

DUBBO CHRISTIAN SCHOOL ANNUAL REPORT 2017



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Principal's Welcome

It is always a positive thing to be in a position to reflect on a school year as part of preparing the Annual Report. There are always so many wonderful experiences that come to mind, both as a school community and as an individual who is just a part of the fabric of this wonderful school.



We are required to report on a variety of aspects of our school to the public as part of an accountability process. I'm supportive of this. We need to be open and transparent. Education shouldn't be a secret thing, behind closed doors or not involve parents and/or the community.

In 2017, the school continued to work with John Hattie's research on Visible Learning. Essentially, this is shining a light on what good teaching and learning looks like. This has led to a number of great discussions as a school about working together as colleagues to bring good practice into the light and celebrate and acknowledge it. It also means sharing best practice with our colleagues and our staff have done a great job in this.

Parents, this report tells you much about our school. I hope it is not your first or only engagement with what we do each day. You are always welcome at school. In 2017, we stopped our "Pop In Days" on the understanding that every day you are welcome to pop in, at any time. It is your school and we love that you are part of it. Please feel very welcome to come and see what we do every day.



We've worked hard to embed our new strategic plan in 2017. Based on Mark 12:30-31, our desire as a school is to first and foremost love the Lord our God with all our heart, with all our soul, with all our mind and with all our strength. From the Board, to the community, the classrooms, to the support staff and operational aspects, our desire is express a love for Jesus first of all and then to honour Him by bringing the very best we can to all these facets of school life.

It's not easy. Schools are wonderful but imperfect communities. This report, however, gives expression to all the good things and challenges we have faced in 2017. I commend it to you.

Warren Melville
Principal

From the Board

We are all familiar with the opening words of Genesis "In the beginning". Less often recalled are the words of verse 4: "and it was good". This must be the world's oldest report. Reports tell us and all who are interested what is happening and how events have turned out. This report seeks to do the same; there has been a great deal happen and it is turning out well. In the pages which follow are details of that progress and those results for 2017.



The school's purpose is set out in our mission statement and amplified through the school's values. These make it clear why the school exists and what its task is – they too are good. And so the efforts taken to pursue them are good.

Firstly, the financial and other support of both State and federal government must be acknowledged with appreciation. That support means that the school can function as effectively as it does while still being affordable to parents. Support was most recently seen in the restructuring of the car park, and it is ongoing. It is good that we have that resourcing made available to us.

That we have staff who do not see employment with the school just as a job but rather as a calling from God is also something to be appreciated. Thank you to all staff, both teaching and executive, who have contributed so much to students and the school, often well beyond the formal requirements of the job. This is also good.

To the parents who regularly support the school in so many ways through their contributions of time, talents, resources, money and prayer, thank you. Know that in a world where there can be so much to be concerned about, these contributions are contributions to God's work and so are contributions to good in this world.

And lastly to the Board who contribute so much in so many ways, thank you. We have been in a process of renewal over 2017 which has seen a number of changes to ensure the Board more effectively engages with and supports the mission of the school. Those changes are continuing and are all intended to ensure the school does the best it can to do what it can to honour God. Our prayer is that those changes and the Board itself will continue to do good as we work towards God's goals for the school. It is our hope that in future years the efforts made and the results achieved will be found to have been good.



Andrew Boog
Chairman of the Board
President of the Association

About Dubbo Christian School

Set in a peaceful rural setting, Dubbo Christian School (DCS) is a modern, well established and strongly resourced co-educational Pre-school to Year 12 day school. DCS was established in 1983 by a group of local Christian parents who had a vision for education that was authentically Christian in outlook and practice.

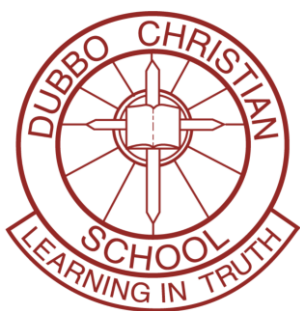
Our mission is to provide *quality schooling* which is *Bible based* and *Christ centred*.

This mission statement accurately describes the purpose of our school and is consistent with the views of our community since the founding parents met in 1982. It has always been of the utmost importance that we aim to have the curriculum and practices of our school the way the Lord Jesus would want them to be (***Christ centred***).

Fortunately God has revealed through the Bible much of how He would have us live and what we should do, and honest examination of the relevant biblical principles have been undertaken on a wide range of school issues (***Bible based***).

The word ***schooling*** has been chosen to clearly identify that the total process of education is firstly and ultimately the responsibility of parents. This responsibility is shared by delegation with the school, the church, other people and other agencies. The school is not responsible for the total process. The school accepts from parents the delegated responsibility to perform specific tasks on behalf of parents. These specific tasks have been agreed upon through the formation of school curricula and policies. The staff, through the Principal, is responsible to the parent body (Association) who have elected representatives to serve on the Board and various sub-committees.

The word ***quality*** has been included to ensure that as a school we do not settle for mediocrity or an "anything goes" approach. Students are expected to be diligent in working with others in the development of all their gifts and potential abilities. These gifts are to be used for the service of God and others.



Our school badge features an open Bible against the cross over a globe of the earth.

Our school motto is "Learning in Truth".

**"I am the way and the truth and the life"
- said Jesus.**

About this Report

This Annual Report for 2017 provides students, parents, staff, grandparents and the wider school community with information about various aspects of this school's distinctiveness, performance and development. The report is a legislative requirement under *The Education Amendment (Non-Government Schools Registration) Act 2004*.

The School Handbook and newsletters (available from the school) complement the information in this report.

The school has policy and procedures in place to ensure its participation in annual reporting to publicly disclose the educational and financial performance measures and policies of the school as identified by the Minister.

BOARD ATTENDANCE

Board Member	Meetings attended	Possible meetings	Percentage
Gaylene Barker (Vice Chair)	12	12	100
Andrew Boog (Chair)	8	8	100
Graeme Cheetham	4	6	67
Pedr Corderoy (Treasurer)	12	12	100
Shane Duke	12	12	100
Shane Mackenzie	6	12	50
Chris Merx	10	12	83
Andrew Patterson	10	12	83
Kristan Strahorn (Vice Chair)	11	12	92
Average	9.4		86

ENROLMENTS

89% of enrolments were enrolled for the entire year

Dubbo Christian School had 553 students enrolled during 2017. 493 were enrolled for the whole year with 23 students commencing and 38 students leaving during the year, 1 of whom came and left in the same year. Over 82% of the partial enrolments were enrolled for at least half the year or continued their enrolment into 2018. The K-6 section of the school had 255 students in ten classes, comprised of both single age and composite age classes.

There were 229 students enrolled in Years 7-10, comprised of three classes for core subjects in Year 8 and two classes in years 7, 9 and 10. There were 69 students enrolled in Years 11 & 12, with over 25 subjects delivered to each year group. There were 278 female and 275 male students. There were 48 students, who identify as being indigenous, enrolled during 2017, 38 of these students were enrolled for the entire year; 22 female and 26 male, 20 in K-6 and 28 in 7-12. In 2017 DCS continued to run a PREP class for 4 year olds with 22 students enrolled during the year, and a 3 year old program, pebbles, with 20 students attending one day per week. The full text of the enrolment policy is provided later in the report.

RETENTION RATES

Retention rates for 2017 are reported according to the number of students moving from Year 6 to Year 7, and those moving from Year 10 (2015) to the **completion** of Year 12 at DCS.

Year 7, 2017

Thirty-three students completed Year 6 at DCS in 2016.
Twenty-eight new students entered Year 7 at the start of 2017.
Fifty-nine students commenced Year 7 in 2017.

This produces an actual retention rate of 91%.



Year 12, 2017

Fifty-one students completed Year 10 at DCS in 2015. Thirty returned to commence Year 11 in 2016. Twenty-four of these students completed Year 12 at DCS in 2017.

Six new students entered Year 11 in 2016.

A total of Twenty-seven students completed Year 12 in 2017.

This produces an apparent retention rate of 53% and an actual retention rate of 47%.

Ten students who completed year 12 at Dubbo Christian School in 2017 had been enrolled since Kindergarten.

*37% of 2017
Year 12
graduates
attended DCS
for their entire
school career*

STUDENT ATTENDANCE

The table below shows the attendance rate of Year 1 to 10 students for Terms 1, 2 and 3. These represent the aggregate data submitted to DEEWR via Student Attendance System (STATS). This is absolute data and does not take into account reason for absence. The attendance rate for this period for all students in years 1-10 was 91.9%

All student non-attendance is followed up according to the DCS Attendance Policy and Procedures.

Parents are encouraged to contact the school by 10am on the day of a student's absence to notify the school of the absence. Students whose absence remains unacknowledged after 10am will be followed up with a phone call to a parent to acknowledge an absence.

