

Koinonia Christian Academy Inc.

Annual Report – 2025

Contact Details:

24 Mooculta Street
Bourke NSW 2840
T: 0428 686 111
E: huw@koinonia.nsw.edu.au
Principal: Huw Norris

1. A Message from the Principal

2025 was a year of both challenge and opportunity for Koinonia Christian Academy. Following the significant leadership transition of 2024, the school continued to build upon its 45-year heritage of providing Christ-centred, biblically grounded education in the Bourke community.

Throughout the year, our focus remained on nurturing the whole student — spiritually, academically, socially, and emotionally — while providing a safe, supportive learning environment where students were encouraged to develop their God-given potential.

As a small remote school, we continued to face the unique challenges associated with regional education, including student enrolment numbers and staffing capacity. Despite these challenges, the dedication of our staff, support from our Board, and commitment of our families enabled the school to continue providing personalised education and meaningful learning opportunities for our students.

During 2025, the school continued strengthening its processes, policies, curriculum documentation, and governance practices to support quality education and ongoing compliance with the requirements of the NSW Education Standards Authority (NESA). We remained committed to providing a learning program that meets the needs of individual students while preparing them to contribute positively within their families, communities, and the wider world.

A significant milestone during 2025 was the completion of the NSW Education Standards Authority (NESA) registration inspection process. The school engaged positively with NESA throughout this process and appreciated the opportunity to review and strengthen our educational practices, governance structures, policies, and documentation. Following the inspection, the school was granted a one-year extension to its registration period, providing additional time to continue consolidating improvements and planning for the future. We remain committed to meeting the standards required of NSW registered schools while maintaining our distinctive Christian educational mission.

We are grateful for the support of our families, our local community, and all those who have contributed to the ongoing ministry of Christian education in Bourke. As we look ahead, we do so with faith, gratitude, and a

continued commitment to our vision of developing students who are equipped spiritually, academically, and personally to serve God and others.

2. Contextual Information about the School

Koinonia Christian Academy is a small, independent Christian school located in Bourke, a remote community in far western New South Wales. Established in 1980, the school has a long history of providing Christ-centred education for families seeking a faith-based learning environment.

The school provides education for students from Kindergarten to Year 10 and uses the Accelerated Christian Education (ACE) framework as a key educational resource, supported by additional planning, resources, and learning activities to address the requirements of the NSW curriculum.

As a small remote school, Koinonia Christian Academy provides a highly personalised, multi-age learning environment where students receive individualised instruction, pastoral care, and support tailored to their educational needs. With an enrolment of 5 students at the end of 2025, the school continues to serve families seeking a Christian educational experience that integrates faith, character development, and academic learning. The school remains committed to nurturing students spiritually, academically, socially, and emotionally, equipping them to contribute positively within their families, communities, and the wider world.

3. Student Outcomes in Standardised National Literacy and Numeracy Testing

In 2025, there were no students enrolled in Year 9 at the time of NAPLAN testing. As a result, there were no Year 9 students eligible to participate in NAPLAN and no Year 9 NAPLAN results to report.

The school remains committed to monitoring student progress through ongoing assessment practices and personalised learning approaches that support the individual needs and development of each student.

4. Senior Secondary Outcomes

Not applicable. Koinonia Christian Academy is registered to Year 10 only and did not offer senior secondary courses in 2025.

5. Teacher Qualifications and Professional Learning

All teaching staff employed during 2025 held appropriate teacher accreditation in accordance with NSW Education Standards Authority (NESA) requirements.

Professional learning activities undertaken during 2025 included:

- Curriculum planning and review, including strengthening alignment between ACE resources and NSW curriculum outcomes
- Preparation for and participation in the NESA registration inspection process, including review of policies, procedures, documentation, and educational practices
- Child protection training and student wellbeing updates
- Christian education and discipleship integration
- First aid training and recertification
- Professional networking and engagement with independent education providers and sector organisations

The school remains committed to ongoing professional learning that supports quality teaching practice, student wellbeing, regulatory compliance, and the delivery of a Christ-centred education.

6. Workforce Composition

During 2025, the school employed:

- 1 full-time Principal/Teacher
- 1 teaching staff member (employed during the year)
- 1 part-time school chaplain
- 1 part-time Business Manager

During the year, the school experienced a change in teaching staff, with one teacher commencing at the beginning of the year and concluding their appointment at the end of Term 2. A new teacher commenced at the end of Term 3 and continued supporting student learning through the remainder of the year.

The school workforce included both Indigenous and non-Indigenous staff members.

7. Student Attendance and Management of Non-Attendance

Due to the small cohort size, student attendance was monitored closely on an individual basis throughout 2025. During the year, two students experienced ongoing attendance concerns, including extended periods of absence. The school maintained regular communication with families regarding attendance, provided support where required, and followed its attendance procedures, including attempts to develop Attendance Improvement Plans (AIPs) in consultation with families. These plans are designed to support improved attendance, student engagement, and continuity of learning.

