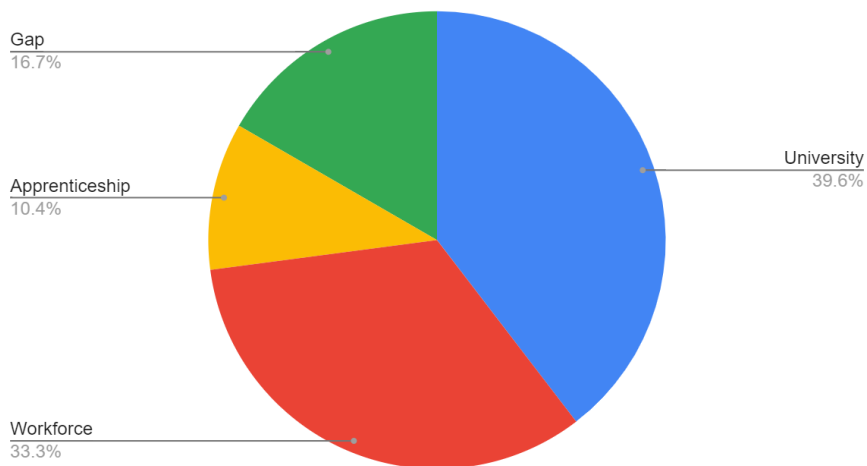
Many Carinya graduates each year are required to take a Gap Year in order to earn their financial independence, or if they are undecided about their next step. Of the 2022 graduates 8 have taken a Gap Year and deferred their university place.

## Workforce & Apprenticeships

16 students have entered the workforce, with 5 receiving an apprenticeship/traineeship.

## Overall Results

2023 Post School Outcomes



*Remember the former things, those of long ago;  
I am God, and there is no other;  
I am God, and there is none like me.  
I make known the end from the beginning,  
from ancient times, what is still to come.  
I say, 'My purpose will stand,  
and I will do all that I please.'  
From the east I summon a bird of prey;  
from a far-off land, a man to fulfil my purpose.  
What I have said, that I will bring about;  
what I have planned, that I will do.  
Isaiah 46:9b-12*



## 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 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 of God and foster an attitude of gratitude through personal and academic development in their learning.</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><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>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>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 “Disciplining in the Classroom”, PolicyConnect or parents may request a copy from the Principal.</p>

### Reporting Complaints and Resolving Grievances

- 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.

No changes were made in 2022.

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.





