



Casino Christian School

Annual Report 2022



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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 Wangaree, 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 vision statement has been refined over the last 12 months, and our desire is **to honour Christ, build community and grow in grace and knowledge**. This is what underpins our desired ethos of the school whereby students are encouraged to live an authentic Christian lifestyle. 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. We demonstrate and **show the values of Compassion, Integrity, Responsibility and Respect** in all that we do. This is also the core of our new developing Positive Behaviour Program (Vision Project).





3 MESSAGE FROM THE PRINCIPAL 2022 (MR GRAEME JOLLIFFE)

2022 has been an interesting year for Casino Christian School. We have faced a number of new challenges this year. We have had significant growth and for the first time in my 16 years at the school, we have had to place students seeking to be enrolled into a waiting pool for some year groups as we have been at capacity. As outlined elsewhere, we have experienced the challenge of unprecedented flooding and for the first time had COVID-19 impact school attendance as the disease ripped through the local community. It is fair to say that the floods and COVID-19 has caused some degree of exhaustion within our community, for students, parents and staff.

However, I have been extremely encouraged that we have started to increase our community engagement with various activities. The most significant community event was the musical in Term 4 and whilst we had planned to host the musical in Term 3, you can appreciate that it took time for our staff to recover from the significant challenges of flooding and the impact COVID had on staff. I am pleased to say what a great success the musical was and want to congratulate and thank the students, the staff and the parents for their commitment to the production and the excellent manner in which it was delivered.

Additionally, we have had new community building events such as the Mother's Day Afternoon tea, the Father's Day breakfast, the SRC run Trivia Night and at the time of writing, we are intending to host a Bushdance towards the end of Term 4.

In 2022, we taught Hospitality for the first time at Casino Christian School. Mrs Bryant's class had an enormous amount of fun learning how to prepare food and regardless of whether or not the students use their gifts in industry or not, the skills that they have learnt will stay with them as they move into the next stage of adulthood. We are looking forward to offering Dance as a Year 9 and 10 elective in 2023. This will be a great addition to our suite of offerings for the elective lines in Stage 5.

The new year of 2022 heralded our highest ever ATAR from a year 12 student that completed their HSC in 2021. Our Year 9 and 10 students who competed in the NSW Ethics Olympiad came 7th and were only beaten by extremely large and wealthy sandstone schools from Sydney. Two of our Futsal teams won their tournaments (unfortunately we had reduced interschool sport due to flooding issues destroying fields). Well done to all of our students who have put themselves forward during the year, sometimes taking themselves outside of their comfort zone and seeking to excel in their lives.

I am experiencing many sad emotions as I look to depart the Northern Rivers to move down to the South Coast. Casino Christian School has been my home for sixteen years; however, I am absolutely confident that the school is in safe hands with Mrs Hull at the helm. Mrs Hull has an absolute passion for the Science of Learning and is looking forward to building on the solid foundations that have been laid over the years. Together we look forward to a bright future.

Mr. Graeme Jolliffe & Mrs. Faith Hull



4 P & F REPORT FOR 2022

The P&F Committee were involved and supported the School Community in 2022 with assisted catering for the Mother's Day morning tea and Grandparent's Day morning tea. These key events were integral in creating more community connections, and the P & F Committee remain committed to ensuring connections between the school and the families are fostered, developed and strengthened.

One example of this was the Kindy Family BBQ held in 2022. New and existing families enjoyed a social afternoon at the school to get to know the school community. The P & F were integral in supporting this event and cooked and staff the BBQ and catering for this event. It was a great fun and social atmosphere and was well attended.

Another major contribution of the P & F Committee is their Canteen Service offered each Friday for all students at both Morning Tea and Lunch. They also supported many events such as the Sports Carnivals and other special school events throughout the year such as Pirate Day etc. The P & F also held some Funds were raised for running a whole school canteen once a week and a number of sausage sizzles.

The P & F Committee for 2022 included President Mr Stephen Gaut, Secretary Leanne Cowan and Treasurer Joanne Clark along with many other committed members of the school community.

Opening balance \$577.51

- Income \$11,613.00
- Expenditure \$8,377.16

Closing balance \$3604.25

The P & F looks forward to 2023 and supporting the school community further and we thank the school for the opportunities to connect in 2022.

Yours sincerely,
The P & F Committee

5 THE LEARNING ENVIRONMENT

5.1 RECORD OF SCHOOL ACHIEVEMENT

5.1.1 Year 10

Twenty-one students completed Stage 5 and were eligible for the Record of School Achievement credential. Only 11 students continued into Year 11 at Casino Christian School. Many students left for full time apprenticeships, and the other students for full time work options as per the legislative requirements.

5.1.2 Year 11

In a compressed format, eighteen students completed some Preliminary courses and were eligible for the Record of School Achievement credential. Four student left school to join the workforce and three transferred to other educational facilities. Eleven will complete the remainder of the Preliminary and HSC courses in 2023.

5.1.3 Year 12

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

5.2 SENIOR SECONDARY OUTCOMES

5.2.1 Vocational or Trade Training

In 2022, 20% of students were involved in Vocational Training, with many doing Hospitality, and several students undertaking SBAT/TVET or EVET options.