Year	Male	Female	Total
Year 1	92.3	93.6	92.7
Year 2	93.0	89.4	91.6
Year 3	91.1	92.1	91.7
Year 4	92.9	91.6	92.3
Year 5	91.0	88.7	90.0
Year 6	92.1	93.6	93.0
Year 7	90.2	93.1	91.9
Year 8	93.3	92.9	93.1
Year 9	90.1	92.6	91.4
Year 10	90.3	92.0	91.2

All absences unacknowledged at the end of 2 weeks will generate a letter to parents requesting acknowledgement of all unacknowledged absences.



TEACHER STANDARDS

Employment and Qualifications

During 2016 DCS employed thirty-seven full-time and eight part-time teaching staff. All, except four, teaching staff employed in 2016 were retained at the start of 2017, with some teachers opting to change their hours.

All teachers have teaching qualifications from a higher education institution within Australia or as recognised within the National Office of Overseas Skills Recognition (AEI-NOOSR) guidelines. Five teachers currently hold relevant Masters Degrees.

91% of teachers employed in 2016 were retained for 2017

Staff teaching experience ranges from 1-39 years with an average of 16.4 years.

The school is registered as a Teacher Accreditation Authority (TAA) under the New South Wales Education Standards Authority (NESA). Thirteen teachers employed during the year were accredited with Professional Competence. There were six staff who were provisionally registered. All other teachers were employed in NSW prior to 2004.

TEACHER DEVELOPMENT

Professional development is a significant investment that a school makes in the development of quality teaching, learning and operations. The range of strategic goals of the school and the individual development goals of staff feed into the resourcing decision in this area.

The teaching staff continue to meet each Monday after school for inservicing and PD. The role our appraisal system plays is also important as staff are encouraged in their goals and targeted PD is provided as they work towards their agreed goals.

The average teacher attendance rate during 2017 was 94.4%



In addition to this ongoing development there were 8 professional development days allocated by the school Board. During these days the following areas were addressed;

- Transformation by Design
- Globally Harmonised System (GHS) for chemicals in schools
- Diabetes training
- Student engagement in the classroom
- Working with students with ASD
- Training in OurDCS and SENTRAL
- Community Relations
- DCS Constitution
- First aid training

A delegation of staff visited Dianella Public School to observe Explicit Direct Instruction in action. All staff are currently First Aid trained and DCS retains its

commitment to ensuring all staff have this qualification as well as being current in dealing with anaphylaxis, asthma and diabetes.

In May, members of the Leadership Team were involved in a Leadership Development Process through Endeavour Consulting which involved reciprocal school reviews involving different staff as well as a leadership masterclass. Henry Contant from Canada led both the masterclass and the school reviews and acted as a mentor through this valuable process.

One hundred inservice courses representing around 168 teacher days were attended by DCS staff in 2017.























Other courses attended by our staff in 2017 included:

- Leading Improvisation
- Child Studies workshop
- 8People training
- Stage 6 History workshop
- BGA Briefing Session
- Grammar in Context
- Music 2 and Music Extension Workshop
- Stage 6 English Familiarisation
- Disability Provisions Workshop
- The Hard of Hearing Student in the Regular Classroom
- VET Webinar
- Teachers New to Christian Education
- Supporting Historical and Geographical Inquiry in the Classroom
- Catering for all intelligences and learning in English
- Engaging students in the Drama classroom
- Billy Elliot – Module C Inservice
- Exploring Romanticism
- Advanced Module B – Hamlet Inservice
- Jolly Phonics
- Jolly Grammar
- AIS History Conference
- Food Technology Conference
- Year 9 and 10 Food Technology
- SENTRAL Welfare Module Training
- Leadership Masterclass
- Making Classroom Adjustments
- ASD Online Course
- ACSET Conference
- Website Development Course
- Stage 6 English Change and Continuity Course
- MANSW Conference
- RLSS First Aid Examiners and Instructors Training
- Digital Technologies Workshop
- EDVAL Training
- K-6 Physical Activity and Health Conference
- Successful Learning Conference
- Science Teaching
- NAPLAN Readiness
- PDHPE Teachers Conference
- Teaching and Learning Conference
- Integrating Digital Technologies for Mandatory Technology
- Reading to Write Course
- Personalised Learning for Aboriginal students
- Didasko Webinar
- Biosecurity Workshop
- The Social Learning Conference
- The Big Questions in Mathematics Extension 2
- School Improvement
- Teaching Society and Culture

The average spending per teacher on professional learning during 2017 was \$2486.68.

SCHOOL PRIORITIES 2017 - 2018

Priority areas identified and addressed for 2017 included:

Appoint and implement Community Development Officer role (CRAMP)		Achieved
Finalise and implement revised Constitution		Achieved
Design and install DCS iconography	 	Achieved and ongoing
Implement restorative conversations at DCS	 	Achieved and ongoing
Appoint and implement Stage Coordinator roles		Achieved
Develop and implement a data driven approach to academic improvement	 	Achieved and ongoing
Improve student engagement		Ongoing
Embed 'The Big Picture' from Transformation by Design		Achieved
Progress evaluation of BYOD and make a recommendation		Not achieved in 2017. To be moved to 2018
ICT strategic plan		Not achieved in 2017
Develop and implement staff induction process		Achieved
Implement new School Information System	 	Achieved and ongoing
Carpark upgrade		Achieved
Science block construction	 	Commenced. Completion in May 2018
Biblical Studies review		Not achieved

Some of our 2018 priorities include:

Implement and review Association Membership process

*Develop and implement
new governance structure*

*Design and install DCS
iconography*

*Implement restorative
conversations at DCS*

*Implement new School
Information System*

*Implement Deeper
Learning at DCS strategy*

*Train staff and
implement Explicit
Direct Instruction*

*Train staff in 8People
teacher enhancement
system*

*Review Enrolment
Policy and processes*

Science block completion

*TAS block construction
commenced (completed
2019)*

Continue strategies to raise Indigenous profile



INFORMATION ON SOME KEY POLICIES

COMPLAINTS, COMPLIMENTS AND SUGGESTIONS

The following **principles** underpin our approach to complaints, compliments and suggestions:

- a) Complaints, compliments and suggestions are part of everyday living in an educational community.
- b) Encouragement and communicating disappointment and hurt are both vital aspects of the one purpose – building up one another in love.
- c) Self-sacrificial love as evidenced in Jesus' life and death must underpin the way in which we seek to build up one another. Placing the interests of others before one's own is an essential aspect of following Jesus.
- d) Confidentiality, respect for privacy, peacemaking and right motives that issue from the guidelines of scripture are vital.

Some **elements** of our policy:

- a) We encourage and welcome the input and feedback of all DCS community members.
- b) Complaints, compliments and suggestions should be directed to the staff member concerned with the matter in the first instance. Where this is impossible, the relevant supervisor may be approached, but the supervisor's initial role will be to assist in facilitating communication between the parties.
- c) If any matter remains unresolved or incomplete after having contacted the person involved, speak with the relevant supervisor or the Principal or his delegate.
- d) As they seek to live out the gospel of Jesus in their lives, staff members will accept and deal with complaints, compliments and suggestions from parents and others with humility, openness and a desire to live in harmony.
- e) Anonymous complaints, compliments and suggestions will not be dealt with unless of an important nature and supported by evidence (this will be established by the Principal).
- f) Issues that are trivial, frivolous, vexatious or not made in good faith are not dealt with.
- g) Procedural fairness is to be afforded all parties in working through and resolving issues.



The Grievance Policy remained unchanged in 2017.

A full copy of this policy, and associated procedure, may be obtained from the School Office and can be found on OurDCS.

STUDENT WELFARE

Student welfare is a very important priority at DCS. Our child protection, discipline, uniform, sunsmart and sexual harassment policies and numerous procedures and guidelines with respect to matters such as bullying, drugs, playground duty, student leadership and support combine to guide our action with respect to student welfare.

Our approach to student welfare is characterised by **principles** of:

- Loving one another as God has loved us – unconditionally and self-sacrificially.
- Treating each student as precious – a unique creation of God.
- Recognising that complete healing and restoration comes only through the reality of the Gospel of Jesus lived out in our lives.
- Caring for young people in partnership with the family and church, and other welfare agencies.
- Building self-esteem that is founded upon the concepts of our true worth in God's eyes, the work of the Gospel, self-confidence and meaning, love from others and resilience.
- Acknowledging that our world is exciting, beautiful, good and challenging as well as broken, ugly, troubled and evil.



Some **elements** of our pastoral care program in 2017 were:

- Peer support/buddy programs:
 - Prefects and Captains have pastoral care responsibilities
 - Kindergarten with Year 1 during the enrolment process
 - Kindergarten with Year 6
- Student leadership programs:
 - Prefect and Captain training and support
 - Year 11 leadership training, including leadership expedition
- Pastoral care structures:
 - Pastoral Care Groups (PCG) (based on class groups) meet daily with their PCG teacher
 - Year Patrons for Years 7-12
 - Head of P-6 and Head of 7-12 have pastoral responsibility
 - All class teachers are considered to have pastoral care concern for each of their classes
- Active and timely action on bullying matters. DCS has a clear policy and procedures on dealing with incidents of bullying.
- Safe environment procedures and protocols.
- Firm and loving discipline policy and procedures.
- Ongoing staff training in child protection.

