

DUBBO CHRISTIAN SCHOOL

ANNUAL REPORT 2015



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Principal's Welcome

It is with pleasure that the 2015 Annual Report is presented to you. 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 a compliance manner, 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 2015 our school emphasised strength. Ephesians 6:10 tells us;

"Finally, be strong in the Lord and in his mighty power"

We aimed to be stronger in a range of areas;

- Christian message and biblical worldview
- Financial security and sustainability
- Literacy and numeracy
- Overall academic results, especially in Stage 6
- Supportive and pastoral culture
- Student and staff leadership
- Service

Jesus also said:

"My grace is sufficient for you, for my power is made perfect in weakness." (2 Corinthians 12:9)

This is the universal truth of Christ's kingdom. The strength of Christ's Kingdom is built upon weakness. Any strength we have is in the Lord, and only in Him. You have to look no further than the cross to see that this is true.



As we reflect on 2015, I can see many areas where we are now a stronger school, and this is to be celebrated, not because we deserve a pat on the back, but because God does. He is to be praised for all the good things we enjoy reading about in this report and we want, as a school, to continue to acknowledge Him as Lord of all we do.

All praise and honour to Him.

I hope you enjoy reading the 2015 Annual Report.

Warren Melville
Principal

From the Board

The School Annual Report presented here shows we have many things to be thankful for. God has blessed us and continues to bless us in an abundant way. On every page of this report there are many things to give thanks to our good and faithful God for during the year of 2015. This report is a formal requirement of the Federal and State governments and our community. It gives a brief snapshot of what has happened in the school during 2015. There is much more that has been achieved than can be contained in the pages of a report such as this.

We live in a country where we have ongoing support from the state and federal governments and we acknowledge their assistance through a range of one off programmes as well as ongoing funding that plays an essential part in the continuing financial viability of our school. For this we are grateful. This means that 2015 was a year of continued growth and development.

Over 30 years ago the founding parents met and set in place the vision and goals of the school - To provide Christ-centred, bible based schooling for our children. 2015 has seen the commencement of a review of the schools' operations and a process and strategy put in place that will see this mission and vision carried on for many years to come. The aim of this process is to enhance the effectiveness with which the school, in partnership with parents, produces young people who have an understanding of their purpose and have a willingness to contribute to and serve in their communities under the leadership of God. This process of review shows there is much to be thankful for, both for what has happened and for the potential that exists and the good work that remains to be done.

Dubbo Christian School is a place where parents, staff and supporters work together in a productive partnership for the good of the students and the community at large. The "Follow the Star" event in December was a fantastic example of how many people could come together and hold an event that brings the community together and celebrate the work our God has done for us highlighted in the Christmas season. This is just one way of many that shows the rich co-operation that exists in our school.

God has also blessed the other ventures our school is responsible for. Wellington Christian School continues to grow and flourish and the relationship we have is continuing to strengthen as we work out new and exciting ways we can share the journey of Christian Education together. Pumula Lodge allows our school to be more accessible to families from further afield than Dubbo.



God has been faithful in providing staff that are diligent and committed to teaching and mentoring students. They frequently go out of their way to provide excellent experiences for our children, both formally in the classroom as well as informally in any of the numerous extra curricular activities that happen across the school.

It is with great thankfulness and anticipation that the board commends this report to all interested parties.

Chris Merx
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.

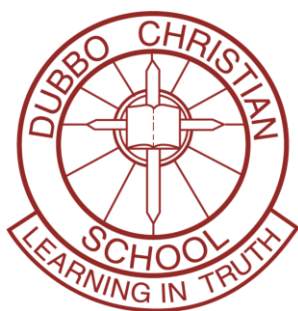
Our mission is to provide *quality schooling* which is *Bible based* and *Christ centred*.

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 2015 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.

ENROLMENTS

*89% enrolments
were enrolled for
the entire year*

Dubbo Christian School had 560 students enrolled during 2015. 501 were enrolled for the whole year with 35 students commencing and 30 students leaving during the year, 6 of whom came and left in the same year. Two thirds of the partial enrolments were enrolled for at least half the year or continued their enrolment into 2016. The K-6 section of the school had 260 students in ten classes, comprised of both single age and composite age classes.

There were 227 students enrolled in Years 7-10, comprised of two classes for core subjects in all years. There were 73 students enrolled in Years 11 & 12, with over 22 subjects delivered to each year group. There were about 295 female and 265 male students. In 2015 DCS continued to run a PREP class for 4 year olds with 26 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 2015 are reported according to the number of students moving from Year 6 to Year 7, and those moving from Year 10 (2013) to the **completion** of Year 12 at DCS.