5.2.2 HSC Award

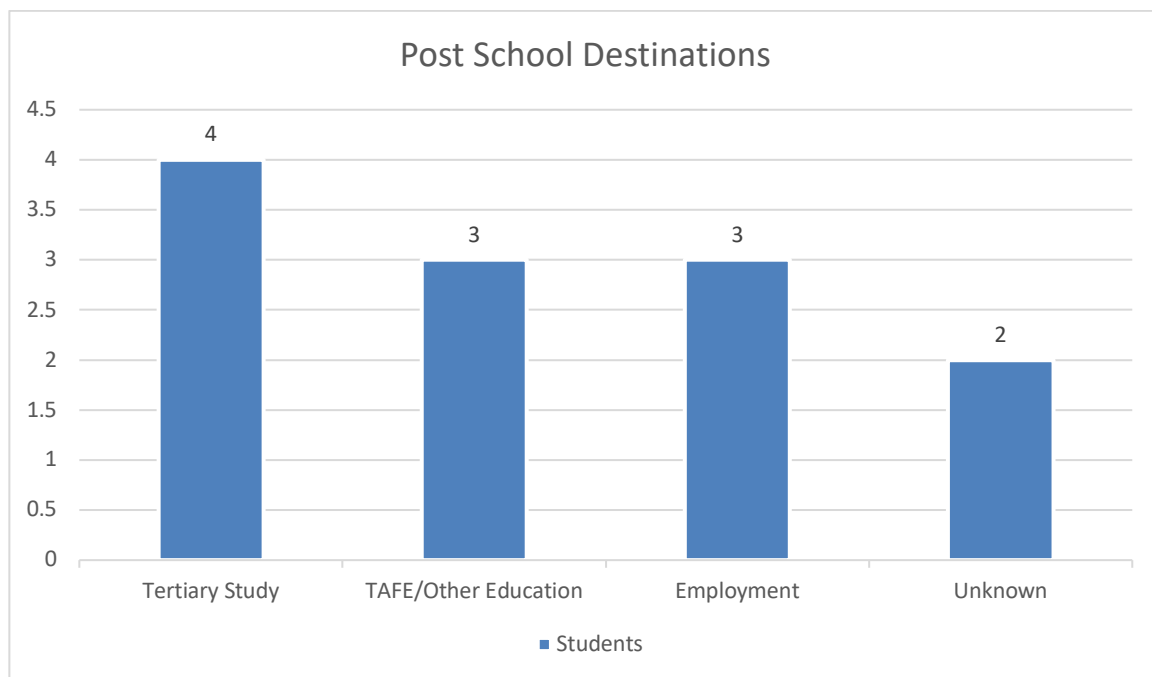
Of the 12 students who completed their Year 12, all students were able to receive an HSC Certificate, except one student who was unable to complete their Writing Minimum Standards despite numerous attempts.

5.3 STUDENT RETENTION

The student retention rate from 2020 to 2022 was 75% for students who completed Stage 5 to students who completed their HSC in Stage 6



5.4 POST-SCHOOL DESTINATIONS



Most students went on to complete more educational training or development, with some taking up Traineeships in Finance, and an Electrical Apprenticeship. Of the students going on to further tertiary studies, only one chose to leave the region.

Plans continue to focus on retaining more students, with stronger partnerships being built with TAFE, EVET and Online Educational Partners to ensure more tailored support for our students.

5.5 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
- Numeracy (Commencing in 2024)
- Ancient History
- Biology
- Business Studies
- Chemistry
- Community and Family Studies
- Design and Technology
- Hospitality
- Information Processes & Technology (Changing to Computer Engineering in 2025)
- Music 1
- PDHPE OR Sports Recreation
- Photography, Video and Digital Imaging
- Physics
- Society and Culture
- Visual Arts

English and Mathematics are delivered via a traditional method over two years. All other HSC 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 2022 was small, statistical analysis is of limited value. It is also noted that our students experienced uniquely challenging circumstances with the impacts of the Northern Rivers major flooding.

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

Subject	Bands 4, 5 & 6
Mathematics Advanced	100%
Mathematics Standard 2	40%
Visual Arts	86%
Hospitality Examinations	91%
English Advanced	66%
Information Processes and Technology	50%

The tables below show the change in school mean from 2020 to 2022. This is provided as a comparison of this year's results with the results two years previously for non-Mathematics and English subjects which are taught every two years. A comparison for Mathematics and English with 2021 is shown in the second table as this is taught each year.

Subject	Change in School Mean from 2020 to 2022
Business Studies	+8.3
Information Processes and Technology	+11.95
Visual Arts	+0.46
Personal Health and Development and Physical Education	-1.26
Physics	-17.87

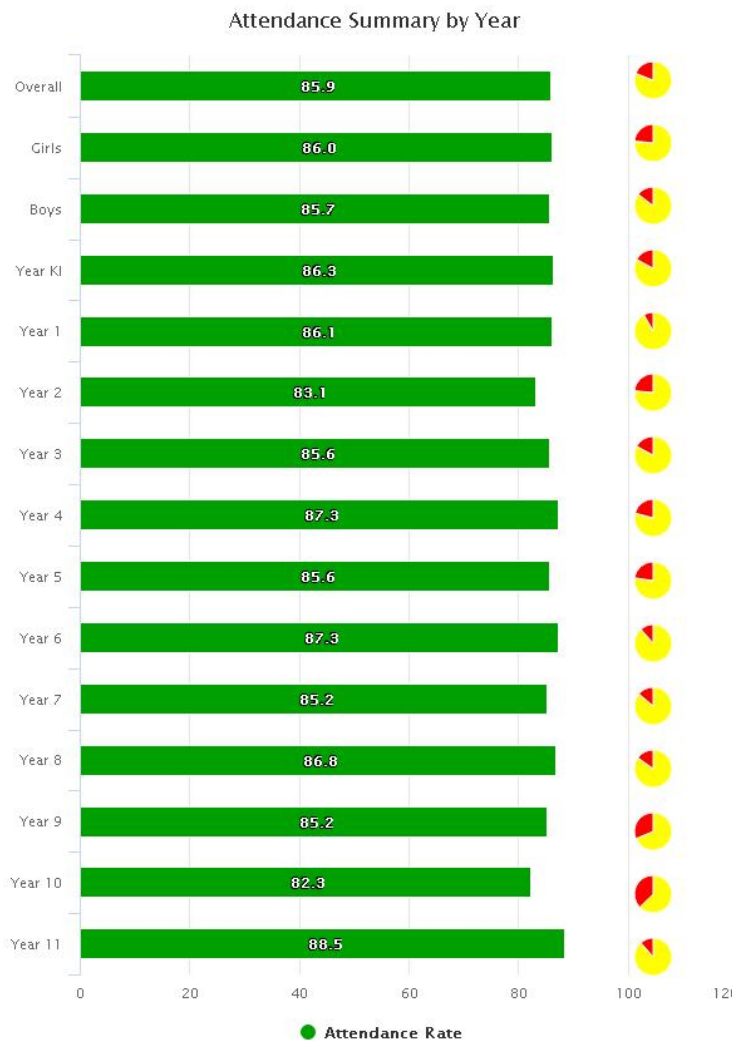
Subject	Change in School Mean from 2021 to 2022
English Standard	+1.23
English Advanced	-6.14
Mathematics Standard 2	-13.2
Mathematics Advanced	+4.1