The full text of these policies may be obtained from the School Office and can be found on OurDCS. Some policies are publicly available at www.dubbocs.edu.au.

DISCIPLINE

Our rationale

Our God is a god of love, and because God loves us He disciplines us. "Whom the Lord loves, He disciplines" (*Hebrews 12:6*). The loving discipline of God is consistent with His perfect sense of justice and righteousness, and with His desire for us to grow towards maturity in Him.

God permits us to exercise discipline towards one another in love. He has given this responsibility to parents in relation to their children. He requires that discipline be applied with a loving sense of responsibility, desiring the best for the one being disciplined. "Fathers, do not provoke your children to anger, but bring them up in the discipline and instruction of the Lord" (*Ephesians 6:4*).

Parents are able, within the context of our school, to appropriately delegate responsibilities necessary for the effective disciplining of their children. According to the Scriptures, children should accept the discipline of their parents, and by inference, that of their teachers (*Ephesians 6:1; Proverbs 22:6*).

The word for discipline in the Bible is the Greek "*sophronismos*", which literally means "*a calling to soundness of mind*". The word in our modern idiom seems to have the narrow meaning of strict adherence to a set of rules with predetermined sanctions, and of being primarily punitive. Discipline is broader than punishment. It involves the giving of guidance to life by the including of restraints and teaching against licence. "Train up a child in the way he should go, and when he is old, he will not depart from it" (*Proverbs 22:6*). The Biblical usage of the word shows a deep concern for establishing an atmosphere of love, care and concern, alongside notions of sanctions and punishment.

Discipline, however, does at times involve the imposition of consequences, or punishments. The punishment aspect of discipline is for the benefit of the one being punished. Learning by suffering an imposed consequence is kinder than leaving the individual to suffer the full consequence of their inappropriate actions. The imposition of consequences is not to be exercised for the purpose of some authority figure to gratify their sense of importance, or to solely achieve imposing their will upon another person (*Proverbs 22:6; Proverbs 23:13*).

Ultimately, it is self-discipline which we are aiming to develop in the lives of our students. Discipline and pastoral care are therefore largely synonymous, and they appeal to the training of a sound mind and heart into the likeness of Christ.

Implementation

The Principal is responsible for the oversight of disciplinary measures used within the school, though each teacher has responsibility for discipline in his/her classroom in accordance with school policy, incorporating established school procedures and guidelines.

A range of disciplinary measures are used within the school to –

- encourage those behaviours which are acceptable and good
- encourage a growing self-direction within the students
- ensure that students, staff, parents and other members of the school community harmonise together for the common purpose of the school.

Disciplinary measures include encouragement, affirmation, counselling, correction, reprimand, withdrawal of privileges, detention, family conferences, suspension and expulsion. In accordance with current legislative requirements, the use of corporal punishment is not permitted in the school.

Each teacher will develop with their class a clear code of behaviour which is consistent with overall school policy. Clear instruction and definitions about expectations and what is acceptable behaviour will be given.

The Behaviour Management Policy and Procedure was reviewed in November 2016. The full text of this policy is available from the School Office and can be found on OurDCS.

ENROLMENT POLICY (K-12)

PURPOSE

To provide consistent and fair enrolment backed by selection criteria that flow from, and support, the School's Christian Mission and Aims.

SCOPE

All K-12 student enrolments.

BASIS OF ENROLMENT

Understanding the School's Christian foundations

As its name suggests, Dubbo Christian School is founded on biblical Christian principles as publicly disclosed in the Articles of Association and Statement of Faith. Dubbo Christian School seeks to uphold these beliefs and principles and associated values and ethics which have historically been linked with the evangelical reformed Christian narrative and its teachings, understandings and traditions.

We acknowledge that the evangelical reformed Christian view of life that this school affirms is not one that everyone will want to commit to as a foundation for the education of their children. Dubbo Christian School, therefore, invites parents to make enquiries of the School concerning any matters which you may want clarified relating to the beliefs, policies, practices and teaching of the School.

Dubbo Christian School's philosophy of education embraces 'Christian formation' – the intentional embedded development of students' learning around a Christian understanding of life and knowledge. It is a process that potentially reaches into every aspect of school life: classroom practice, curriculum content and interpretation, policies and procedures, pastoral care, school culture and playground dynamics.

Responding to differences in understanding

While we are inclusive in our approach to enrolment and pastoral in our engagement with students, we are, at the same time, clear about our commitment to specific beliefs, values and ethics that are part of the Christian character of our school. As a Christian school we believe it is our responsibility to the school community that we act in a manner consistent with our declared principles, beliefs and standards.

Dubbo Christian School's policy framework embodies biblical positions that may vary substantially from those commonly found in wider society. Where issues of a deeply personal and sensitive nature arise during a child's enrolment in Dubbo Christian School, the School will always engage with the student with sensitivity, Christian grace and compassion. The School will not discriminate unlawfully against people, but it will assert its right to respond in a manner consistent with its declared beliefs and standards.

Dubbo Christian School respects the right of parents and students to privacy in all matters that are grounded in personal beliefs and choices and will, therefore, scrupulously avoid any public disclosures around the details of any particular case on which the school may differ with a student or their parents. Likewise, the School would call on parents, staff, students and the media to respect the sensitivity of such issues and the right of all parties to privacy in dealing with such situations.

The Principal is the only person authorised by the School Board to make public comment on any issue on behalf of the School.

TAKING PART IN THE ENROLMENT PROCESS

Families engage with the enrolment process on the following understanding:

Basis of taking part

- You will disclose fully to the School all information requested in enrolment forms.
- You will assess in detail the School's ability to serve the learning needs of your child.
- The School will disclose fully to you the enrolment criteria, foundational beliefs and values, philosophy of education, biblical culture and ethos of the school and specific positions on relevant issues of interest to you.
- The School will require written commitment by you to have your children involved fully in all aspects of the program of the School; to support fully the enrolment criteria and the biblical culture and ethos of the School.
- The Principal, in consultation with the Board, will make the final decision to offer, or not to offer, your child a place in the School.
- Australian Law applies, including any exemptions that may be currently available.

Selection criteria

Dubbo Christian School will assess all applications to enrol against the following criteria. We will enrol those children:

- Whom we judge to be best able to benefit from the educational program we offer
- Who demonstrate a willingness to participate in the full range of activities we offer, and
- Whose families understand and are willing to commit to the Christian aims and purposes of the School.
- Kindergarten enrolments will only be accepted for students who have turned five (5) years old on or before 31 January.

Enrolment Priorities

1. Children or employees of Dubbo Christian School or Wellington Christian School are automatically accepted subject to the age guidelines above.
2. Siblings of existing families at either Dubbo Christian School or Wellington Christian School.
3. Other applications in the order they are received and subject to availability of places.

ENTRY POINTS AND DEFERMENT

Points at which we take in new students

Students can enrol at any year level.

Due to the high demand for places, we advise parents to apply for entry for their child well before the desired year of entry.

We have limited places to offer. After we have offered all current places, we will draw up a waiting list and will use this list to make later offers of enrolment as places become available.

You cannot defer an offer

If we offer a student a place for a particular entry point, that offer only applies to that point of entry: it does not apply for a later entry point. For example, if we offer a child a place at the School starting in Year 7, but the parents then decide that they wish to defer the child's entry until Year 10 they cannot defer the original offer to take it up at the later entry point. In these circumstances we will put the child on the normal waiting list and will reconsider their application at the next entry point, or as places become available.

ENROLMENT TIMETABLE

OUR ACTION	PARENTS' ACTION	COMMENTS
We develop a list of prospective students from completed Application to Register forms	Parents may have their child placed on the list of prospective students by completing an Application to Register form and paying the Registration Fee.	<ul style="list-style-type: none"> As we receive each form we add the child's name and contact details to our list of prospective students for the relevant year. The Registration Fee is non-refundable and paying it does not guarantee a place.
We send an Application to Enrol form to parents of each child on the list of prospective students	If parents wish to proceed with their application they will complete the Application to Enrol form and return it along with the Enrolment Application Fee	<ul style="list-style-type: none"> Early in the year before their desired entry, we will send to the parents of each child on the prospective students list an Application to Enrol form. The Enrolment Application Fee is non-refundable and paying it does not guarantee a place.
We receive and process completed Applications to Enrol. We will assess applications against our selection criteria.		We must receive all completed applications to enrol before 8 December in the year before the prospective students' desired entry time. Applications received after this date may not be able to be processed in time for a start on the first day of the new year although every effort will be made to do so.
We will select prospective students to interview and notify parents or we may notify them that we have decided not to consider their child for a place at the school.	Attend interview with their child at the time arranged.	Parents must bring copies of the two most recent school reports and, for students beyond year 3, the most recent NAPLAN results if any of these are more recent than those submitted with the Enrolment Application. An interview doesn't guarantee an offer of a place.
Offer of a place which includes mailing an enrolment contract.	<ul style="list-style-type: none"> Accept the offer of a place by signing the Enrolment Confirmation within the Enrolment Contract and paying the non-refundable Family Bond; or Reject the offer. 	<ul style="list-style-type: none"> The number of places offered reflects the number of positions available. We will advise parents if we are offering a place, if we're placing their child on a waiting list, or if we are not able to consider their child for a place. The Family Bond is payable when the first child in the family commences, within 1 month of the offer of enrolment

FEES DURING THE ENROLMENT PROCESS

We will charge:

- A Registration Fee to be paid by the parents and forwarded with the Application to Register form. This amount is non-refundable and does not guarantee a place at the school.
- An Enrolment Application Fee to be paid by the parents and forwarded with the Application to Enrol form. This amount is non-refundable and does not guarantee a place at the school.
- A Family Bond to be paid by the parents when they accept an offer of a place. This Bond is refundable at the point of withdrawal or completion (whichever comes first) provided that parents give the required notice of withdrawal.

