

DUBBO CHRISTIAN SCHOOL

ANNUAL REPORT 2014



141 Sheraton Road
PO Box 1216
DUBBO NSW 2830
ABN: 96 002 837 658

ph: 02 6882 0044
fax: 02 6884 2907
email: info@dubbocs.com.au
web: www.dubbocs.com.au

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Principal's Welcome

In 2014, Dubbo Christian School continued to embed sound practices into all of its operations. This was most obvious in the implementation of new curriculums and preparations for more in 2015. The BOSTES registration/accreditation process demonstrated the school's compliance with its regulatory responsibilities and we continued to grapple with how to do this through a Christian worldview.

Dubbo Christian School also assumed responsibility for Wellington Christian School and although this presented plenty of challenges there were great gains made as we embarked on this important endeavour. The Wellington Christian School Annual Report will provide much more detail of this first successful year under Dubbo Christian School's auspices.

The school also worked toward taking over operation of Pumula Lodge, our 16 bed boarding facility, in January 2015 and successfully gained BOSTES registration to offer boarding, a testament to the hard work of many. We are excited about what lies ahead for both schools and Pumula Lodge.

This Annual Report fulfils the reporting requirements for our regulatory bodies.

In terms of the year as a Christian school, this report can't ever do justice to that. While 'ticking the box' in that respect, there are so many wonderful things that happen in our school each year that we celebrate and enjoy that will never be part of this report. We must remember that as we read it and to realise that the things we hold dear aren't always the same things our government does.

This report can however provide some useful information about our school in a range of areas.

In 2014 we emphasised the importance of our school being 'peculiar'. 1 Peter 2:9 reads;

"But you are a chosen generation, a royal priesthood, a holy nation, a peculiar people; that you should show forth the praises of him who has called you out of darkness into his marvellous light."

In this context, peculiar means strange, uncommon, distinctive from others and belonging exclusively to some person, group, or thing.

These are all things we want to be. We want to be different as a Christian school. We want to be uncommon in the quality of the Christian schooling experience we provide. We want to be and should be distinctive from other schools and we certainly want to clearly belong to Christ, to be peculiar in that way. These are our goals as a school and this report heralds some of the ways that we achieve this.

I hope you enjoy reading the 2014 Annual Report.

Warren Melville
Principal



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.

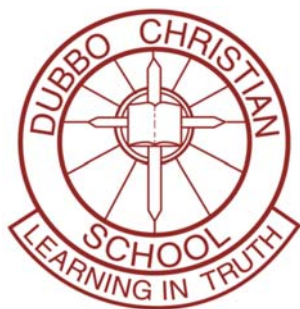
Our mission is to provide *quality schooling* which is *Bible based* and *Christ centred*.

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 2014 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.

From the Board

The school Board is pleased to present the Dubbo Christian School Annual Report for 2014.

As our school continues to grow, we are continually thankful for the ongoing funding support that our school receives from both the Federal and State Governments, through a range of one off and ongoing programmes. This funding plays an essential part in the financial viability of our school.

This Annual Report is a formal requirement to the Federal & State Governments and our community. It gives only a brief insight as to what our school has achieved during 2014. However, much more has been achieved than can be reported on.



Our mission is to provide high quality Christ Centred and Bible Based education which is both balanced and responsive. Our ongoing commitment as a school community is to produce young people who have an understanding of their purpose and a willingness to contribute to and serve their communities under the leadership of God. Our students are engaged in the local & national community, and we endeavour to equip them to fulfil the Lord's call on each of their lives.

Our school works as a place of partnership: staff, parents and supporters working together for the benefit of our students. In 2014, we have been able to create a range of impressive outcomes by working together. Dubbo Christian School celebrates its diverse cultures, and we are a safe and caring place where all students, staff and parents feel they belong.

Dubbo Christian School at the start of 2014 commenced to auspice Wellington Christian School & in effect we became a small Christian School system. Dubbo Christian School additionally took over the management of Pumula Lodge from the Dubbo Baptist Church, which allowed our school community to be more accessible to the broader community to the South West, West & North West of Dubbo.

Our literacy and numeracy NAPLAN testing results continue to be very pleasing. Our students have achieved good HSC results and the school has taken great pleasure in making a significant contribution to the academic, spiritual and character development of our students. It is the constant encouragement, nurturing, and mentoring which our students receive along with the teaching inputs from our exceptional staff, which allow each individual student to develop their GOD given talents.

The school Board commends the 2014 Annual report to all interested parties.

Graeme Cheetham
Chairman of the Board
President of the Association

ENROLMENTS



Dubbo Christian School had 520 students enrolled during 2014. 474 were enrolled for the whole year with 29 students commencing and 24 students leaving during the year; half of the partial enrolments were enrolled for at least half the year. The K-6 section of the school had 230 students in eleven classes, comprised of both single age and composite age classes. There were 215 students enrolled in Years 7-10, comprised of two classes for core subjects in all years. There were around 75 students in Years 11 & 12, with over 22 subjects delivered to each year group. There were about 278 female and 242 male students. In 2014 DCS continued to

run a PREP class for 4 year olds with 33 students enrolled during the year, and a 3 year old program, pebbles, with 21 students attending one day per week.

The full text of the enrolment policy is provided later in the report.

RETENTION RATES

Retention rates for 2014 are reported according to the number of students moving from Year 6 to Year 7, and those moving from Year 10 (2011) to the **completion** of Year 12 at DCS.

Year 7, 2014

Thirty-two students completed Year 6 at DCS in 2013.

Fourteen new students entered Year 7 at the start of 2014.

Forty-four students commenced Year 7 in 2014.



This produces an actual retention rate of 94%.



Year 12, 2014

Fifty-six students completed Year 10 at DCS in 2012. Forty-seven students returned to commence Year 11 in 2013. Thirty-six of these students completed Year 12 at DCS in 2014.

Five new students entered Year 11 in 2013.

A total of thirty-nine students completed Year 12 in 2012.

This produces an apparent retention rate of 70% and an actual retention rate of 64%.