5.6 STUDENT ATTENDANCE

During 2022 there was an overall attendance rate of 85.9%. Our First Nations attendance was slightly lower at 82.5% with more unjustified absences which is consistent with other similar areas.

The adjacent table provides information on the attendance rate for each year group as a cohort. Overall, our attendance rates have been somewhat impacted in 2022 by two major flooding events, significant community trauma and ongoing COVID impacts.

Attendance of students is monitored daily through 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 according to the relevant policies.



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

6 STUDENT BODY CHARACTERISTICS

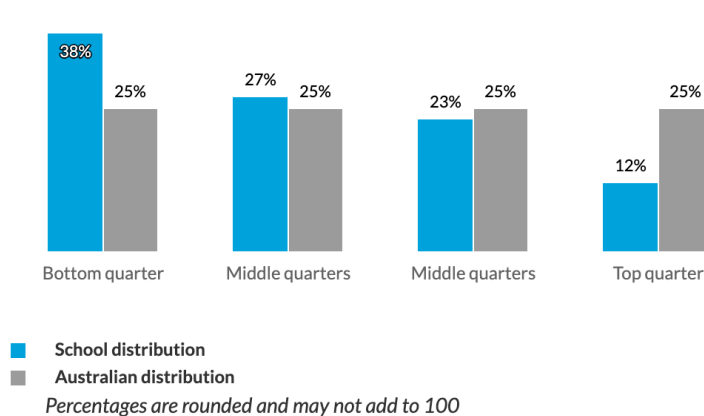
Casino Christian School is a regional school with a lower-than-average socio-economic score of 982 and over 50% of our families are below the average Socio-Educational Advantage. Approximately 10% of students are of Aboriginal and Torres Strait Islander background. Overall, our school consists of working families who choose Christian Schooling to provide better, more stable environments in a low fee sector. We remain particularly reliant on Government Funding to assist these families with affordability.

Student background

Index of Community Socio-Educational Advantage (ICSEA)

School ICSEA value	982
Average ICSEA value	1000
School ICSEA percentile	39

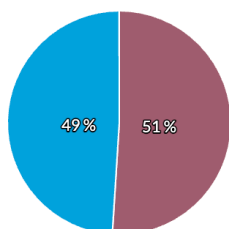
Distribution of Socio-Educational Advantage (SEA)



Students

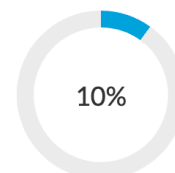
Total enrolments: 296

- Boys 144
- Girls 152



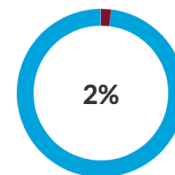
Full-time equivalent enrolments: 296.0

Indigenous students



Language background other than English

- Yes (2%)
- No (98%)
- Not stated (0%)



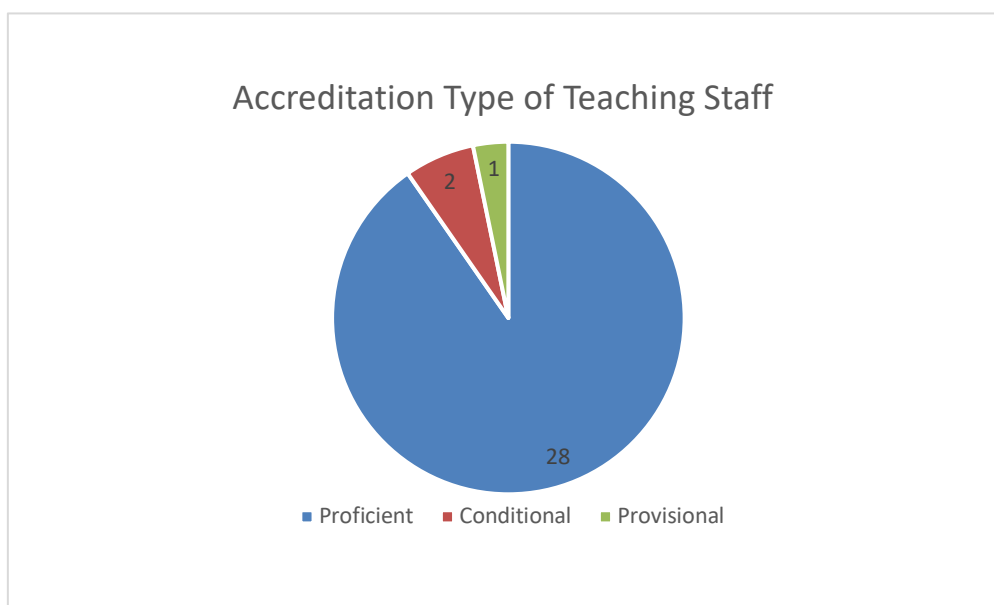
7 THE PROFESSIONAL ENVIRONMENT

7.1 PROFESSIONAL LEARNING OF TEACHERS

Casino Christian School staff are committed to best practice and are always seeking to upskill and train in many different areas. Some key focus areas in 2022 included;

