



Casino Christian School 2021 Annual Report

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2 CONTEXTUAL INFORMATION ABOUT THE SCHOOL

Situated on 17 acres 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).

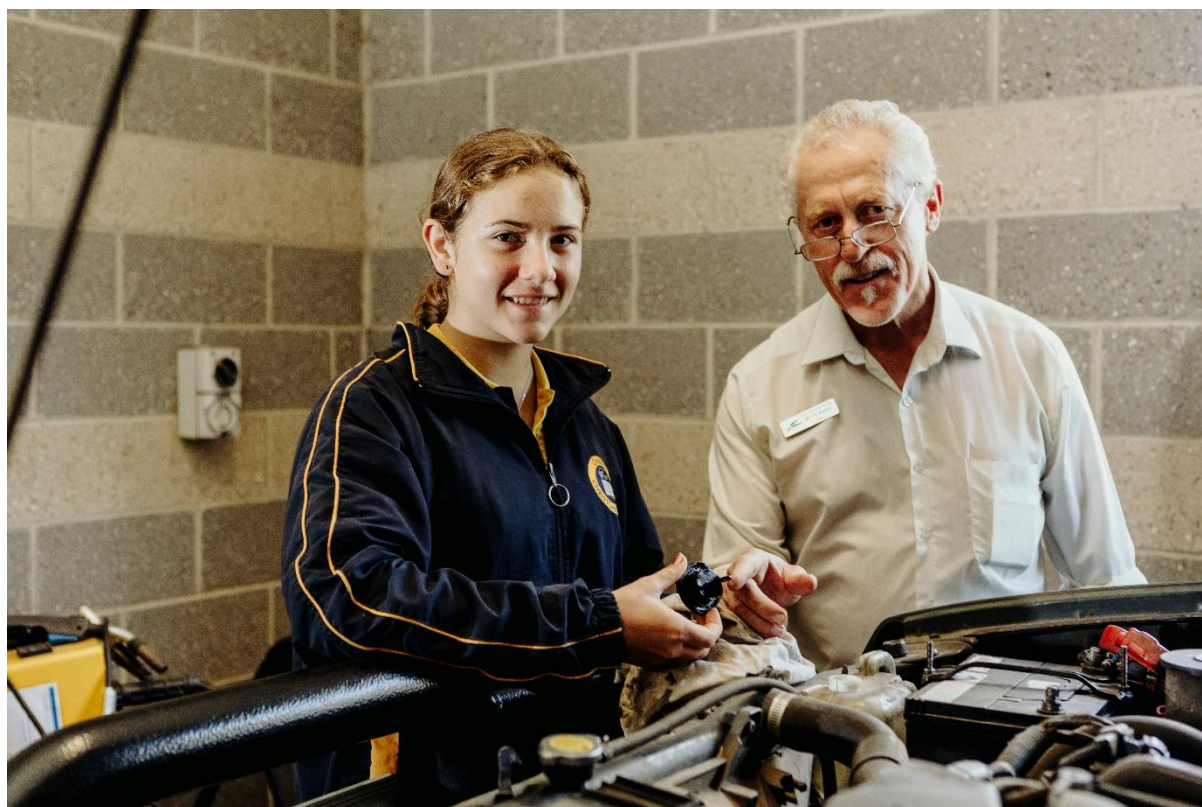
Casino Christian School draws students from as far as Wyangarie, Rappville, Goonellabah and Busby's Flat. It serves a community who are seeking holistic Christ-centred education and those who desire a school where students are known and valued, where genuine relationships exist and where positive values and attitudes are taught and lived.

In addition to the general education programs, the school provides further enrichment through interschool sports, camps, excursions, extension and enrichment activities, 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.'



3 A MESSAGE FROM THE PRINCIPAL

2021 has continued to result in growth for Casino Christian School in both Primary and Secondary School.

Large numbers of students seeking to join Casino Christian School again resulted in the school introducing a second class for Year 7. This resulted in an increase of 0.8 in the number of full-time equivalent teaching staff.

COVID-19 was a challenge for students, teachers and parents. I am immensely proud of the manner in which the Casino Christian School community adapted to the challenge. The school offered a variety of learning opportunities including lessons for

students at home with technology, lessons for students at home without technology and regular lessons at school for those whose parents were essential workers. In Terms 3 & 4, the government regulations required the school to adopt a remote learning framework. This was difficult for many of our Senior Students as this occurred in the leadup to HSC examinations. The school related well to the community and parents with regards to communication and were active in providing a balance of work from school and work from home options for our teaching staff.