STUDENT ATTENDANCE

The table below shows the attendance rate of students between 3 February and 27 June 2014 (Terms 1 and 2). These are the dates we were required to report on for Student Attendance System (STATS) submitted to DEEWR. This is absolute data and does not take into account reason for absence. The attendance rate for this period for all students K-12 was 93.7%

Year	Male	Female	Total
Kindergarten	95.3	93.9	94.5
Year 1	95.1	95.4	95.2
Year 2	94.6	93.6	94.1
Year 3	93.4	96.5	95.1
Year 4	96.7	95.9	96.2
Year 5	96.0	93.6	94.6
Year 6	94.2	95.0	94.5
Year 7	92.7	94.7	93.7
Year 8	92.2	92.6	92.4
Year 9	93.8	89.8	91.3
Year 10	92.2	94.7	93.5
Year 11	96.7	91.0	92.8
Year 12	92.5	92.6	92.5

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.



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

TEACHER STANDARDS

Qualifications

During 2014 DCS employed thirty-three full-time and eleven part-time teaching staff. All of these 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.

Four teachers currently hold relevant Masters Degrees. The school has committed to a long term cycle of rigorous professional development where all staff participate in formal post-graduate training. All teaching staff are involved in this program which involves participation in study with the National Institute of Christian Education.

Staff teaching experience ranges from 0-37 years with an average of 13.3 years.

Teacher Attendance

The average teacher attendance rate during 2014 was 96.44%.

Teacher Retention

91% of teachers employed in 2013 were retained for 2014.

TEACHER DEVELOPMENT

Dubbo Christian School continues to maintain a genuine commitment to ongoing professional development of our teaching staff.

Much teacher development takes place in the context of training segments in regular staff meetings (eg faculty, section or whole of staff) and through regular, timetabled Professional Appraisal meetings.

In addition to the above, there were 8 professional development days allocated by the School Board. During these days the following areas were addressed:



Emergency Evacuation training
Workplace Health & Safety Policy
Appraisal
Dealing with students with chronic illness
Quality teaching
First Aid training

All staff attended the Christian Education National (CEN) NSW State Conference from 13-15 July where many sessions were attended related to the professional development of individual staff over the three dates. It was a great opportunity for all our staff across CEN Schools to meet and grow together.

All staff now have First Aid qualifications. Newly recruited staff without First Aid qualifications are trained as soon as practicable.

Eighty-four inservice courses representing a total of about 134 teacher days were attended by DCS staff in 2014. Some of the courses included:

- Planning and Programming for the New Science and Technology Syllabus
- Textiles Conference
- Programming and Resourcing in Years 8 and 10 Mathematics
- Adjudicator training course
- AIS English Conference
- AIS VET Networking Day
- Ancient History Programming Day
- Appretio training
- English Area of Study - Discovery course
- Beyond Munch and Move
- Classroom Management
- Careers Advisor Information Day
- First Aid Certificate
- Senior English Curriculum development
- Enhancing secondary students writing skills
- Mathematics Extension 2
- Hospitality training
- HSC Visual Arts Marking
- Geography Conference
- History Teacher's Association Conference
- K-6 Mathematics Syllabus implementation
- Inclusive Education
- Jolly Phonics
- Live Life Well @ School
- Mathematics General 2 Focus Studies
- NCCD briefing
- HSC CAFS Workshop
- New Ideas New Ways Conference
- Preparing to teach 2 Unit Mathematics HSC Course
- Preparing to teach Extension 1 Mathematics HSC Course



- RLSS First Aid Workshop
- Sibelius in the classroom
- Suicide postvention preparedness
- Teaching strategies and behaviour support
- Making a difference in students lives
- The art of Improv
- The big questions in 2 unit Mathematics
- How to shoot a film
- Using Google tools in the classroom
- Using ESL scales with EAL Learners
- Women in Leadership
- CBT for Children and Adolescents
- AIS School Counsellors Conference
- Positive Schools Conference
- WPPSI 4 Training for School Counsellors

The average spending per teacher on professional learning during 2014 was \$2078.99.

The school is registered as a Teacher Accreditation Authority (TAA) under the New South Wales Institute of Teachers (NSWIT). During 2014 two staff members achieved professional competence giving a total of fourteen staff accredited with Professional Competence. There were six staff who were provisionally registered.

SCHOOL PRIORITIES 2014 - 2015

Priority areas identified and addressed for 2014 included:

Successful Registration/Accreditation Process	Achieved
Pumula Lodge approval obtained	Achieved and Ongoing
Successful Pumula Lodge acquisition	Achieved
Successful Wellington Christian School merger	Achieved
Successful Wellington Christian School first year under Dubbo Christian School's auspices including 5 year Registration/Accreditation	Achieved
CRICOS registration obtained	Not achieved
Expansion of Kanto Gakuin Program to longer stay students	Achieved
Successful first Dordt College practicum	Achieved
Implementation of next phase of mandatory curriculum	Achieved
Continued work on Building/Facilities Masterplan	Achieved and Ongoing
Acquisition of land adjacent to school	Achieved



Some of our 2015 priorities include:

<i>Pumula Lodge final approval obtained</i>	<i>2020 Vision created</i>	
	<i>School Improvement – Literacy</i>	<i>School Improvement – Numeracy</i>
<i>Science Lab refurbishment</i>	<i>Carpark issues resolved</i>	
	<i>Community Health Audit</i>	<i>Implementation of next phase of mandatory curriculum</i>
<i>Continued work on Building/Facilities Masterplan</i>	<i>Embed Visible Learning (Hattie) for teachers</i>	
	<i>Appretio embedded into school practice</i>	<i>Successful NCCD implementation</i>



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.

No changes to this policy were made during 2014. The full text of this policy may be obtained from the School Office.

STUDENT WELFARE

Student welfare is of crucial concern 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.
- Acknowledging that
our world is exciting,
beautiful, good and
challenging as well
as broken, ugly,
troubled and evil***

 - 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 2014 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
 - Directors of Studies for P-6 and 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. This policy may be obtained from the School Office.
- Safe environment procedures and protocols.
- Firm and loving discipline policy and procedures.
- Ongoing staff training in child protection.

No changes to this policy were made during 2014. The full text of this policy may be obtained from the School Office.

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.

No changes to this policy were made during 2014. The full text of this policy may be obtained from the School Office.

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 2014.

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 decision 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.