One student left the school during the year. For the remaining student, attendance concerns continued throughout the year, including significant absence during Term 4. The school communicated with the family regarding the impact of ongoing non-attendance on educational progress and advised that future enrolment would require commitment to an Attendance Improvement Plan and improved attendance.

The family subsequently chose not to re-enrol the student for 2026.

8. Enrolment Policies and Characteristics of the Student Body

Koinonia Christian Academy serves families in the Bourke region seeking a small-scale, Christ-centred learning environment that integrates faith, character development, and academic learning.

The school has an enrolment policy that welcomes applications from families seeking a Christian education, with enrolments considered in accordance with the school's registration requirements, available resources, and capacity to support the educational, wellbeing, and individual needs of each student.

In 2025, the school continued to provide a personalised, multi-age learning environment. The student body consisted of a small number of students requiring individualised support and tailored learning approaches. The school remained committed to ensuring that each student received appropriate educational and pastoral support within a safe and supportive environment.

9. School Policies

Koinonia Christian Academy maintains a comprehensive suite of policies and procedures designed to support effective governance, regulatory compliance, student wellbeing, child safety, and the delivery of a safe and supportive learning environment.

During 2025, the school continued to operate under its established policy framework, including policies and procedures relating to:

- Child Protection and Child Safe Standards
- Student Welfare and Pastoral Care
- Anti-Bullying and Harassment
- Behaviour Management and Student Discipline
- Complaints Handling and Grievance Procedures
- Enrolment and Admissions
- Privacy and Confidentiality
- Workplace Health and Safety
- Emergency Management, Evacuation, and Lockdown Procedures
- Staff Induction and Professional Responsibilities
- Chaplaincy Support
- Conflict of Interest and Governance Procedures

The school regularly reviews its policies to ensure they remain aligned with legislative requirements, NESA expectations, and the needs of the school community.

10. School-Determined Improvement Targets

2025 Targets and Progress

Strengthen alignment between ACE resources and NSW curriculum requirements – Ongoing

The school continued to review curriculum documentation and planning processes to strengthen alignment between ACE learning materials and NSW curriculum outcomes. Work continued on ensuring that teaching programs, assessment practices, and learning activities appropriately address syllabus requirements.

Strengthen governance, compliance, and school improvement processes – Achieved/Ongoing

During 2025, the school participated in the NSW Education Standards Authority (NESA) registration inspection process. This provided an opportunity for the school to review and strengthen its governance structures, policies, procedures, curriculum documentation, assessment practices, and evidence of compliance with NSW registration requirements.

Following the inspection, the school was granted a one-year extension to its registration period. The school will continue to use this period to consolidate improvements, refine processes, and support ongoing compliance with NESA requirements.

Support student wellbeing through personalised learning and pastoral care – Achieved

Given the small cohort and individual needs of students, the school continued to provide personalised academic support, pastoral care, and wellbeing support. Staff worked closely with families to support student engagement, learning progress, and positive development.

Provide meaningful learning opportunities and enrichment experiences in a remote context – Achieved

The school continued to provide opportunities beyond individualised classroom learning, including activities that supported student engagement, character development, community connection, and broader educational experiences.

11. Initiatives Promoting Respect and Responsibility

Koinonia Christian Academy continued to promote respect, responsibility, creativity, and positive character development through classroom learning, pastoral care, cultural experiences, and community engagement. Students were provided with opportunities to develop appreciation for different cultures and traditions. During 2025, students were introduced to Spanish language and culture, including participation in a flamenco

demonstration in Cobar. This experience encouraged students to engage with cultural diversity, develop confidence in unfamiliar settings, and appreciate artistic expression from another cultural tradition. Students also participated in creative and practical learning experiences, including sewing activities that developed patience, perseverance, independence, and practical life skills. Students learnt to safely use sewing equipment, including sewing machines, and applied their skills to create completed projects such as an apron. The school also supported students to engage with broader community and cultural experiences. Students attended a performance by the Sydney Youth Symphony Orchestra at Bourke High School. While initial interest was limited, students demonstrated openness to a new experience and developed an appreciation for live musical performance. The school's chaplaincy and pastoral care programs continued to reinforce themes of respect, integrity, responsibility, compassion, and service through individual and group discussions. These values are embedded throughout school life and reflect the school's commitment to developing students who contribute positively to their families, communities, and the wider world.