- Child Safe Practices and Protection (All Staff completed in Term 1 of 2022 or upon commencing employment.)
 - Child Protection NSW 2022 – (2 Hours)
 - Student Duty of Care NSW 2022- (20Mins)
- Workplace Health and Safety
 - Work Health and Safety (All Staff - 40 mins)
 - First Aid Training (All staff - 1 day)
 - CPR Training (All staff – 2 hours)
- Indigenous Prospective
 - Waratah Project (8 Days over the year, 2 staff)
- Best Practice Education
 - Investigations Masterclass (3 staff - 1 day)
 - PBIS Program Investigation (5 Staff – 2 hours)
 - AIS Explicit Teaching in High School (High School Staff – 4.5 hours)
- Mental Health and Staff Wellbeing
 - Staff Wellbeing Workshops (All staff – 2 hours)
 - Post Suicide Intervention Plan (5 staff – 4 hours)
 - Mental Health First Aid – (5 staff – over 2 day- 8 hours)
 - Other Elective/In House Training

7.2 TEACHER ACCREDITATION STATUS



7.3 WORKFORCE COMPOSITION

In 2022 the Executive Team of Casino Christian School was comprised of the Principal, Deputy Principal, Business Manager, Welfare Secondary Coordinator, Welfare Primary Coordinator, Computing Coordinator, Sporting Coordinator, and the Special Needs Coordinator.

Whilst these figures from 2022 had slight changes over the course of the year, staffing remained mostly consistent in a difficult time in the Education Industry. Staff are committed faith-based educators who adhere to the standards outlined in the school's Statement of Beliefs and Staff Code of Conduct Policy.

School staff

Teaching staff	31
Full-time equivalent teaching staff	26.8
Non-teaching staff	20
Full-time equivalent non-teaching staff	12.9

Whilst these figures may change over the course of the year, staffing remains mostly consistent in a difficult time in the Education Industry. Staff are committed faith-based educators who adhere to the standards outlined in the school's Statement of Beliefs and Staff Code of Conduct Policy. Please also note, we were not able to employ an appropriate AEO (Aboriginal Education Officer) in 2022; however 2 Aboriginal Staff were employed in 2022.



8 PRIORITY AREAS FOR IMPROVEMENT

The priority areas of improvement for 2022 can be seen below. It should be noted that due to the impacts that flooding and COVID has had on the building industry in Norther NSW, significant delays and restrictions have impacted the ability for the school to achieve some of its targets.

Outline of past achievements in 2022

- Explicit instruction is now introduced and a whole school learning framework and pedagogy which has seen great results in Primary.
- Observations, and feedback are becoming common practice with Teachers now held to account on their own professional growth and development.
- New vision Statement and Values Identified in early 2023 through surveying all stakeholders –
 - Vision Statement - To honour Christ, build community and grow in grace and knowledge.
 - Values – Compassion, Integrity, Responsibility & Respect.
- Better communication as proven by various surveys since negative Endeavour Community Report in 2020 through the introduction of platforms such as School Stream, and school directives such as “Good News Weeks” for parent communication.

Major Future Goals for 5 Year Vision

- PBIS Program Development (Partially funded by AIS and 3 Year horizon)
- Before and After School Services (Awaiting Capital Works Project)
- Image refresh (Including uniform and Logo)
- Double Streaming Primary School (heavily dependent on capital works capabilities over next 5 years)
- Vocational Education Expansion to commence in 2024, including the introduction of Numeracy as per key compulsory curriculum changes.
- NESA Accreditation Audit Preparation for 2024

Planned Major Capital Works over the next 5 Years

- Student Centre and Portable Classrooms (Delayed from 2022 - Proposed completion EOCY 2023)
- Canteen Construction adjunct to A Block (Delayed from 2022 - Proposed completion EOFY 2024)
- New Entryway and Road (Proposed completion EOFY 2024)
- Upgraded and refurbishment of oval (Proposed completion EOCY 2024)
- New Specialty Classrooms and Office Building (Proposed completion EOCY 2028)

Recommendations for 10 Year Vision Consideration

- Preschool for 2030
- New Early Learning Centre Building (Preschool to Year 2 Specialty Classrooms)
- Refurbishment of MPC Building
- SAS School Establishment

9 SCHOOL ENROLMENT POLICY

9.1 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.

9.2 STUDENT ENROLMENTS

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

9.3 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.

9.4 TERMS AND CONDITIONS OF ENROLMENT

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

- That 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.
- That the parents/guardians support the aims of the School.
- That 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.

- That 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.
- That 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.
- That 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.
- That 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
- That 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.
- That the parents/guardians read the confession of faith and understand that it is the basis of the philosophy of the School and the teaching.
- That the parents/guardians ensure regular attendance of their child/ren at school, except for illness and other explained absences.

9.5 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.

9.6 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.

9.7 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.

9.8 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.

10 SCHOOL POLICIES

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

10.1 STUDENT WELFARE, ENROLMENT AND ATTENDANCE COMPLIANCE POLICY

10.1.1 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.

10.1.2 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.

10.1.3 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.

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

10.1.5 Staff Training

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

10.1.6 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.

10.1.7 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.

10.2 BULLYING PREVENTION AND INTERVENTION POLICY

10.2.1 The Hazard – Bullying

Bullying is an ongoing and deliberate misuse of power in relationships through repeated verbal, physical and/or social behaviour that intends to cause physical, social and/or psychological harm. It can involve an individual or a group misusing their power, or perceived power, over one or more persons who feel unable to stop it from happening.

Bullying can happen in person or online, via various digital platforms and devices and it can be obvious (overt) or hidden (covert). Bullying behaviour is repeated, or has the potential to be repeated, over time (for example, through sharing of digital records).

Bullying of any form or for any reason can have immediate, medium and long-term effects on those involved, including bystanders.

Physical bullying which involves physical actions such as hitting, pushing, obstructing or using one's physical presence, or physical bodily acts, to hurt or intimidate someone or threaten violence. Damaging, stealing or hiding personal belongings is also a form of physical bullying. Verbal/written bullying examples include: name-calling or insulting someone about an attribute, quality or personal characteristic.