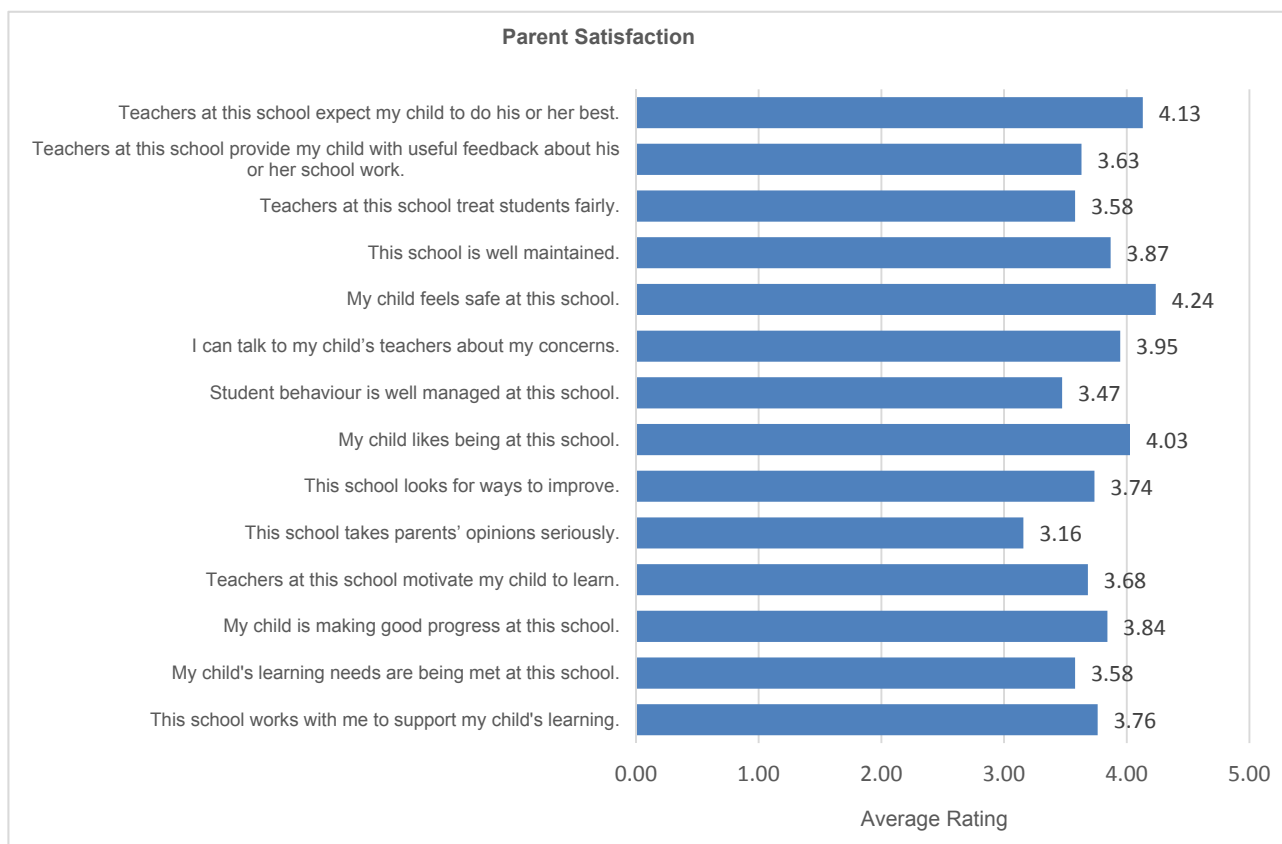
SATISFACTION WITH SCHOOL

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



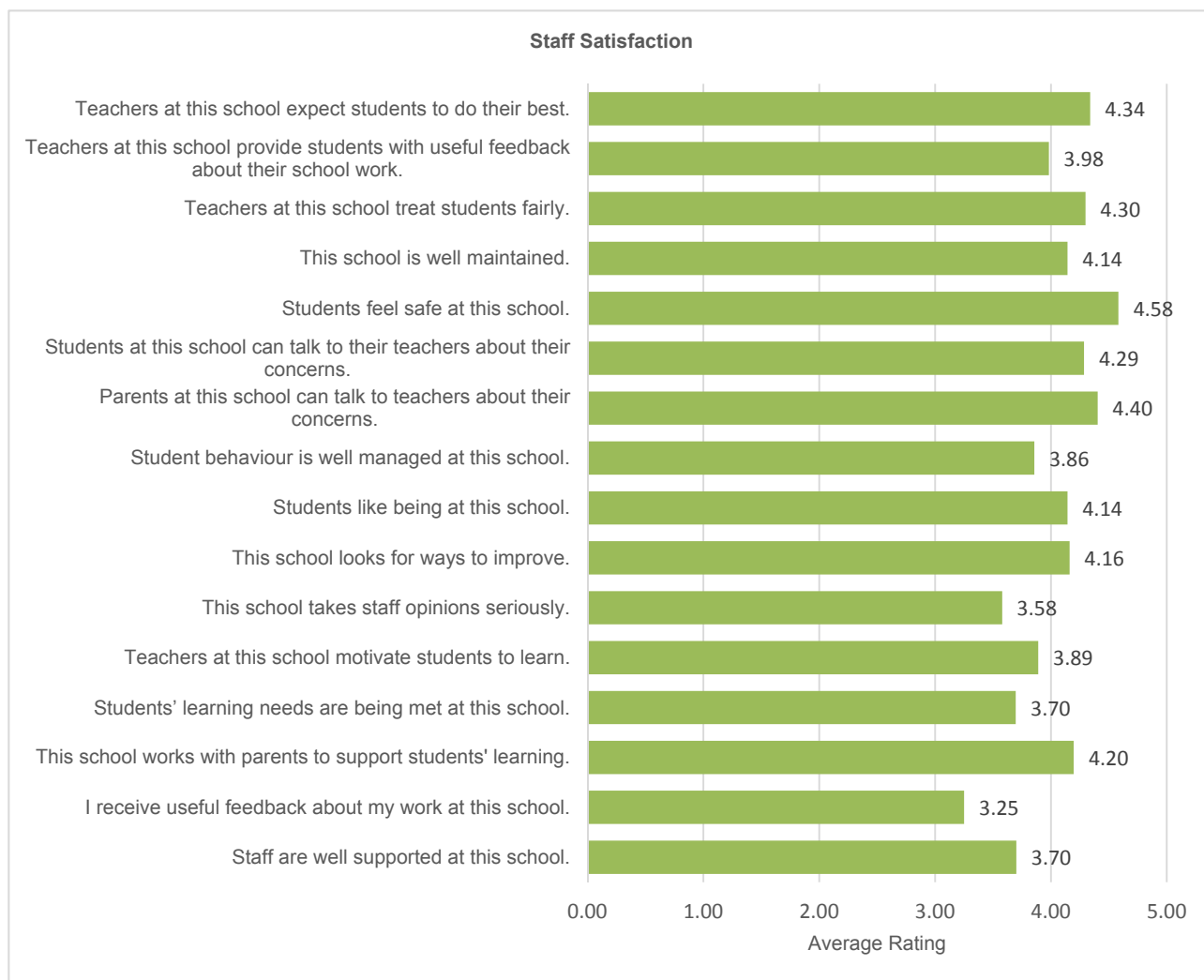
Overall, parents expressed a continuing high level of satisfaction with the school. Particular strengths were identified in how safe their children feel at school as well as the high teacher expectations.

