

2018

Casino Christian School Annual Report

25TH JUNE 2019

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2 A MESSAGE FROM THE PRINCIPAL

2018 was again a significant year for Casino Christian School. The year was significant in the growth of the School, the completion of the Science Laboratory and a move towards a single streamed Primary School.

Student numbers grew from 197 in 2017 to 215 students in 2018. This is an overall growth of 9%. Growth from Kyogle was so significant that we needed to purchase a larger school bus to service students from Kyogle. Parents choosing Casino Christian School are looking for an environment where students are cared for pastorally by their teachers, where there is a real sense of community and where Christian values are upheld.

This growth created the impetus for the expansion of our Primary School. In 2019, classes will no longer be composite across each stage but will consist of one class per year. This will require an increase of 3.2 teachers in the Primary School.

The Science Laboratory was finished in 2018. This modern facility consists of 2 classrooms: a senior classroom able to accommodate 20 students comfortably and a junior classroom that can accommodate 32 students comfortably.

3 CONTEXTUAL INFORMATION ABOUT THE SCHOOL

Situated on 17 hectares of land in a rural environment, Casino Christian School is a K-12 school that commenced as a K-6 Primary School in 1995. It was extended to Year 7 in 2000, and again extended to Year 11 and 12 in 2014. The School is a registered and accredited, co-educational, K-12 school.

Casino Christian School is a ministry of the Casino Presbyterian Church to the wider Christian community in Casino and district. It is a member of Christian Schools Australia (CSA) and the Association of Independent Schools NSW (AISNSW).

In addition to the general education programs the School provides further enrichment through interschool sports, camps, excursions, intensive swimming programs, individual music tuition, band and special needs programs.

The School's motto 'Grow in grace and knowledge' underpins the desired ethos of the School whereby students are encouraged to live an authentic Christian lifestyle.

The School's mission statement further encapsulates this:

'The aim of the School is to see parents, church and school working together to educate children from a Christian perspective, and so equip them to live lives that are honouring to Christ.'

4 NAPLAN RESULTS

Every year, students in Years 3, 5, 7 and 9 sit the annual NAPLAN assessment which tests the types of skills that are deemed essential for every student to progress through school and life. The tests cover skills in reading, writing, spelling, grammar and punctuation, and numeracy.

The following table illustrates the average results for the Casino Christian School cohorts and cohorts from similar schools. Green results indicate that, on average, students are performing above schools with similar students whilst red results indicate that, on average, students are performing below schools with similar results.

Cohort	Reading	Writing	Spelling	Grammar and Punctuation	Numeracy
CCS Year 3	486	402	427	448	419
SIM Year 3	411	393	401	407	389
CCS Year 5	525	451	503	525	489
SIM Year 5	490	459	492	486	479
CCS Year 7	547	500	547	542	543
SIM Year 7	522	491	536	527	528
CCS Year 9	579	559	589	586	582
SIM Year 9	568	525	571	564	578

The key listed below indicates the School's average when compared to schools with similar students.

Substantially above
Above
Close to
Below
Substantially below

Casino Christian School views NAPLAN as a snapshot of how our students are performing on any given day. With such a small cohort, statistically speaking, it can be unhelpful to place too much emphasis on average student results. However, it is always worthwhile analysing the results to see where our students need to be given an increased educational focus. It is pleasing to see that the students are performing above the standard of students from other similar schools; however, at Casino Christian School we are continually striving for improvement. Each year, Casino Christian School analyses NAPLAN data to improve teaching practice and determine which areas of numeracy and literacy the School needs to focus on in order to improve educational outcomes for the students.

5 RECORD OF SCHOOL ACHIEVEMENT

5.1 YEAR 10

Twenty-one students completed Stage 5 and were eligible for the Record of School Achievement credential. Twelve students continued into Year 11 at Casino Christian School. Four students left CCS to be educated at another school. Four students left school to join the workforce and were granted the RoSA. One student left to attend TAFE and was granted the RoSA

5.2 YEAR 11

In a compressed format, fifteen students completed some Preliminary courses and were eligible for the Record of School Achievement credential. Two students left school to join the workforce and were granted the RoSA. One student left CCS to be educated at another school. Twelve students will complete the remainder of the Preliminary courses in 2019.

5.3 YEAR 12

In a compressed format, seven students completed their Preliminary courses and were granted their Record of School Achievement.

6 HIGHER SCHOOL CERTIFICATE

Subjects that are offered at Casino Christian School over a two-year cycle include:

- English (Standard)
- English (Advanced)
- English Studies
- Mathematics (Standard) 2
- Mathematics
- Mathematics Extension 1
- Mathematics Extension 2
- Ancient History
- Biology
- Business Studies
- Chemistry
- Design and Technology
- Information Processes & Technology
- Music 1
- PDHPE
- Physics
- Visual Arts

Whilst English and Mathematics are delivered via a traditional method, all other subjects are delivered in a compressed format, every alternate year.

The following tables are a snapshot of the performance of CCS students. However, it should be noted that as the cohort for 2018 was small, statistical analysis is of limited value.

Subject	Bands 5 & 6	Band 4, 5, 6
English Advanced	100% of students compared to 63% of the state	100%
Mathematics	80% of students compared to 27% of the state	80%
Mathematics General 2	75% of students as compared to 66% of the state	100%
PDHPE	23% of students compared to 35% of the state	46%
Physics	13% of students compared to 34% of the state	25%

The table above shows the percentage of students that received either a Band 5 or 6 in various subjects and the percentage of students that received either a Band 4, 5 or 6.