Social (sometimes called relational or emotional bullying) examples include deliberate acts of exclusion, spreading rumours or sharing information to have a harmful effect on the other person and/or damaging a person's social reputation or social acceptance.

Cyberbullying which is the misuse of power within a relationship to repeatedly threaten or harm another person using technology. Cyberbullying behaviour may include:

- abusive texts and emails
- hurtful messages, images or videos
- imitating others online
- excluding others online
- humiliating others online
- spreading nasty online gossip and chat
- creating fake accounts or 'avatars' to trick someone or humiliate them.

Cyberbullying can occur on internet services, social media and electronic services that enable communication including, but not limited to, instant messaging, chat services, email communications, online games, SMS and MMS. It can be verbal or written and can include images, videos and/or audio. These behaviours can also be an indicator of child abuse and other harm.

What Isn't Bullying?

- Single incidents and conflict or fights between equals, whether in person or online, are not defined as bullying.

9.2.2 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 schoolwork
- 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.

9.2.3 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.

9.2.4 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.

9.2.5 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.

Complaints to the eSafety Commissioner About Cyberbullying Material Targeted at a Child

Making a Complaint

Where Cyberbullying Material is targeted at a child under the age of 18 years, a complaint can be made to:

- the provider of a social media service, relevant electronic service, designated internet service (as defined in the Online Safety Act 2021 (Cth) -see the eSafety Guide for information about providers.
- the eSafety Commissioner under section 30 of the Online Safety Act 2021 (Cth).

Complaints to the eSafety Commissioner can be made through the online portal by the child, their parent or guardian, or an adult authorised by the child to make the complaint. The eSafety Commissioner has the power investigate the complaint and to issue a removal notice.

For the eSafety Commissioner to investigate cyberbullying, the harmful content must have first been reported to the service or platform used to send, post or share it – at least 48 hours before it is reported to eSafety.

Cyberbullying Material

Cyberbullying material that is provided on a social media service, relevant electronic service, designated internet service (as defined in the Online Safety Act 2021 (Cth)) that an ordinary person reasonable person would conclude is likely to:

- be intended to have an effect on a particular child; and have the direct or indirect effect on the child as seriously threatening, seriously intimidating, seriously harassing or seriously humiliating the child,
- can be the subject of complaint to the eSafety Commissioner under section 30 of the Online Safety Act.

9.2.6 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.
- takes seriously and monitors single incidents of conflict or fights between students, that do not ordinarily amount to bullying, for signs of ongoing behaviour, which may be an indicator of bullying.
- provides assurance to the student being bullied that they are not at fault and their confidentiality will be respected ensures that teachers, pastoral care and Casino Christian School leadership staff support the student being bullied through the reporting process and the corresponding investigation and resolution processes.
- engages a Student Council, or similar, to instigate anti-bullying initiatives.
- ensures that student leaders support the Casino Christian School's anti-bullying policy and promote anti-bullying behaviours.
- takes time to properly investigate the facts including discussing the incident with the student being bullied, the student who was bullying and any bystanders.
- keeps parents and guardians of both the student who was bullied and the student who did the bullying, informed of the situation as and when appropriate to do so.
- takes time to understand any concerns of individuals involved.
- maintains records of reported bullying incidents
- will escalate its response when dealing with students who persistently bully and/or for severe incidents, even if these are not necessarily repetitive.
- considers whether the behaviour gives rise to concerns that the student exhibiting the behaviour and/or the student subject to the behaviour may be experiencing child abuse or other harm, and, if so, follows the Child Safe Policy.

Actions that may be taken when responding to bullying include:

- The "Method of Shared Concern" Approach (Pikas)
- The "No Blame" Approach (Maines & Robinson)

These approaches may be used to intervene in group or relational bullying situations. They are only appropriate during the initial stages. They are not appropriate for persistent or severe bullying incidents.

- notification of/consultation with parents/guardians offering counselling to students who persistently bully/students who are persistently bullied implementing effective follow up strategies.

- disciplinary action, at the Board Chairperson's discretion, including suspension and expulsion of students who persistently bully, or in cases of severe incidents.

9.2.7 Bullying and Other Support Services

The following support services are available to students and staff:

9.2.7.1 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.

9.2.7.2 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.

9.2.7.3 Office of the eSafety Commissioner

The Office of the eSafety Commissioner provides resources, advice and strategies for parents, schools and children on how to deal with cyberbullying for people under the age of 18.

9.2.7.4 Other Support Services

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

9.2.7.5 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.

9.2.7.6 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.

9.2.7.7 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.

9.2.7.8 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

9.3.3 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.

9.3.4 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.

9.3.5 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.

9.3.6 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 Casino Christian 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.

9.3.7 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.

9.3.8 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

9.3.9 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 Director of Teaching and Learning, Principal, their Delegate or the Board Chairperson.

9.3.10 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.

9.3.11 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.

9.3.12 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.

9.3.13 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

9.4.3 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.

9.4.4 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.

9.4.5 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.

9.4.6 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.

9.4.7 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.

9.4.8 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.

9.4.9 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.

9.4.10 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.

9.4.11 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.

9.4.12 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.
-

11 SCHOOL POLICY REVIEWED IN 2022

School Enrolment policy

In 2022, there were no changes to the policy.

Bullying Prevention and Intervention policy

In 2022, the school's anti-bullying policy and procedures were reviewed. The policy implemented included cyber-bullying and the role of and processes for contacting the Office of the e-Safety commissioner.

Discipline Policy

In 2022, there were no major changes to the policy as we are undertaking a Positive Behaviour Intervention Program through the AIS NSW. However, changes made to persons allowed to suspend or expel to include Principal's delegate.

Complaints Handling Policy

In 2022, there were no changes to the policy.