The area that parents indicated the least satisfaction in was how seriously the school takes parent opinion. This has been the same for the last 3 years and the school is endeavouring to improve this as a priority in 2015.

Parents were also asked how satisfied they were with the Christian focus of the school. 71% indicated they were either satisfied (39%) or very satisfied (32%) with this aspect.



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 partnership staff have with parents. The high expectations of teachers also rated positively.

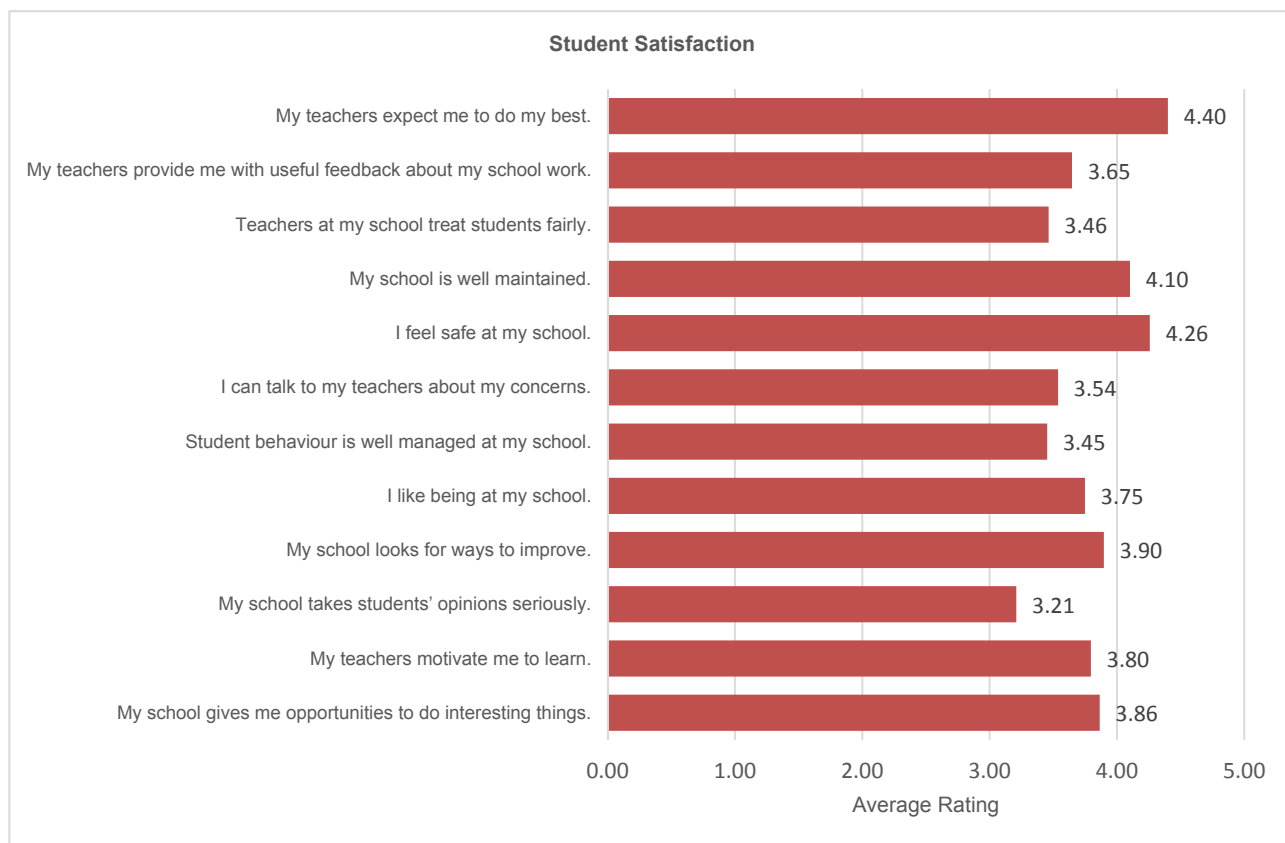
The areas that staff indicated the least satisfaction in was the feedback they received about their work and how seriously the school takes their opinion. While these results are the weakest, there is still strong satisfaction in these areas.

However, it is prudent to prioritise ways in which to improve these areas. The ability of the school to meet the needs of all students is also an area that staff identified as an area for improvement.

Staff were also asked how satisfied they were with the Christian leadership of the school. 77% (86% in 2013) indicated they were either satisfied (40%) or very satisfied (37%) with this aspect. This is a pleasing affirmation given the mission and vision of the school.

Between 2013 and 2014 it was pleasing to note an improvement in staff ratings for workload and resources provided to do their work.

STUDENTS



Overall, students expressed a high level of satisfaction with the school. Particular strengths were identified in the high teacher expectations as well as how safe students feel at school. This is the same as last year's survey. Students are also very satisfied with the way their school is maintained.

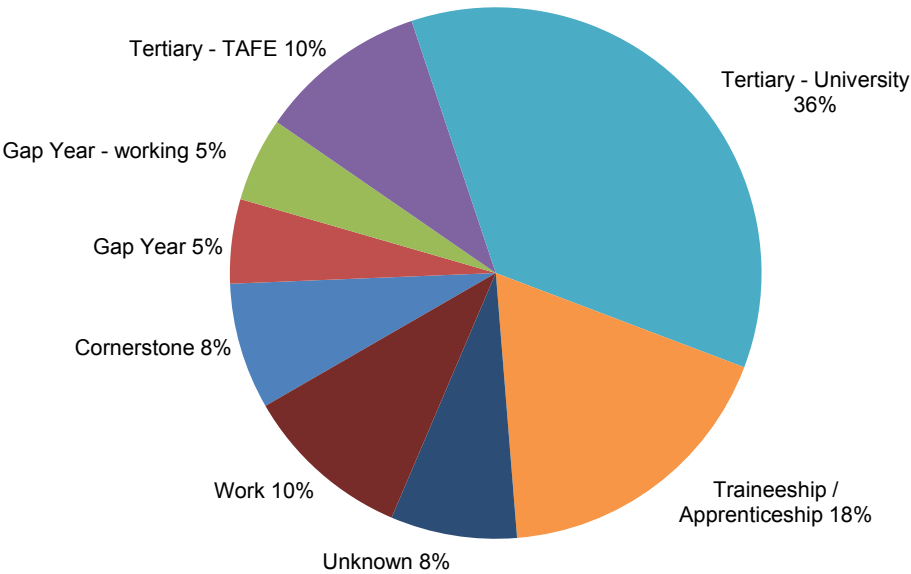
The areas that students indicated the least satisfaction in was how seriously the school takes their opinion and the approachability of teachers to discuss concerns with. This is also consistent with last year's data. Work continues to