Subject	Band E4	Band E3
Mathematics Extension 1	0%	100%
Mathematics Extension 2	0%	100%

The table above shows the percentage of students that received a Band E4 in various subjects and the percentage of students that received a Band E3.

Subject	Change in School Mean from 2016 to 2018
English Advanced	+16.75
English Standard	+4.06
Information Processes and Technology	+6.61
Mathematics Extension 1	+11.80
Mathematics Extension 2	-3.80
Mathematics General 2	+21.88
Mathematics	+1.00
PDHPE	+13.81
Physics	-28.20

The table above shows the change in school mean from 2016 to 2018. This is provided as a comparison of this years results with the results two years previously as the non-Maths and English subjects are taught every two years.

7 SENIOR SECONDARY OUTCOMES

7.1 VOCATIONAL OR TRADE TRAINING

No students were undertaking vocational or trade training.

7.2 HSC AWARD

100% of students who completed Year 12 in 2018 graduated with their Higher School Certificate.

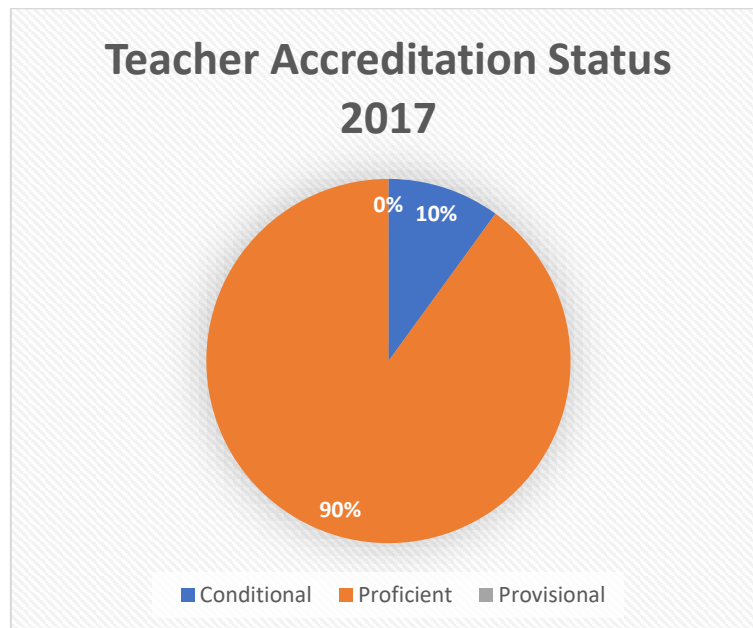
8 PROFESSIONAL LEARNING OF TEACHERS

Across both Primary and High School, the Professional Learning of Teachers focused on literacy and numeracy. Staff were involved in

- Authentic Christian Education (all teachers for 1 day)
- Literacy and Numeracy Action Plan Masterclasses (2 teachers for 4 days)
- Middle Leaders Program (1 teacher for 3 days)
- K-6 Curriculum Registration Requirements (2 teachers for 1 day)
- Registration Requirements for all schools (1 teacher for 1 day)
- Principal Induction (1 teacher for 10 days)
- School Improvement Scheme (4 teachers for 4 days)
- First Aid Training (all staff for 1 day)
- AEDC Training (1 teacher for 1 day)
- LNAP Instruction (5 teachers for 4 days)
- RoSA Achievement Registration Requirements (2 teachers for 1 day)
- Reportable Conduction and Allegations against Employees (1 teacher for 1 day)
- Christian School Conference (2 teachers for 2 days)
- Smartwords (3 teachers for 1 day)
- NESAs Registration and Accreditation Briefings (1 teacher for 1 day)
- School Improvement Roadshow (1 teacher for 1 day)
- Chemistry and Biology – New Syllabus (3 teachers for 1 day)
- Mandatory Technology – New Syllabus (3 teachers for 1 day)

9 TEACHER ACCREDITATION STATUS

The following chart illustrates the accreditation status of teachers by the end of 2018 for Casino Christian School.



10 WORKFORCE COMPOSITION

The executive consists of the Principal, the Business Manager, the Welfare Coordinators, Computing Coordinator, Literacy and Numeracy Coordinator, and the Special Needs Coordinator.

Category	Total Number	Aboriginal and Torres Strait Islander
Teaching Staff	19	1
Teacher's Aides	10	0
Non-Teaching Staff	11	0

11 STUDENT ATTENDANCE

During 2018 there was an overall attendance rate of 93.8%. This does not include illness, either short term or ongoing. The following table provides information on the attendance rate for each year group.