12 RESPECT AND RESPONSIBILITY

In 2022, Casino Christian School investigated and commenced a joint program with AIS NSW (Australian Independent Schools NSW) to create, tailor, implement and monitor a Positive Behaviour Intervention Strategy for the Whole School. This program is a major 3-year program designed to foster, develop and teach positive and proactive methods to encourage all students to act at all times with Respect and Responsibility. This will be driven by the school's vision statement and key values.

Our key desires are ***to honour Christ, build community and grow in grace and knowledge***. We demonstrate and ***show the values of Compassion, Integrity, Responsibility and Respect*** in all that we do. This is the core of our new developing Positive Behaviour Program (Vision Project).

We also uphold our students to the Student Code of Conduct Policy. In particular:

Students are expected to observe and uphold this statement of rights and responsibilities:

You have the right to:

- Reach your full learning potential in a safe and supportive environment.
- Be safe.
- Be treated with respect, courtesy and kindness.
- Be an active part of, and contribute positively to, the community.
- Be treated fairly and justly.
- Have your human rights and legal rights respected.



You have the responsibility to:

- Enable others to learn in a safe and supportive environment.
- Follow School policies and procedures, as well as the directions of teachers, at all times.
- Treat others with respect, courtesy and kindness.
- Represent the School well in the community.
- Accept and consider the consequences of your actions.
- Respect the human rights and legal rights of others.

More policies regarding Student Welfare are available upon request or on our school website.

13 PARENT, STUDENT AND STAFF SATISFACTION

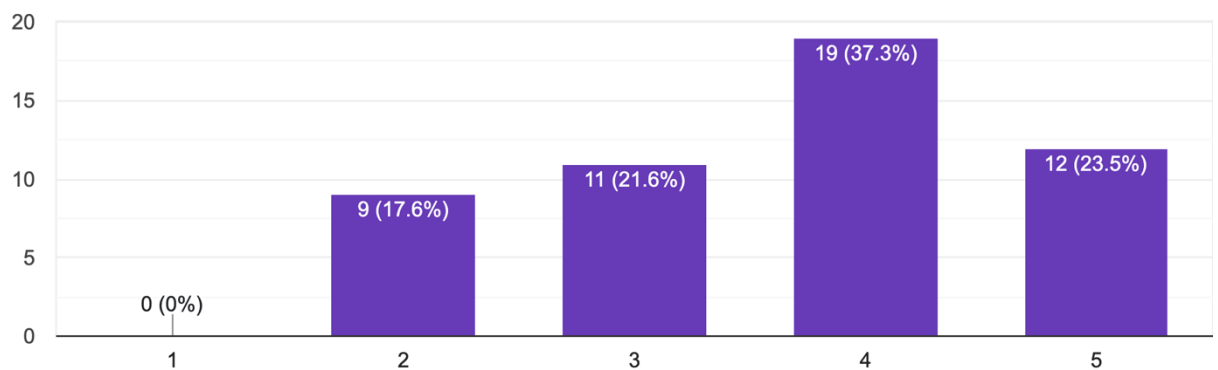
A series of surveys were conducted in Semester 1 of 2023 and indicate the current satisfaction of the school stakeholders as outlined below.

13.1 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.

I am satisfied with my involvement as a parent in the school.

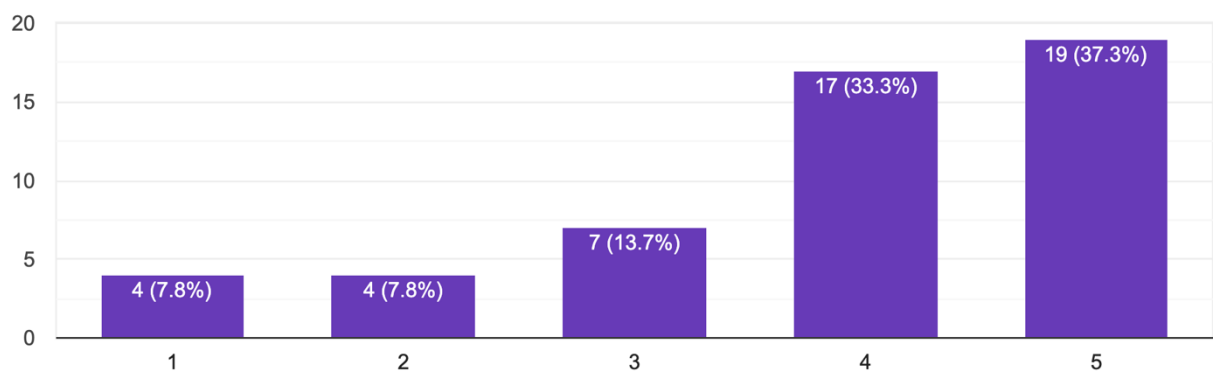
51 responses



Parents are choosing to enrol their children because of the small school setting and the Christian beliefs and values. Parent's overwhelmingly feel welcomed at the school. Some below data from the survey highlights satisfaction among the wider community.

I feel welcome at this school when I visit.

51 responses



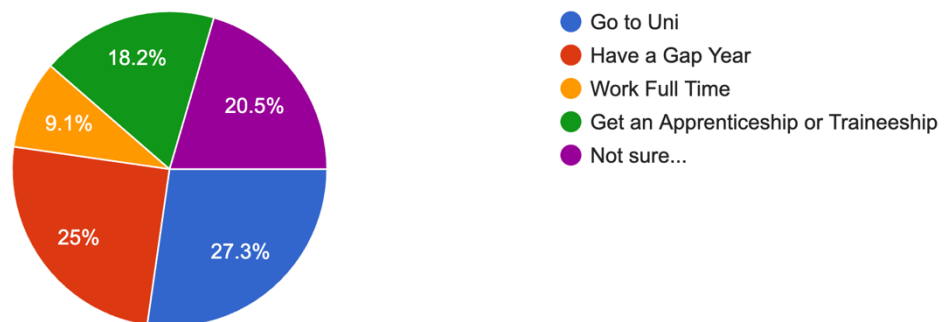
13.2 STUDENTS

Students at Casino Christian school are valued as unique human beings crafted in the image of God. Students are encouraged to give feedback and constructive ideas to the wider school community through the Student Representative Council. This council was established in 2022 and achieved many different community events such as a Trivia Night for families and students, a Bush Dance, and many other fun student events based on student feedback and ideas.