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. 71% (74% last year) indicated they were either satisfied (36%) or very satisfied (35%) with this aspect. 6% (same as last year) were either dissatisfied (4%) or very dissatisfied (2%).

POST HSC DESTINATIONS



EXTERNAL TESTING RESULTS

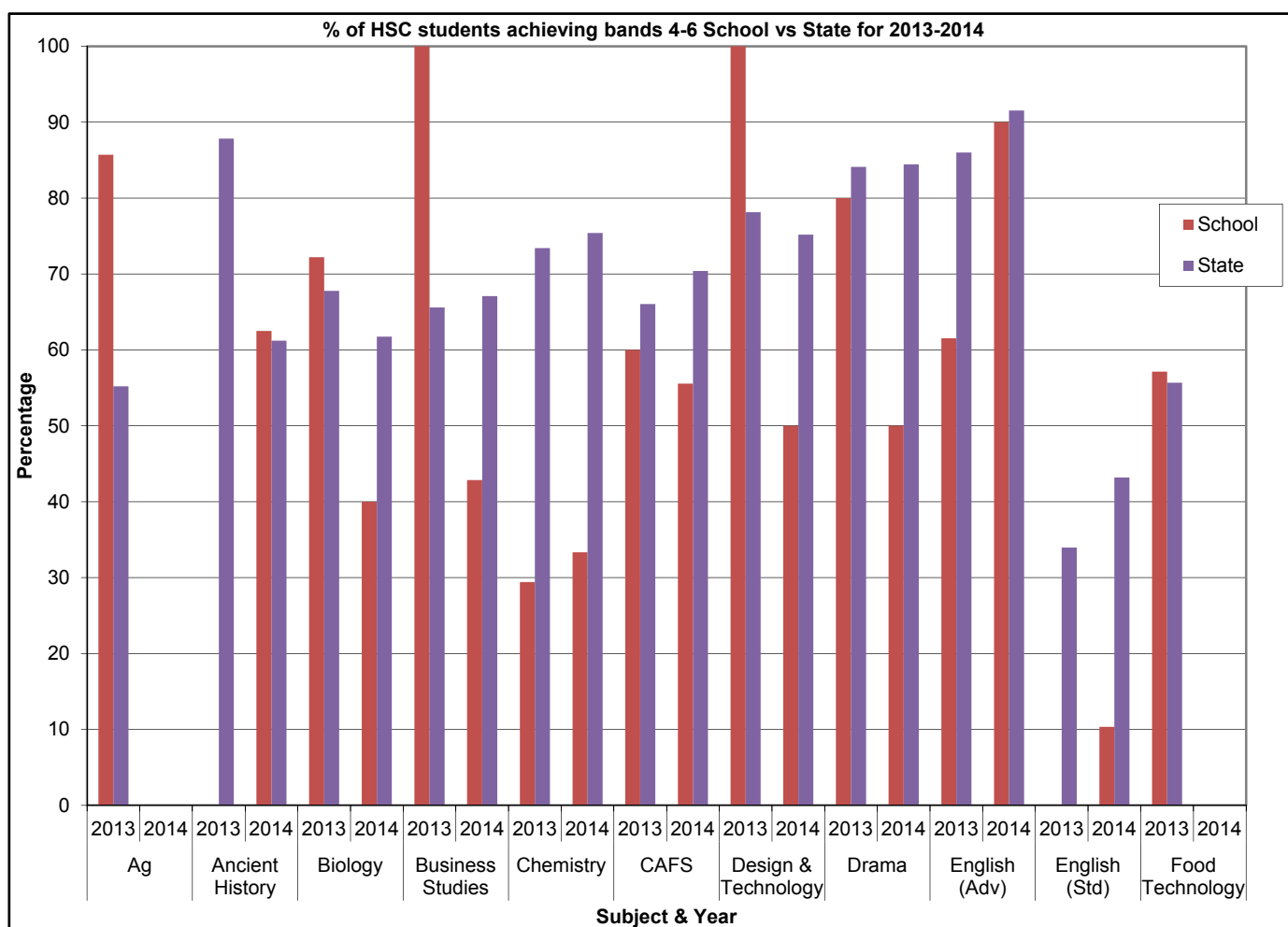
2014 HIGHER SCHOOL CERTIFICATE

In 2014, thirty-nine students, 100% of our Year 12 enrolments, successfully completed their studies and received a Higher School Certificate. Thirty-nine students sat HSC examinations in twenty-nine subjects, including seven subjects studied through other institutions. The number of students studying each course ranged from one to twenty-nine, with an average class size of 8 students.