Class	Attendance Rate (%)
Kindergarten	97.5
1	96.5
2	96.8
3	97.2
4	98.0
5	97.2
6	96.1
7	91.0
8	90.8
9	88.6
10	90.2
11	92.6
12	93.8
School	93.8

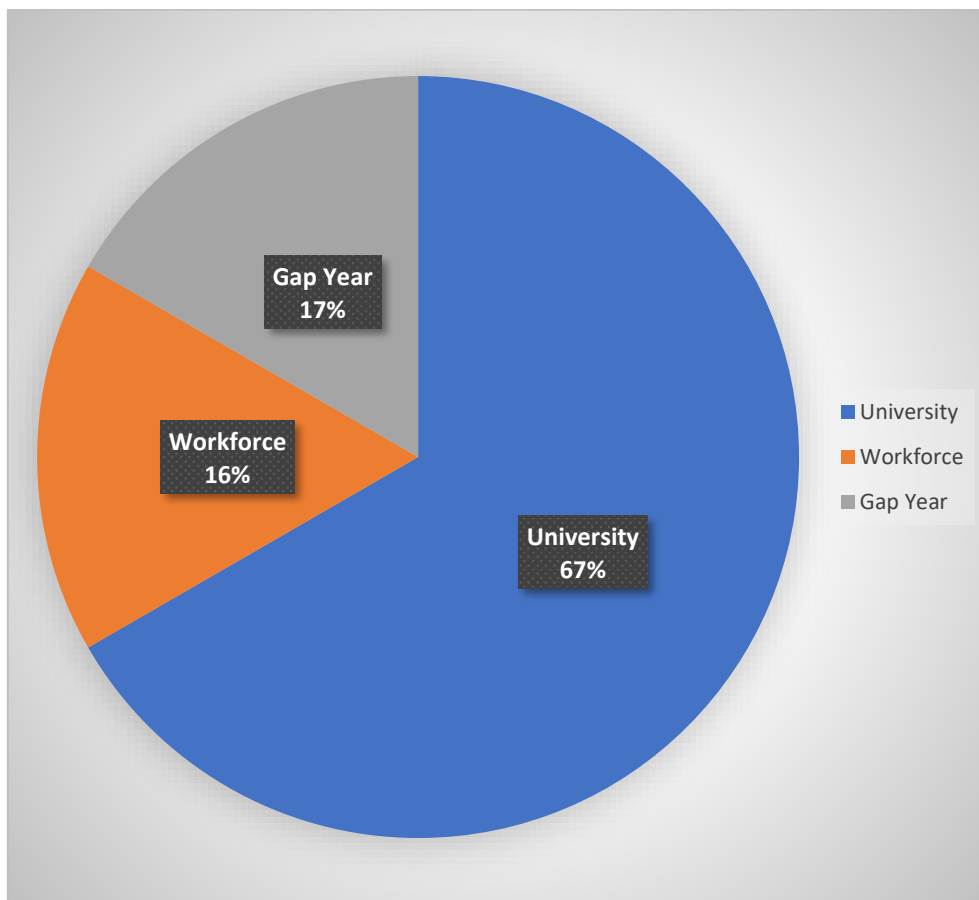
Attendance of students is monitored by daily roll marking by teachers and collation by clerical staff. Office staff attempt to make contact by phone for all daily absences. Unexplained absences are followed up via phone calls or a letter on a regular basis. Prolonged unexplained absences are referred to the relevant authorities.

12 STUDENT RETENTION

The student retention rate from 2016 to 2018 was 32% for students who completed Stage 5 to students who completed their HSC in Stage 6.

13 POST-SCHOOL DESTINATIONS

The following chart shows the destination of students who graduated from Stage 6 in 2017.



Students who are labelled as Gap Year have entered the workforce for one year with the intention of going to university the following year.

14 SCHOOL ENROLMENT POLICY

14.1 SOURCE OF OBLIGATION

The NSW Registration Manual (3.8) requires the Principal of the School to keep a register, in a form approved by the Minister, of the enrolments of all children at the School.

The NSW Registration Manual (3.6.2) requires the School to provide a safe and supportive environment by maintaining a student enrolment register.

14.2 STUDENT ENROLMENTS

Casino Christian School keeps a register of enrolments of all children at the School in electronic form.

14.3 INFORMATION FOR REGISTER OF ENROLMENTS

The register of enrolments records the following information for each student:

- name, age and address
- name and contact telephone number of parents/guardians
- date of enrolment
- date of leaving the School and the student's destination, where appropriate
- for children older than six years of age, previous school or pre-enrolment situation
- where the destination of a student under seventeen years of age is unknown, evidence that the NSW Department of Education has been notified of:
 - the student's full name
 - the student's date of birth
 - the student's last known address
 - the student's last date of attendance
 - parents'/guardians' names and contact details
 - an indication of possible destination
 - any other information that may assist officers to locate the student
 - any known work health and safety risks associated with contacting the parents/guardians or student.

14.4 TERMS AND CONDITIONS OF ENROLMENT

Enrolment at the School is subject to the following terms and conditions.

- The parents/guardians agree to allow the child to share fully in the life and program of the School, including the devotional activities, biblical studies class and assembly times.
- The parents/guardians support the aims of the School.
- The parents/guardians undertake to provide the child with all necessary equipment of a personal nature that may be required to enable the child to benefit from the education offered. These requirements are listed on the School requisite list published in the newsletter at the end of each school year and on the School's website

- The parents/guardians undertake to provide the child with the correct uniform approved by the School and ensure that the child is always sent to school neatly dressed in the required uniform.
- The parents/guardians accept the right of the School to employ such discipline as it deems wise and expedient for the child and agree to uphold in every way possible the School's authority and right to administer appropriate discipline in accordance with the School policy.
- The enrolment bond is paid in full prior to commencement at school and tuition fees will be paid as they fall due in the first two weeks of each school term unless alternative arrangements are made. Also, direct debit and or Centrepay arrangements for payment of school fees can be made a part of the conditions of enrolment at the Principal's discretion.
- Any parents/guardians intending to terminate enrolment notify the School as soon as they become aware of circumstances. Final notification must be given in writing on the School's Enrolment Withdrawal Form
- The School may suspend or terminate enrolment at its discretion for failure to comply with these conditions or other serious breaches of the School's rules and regulations. This includes the poor or non payment of school fees of over two terms duration, unless the parents/guardians have been in regular contact with the School and agreed arrangements have been made about both current fees and fees in arrears.
- The parents/guardians read the confession of faith and understand that it is the basis of the philosophy of the School and the teaching.
- The parents/guardians ensure regular attendance of their child/ren at school, except for illness and other explained absences.