## 10. SCHOOL DETERMINED PRIORITY AREAS FOR IMPROVEMENT

### Achievement of Priority Areas 2022

Area	Priorities	Achievements
<b>Curriculum</b>	<ul style="list-style-type: none"> <li>Continue Online Learning across the school due to impact of COVID-19, as required.</li> <li>Familiarisation of New English and Mathematics syllabus K-2 to implement in 2023.</li> <li>Implementation of Initialit.</li> <li>Intensive literacy program with Year 5 &amp; 6 students who are not meeting outcomes.</li> <li>Continuation of Involvement in the LNAP Program to develop higher quality outcomes in Literacy and Numeracy for K-2 students.</li> </ul>	<ul style="list-style-type: none"> <li>Ongoing into 2022.</li> <li>Some inservice on the new syllabus.</li> <li>Initialit being taught in all classes K-2.</li> <li>Students completing intensive literacy program.</li> <li>Improve and understand data collected from LNAP program.</li> </ul>
<b>Teachers</b>	<ul style="list-style-type: none"> <li>Replacement EAP as The Mind Space will cease in 2022. EAP found to commence in 2023.</li> <li>Commence a Staff Performance Review with Executive staff. To roll out to all staff in 2023.</li> <li>Additional Assistant Heads of School for Junior, Middle, Senior Schools</li> <li>Continue to build capacity in staff to deliver a Christ-centred education with training through CEN.</li> </ul>	<ul style="list-style-type: none"> <li>Achieved.</li> <li>Achieved.</li> <li>Achieved.</li> <li>Achieved.</li> </ul>
<b>Students</b>	<ul style="list-style-type: none"> <li>Guest Speaker - Marshall Ballantine-Jones - to speak to students in 5-12 about social media, internet and pornography.</li> <li>Increase school activities "outside the school" to build resilience and to explore and delight in God's world, after continuing impact of COVID.</li> </ul>	<ul style="list-style-type: none"> <li>Achieved.</li> <li>Achieved.</li> </ul>
<b>Parents</b>	<ul style="list-style-type: none"> <li>School Survey completed with parent body.</li> <li>Inviting parents back into the school at assemblies and other parent events.</li> <li>Guest Speaker - Marshall Ballantine-Jones - to speak to parents about social media, internet and pornography.</li> </ul>	<ul style="list-style-type: none"> <li>Achieved.</li> <li>Achieved.</li> <li>Achieved.</li> </ul>
<b>School Facility and Environment</b>	<ul style="list-style-type: none"> <li>Continuing E-Block upgrade and extension.</li> <li>Construction of Music Theatre.</li> <li>Review and update Masterplan of school site.</li> </ul>	<ul style="list-style-type: none"> <li>Achieved.</li> <li>Ongoing in 2022.</li> <li>Ongoing in 2022.</li> </ul>
<b>School Policies</b>	<ul style="list-style-type: none"> <li>Teacher Accreditation Authority Policies (TAA) <ul style="list-style-type: none"> <li>Implement NESA updates</li> </ul> </li> <li>Child Protection Policies <ul style="list-style-type: none"> <li>Implementing Child Safe Standards</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Reviewed and Updated.</li> <li>Reviewed and Updated.</li> </ul>

## 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' worldview reinforcing key Carinya distinctives promoting respect and responsibility.
- A cross cultural/mission program with a school in Fiji. Carinya instituted 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. The trip planned for 2020 was unable to take place due to COVID-19. This trip was also unable to proceed in 2022.
- 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 2019, with students and staff from Japan visiting Carinya for a week in Term 3. Students from Japan were able to visit in 2022.
- Year group overnight (2-7days) excursions for Years 5 to 12.
- Buddy systems with new enrolments across all grades, and between Kindergarten students and Year 4 students.
- Year 12 Student Leaders 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.
- Involvement in NAIDOC Week.
- 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).

NB: Many of these activities have recommenced after the impacts of COVID-19 in the previous few years, although some were reduced or curtailed to adhere to ongoing restrictions.

## 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.

In 2022, the school gathered data from families through a survey of the school community. Overall the results were very positive. Some highlights from the survey were:

- 92.0% of respondents said that their child(ren) felt safe at Carinya.
- 93.4% of respondents said that their child(ren) likes being at Carinya.
- 96.3% of respondents felt teachers at Carinya expected their child(ren) to do his or her best.
- 96.4% of respondents felt they could talk to their child(ren)'s teachers about their concerns.
- 96.4% of respondents felt that the school buildings and grounds are well maintained.

The school continued to receive positive comments of appreciation for the way that students were cared for and taught due to the ongoing impact of COVID-19 on learning at school. Parents were also grateful for the continued contact with their children during the time they were away from school.