In August, our new building was completed. The main feature of the new building was a commercial grade kitchen for 16 students and three new general purpose learning area classrooms. These spaces can open up which will enable us to utilise as a comfortable facility for HSC Examinations.

The school was able to continue the Waratah Project project which is focused on improving outcomes for Aboriginal and Torres Strait Islander students. This is funded by the Association of Independent Schools NSW. Miss Peisley spearheaded the project until June. In October, Mrs Vera Walker took over the project.

We are very much looking forward to 2022 and the exciting developments God has in store for the community at Casino Christian School.



4 THE LEARNING ENVIRONMENT

4.1 RECORD OF SCHOOL ACHIEVEMENT

4.1.1 Year 10

Twenty three students completed Stage 5 and were eligible for the Record of School Achievement credential. Twenty two students continued into Year 11 at Casino Christian School.

4.1.2 Year 11

In a compressed format, fourteen students completed some Preliminary courses and were eligible for the Record of School Achievement credential. One student left school to join the workforce. Thirteen of the fourteen students will complete the remainder of the Preliminary and HSC courses in 2022 with the remaining student having been accelerated into Mathematics and completing Stage 6 over the coming years.

4.1.3 Year 12

In a compressed format, ten students completed their Preliminary and HSC courses and were granted their Record of School Achievement. One other student is choosing the HSC Pathways option and will complete her HSC in 2022.

4.2 SENIOR SECONDARY OUTCOMES

4.2.1 Vocational or Trade Training

One student undertook vocational or trade training through TAFENSW.

4.2.2 HSC Award

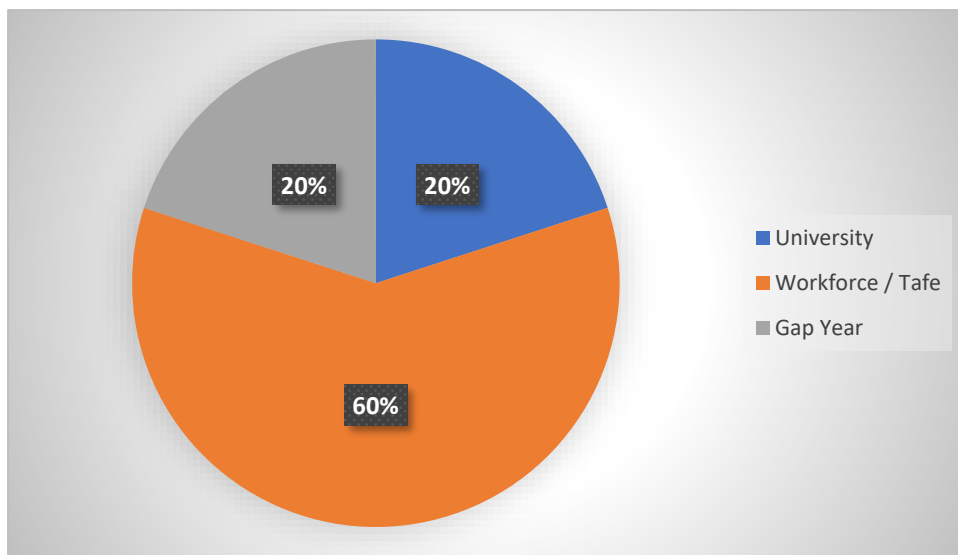
100% of students who completed Year 12 in 2020 graduated with their Higher School Certificate.

4.3 STUDENT RETENTION

The student retention rate from 2019 to 2021 was 61% for students who completed Stage 5 to students who completed their HSC in Stage 6.



4.4 POST-SCHOOL DESTINATIONS



The chart to the left shows the destination of students who graduated from Stage 6 in 2021.

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

Students who are labelled as Workforce / TAFE are both working and attending TAFE.



4.5 HIGHER SCHOOL CERTIFICATE

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

- English Standard
- English Advanced
- English Extension 1
- English Studies
- Mathematics Standard 2
- Mathematics Advanced
- Mathematics Extension 1
- Mathematics Extension 2
- Ancient History
- Biology
- Business Studies
- Chemistry
- Community and Family Studies
- Design and Technology
- Hospitality
- Information Processes & Technology
- Music 1
- PDHPE
- Photography, Video and Digital Imaging
- Physics
- Society and Culture
- Visual Arts

Whilst English (with the exception of English Studies) and Mathematics are delivered via a traditional method, all other subjects are delivered in a compressed format, every alternate year.

The tables below are a snapshot of the performance of CCS students. However, it should be noted that as the cohort for 2021 was small, statistical analysis is of limited value.