Future Senior Students have also been surveyed and provide key input for changes to the Senior Schooling program to ensure better retention rates for 2023 and beyond. As you can see below from some data, that students are interested in fulfilling their careers, but not necessarily just attending tertiary education.

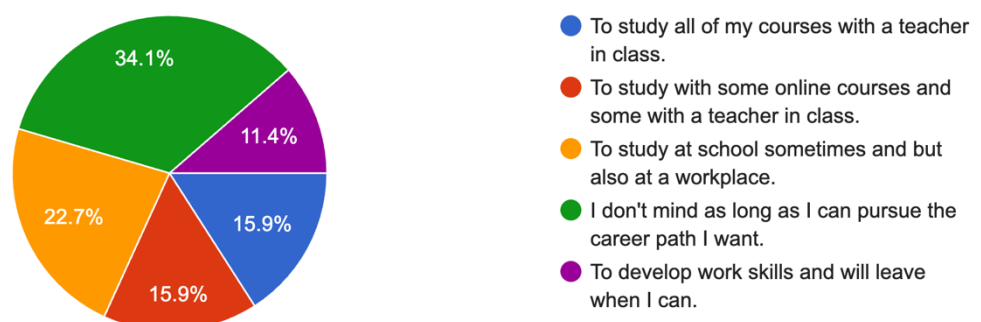
When I leave school I want to.....

44 responses



I think I need

44 responses

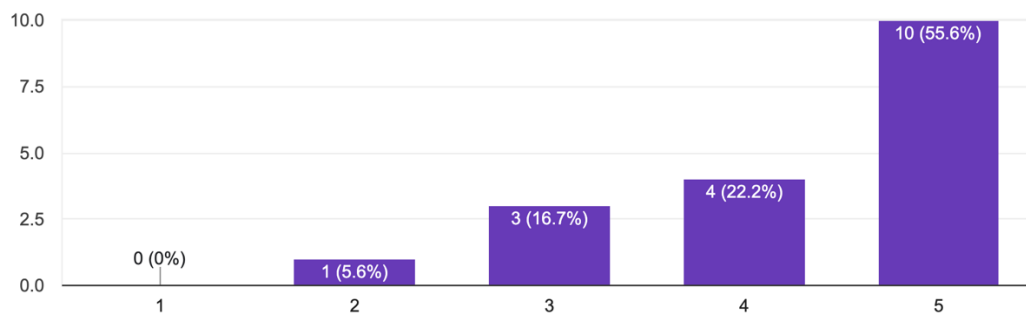


13.3 STAFF

Staff were surveyed in Term 1 of 2023 with some reflections on the school and to provide thoughts on a new vision statement in preparation for the upcoming PBIS Program and image refresh. Overall, the data shows a healthy workplace, where staff feel heard, valued, and that the school is committed to new ideas and best practice.

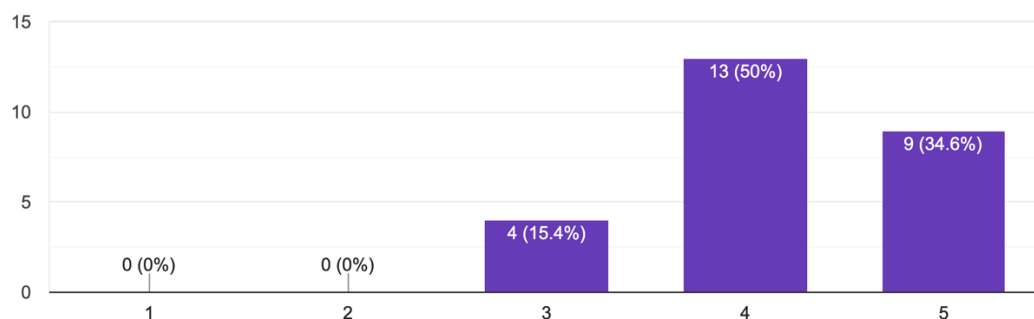
How do you feel about the PBIS Program

18 responses



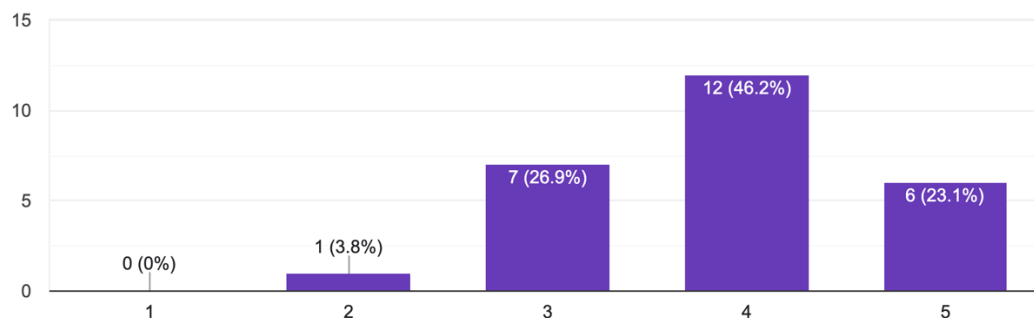
I enjoy the workplace culture of our staff. I feel supported and part of a team.