14.5 RECORDS OF THE REGISTER OF ENROLMENTS

The register is retained for a period of seven years after the last entry is made and copies of information in the register are stored off-site at regular intervals.

14.6 IMPLEMENTATION

Casino Christian School has set up a series of compliance tasks in CompliSpace Assurance to ensure that key obligations under the NSW Registration Manual are managed effectively.

15 STUDENT BODY CHARACTERISTICS

Students at Casino Christian School come from a wide range of socio-economic backgrounds. Between 50% and 60% of families attend church. One in seven students are of Aboriginal and Torres Strait Islander background. There are a growing number of students with Asian heritage.

16 SCHOOL POLICIES

The following policies are all completely new policies. The old policies may be found in the 2017 annual report. These policies are available to the public on the Casino Christian School website.

16.1 STUDENT WELFARE, ENROLMENT AND ATTENDANCE COMPLIANCE POLICY

16.1.1 Source of Obligation

The NSW Registration Manual (3.6.2) requires the School to provide a safe and supportive environment by:

- having in place policies and procedures that provide for student welfare
- maintaining a student enrolment and attendance register.

16.1.2 Safe Environment

A safe environment for students is one where the risk of harm is minimised, and students feel secure. Harm relates not only to dangers in the physical environment, involving such matters as architecture and construction, lighting, space, facilities and safety plans, but also refers to violence, physical threats, verbal abuse, threatening gestures, sexual harassment and racial vilification.

16.1.3 Supportive Environment

A supportive environment fosters the social, academic, physical and emotional development of students. A supportive environment is one in which:

- students are treated with respect and fairness by teachers, other staff and other students
- members of the School community feel valued
- effective teaching and learning takes place
- positive support and encouragement are provided by members of staff and students
- non-discriminatory language and behavioural practices are defined, modelled and reinforced by members of the School community
- consultation takes place on matters relating to students' education and welfare.

16.1.4 Student Welfare and Attendance Policy Framework

Student welfare encompasses the mental, physical and emotional wellbeing of students. Provisions for attendance are integral to providing for student welfare.

Casino Christian School has developed a comprehensive policy framework designed to provide for student welfare and attendance.

The list of key policies is set out below:

- Security
- School Security (Building and Grounds)
- Evacuation Procedures
- Lockdown Procedures
- Supervision
- Supervision (General)
- Supervision and Inspection - Playground
- Excursions Policy
- Code of Conduct and Behaviour Management

- Code of Conduct (Staff)
- Student Code of Conduct
- Bullying Prevention and Intervention
- Counselling Services (Student)
- Student Leadership Policy
- Critical Incident (Emergency Situations Response)
- Complaints Handling
- Complaints Handling Policy
- Complaints Handling Program
- Pastoral Care
- Pastoral Care Policy
- Students with Special Needs Policy
- Medication Administration
- Homework Policy
- Enrolment and Attendance
- Student Enrolment Policy
- Student Attendance Policy
- Student Achievement Data
- Quality of Educational Program (Record of Achievements and Engagement in Learning)
- Truancy Policy
- Stakeholder Communication
- Parent Communication and Involvement Policy

Additional policies can be found in our Student Duty of Care Program and Work, Health and Safety Program.

Casino Christian School has also developed a comprehensive Child Protection Program.

16.1.5 Staff Training

Training with respect to student welfare issues is provided to all staff who have direct contact with students.

16.1.6 Teachers' Responsibilities

To support teachers in attaining and maintaining Proficient Teacher accreditation, the School encourages teachers to ensure students' wellbeing and safety within the School by implementing School, curriculum and legislative requirements.

To support experienced teachers in attaining and maintaining Highly Accomplished Teacher accreditation, the School encourages experienced teachers to initiate and take responsibility for implementing current School, curriculum and legislative requirements to ensure student wellbeing and safety.

To support highly experienced teachers in attaining and maintaining Lead Teacher accreditation, the School encourages highly experienced teachers to take responsibility for:

- evaluating the effectiveness of student wellbeing policies and safe working practices using current School, curriculum and legislative requirements
- assisting their colleagues to update their practices.

16.1.7 Implementation

This policy is implemented through:

- CompliSpace Assurance, where individuals are allocated responsibility to action all obligations in accordance with this policy
- our internal training programs.

16.2 BULLYING PREVENTION AND INTERVENTION POLICY

16.2.1 The Hazard – Bullying

Bullying is the repeated and intentional behaviour of causing fear, distress or harm towards another person that involves an imbalance of power. It can involve humiliation, domination, intimidation, victimisation and harassment. In any bullying incident there are likely to be three parties involved: the bully, the person being bullied, and bystanders.