Subject	Bands 4, 5 & 6
English Advanced	100% compared to 94% of the state
English Standard	33% compared to 58% of the state
English Studies	25% compared to 7% of the state
Mathematics Advanced	100% compared to 79% of the state
Mathematics Standard 2	33% compared to 58% of the state
Ancient History	56% compared to 62% of the state
Biology	50% compared to 66% of the state
Chemistry	100% compared to 66% of the state
Music 1	80% compared to 89% of the state

The tables to the left shows the percentage of students that received either a Band 4, 5 or 6 in various subjects and the percentage of students that received either an E3 or E4 Band in Extension subjects.

Subject	Bands E3 and E4
Mathematics Extension 1	100% compared to 74% of the state
Mathematics Extension 2	100% compared to 87% of the state

The tables below show the change in school mean from 2019 to 2021. This is provided as a comparison of this year's results with the results two years previously for non-Maths and English subjects which are taught every two years. A comparison for Mathematics and English with 2020 is shown in the second table as this is taught each year.

Subject	Change in School Mean from 2019 to 2021
Ancient History	+0.97
Biology	+2.29
Chemistry	+13.10
Design and Technology	-0.70
English Studies	+12.25
Music 1	+1.84

Subject	Change in School Mean from 2020 to 2021
English Advanced	+1.14
English Standard	-4.06
Mathematics Advanced	+7.40
Mathematics Extension 1	+4.71
Mathematics Extension 2	+4.34
Mathematics Standard 2	+12.64

4.6 STUDENT ATTENDANCE

During 2021 there was an overall attendance rate of 90.1%. This does not include illness, either short term or ongoing. The following table provides information on the attendance rate for each year group.

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.

Class	Attendance Rate (%)
Kindergarten	89.0
1	91.7
2	91.8
3	91.6
4	85.4
5	91.4
6	92.8
7	90.9
8	89.7
9	87.1
10	88.9
11	84.0
12	93.0
School	90.1

4.7 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	Numeracy
CCS Year 3	410	438	422	431	408
SIM Year 3	417	422	409	416	396
CCS Year 5	488	473	495	494	481
SIM Year 5	489	464	488	476	474
CCS Year 7	535	522	542	528	537
SIM Year 7	529	511	537	519	533
CCS Year 9	588	556	573	589	596
SIM Year 9	567	537	569	562	576

Well above	The key listed to the left indicates the School's average when compared to schools with similar students. 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.
Above	
Close to	
Below	
Well below	

5 STUDENT BODY CHARACTERISTICS

Students at Casino Christian School come from a wide range of socio-economic backgrounds. Approximately 50% of families attend church. Approximately 9% of students are of Aboriginal and Torres Strait Islander background.

6 THE PROFESSIONAL ENVIRONMENT

6.1 PROFESSIONAL LEARNING OF TEACHERS

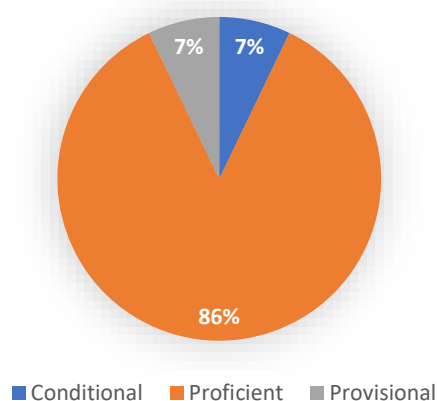
Across both Primary and High School, the Professional Learning of Teachers focused on literacy and numeracy. External Professional Learning was limited due to COVID restrictions. There was a strong focus on professional learning in staff meetings. Staff were involved in

- IMaths (1 teacher 2hours)
- LNAP – Tiered Interventions (14 teachers 2 hours)
- Child Protection (All staff 2 hours)
- WHS (All Staff 40 mins)
- Student Duty of care (All Staff 20 mins)
- LNAP – Numeracy Module (8 staff 8 hours)
- Soundwaves (8 teachers 1.5 hours)
- Connecting to Country (6 staff 3 days)
- First Aid Training (All staff 1 day)
- Attendance & School Refusal (2 staff 2 days)
- Investigations Masterclass (1 staff 2 days)
- Growing Evidence Informed Practice (1 staff 20 hours)
- In House
 - PAT Data Analysis (25 staff, 2 hours)
 - Checking for Understanding (25 staff 1 hour)
 - NCCD Completion (25 staff 1 hour)
 - Teaching strategies (25 staff 1 hour)
 - Science of Reading (25 staff 1 hour)
 - Student Management (25 staff 1 hour)

6.2 TEACHER ACCREDITATION STATUS

The chart to the right illustrates the accreditation status of teachers by the end of 2021 for Casino Christian School.