26 responses



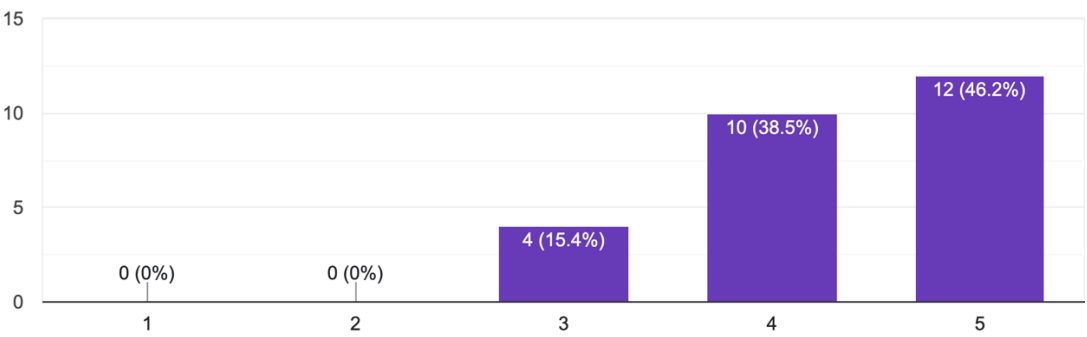
The Executive Team are usually open to receiving feedback, ideas or opinions

26 responses

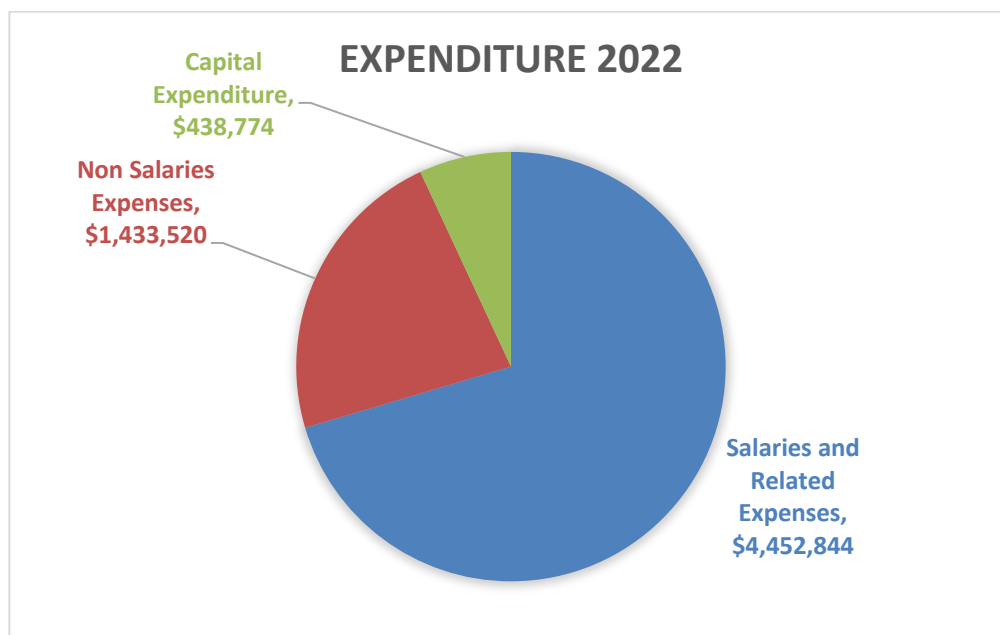
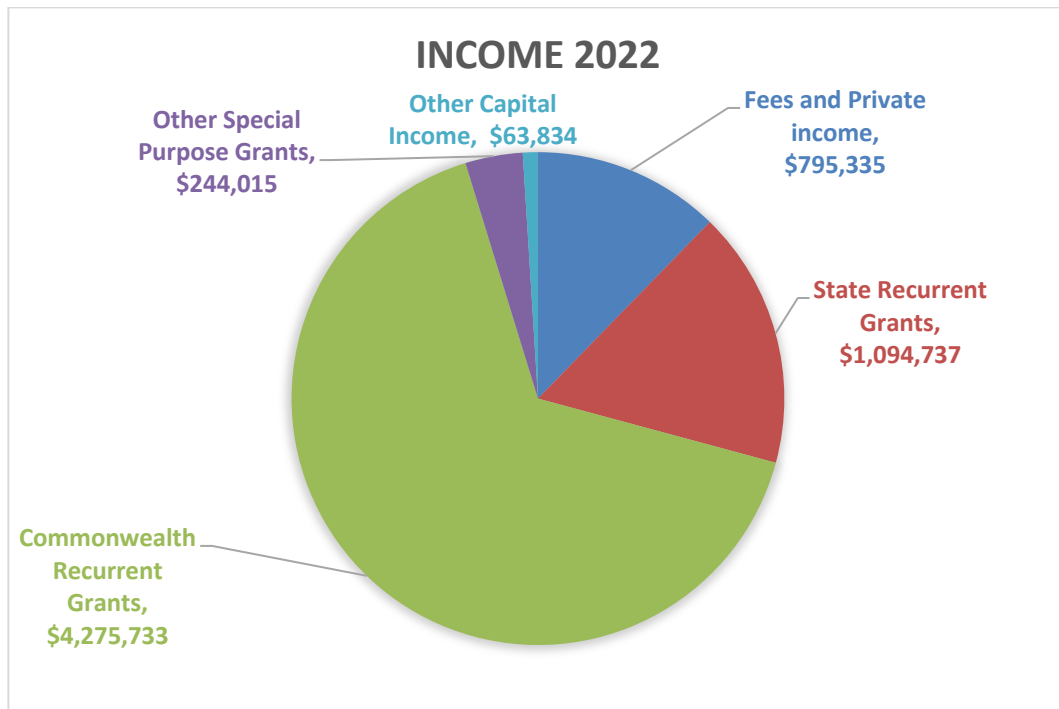


I find purpose in my work here in educating and equipping students to grow in grace and knowledge.

26 responses



14 FINANCIAL INFORMATION SUMMARY



15 REFERENCES

1. My Schools Website for Casino Christian School

- <https://www.myschool.edu.au/school/43711>

2. Casino Christian School Website

- <https://www.ccs.schoolsitepress.com.au/annual-reports/>

3. Casino Christian School Policies

- <https://www.ccs.schoolsitepress.com.au/policies/>