Bullying can take many forms including:

- physical bullying which involves physical actions such as hitting, pushing, obstructing or being used to hurt or intimidate someone. Damaging, stealing or hiding personal belongings are also forms of physical bullying.
- psychological bullying which is when words or actions are used to cause psychological harm. Examples of psychological bullying include name calling, teasing or making fun of someone because of their actions, appearance, physical characteristics or cultural background.
- indirect bullying which is when deliberate acts of exclusion or spreading of untrue stories are used to hurt or intimidate someone.
- cyber bullying which is the ongoing abuse of power to threaten or harm another person using technology. Cyber bullying can occur in chat rooms, on social networking sites, through emails or on mobile phones.

16.2.2 What Isn't Bullying?

There are many negative situations which, whilst being potentially distressing for students, are not bullying. These include:

- Mutual Conflict Situations which arise where there is disagreement between students but not an imbalance of power. Mutual conflict situations need to be closely monitored as they may evolve into a bullying situation.
- One-Off Acts (of aggression or meanness) including single incidents of loss of temper, shouting or swearing do not normally constitute bullying.

16.2.3 Signs of Bullying

Major behavioural changes in a student may be indicative of bullying. Such behavioural changes may include:

- crying at night and having nightmares
- refusing to talk when asked "What's wrong?"
- having unexplained bruises, cuts or scratches
- an unwillingness or refusal to go to school
- feeling ill in the mornings
- a decline in quality of school work
- becoming withdrawn and lacking confidence

- beginning to bully siblings
- acting unreasonably.

Parents/guardians are encouraged to recognise signs of bullying and notify the School through a trusted staff member immediately (such as a class teacher or School Psychologist), if they suspect their child is a victim of bullying.

16.2.4 Casino Christian School's Policy

Casino Christian School recognises its duty to students to provide a safe and positive learning environment where individual differences and diversity within the School is respected and accepted.

Bullying is not tolerated at Casino Christian School.

It is our policy that:

- bullying be managed through a 'whole-of-School community' approach involving students, staff and parents/guardians
- bullying prevention strategies are implemented within the School on a continuous basis with a focus on teaching age-appropriate skills and strategies to empower staff, students and parents/guardians to recognise bullying and respond appropriately
- bullying response strategies are tailored to the circumstances of each incident
- staff establish positive role models emphasising our no-bullying culture
- bullying prevention and intervention strategies are reviewed on an annual basis against best practice.

16.2.5 Bullying Prevention Strategies

Casino Christian School recognises that the implementation of whole-School prevention strategies is the most effective way of eliminating, or at least minimising incidents of bullying within our community.

The following initiatives form part of our overall bullying prevention strategy and our strategy to create a 'no-bullying' culture within the School:

- a structured curriculum and peer group support system, that provides age-appropriate information and skills relating to bullying (including cyber bullying) and bullying prevention, to students over the course of the academic year
- education, training and professional development of staff in bullying prevention and response strategies
- regular provision of information to parents/guardians, to raise awareness of bullying as a School community issue to equip them to recognise signs of bullying, as well as to provide them with clear paths for raising any concerns they may have relating to bullying directly with the School
- promotion of a supportive environment that encourages the development of positive relationships and communication between staff, students and parents/guardians
- promotion of responsible bystander behaviour amongst students, staff and parents/guardians
- reporting of incidents of alleged bullying by students, bystanders, parents/guardians and staff are encouraged, and made easy through the establishment of multiple reporting channels (as specified below)

- regular risk assessments of bullying within the School are undertaken by surveying students to identify bullying issues that may ordinarily go unnoticed by staff
- records of reported bullying incidents are maintained and analysed, in order to identify persistent bullies and/or victims and to implement targeted prevention strategies where appropriate
- education of staff, students and parents/guardians on health conditions to promote understanding and to reduce stigma and fear
- anti-bullying posters are displayed strategically within the School
- promotion of student awareness and a 'no-bullying' environment by participating in events such as the National Day of Action Against Bullying and Violence.

16.2.6 Reporting Bullying

Students and their parents/guardians are sometimes reluctant to pursue bullying incidents, for fear that it will only make matters worse.

A key part of the School's bullying prevention and intervention strategy is to encourage reporting of bullying incidents as well as providing assurance to students who experience bullying (and parents/guardians) that:

- bullying is not tolerated within the School
- their concerns will be taken seriously
- the School has a clear strategy for dealing with bullying issues.
- Bullying incidents can be advised to the School verbally (or in writing) through any of the following avenues:
 - informing a trusted teacher
 - informing the School psychologist
 - informing a student's welfare coordinator
 - informing the Principal.

16.2.7 Responding to Bullying

Bullying behaviours vary enormously in their extent and intent and, as a consequence, each incident needs to be dealt with on its facts.

In all circumstances the School:

- takes bullying incidents seriously
- provides assurance to the victim that they are not at fault and their confidentiality will be respected
- takes time to properly investigate the facts including discussing the incident with the victim, the bully and any bystanders
- takes time to understand any concerns of individuals involved
- maintains records of reported bullying incidents
- will escalate its response when dealing with persistent bullies and/or severe incidents.