**Accreditation Status
Teachers 2021**



6.3 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 & Torres Strait Islander
Teaching Staff	28	0
Teacher's Aides	11	2
Non-Teaching Staff	10	0



7 PRIORITY AREAS FOR IMPROVEMENT

The priority areas of improvement for 2021 can be seen below. It should be noted that due to COVID restrictions the ability for the school to achieve some of its targets was limited.

Pre-determined 2021 Targets	2021 Achievements
Develop a whole School approach to STEM	Ongoing
Pursue Hospitality facilities depending upon available grants	Achieved
Pursue the viability of before and after school care	Ongoing
Develop a comprehensive whole school approach to teaching and learning through support of staff expertise groups	Ongoing
Refurbish A block.	Achieved
Extend the current car park	Achieved
Replace the timber playground	Achieved
Prioritise participation in community events.	Ongoing
Encourage parent involvement in the life of the school.	Achieved
Build relationships with parents through school events.	Ongoing
Develop enrichment activities across the primary school.	Achieved
Executive staff receive professional development by the AIS.	Achieved

The Priority Areas for improvement for the coming year, 2022, are listed below.

2022 Targets
Build a Canteen Facility
Refresh the school image
Pursue the viability of before and after school care.
Prioritise participation in community events.
Encourage parent involvement in the life of the school.
Develop a whole school approach to STEM.

8 SCHOOL ENROLMENT POLICY

8.1 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.

8.2 STUDENT ENROLMENTS

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

8.3 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.

8.4 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 nonpayment 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.

8.5 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.

8.6 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.

8.7 ENROLMENT CONSENT

- I/We hereby consent to the child above attending all supervised activities and excursions approved by the school and authorise the School in the event of an emergency to secure ambulance and/or medical attention.
- I/We also authorise the School to exercise appropriate disciplinary measures as outlined in the School Prospectus.
- I/We give permission for the publication of any school-related material by or about our child, including photographs. It is acknowledged that such material is used regularly in publications by the School to communicate and promote events. Publications may include Newsletters, Prospectuses, Magazines, newspapers articles and the school website.
- I/we agree to paying the Enrolment Bond (if applicable) as a condition of enrolment commencing. I/We understand that the bond is refundable in full upon the last child leaving the school, providing that all accounts are paid and up-to-date, and all school property has been returned in good condition.

8.8 ENROLMENT AGREEMENT

I/We will sign in the appropriate space. If I/we have any further questions, I/we will ask before signing.

I/We realise that Casino Christian School is a member of Christian Schools Australia (CSA). Furthermore, we understand the vital importance of the community aspect of this school. We realise that all involved in the school are to:

- function together as an effective Christian community;
- aim to give glory to God and to maintain a positive, caring school environment where students, staff and parents can 'Grow in Grace and Knowledge', and feel a sense of belonging in the community;

If our child/ren is/are accepted for enrolment at Casino Christian School. In the practical out workings of this, I/we understand and fully accept the following:

- The responsibility to establish lines of communication with the school – both concerns and encouragements.
- Normal parental responsibilities in the functioning of the school, i.e. with working bees, parent evenings, interviews with teachers and providing help where needed.
- Gossip should be avoided – refrain from telling everyone else but the person who should know first.
- The Biblical guides of dealing with people in love with gentleness are to be followed (see Grievance Resolution Policy).
- The responsibility to support the school in the application of its Code of Behaviour and Uniform Policies;
- Teachers' professional judgment is to be trusted and accepted. The Principal is responsible to the School Board for education standards.
- The School Board is the authority in charge of the entire school's operation. Their decision on any matter is final.
- I/We agree to be responsible for all breakages and damage to school property caused by our child/ren.
- School fees and charges must be paid by the due date, unless prior arrangements have been made with the school.
- I/We agree to give notice in writing of our intentions to withdraw our son/daughter from the school.

9 SCHOOL POLICIES

The following policies are available to the public on the Casino Christian School website.

9.1 STUDENT WELFARE, ENROLMENT AND ATTENDANCE COMPLIANCE POLICY

9.1.1 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.

9.1.2 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.

9.1.3 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.

9.1.4 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.

9.1.5 Staff Training

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

9.1.6 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.

9.1.7 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.

9.2 BULLYING PREVENTION AND INTERVENTION POLICY

9.2.1 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.

9.2.2 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.

9.2.3 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.

9.2.4 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.

9.2.5 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.

9.2.6 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 counsellor
 - informing a student's welfare coordinator
 - informing the Principal.