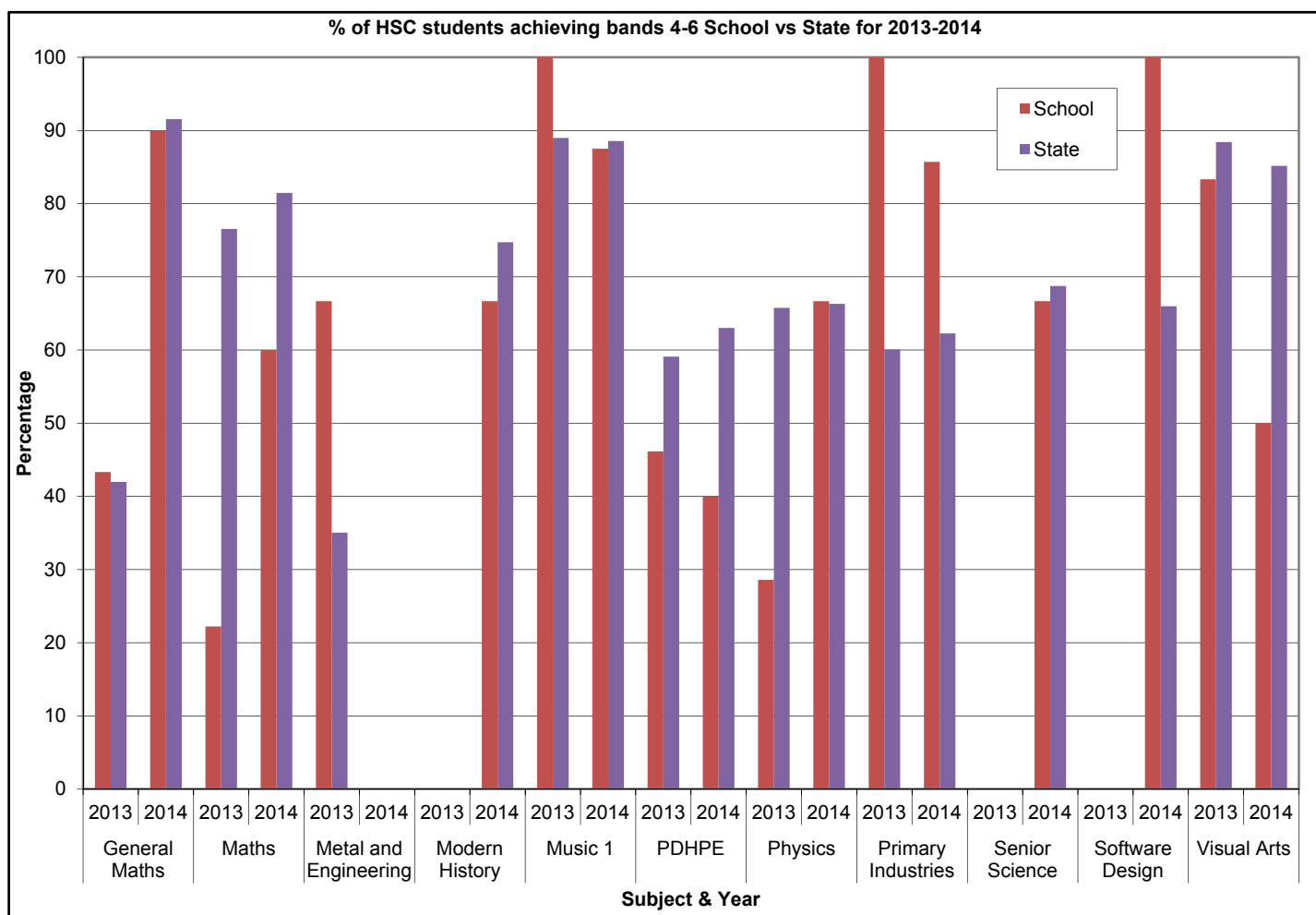
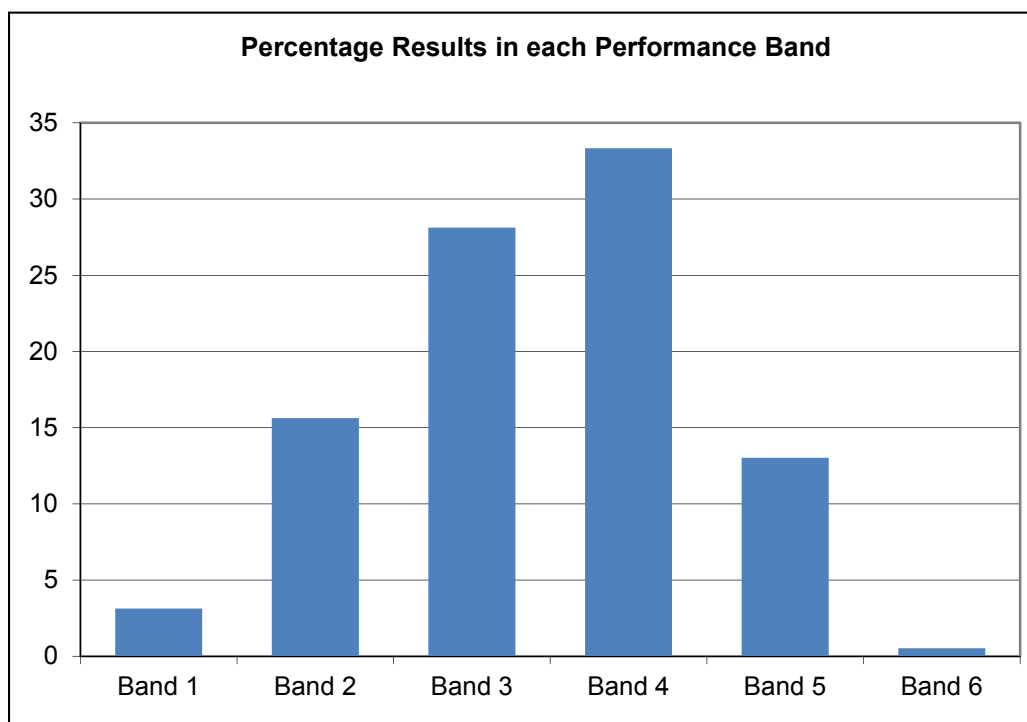
The school examination mean was above or within 2% of the State average for five subjects.

Two students received Band 6 (or notional Band 6) scores in one or more subjects.

Seventeen students received Band 5 or 6 scores in at least one subject and seven of these in more than one subject.