PRIVACY OF INFORMATION SUPPLIED

All enrolment information parents' supply during the enrolment process will be kept confidential and accessed only by those staff involved in the enrolment process, and staff for whom the information will be relevant in carrying out their duty of care for the student. If an application to enrol is not successful we will retain the information, with the permission of the parents, in case a place should become available later.

ENROLMENT CONTRACT

Parents may accept a place for their child by signing the Enrolment Confirmation within the Enrolment Contract and paying the Family Bond. This will establish the parents' agreement to support the school ethos, rules and policies, to pay the School Fees, to accept the Terms of Enrolment and the consequences of suspension or termination of enrolment.

Parents' Declaration

In completing the Application to Enrol form we will ask the parents to declare that to the best of their knowledge they have:

- Disclosed any special needs of their child
- Provided a copy of any Parenting or Restraint Order that applies to the prospective student and parent(s)
- In the case of overseas enrolments, provided any relevant visa documentation, and
- Completed fully the Application to Enrol form.

If a parent withholds information relevant to the registration and enrolment process then we will reserve the right to refuse, or terminate the enrolment on these grounds.

Obligation to attend all School activities

When a place at the School is accepted the student will be expected to attend all the activities of the School, including all classes, and all relevant extra-curricular activities. Students are encouraged to attend school community events such as Dedication Service, Thanksgiving Service, Concerts and Shows.

School Fees

Arrangements must be in place for payment of School Fees by the student's first day at the School and are non-refundable even if the student does not proceed with the enrolment after having previously accepted the place. The current School Fees will be set out in the Fee Schedule which will be included in the enrolment pack. All fees and charges are reviewed annually.

IN THIS POLICY 'PARENTS' INCLUDES 'GUARDIANS' AND 'CARERS'

In this Policy we have referred to 'parents' to indicate those people responsible for enrolling students. Most of our enrolments involve the natural parents of children so we have chosen to use this terminology to simplify our documents.

However, as well as applications from traditional two-parent families, we readily accommodate applications to enrol from single parents and legally authorised grandparents, foster parents, guardians or carers who have responsibility for a child's schooling at the point of enrolment.

OUR ENROLMENT POLICY MAY CHANGE

The School reserves the right to alter its Enrolment Policy. Parents are encouraged to contact the School to find out if there have been any changes.

This Policy was last updated and ratified by the Board in May 2015.

SATISFACTION WITH SCHOOL

Our school community commits to following Jesus' example of serving one another's interests, acting in love towards one another. We work towards this being a reality among and between all the stakeholders of the school community – students, staff and parents. We recognize that it is inevitable that at times we will disappoint each other, but in the main we aim to work positively for the good of our children and of the whole school community.

Parents, students and staff were surveyed about their satisfaction with the school. Responses were recorded on a 5 point scale (see below).

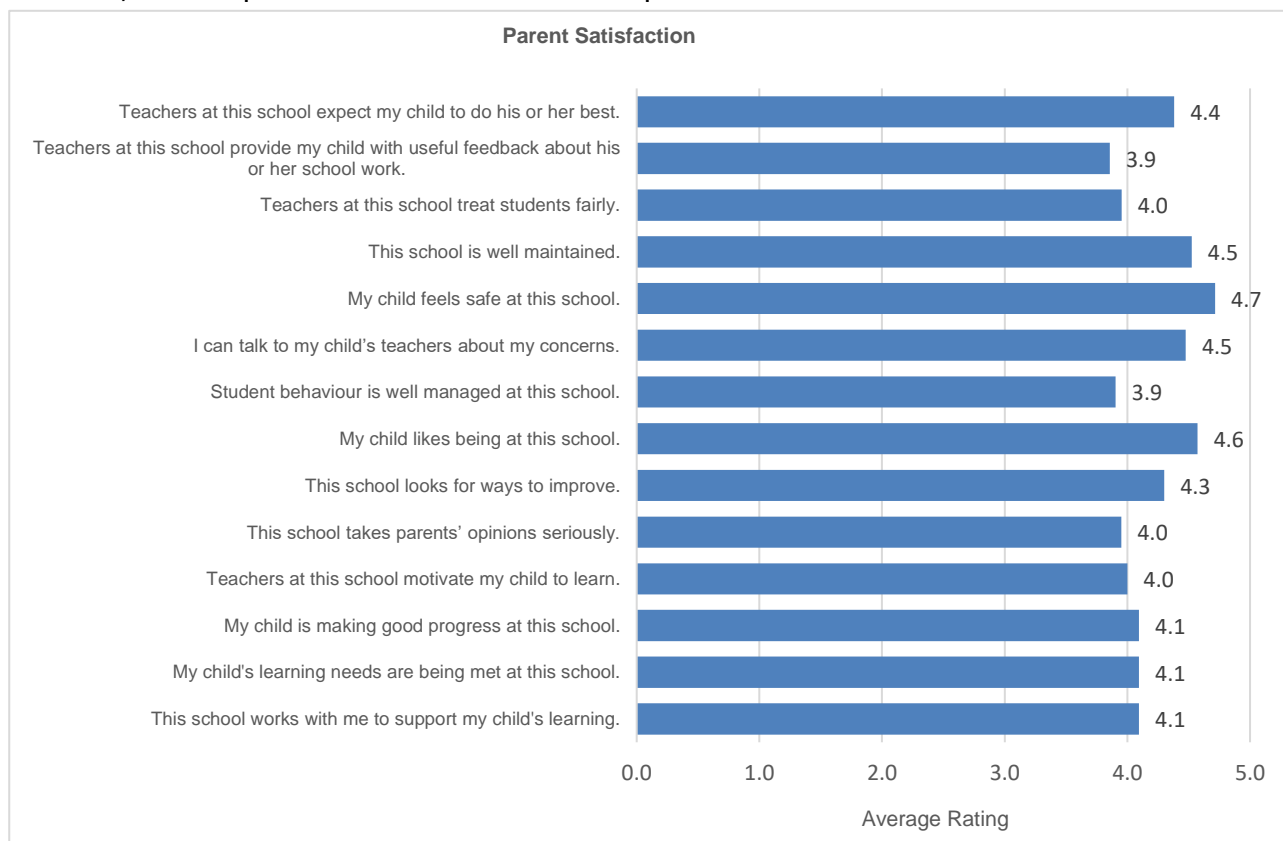
Rating	Score
Strongly agree	5
Agree	4
Neither agree nor disagree	3
Disagree	2
Strongly disagree	1
N/A	Null

PARENTS

Overall, parents expressed a continuing high level of satisfaction with the school. Particular strengths were identified, as they have been in the past, in how well maintained the school is, how safe their children feel at school as well as the high teacher expectations. Parents this year also reported high levels of confidence in being able to talk to staff and expressed a high rating in their children liking coming to school.