Actions that may be taken when responding to bullying include:

- notification of/consultation with parents/guardians
- offering counselling to persistent bullies/victims
- implementing effective follow up strategies

- disciplinary action, at the Principal's discretion, including suspension and expulsion of persistent bullies, or in cases of severe incidents.

16.2.8 Bullying and Other Support Services

The following support services are available to students and staff:

16.2.8.1 Youth Liaison Officers

Youth Liaison Officers are NSW Police Force members who are responsible for administering the Young Offenders Act 1997 (NSW). They are responsible for delivering cautions, referring children to youth justice conferences, and implementing strategies to reduce crime by juveniles in the community.

16.2.8.2 School Liaison Police

School Liaison Police are NSW Police officers who work with schools to reduce crime, violence and anti-social behaviour. School Liaison Police are a point of contact for the School community and the NSW Police Force. Our students are encouraged to contact the School Liaison Police Officer if they have any concerns. Brooke Papisedero, The School Liaison Police Officer can be contacted on 0407270202.

16.2.8.3 Other Support Services

Casino Christian School also provides access to Counselling Services (Student).

16.2.8.4 Staff Responsibilities

All staff are responsible to:

- model appropriate, respectful and supportive behaviour at all times
- deal with all reported and observed incidents of bullying in accordance with this policy
- ensure that any incident of bullying that they observe or is reported to them, is recorded appropriately
- be vigilant in monitoring students that have been identified as either persistent bullies or victims
- acknowledge the right of parents/guardians to speak with the School if they believe their child is being bullied.

16.2.8.5 Signage

Anti-bullying posters may be posted in strategic locations in the School to promote appropriate behaviour and encourage students to respect individual differences and diversity.

16.2.8.6 Implementation

This policy is implemented through a combination of:

- staff training
- student and parent/guardian education and information
- effective incident reporting procedures
- effective management of bullying incidents when reported
- the creation of a 'no-bullying' culture within the School community
- effective record keeping procedures
- initiation of corrective actions where necessary.

16.2.8.7 Discipline for Breach of Policy

Where a staff member breaches this policy Casino Christian School will take disciplinary action, including in the case of serious breaches, summary dismissal.

16.3 DISCIPLINE POLICY

16.3.1 Source of Obligation

The NSW Registration Manual (3.7.1 and 3.7.2) requires the School to have policies relating to discipline of students attending the School that are based on principles of procedural fairness and that do not permit corporal punishment of students.

16.3.2 Discipline Policy

Every student has the right to a learning environment free from bullying and intimidation and to feel safe and happy at school. They also have the right to be treated fairly and with dignity.

Discipline is necessary to ensure the safety and welfare of all our students, teachers and staff and to provide a conducive learning environment.

This policy sets the framework through which Casino Christian School manages student discipline.

16.3.3 Strategies to Promote Good Discipline

The School seeks to develop a culture of positive discipline by setting clear expectations of students and encouraging positive behaviour. Strategies for developing this culture include:

- clearly setting behaviour expectations
- establishing specific teaching and learning programs
- communicating expectations with the wider School community
- acknowledging positive behaviours in a range of ways from informal verbal acknowledgement through to structured merit awards
- maintaining records with respect to student behaviour.

16.3.4 Prohibition of Corporal Punishment

It is our policy that:

- we prohibit corporal punishment
- we do not explicitly or implicitly sanction the administering of corporal punishment by non-school persons, including parents, to enforce discipline at the School.

The use of any corporal punishment by a staff member is strictly prohibited. Any staff member who breaches this rule will be subject to disciplinary proceedings which may include dismissal.

16.3.5 Procedural Fairness

Students have a right to procedural fairness in dealings that involve their interests. This includes disciplinary decisions.

The principles of procedural fairness include the right of students to:

- know what the rules are and what behaviour is expected of them
- have decisions determined by a reasonable and unbiased person
- be informed of, and have an opportunity to respond to, any allegations against them
- be heard before a decision is made

- have a decision reviewed (but not to delay an immediate punishment).

Casino Christian School is committed to ensuring procedural fairness when disciplining a student.

16.3.6 School Rules and Expected Standards of Behaviour

Students are expected to abide by the rules of the School, and the directions of teachers and staff.

Examples of written rules that students are expected to follow are dealt with in:

- Student Code of Conduct
- School Rules
- Bullying Prevention and Intervention
- Drugs - Illicit (Student Use Of)
- Uniform Policy

16.3.7 Consequences

There are a range of consequences that students will face if they breach School rules or are disobedient. These include:

- warnings or reprimands (verbal or written)
- time outs
- clean up duties
- cancellation of privileges
- withdrawal from School activities
- lunch time detentions
- after school detentions
- Saturday detentions
- suspension
- expulsion
- exclusion.

A decision to suspend or expel a student may only be made by the Welfare Coordinators or the Principal.

16.3.8 Procedures for Suspension, Expulsion and Exclusion

Casino Christian School has developed specific procedures that must be followed when considering the suspension or expulsion of a student. Refer to our Suspension, Expulsion and Exclusion Procedures.

16.3.9 Individual Behaviour Management Plan

Where the level of misbehaviour breaches the School's Code of Conduct, individual behaviour management plans may be made.

Plans will be negotiated between School staff, students and parents/guardians, and will consider the student's:

- age
- developmental needs
- behavioural context.

The desired behaviour of the student will be clearly described. The plan will outline changes required to the learning environment to support the student to modify their behaviour.