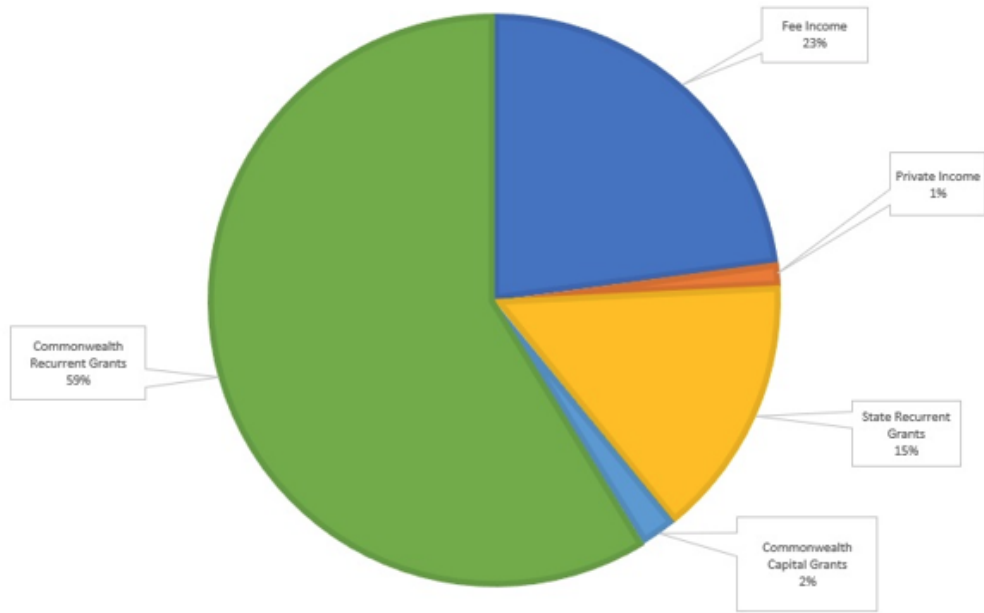
Carinya students feel supported by school policies, have a sense of satisfaction in their learning and school experience, and are appreciative of the relationships they enjoy with staff. More generally, parents appreciate the many opportunities to be involved in the education of their children. This 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'. While many of these regular events continued to be impacted by COVID-19 in 2022, events started to recommence in a limited or adjusted capacity, and parents and students appreciated the efforts to recommence these events and excursions. Staff continued to work hard to find ways of getting information to parents about school matters in a timely and useful way.

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 2022 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.

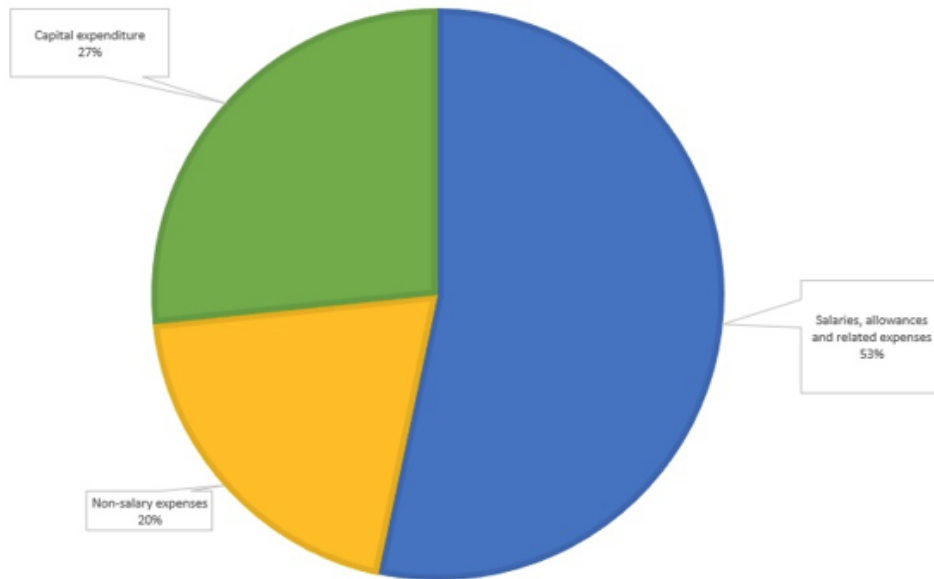


### 13. SUMMARY FINANCIAL INFORMATION

TAMWORTH - 2022 RECURRENT / CAPITAL INCOME



TAMWORTH - 2022 RECURRENT / CAPITAL EXPENDITURE



*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*