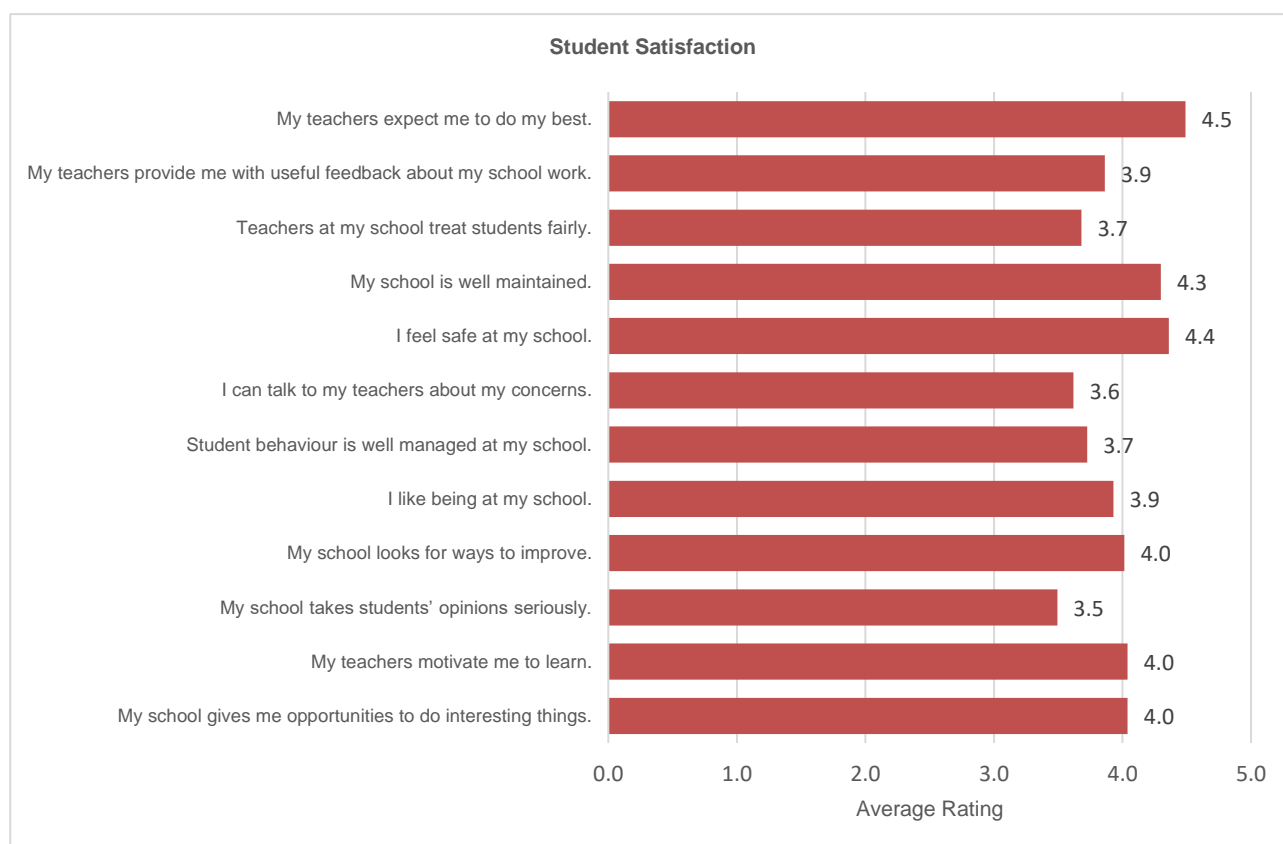


The area that parents indicated the least satisfaction in was the management of student behaviour and the feedback students receive from teachers about their children's work. Both of these areas identify concerns that, although still positively scored, are helpful areas to work on to improve in 2018.



Parents were also asked how satisfied they were with the Christian focus of the school. 94% indicated they were either satisfied (27%) or very satisfied (67%) with this aspect. This is consistent with previous years and is a heartening statistic about the foundations of our school.

STUDENTS



Overall, students expressed a high level of satisfaction with the school. Particular strengths, as for previous years, continue to be the high teacher expectations as well as how safe students feel at school. Students also endorsed the well maintained nature of the school as well as liking being at school.

The areas that students indicated the least satisfaction in was how seriously the school takes their opinion and the approachability of teachers to discuss concerns with. This is

also consistent with previous year's data. Work continues to implement strategies that enable students to feel they have a voice in their school and can talk to their teachers about matters that are important to them.

Students were also asked how satisfied they were with the Christian focus of the school. 81% (75% last year) indicated they were either satisfied (36%) or very satisfied (45%) with this aspect. 7% (4% last year) were either dissatisfied (3%) or very dissatisfied (4%).



STAFF

Overall, staff expressed a high level of satisfaction with the school. Particular strengths were identified in how safe students feel at school as well as the maintenance of school facilities and the ability all stakeholders in the school have to be able to discuss issues. The high expectations of teachers also rated positively.

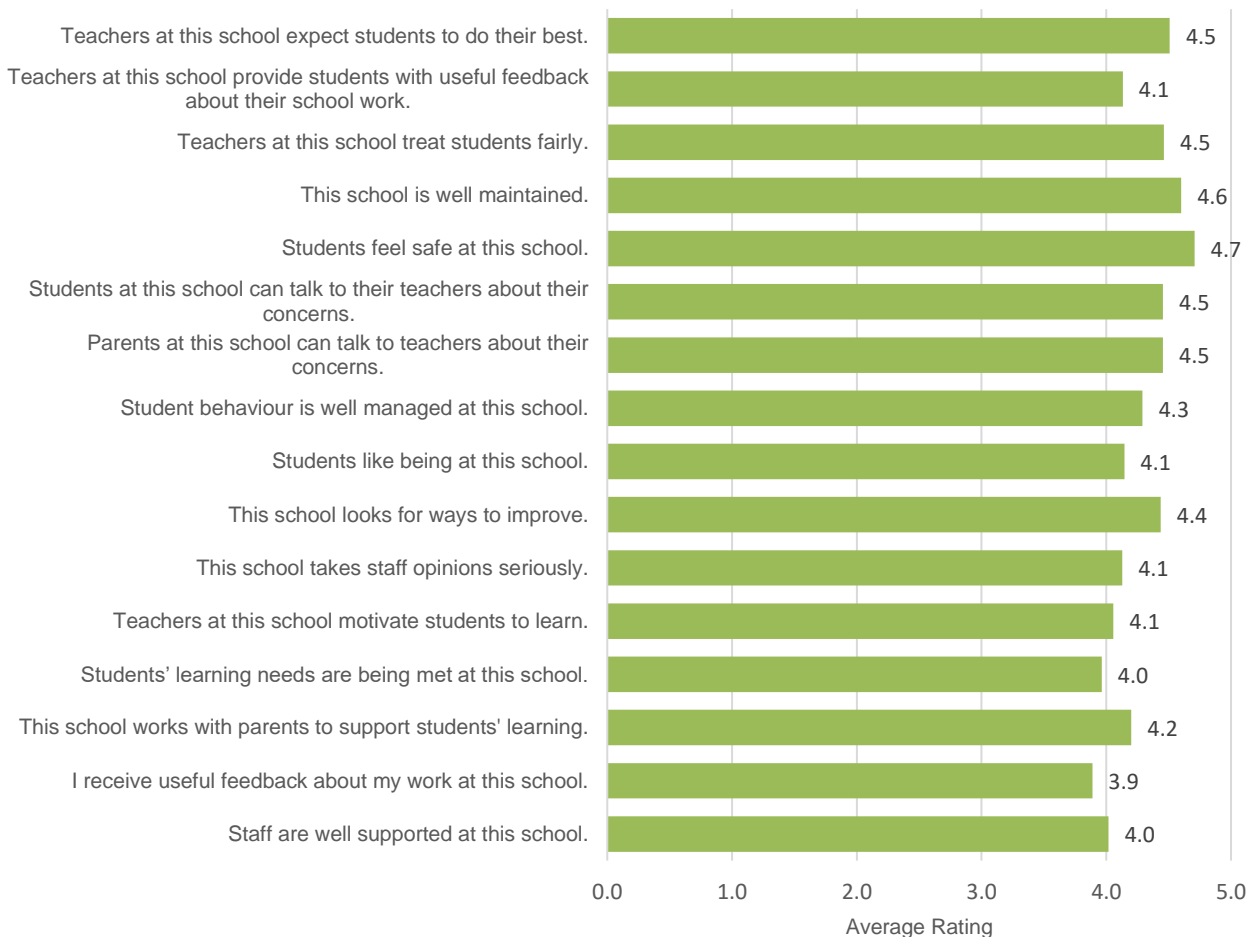
The areas that staff indicated the least satisfaction in was the feedback they received



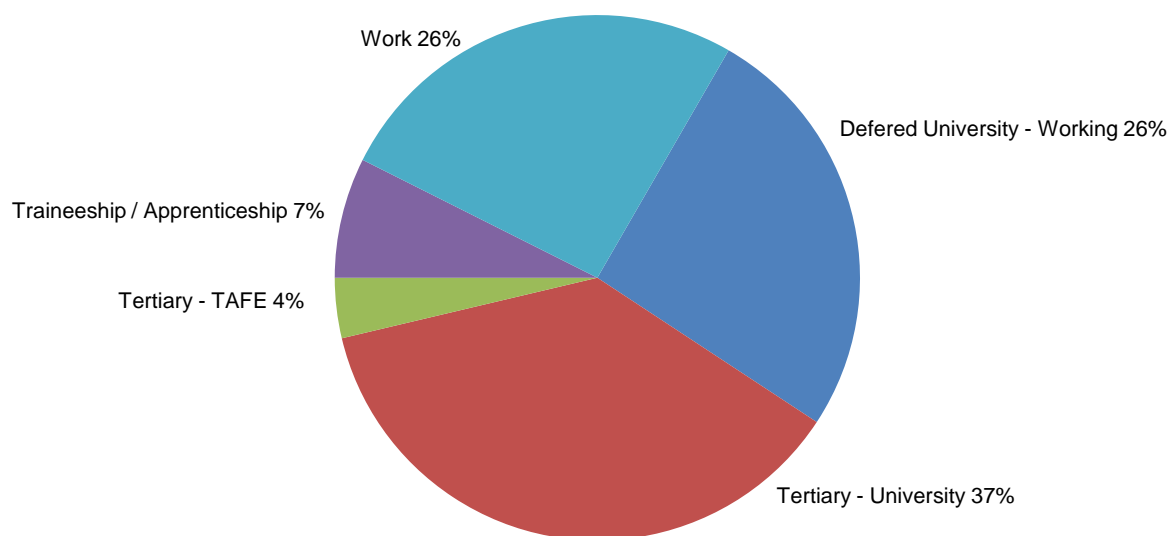
about their work and how student learning needs are being met by the school. While these results are the weakest, there is still strong satisfaction in these areas. However, it is prudent to prioritise ways in which to improve these areas.