The School will refer the student to other support available and review, assess, change and modify the plan as needed.

16.3.10 Teachers' Responsibilities

To support teachers in attaining and maintaining Proficient Teacher accreditation, the School encourages teachers to take responsibility for managing challenging behaviour by establishing and negotiating clear expectations with students and addressing discipline issues promptly, fairly and respectfully.

To support experienced teachers in attaining and maintaining Highly Accomplished Teacher accreditation, the School encourages experienced teachers to take responsibility for developing and sharing with their colleagues a flexible repertoire of behaviour management strategies using expert knowledge and workplace experience.

To support highly experienced teachers in attaining and maintaining Lead Teacher accreditation, the School encourages highly experienced teachers to take responsibility for leading and implementing behaviour management initiatives to assist their colleagues to broaden their range of strategies.

16.3.11 Implementation

This policy is implemented through:

- staff training and professional development opportunities in behaviour management
- communicating this policy to the School community
- monitoring the effectiveness of the policy
- reviewing and evaluating the policy annually.

16.4 COMPLAINTS HANDLING POLICY

16.4.1 Source of Obligation

The NSW Registration Manual (3.6.2) requires the School to have in place and implement policies and procedures in relation to complaints or grievances, with specific reference to processes for raising and responding to matters of concern identified by students and/or parents/guardians.

16.4.2 Complaints Management

Casino Christian School has a comprehensive Complaints Handling Program that ensures parents/guardians and other external complainants can raise matters of concern and lodge complaints and have them dealt with and responded to fairly and efficiently.

This complaints and disputes handling program is based on the principles set out in the International Standard ISO 10002:2018 and AS/NZS 10002:2014.

Complaints should be made in writing and addressed to the appropriate person to deal with the complaint.

16.4.3 Internal Grievances

The School's Complaints Handling Program is not to be used for internal staff grievances. The School has established an Internal Grievance Resolution Procedure for dealing with internal grievances received from staff.

16.4.4 Student Complaints

Complaints or grievances received from students are to be dealt with in accordance with our Student Duty of Care Program, not the Complaints Handling Program.

16.4.5 Record Keeping

It is the responsibility of the person to which the complaint is made to maintain records in relation to handling complaints received by that person.

16.4.6 Implementation

Casino Christian School has set up a series of compliance tasks in CompliSpace Assurance, to ensure that key obligations under the NSW Registration Manual are managed effectively.

16.4.7 Dealing with Student Concerns:

Students may need adult assistance to deal with their concerns due to factors such as their age, lack of understanding, or reluctance to voice concerns to school authorities. Therefore, it is understood that the parents/ caregivers of students may undertake these resolution steps on behalf of, or in partnership with, their child.

In the day-to-day life of the School students are free to approach their class teacher, the Welfare Coordinator or Principal with matters that may arise during the day.

16.4.8 Support for the Complainant

At all times during this process, support for the person(s) involved in the concern(s) will be offered and provided. Such support may be pastoral or counseling support.

16.4.9 Initial Steps

- If the complaint is with another student, students and/or parents should contact the class teacher (in the case of Primary School), their Welfare Teacher (in the case of High School) or the teacher of the class the issue has arisen in.
- If the complaint is with a teacher, students and/or parents should contact the teacher with whom the issue has arisen.
- It is anticipated that most complaints may be dealt with by speaking directly to the class teacher.
- In some exceptional circumstances, it may be necessary to speak to a third party, such as the Welfare Coordinator rather than the teacher involved.
- If the complaint has not been able to be resolved, the student should raise the issue with the Welfare Coordinator.
- If the complaint has still not been able to be resolved, the student should raise the issue with the Principal.

16.4.10 Raising Concerns, Complaints or Grievances

When the issue has reached a point where it has not been resolved and needs to be taken further:

- If parents or guardians feel that a decision has been taken which has had an adverse, undeserved impact on their child or on them, they should write directly to the Principal, clearly setting out their reasons why the relevant decision should be reconsidered.
- Parents are welcome to meet with the Principal and other relevant members of staff, subsequent to the Principal receiving a written description of their grievance. Parents may wish to have a support person present in order to ensure that their concerns are properly heard and understood and that procedural fairness is observed.

- The Principal or his delegate will conduct a review of the decision in a timely manner. Ordinarily the Principal will delegate the formal response to the grievance to the Welfare Coordinator or Chairman of the Board (if the grievance relates to a decision or action of the Principal). The review must be completed in a timely way with a view to the proper management of the School and the wellbeing of the parents and/or children involved.
- The Principal's delegate will evaluate the information and documentation on which the original decision was based.
- The Principal's delegate will determine if it is necessary to consult students, parents or staff members further for more information.
- The Principal's delegate will write a report and recommendation to the Principal, who will convey the outcome of the review to the parents.
- Parents are welcome to meet personally with the Principal's delegate, or the Principal, if they are dissatisfied with the decision or the process. If still dissatisfied parents may then appeal directly to the School Board by writing to the Chairman of the Board, setting out their reasons for dissatisfaction.
- The Chairman of the Board will ordinarily bring the parent's concerns to the whole Board. The Board will seek advice from the Principal and any decision subsequently made will be regarded as final, notwithstanding the right of parents to seek further legal redress.