EXTERNAL TESTING RESULTS *continued*



EXTERNAL TESTING RESULTS *continued*

NAPLAN TESTING: YEARS 3, 5, 7 & 9

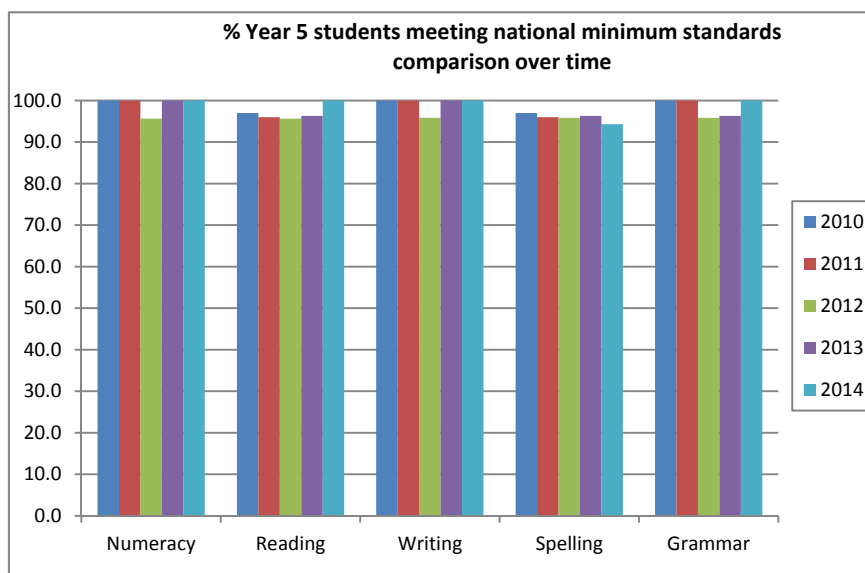
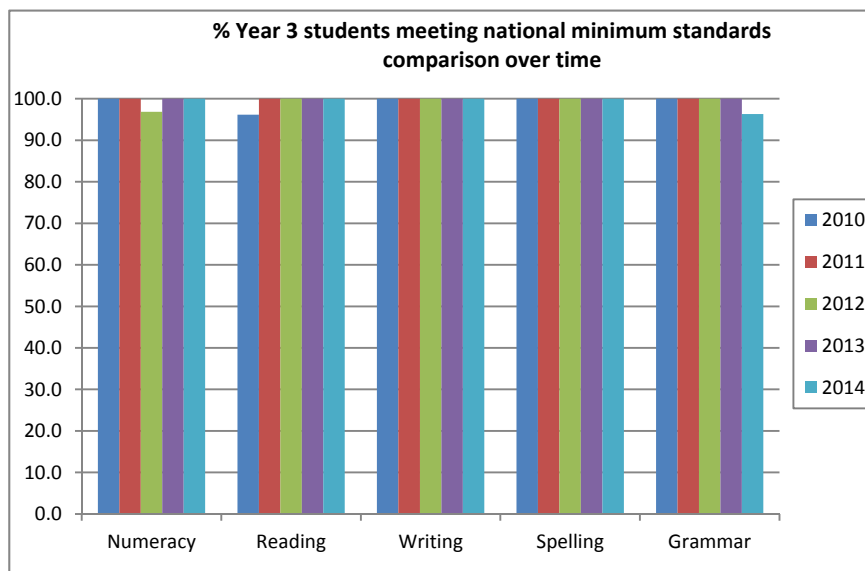
Our students continued to perform well in the external tests, with all, except one, students in Year 3 meeting the National Minimum Standards in all testing areas. All students in all year groups met the National Minimum Standards in Numeracy. Over 80% of Year 7 and 9 were at or above minimum standards in all areas. Excluding writing, these figures rise to 93% in Year 7 and 89% in year 9. Students scoring below the benchmarks were investigated and it was found that almost all were already targeted and were receiving intensive support to improve their skills in these areas.

	Numeracy	Reading	Writing	Spelling	Grammar
Year 3	100.0	100.0	100.0	100.0	96.3
Year 5	100.0	100.0	100.0	94.3	100.0
Year 7	100.0	95.3	88.6	93.2	93.2
Year 9	100.0	98.2	83.6	96.4	89.1

% of Students meeting National Minimum Standards in NAPLAN Tests in 2014

Year 3

Twenty-seven **Year 3** students participated in NAPLAN testing. All students met the national benchmark in all testing areas, except grammar, where one student did not meet the minimum.

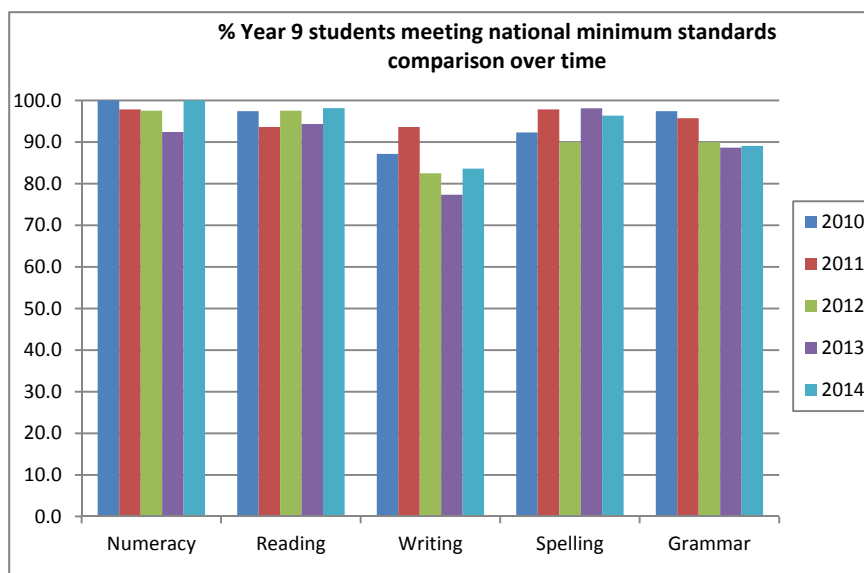
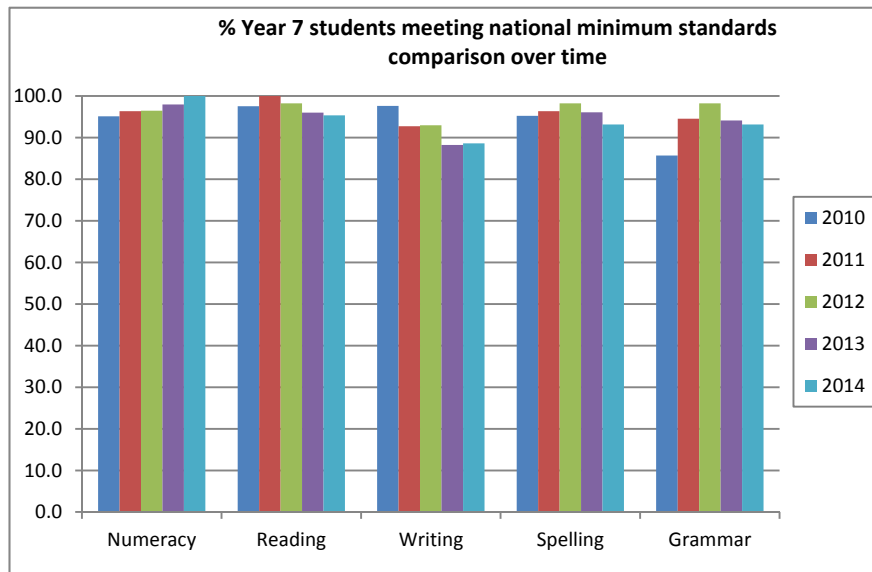


Year 5

Thirty-five **Year 5** students participated in NAPLAN testing. All students met the minimum standards in all areas except spelling, where two students were below the standard.