Staff were also asked how satisfied they were with the Christian leadership of the school. 96% (83% last year) indicated they were either satisfied (38%) or very satisfied (58%) with this aspect. This is a pleasing affirmation given the mission and vision of the school.

Staff Satisfaction



POST HSC DESTINATIONS



RESPECT AND RESPONSIBILITY



The notion of teaching and developing respect and responsibility is inherent in our vision of Christian Education. As our students grow, they are challenged to respond to God's mercy and love for them by loving and respecting others, and being responsible for their own actions and attitudes in community. The concept of living positively and sacrificially in community is inherent in Christian philosophy and worldview.

Emerging from this foundational position, our discipline and welfare policies reinforce

personal responsibility and accountability for one's own choices - key prerequisites for appreciating the value of others. They also focus on the impact of individual decisions on the community, promoting consideration of the needs of others and the group above individual interest.

Our Pastoral Care Groups are engaged in community support, charity or welfare work in the wider community throughout the year. Class groups engage with disabled, aged and underprivileged groups and individuals. Through these activities our students learn to appreciate others and their value as part of the wider community.



Student expectations are clearly communicated in the DCS Student Code of Conduct which is displayed in every classroom. This is based on the phrase "The DCS Way" which articulates the things we think are important as a school to learn and grow together in a way that honours God and also respects others. These positive messages aim to provide clear parameters for all students as well as a consistent basis for behaviour and work habits in all classes.

Students in the K-6 section of the school are united under the catchcries of "Kind Words, Kind Actions" and "We're all in this together" which encourage all students to treat each other with respect and work together as a team.

VALUE ADDED



Though difficult to quantify it is widely accepted and appreciated that students who have successfully graduated from Dubbo Christian School add significantly to the moral, spiritual, social and cultural capital of the local and wider areas. Our students perform well academically but our view of value being added is much wider than academic progress and includes social engagement, community mindedness and awareness of social justice issues.

EXTERNAL TESTING RESULTS

2017 HIGHER SCHOOL CERTIFICATE

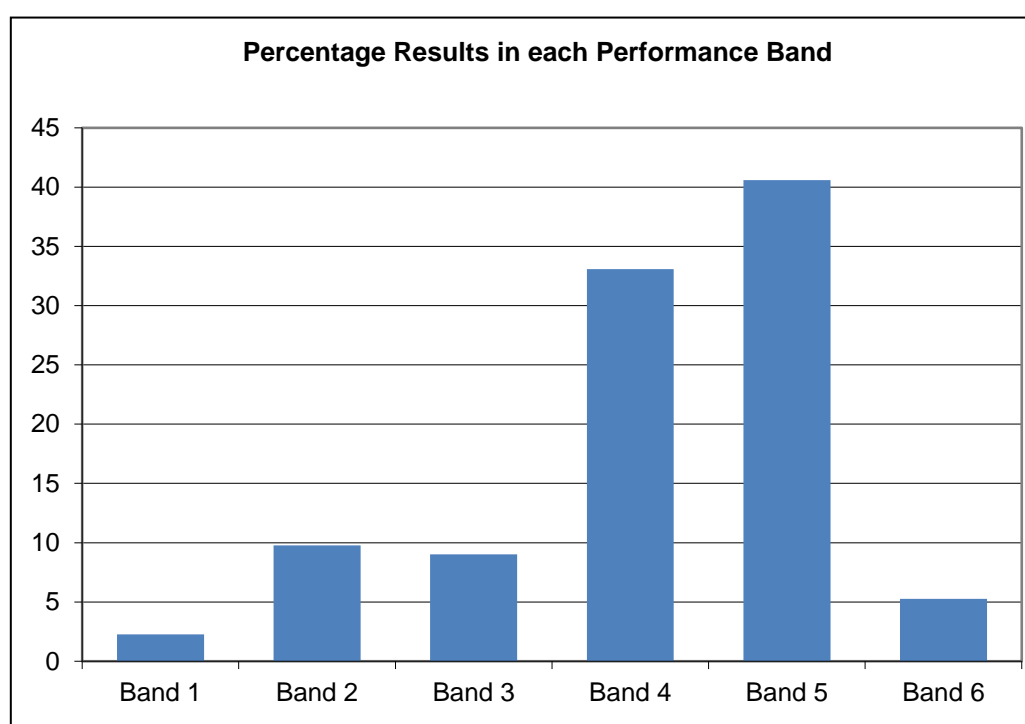
In 2017, twenty-seven students, 100% of our Year 12 enrolments, successfully completed their studies and received a Higher School Certificate. Twenty-seven students sat HSC examinations in twenty-four subjects, including one subject studied through another institution. Three students included a non-examinable subject in their program of study. Subjects studied included extension and vocational education courses. The number of students studying each course ranged from one to twenty, with an average class size of six students.



The school examination mean was above or within 2% of the State average for twenty-one subjects.