9.2.7 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.

9.2.8 Bullying and Other Support Services

The following support services are available to students and staff:

9.2.8.1 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.

9.2.8.2 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.

9.2.8.3 Other Support Services

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

9.2.8.4 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.

9.2.8.5 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.

9.2.8.6 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.

9.2.8.7 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.

9.3 DISCIPLINE POLICY

9.3.1 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.

9.3.2 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.

9.3.3 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.

9.3.4 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.

9.3.5 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.

9.3.6 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

9.3.7 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.

9.3.8 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.

9.3.9 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.

9.3.10 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.

9.3.11 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.

9.4 COMPLAINTS HANDLING POLICY

9.4.1 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.

9.4.2 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.

9.4.3 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.

9.4.4 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.

9.4.5 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.

9.4.6 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.

9.4.7 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.

9.4.8 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 counselling support.

9.4.9 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.

9.4.10 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.

10 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
- celebrating Reconciliation Day
- supporting our Third World sponsor child
- giving students the opportunity to fundraise
- students leading lunchtime Bible Study groups
- students attending leadership training seminars



11 PARENT, STUDENT AND TEACHER SATISFACTION

A Community Health Audit was carried out in 2021. The following information is a summary of the results.

11.1 PARENTS

Parents are an integral component of Casino Christian School. The school's ethos is that the responsibility of education primarily resides with parents and therefore we value and appreciate our parental involvement in the life of the school. This was significantly curtailed by the restrictions placed on all schools to mitigate the spread of COVID-19.

Parents chose to enrol their children because of the small school setting and the Christian beliefs and values. There is a positive awareness of the school in the community. Parents believe the school's greatest strengths are the teachers, the values, the communication and the supportive environment. Parents overwhelmingly feel welcomed at the school.

11.2 STUDENTS

Students at Casino Christian school are valued as being image bearers of God at Casino Christian School. When surveyed, the students highly agree that that students are expected to work at a high level, the school has friendly teachers and staff, bullying is well managed in the school, teachers help their students to do their very best, they feel safe and secure in the school and that students are given opportunities to extend themselves.

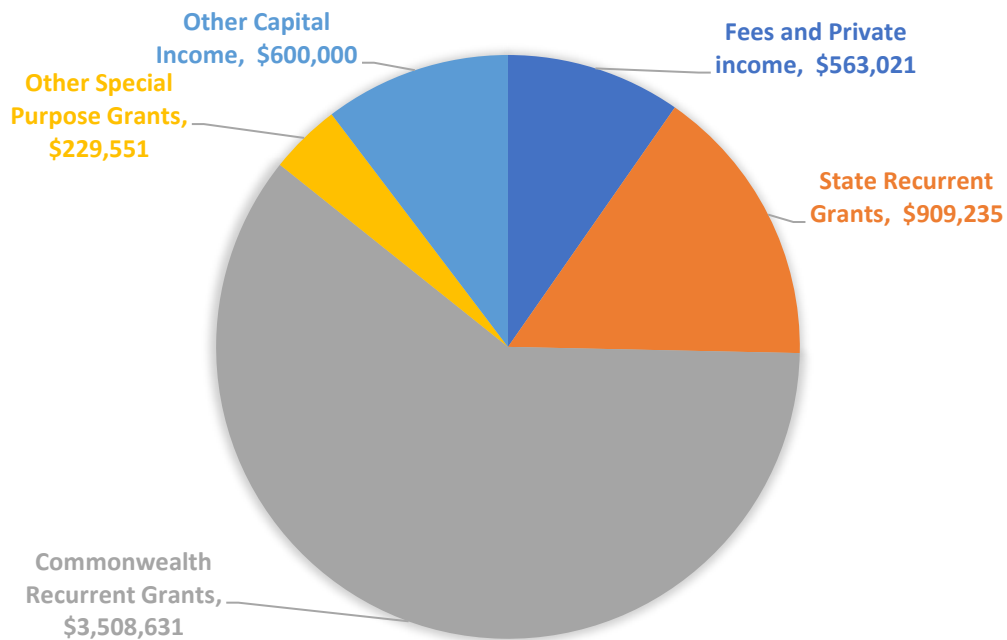
11.3 STAFF

Teachers choose to practice their craft at Casino Christian School because they are committed to providing Christ-centred quality education. When surveyed, the staff highly agreed that they were encouraged by other staff who were very friendly and supportive. Most staff enjoy working at Casino Christian School.



12 FINANCIAL INFORMATION SUMMARY

INCOME 2021



EXPENDITURE 2021