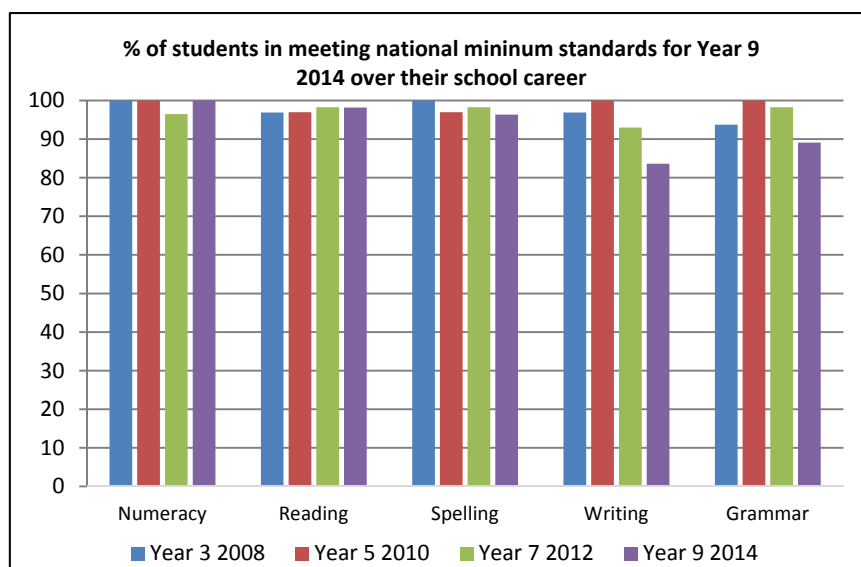
Year 7

Forty-four **Year 7** students participated in the NAPLAN tests. There were six students who did not meet the national minimum standards in one or more literacy areas. Most of those students not meeting the minimum standard were already being targeted for intensive support in these areas.



Year 9

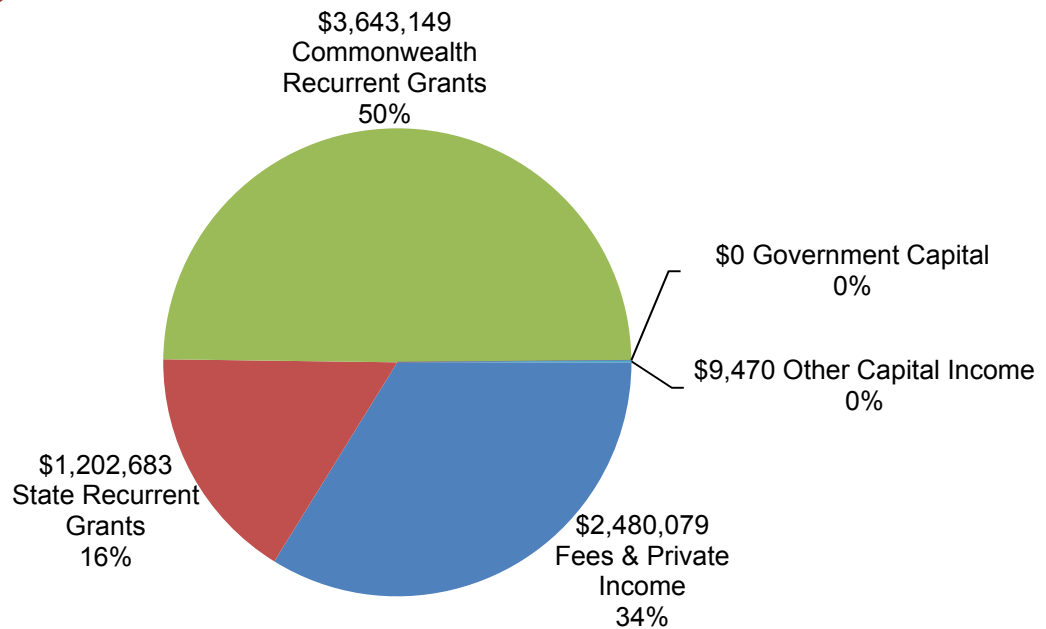
Fifty-five **Year 9** students participated in the NAPLAN tests. There were nine students who did not meet the minimum standard in writing, five of these students and four others did not meet the benchmark in one or more of the other literacy areas. Many of these students were already being targeted for intensive help in these areas.



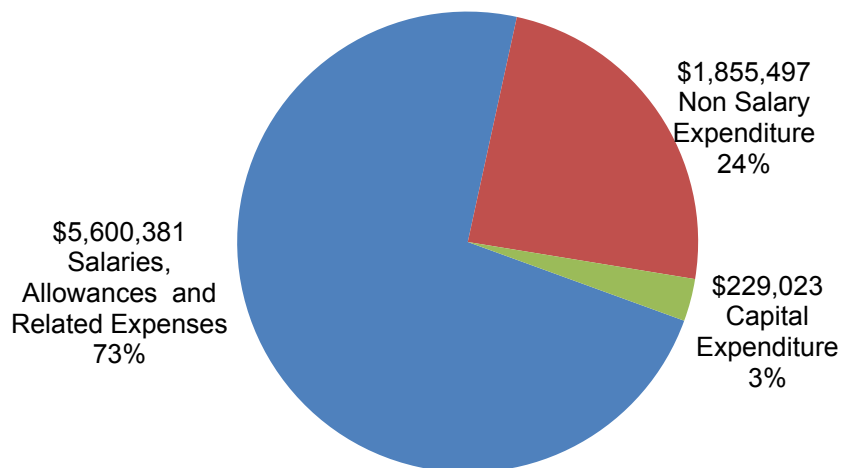
FINANCIAL INFORMATION

The following is a summary for the 2014 financial year, based on amounts declared in the Commonwealth Financial Questionnaire.

Income



Expenditure



Mr Warren Melville
Principal

Mr Graeme Cheetham
Chairman of the Board
President of the Association