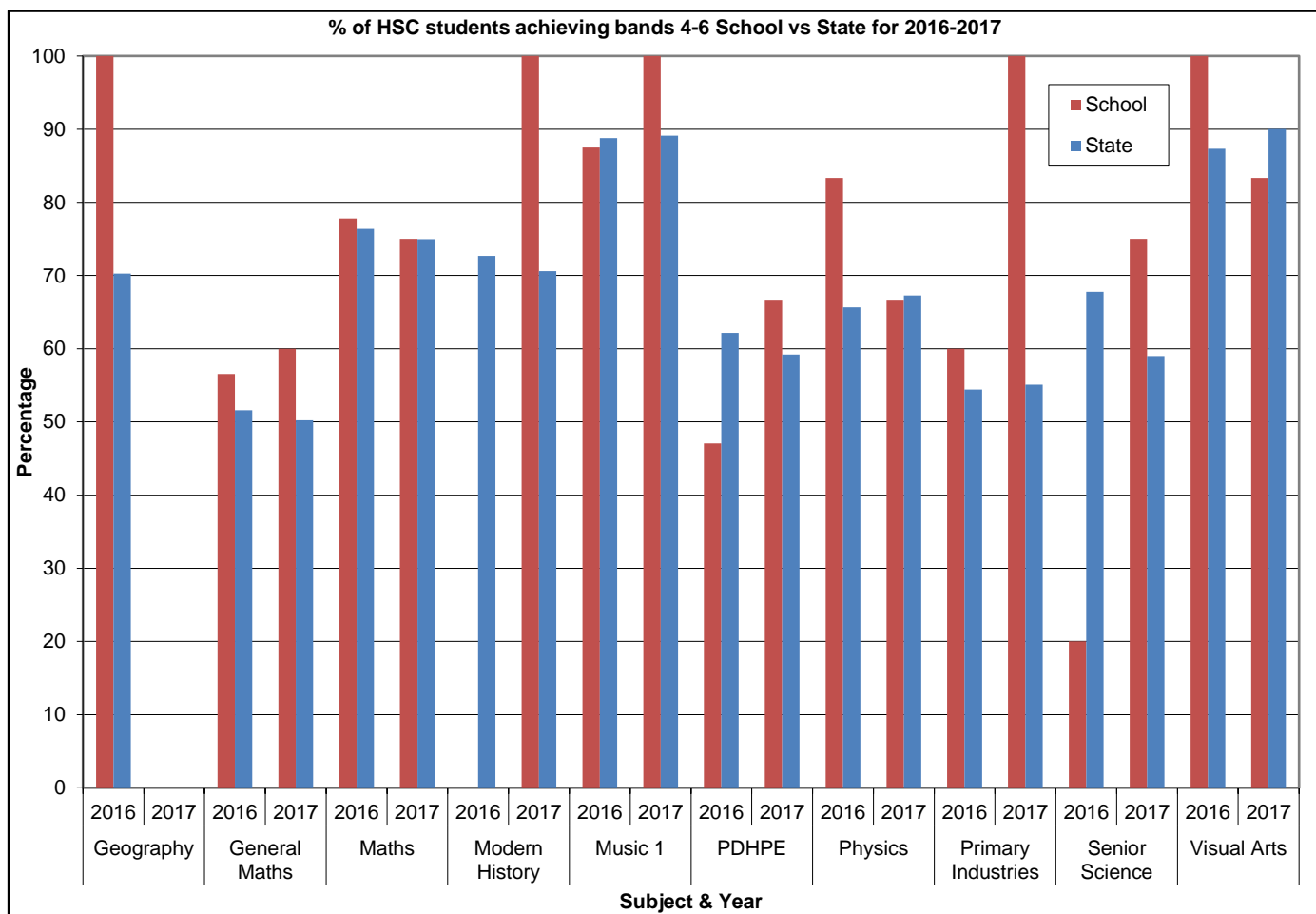
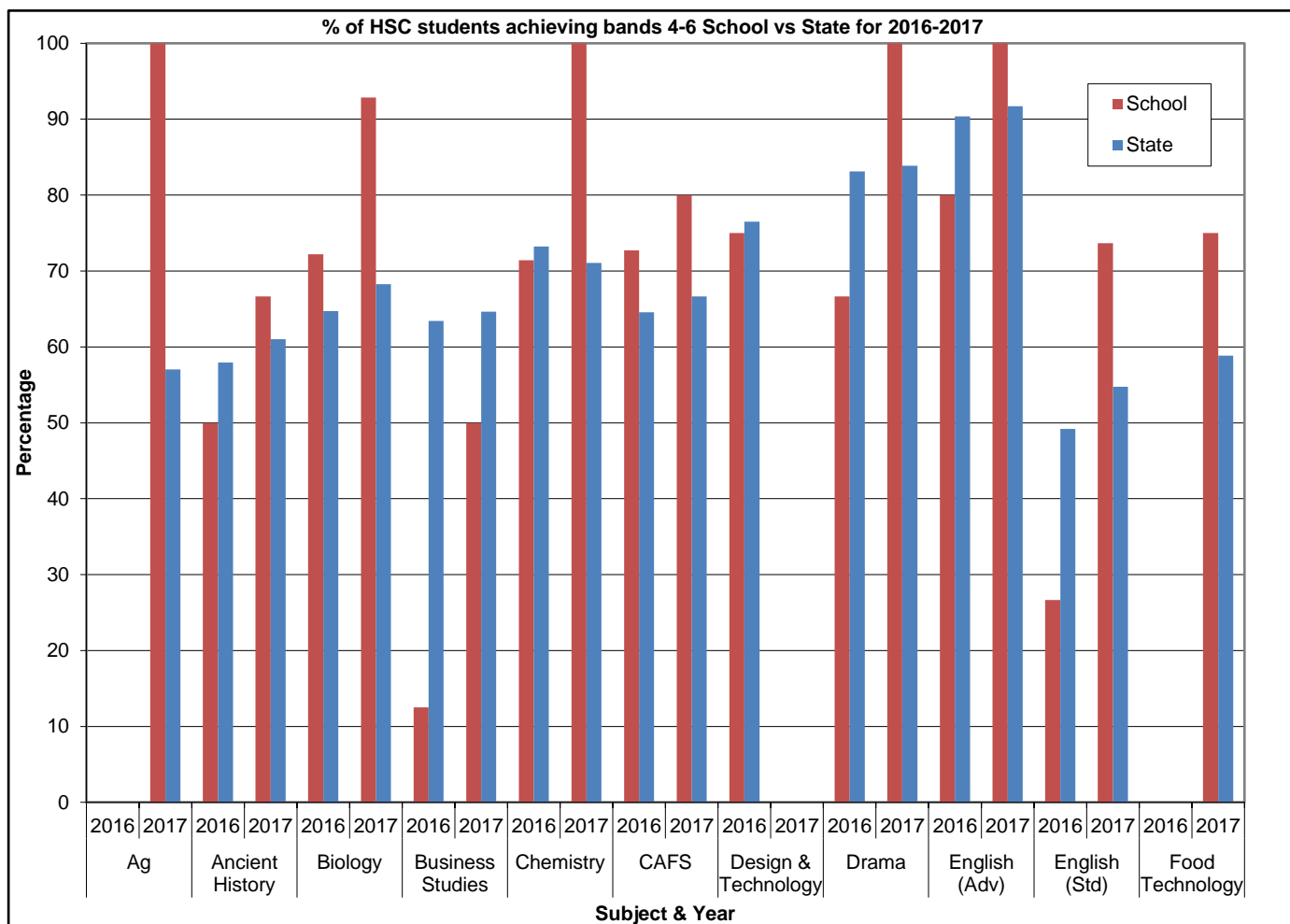
Five students achieved Band 6 (or notional Band 6) scores in one or more subjects, one student achieved three and one student achieved two such bands.

Twenty students received Band 5 scores in at least one subject and sixteen of these in more than one subject.



RECORD OF SCHOOL ACHIEVEMENT (ROSA) YEAR 10 2017

All thirty-nine Year 10 students at Dubbo Christian School became eligible for a Record of School Achievement.



NAPLAN TESTING: YEARS 3, 5, 7 & 9

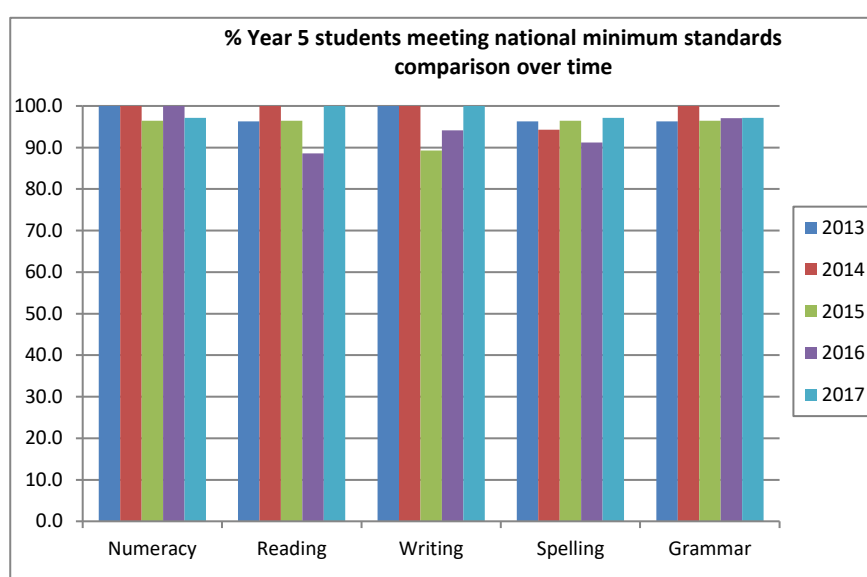
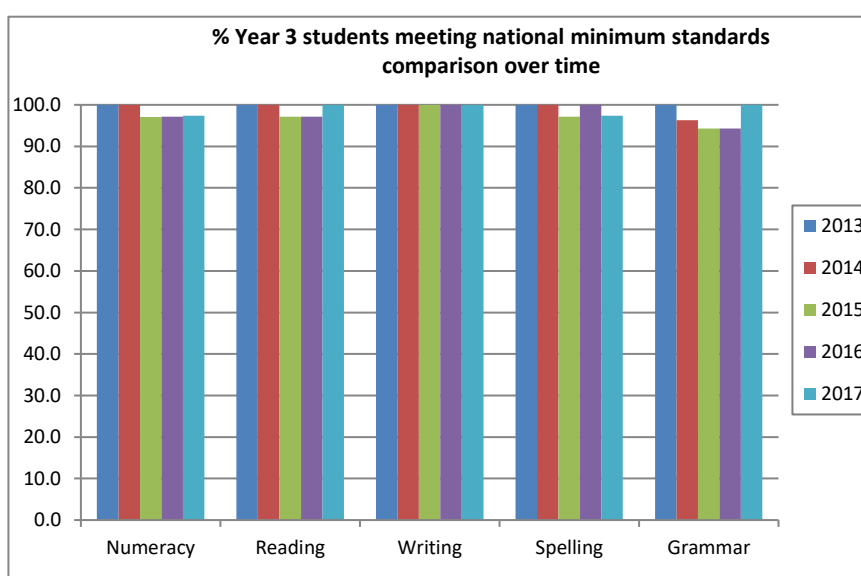
Our students continued to perform well in the external tests. All students, except three, across all year groups were above the National Minimum Standards in Numeracy.

	Numeracy	Reading	Writing	Spelling	Grammar
Year 3	97.1	97.1	100.0	100.0	94.3
Year 5	97.1	100.0	100.0	97.1	97.1
Year 7	98.3	98.3	87.9	93.1	89.7
Year 9	100.0	94.4	81.5	90.7	90.7

% of Students meeting National Minimum Standards in NAPLAN Tests in 2017

Year 3

Thirty-eight **Year 3** students participated in NAPLAN testing. All students met the national benchmark in reading, writing and grammar. One student was below the minimum standards in two testing areas. This student was already being supported through differentiation and adjustments to teaching and learning activities in these areas.