17 PRIORITY AREAS FOR IMPROVEMENT

Pre-determined 2017 Targets	2017 Achievements
Conduct Strategic Plan	Achieved
Complete Science Building	Achieved
Improve Indigenous Perspectives	Ongoing
Develop Learning at Casino Christian School	Under way
Accreditation for Delivering School Based PD	Under way
Review Policies	Achieved
Targeted Professional Development for Executive Staff	Achieved
Increase range of Stage 6 subjects	Achieved

2018 Targets
Train Christian Leaders
Provide parents with a course explaining the Christian foundations of the School
Grow to Single Stream across the School
Network with other like-minded schools to provide a greater range of activities than CCS could offer
Prioritise participation in community events
Accreditation for Delivering School Based PD
Provide pathways for acceleration in Mathematics and English
Identify enrichment activities to be committed to each year
Develop a whole School approach to STEM

18 RESPECT AND RESPONSIBILITY

Respect and responsibility are specifically modelled and encouraged in the following:

- raising and lowering the Australian flag
- displaying the Aboriginal flag
- singing the National Anthem on assemblies
- holding Anzac Day Assemblies
- holding Remembrance Day Assemblies
- celebrating NAIDOC
- supporting our Third World sponsor child
- giving students the opportunity to fundraise
- students leading lunchtime Bible Study groups
- students attending leadership training seminars

PARENT, STUDENT AND TEACHER SATISFACTION

18.1 PARENTS

Parents at Casino Christian School choose to send their children to Casino Christian School due to the Christian worldview, the relatively small size of the School, the community, the care and concern of the staff for the students and the academic results. The following survey results indicate the parent's satisfaction of their children's education:

Statement	Agree or Strongly Agree
The School is a happy place	85%
The School has a good reputation in the community	85%
The School has friendly teachers and staff	89%
Students feel safe and secure at this school	89%
Parent satisfaction with the Principal is high	96%
Students are respected at the School	88%
Students are given opportunities to extend themselves	77%
Students are given an appropriate amount of homework	77%
Teachers help students to do their very best	92%
Teachers are caring and giving	96%
Teachers have a positive attitude	84%
Teachers manage class behaviour well	77%
Communication between home and the School is strong	85%
The office responds well to parental queries	92%
Teaching staff respond well to parental queries	85%
The School newsletter is informative and useful	92%
The end of term magazine is appreciated	88%
Students are expected to work to a high level	92%
The School facilities are adequate	85%
The School has a strong Christian message	92%
Behaviour is held to a high standard	85%

18.2 STUDENTS

Students at Casino Christian School value their relationships with their teachers, the strong Christian message of the School, the safe and supportive environment and the high expectations for students. The following survey results indicate the student's satisfaction of their children's education:

Statement	Agree or Strongly Agree
The School has friendly teachers and staff	86%
Students feel safe and secure at this school	83%
Teachers are caring and giving	92%
Teachers have a positive attitude	93%
Students are expected to work to a high level	83%
The School has a strong Christian message	100%

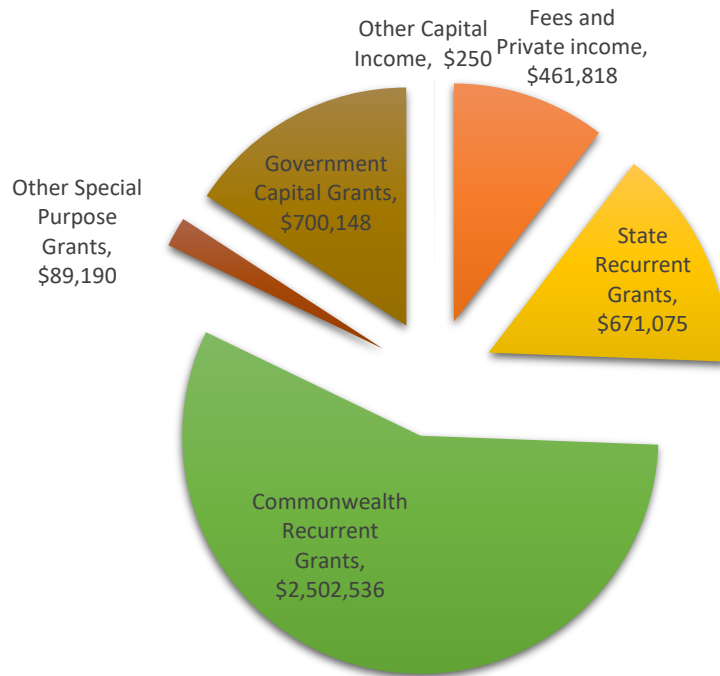
18.3 STAFF

Teachers choose to practice their craft at Casino Christian School because they are committed to providing Christ-centred quality education. The following survey results indicate their satisfaction at working in the School.

Statement	Agree or Strongly Agree
The School is achieving its educational goals	94%
The School is achieving its strategic plan goals	100%
The School provides me with opportunities for Professional Development	89%
The School makes it easy for students to develop knowledge and skills in important areas like Literacy, Numeracy, Science etc	100%
The School provides adequate support for those students that are struggling academically	89%
The School provides encouragement and support for students	94%
I think the School rules are fair	94%
I think staff expectations are fair	77%
On the whole, the management of student behaviour is effective	100%
Communication between the School and parents is good	89%

19 FINANCIAL INFORMATION SUMMARY

CCS Income 2018



CCS Expenditure 2018