12. Parent, Student and Teacher Satisfaction

Due to the small size of the school community, feedback from parents, students, and staff is gathered through ongoing informal communication, conversations, and regular engagement throughout the year. During 2025, the school welcomed three new students who joined the school later in the year. Families expressed appreciation for the personalised approach, supportive environment, and individual attention provided to their children. Parents reported positive changes in student engagement, confidence, and attitude towards learning, including increased willingness and enthusiasm to attend school. The school's ability to provide a smaller, more individualised learning environment enabled students to receive targeted academic support, encouragement, and pastoral care tailored to their needs. Parents also demonstrated their appreciation through active involvement in the school community, including one parent volunteering their time and expertise to provide a pottery experience for students. Students continued to benefit from the supportive relationships developed within the school and engaged positively with classroom learning, practical activities, cultural experiences, and community opportunities. Staff demonstrated a strong commitment to the school's mission and to supporting students academically, socially, emotionally, and spiritually. The school community continued to recognise the unique opportunities and challenges associated with providing education in a remote setting.

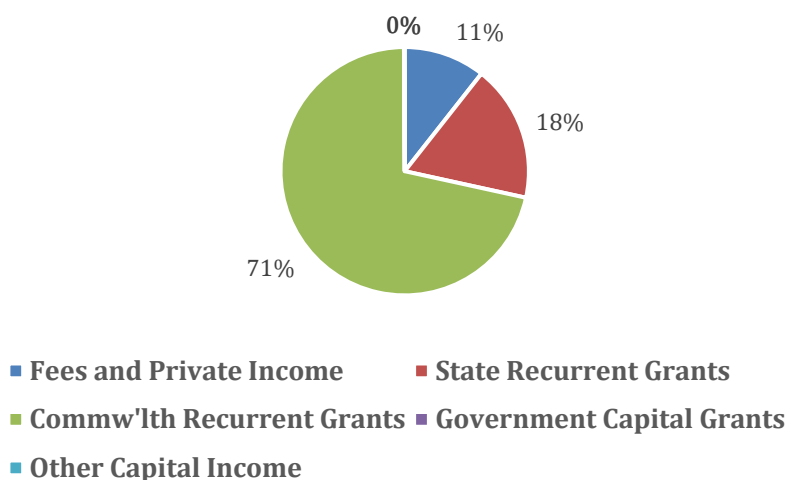
13. Summary Financial Information

Koinonia Christian Academy's financial sustainability is supported through a combination of Commonwealth and State Government recurrent funding, together with private income sources including school fees.

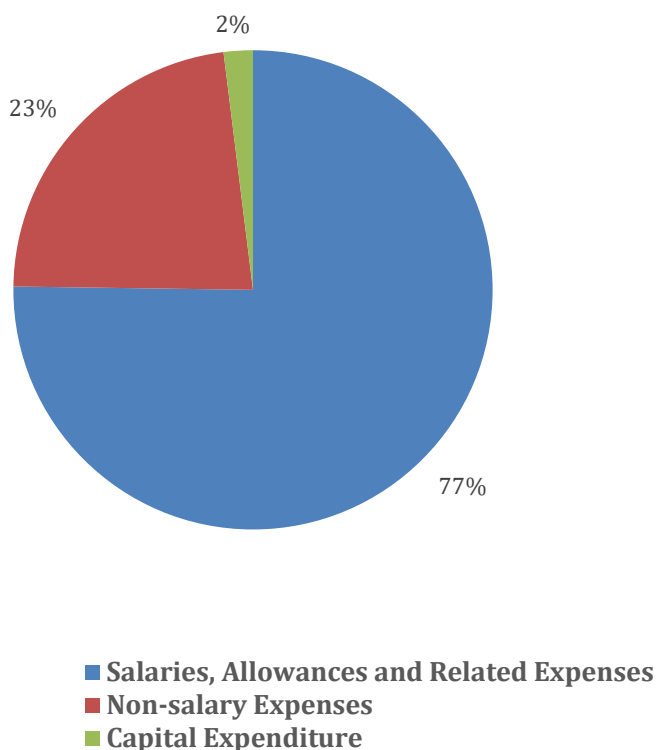
The majority of the school's income continues to be derived from government recurrent grants, which support the delivery of educational programs, staffing, and essential school operations.

The school maintains appropriate financial accountability processes, including annual financial review and reporting procedures, and operates in accordance with relevant financial management and reporting requirements.

Graph One: Recurrent/Capital Income



Graph Two: Recurrent/Capital Expenditure



Declaration

This Annual Report has been prepared in accordance with the requirements of the NSW Education Standards Authority (NESA), the NSW Education Act 1990, and the Registration Manual. The report provides information about Koinonia Christian Academy's educational programs, student outcomes, governance, policies, and initiatives undertaken during the 2025 school year. It will be publicly available and submitted through RANGS Online in accordance with NESA requirements.

Signed:

Huw Norris

Principal

Koinonia Christian Academy

Date: [Insert submission date]