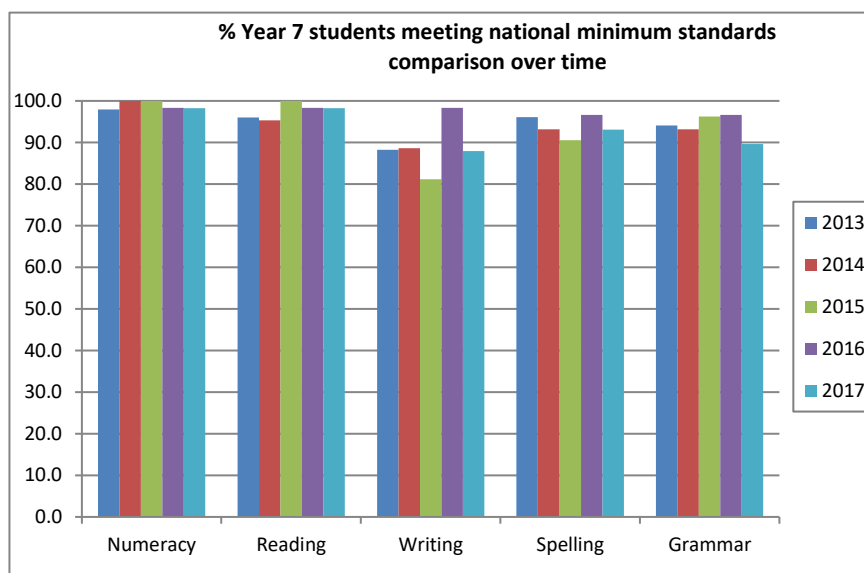


Year 5

Thirty-five **Year 5** students participated in NAPLAN testing. All students met the national benchmark in numeracy. Two students were below the minimum standards in one or more testing areas. One of these students was below the standard in only one area. These students are supported through differentiation and adjustments to teaching and learning activities in these areas.

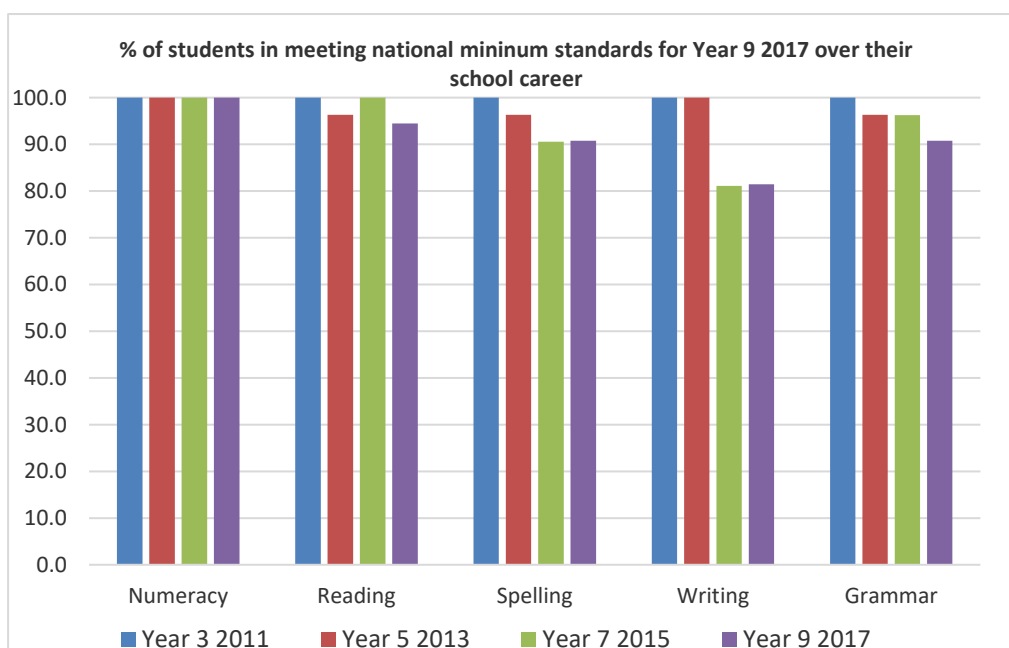
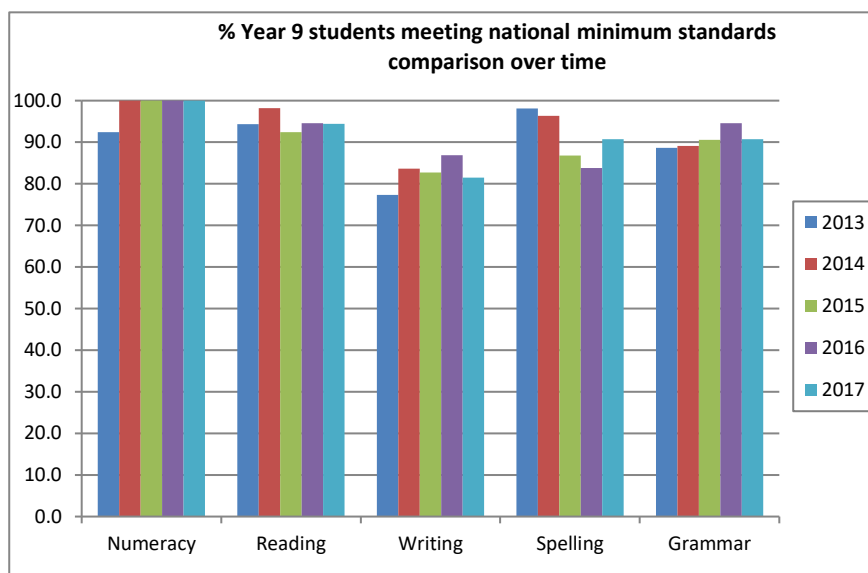
Year 7

Fifty-eight **Year 7** students participated in the NAPLAN tests. There were twelve students who did not meet the national minimum standards in one or more areas. Seven of these students were below the standard in only one area. Those students not meeting the minimum standard are being targeted through differentiation and adjustments to teaching and learning activities in these areas.



Year 9

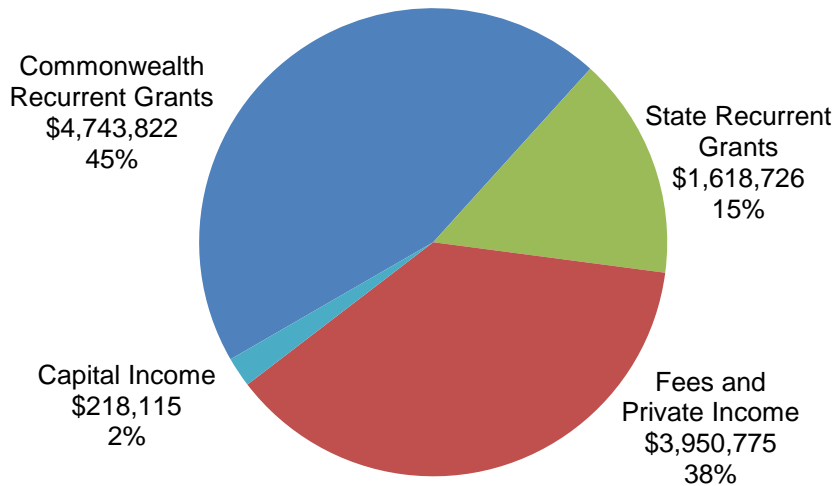
Fifty-four **Year 9** students participated in the NAPLAN tests. All students met the national benchmark in numeracy. There were twelve students who did not meet the minimum standard in one or more literacy areas. Four of these students were below the standard in only one area. These students are being targeted through differentiation and adjustments to teaching and learning activities in these areas.



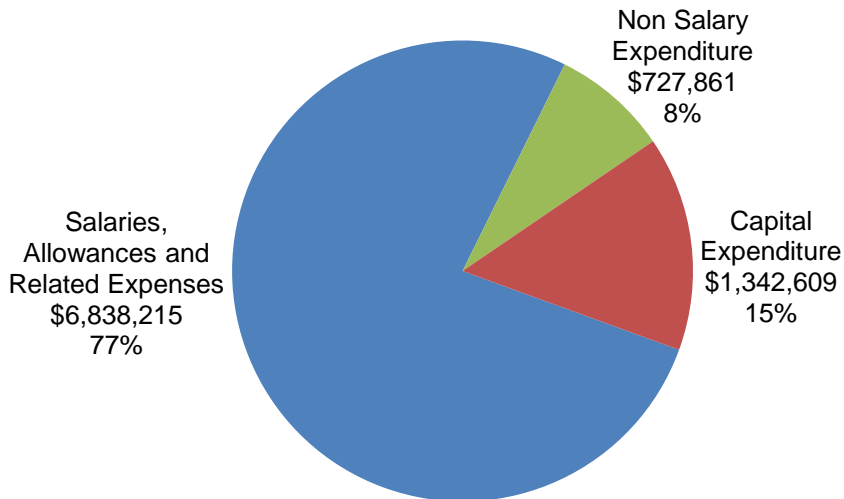
FINANCIAL INFORMATION

The following is a summary for the 2017 financial year, based on amounts declared in The Dubbo Christian Parent Controlled School Association Ltd 2017 Financial Statements.

Income



Expenditure



Mr Warren Melville
Principal

Mr Andrew Boog
Chairman of the Board
President of the Association