Year 7, 2015

Thirty students completed Year 6 at DCS in 2014.

Twenty-eight new students entered Year 7 at the start of 2015.
Fifty-six students commenced Year 7 in 2015.

This produces an actual retention rate of 93%.

Year 12, 2015

Forty-one students completed Year 10 at DCS in 2013.
Thirty students returned to commence Year 11 in 2014.
Twenty-five of these students completed Year 12 at DCS in 2015.
Three new students entered Year 11 in 2014.
A total of twenty-eight students completed Year 12 in 2015.

This produces an apparent retention rate of 68% and an actual retention rate of 61%.

Nine students who completed year 12 at Dubbo Christian School in 2015 had been enrolled since Kindergarten.

*32% of 2015
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 92.3%

Year	Male	Female	Total
Year 1	94.8	93.3	93.9
Year 2	94.2	95.2	94.5
Year 3	93.9	91.1	92.6
Year 4	94.0	95.0	94.5
Year 5	92.3	93.8	93.1
Year 6	94.9	93.1	93.9
Year 7	93.9	94.3	94.1
Year 8	87.5	91.4	89.6
Year 9	91.2	88.0	89.8
Year 10	94.0	86.8	89.1

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

Employment and Qualifications

During 2015 DCS employed thirty-seven full-time and eleven part-time teaching staff. All, except one, teaching staff employed in 2014 were retained at the start of 2015, with some teachers opting to change their hours. During 2015 one staff member retired, two left to move to other jobs and two teachers went on maternity leave.

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.

Staff teaching experience ranges from 1-38 years with an average of 13.1 years.

The school is registered as a Teacher Accreditation Authority (TAA) under the Board of Studies Teacher Education Standards (BOSTES). During 2015 one staff member achieved professional competence. Eighteen teachers employed during the year were accredited with Professional Competence. There were three staff who were provisionally registered. All other teachers were employed in NSW prior to 2004.



TEACHER DEVELOPMENT

*98% of
teachers
employed in
2014 were
retained for
2015*

Professional Development is recognised by Dubbo Christian School as one of the most important areas to invest in. The quality of our staff is vital to a successful school.

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.

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

- Workplace Health and Safety
- Quality teaching, in particular the research of John Hattie
- The frameworks of NCCD and working with students with special needs
- Interpreting SMART data
- First aid training

A number of DCS staff also engaged in presenting professional development in various contexts.

All staff are currently First Aid trained and DCS retains its commitment to ensuring all staff have this qualification.

Fifteen staff, parents and Board members attended the 4 yearly International Transforming Education Conference (ITEC). This was an excellent time of refreshing and thinking about the big themes in Christian Education through international speakers and workshops.

Seventy-one inservice courses representing a total of about 142 teacher days were attended by DCS staff in 2015. Some of the courses included:

- Training in a parenting program
- 7-12 Literacy improvement
- ADHD workshop
- AIS English Conference
- AIS School Counsellors Conference
- AIS Special Education Conference
- PDHPE - Drug and Alcohol focus
- Assist Global Executive Strengths
- Beyond Thinking Routines
- Biblical thinking in D&T
- Bill Rogers Managing Challenging Behaviours
- Munch and Move
- HSC marker training
- HTA History Conference
- Jolly Phonics training
- Learning with iPads
- Ancient History Teachers Conference
- Effective school support
- Making Mathematics meaningful and memorable
- Mindbrain Education
- Museum of Human Disease (PDHPE)
- National Policy Forum
- Orange History Teachers Conference
- Photography workshop
- Planning and programming K-6 History
- Primary Connection Science course
- Reading to Learn
- Risk Management for school leaders
- School Law Seminar
- Synergy PDHPE Conference
- TAA Briefing for Principals
- Targeting Inferential Comprehension
- Teaching Cohesion for Writing and Reading
- Teaching Mathematics
- Teaching struggling students in Mathematics (K-6)
- The big questions in Extension 2 Mathematics
- English Concept Continuum
- UAC Information Session
- Wilfred Owen webinar
- Working Mathematically in mixed ability classrooms
- Working with Children with Autism workshop
- MultiLit training
- Beyond Munch and Move
- Implementation of Autism program
- School visits for various specific goals
- First Aid Certificate
- Year 12 English Brave New World
- Building Teacher/Student relationships
- Careers Conference
- Developing Leaders Conference
- Chemical Safety in Schools
- Visual Arts Curriculum Days
- Creativity and Creative Writing
- Duty of Care Workshop II (Pumula Lodge)
- Embedding Excellence Seminar
- Engaging Adolescents
- English Teachers Association Meeting
- Child Protection Training Refresher
- Fundamental Movement Skills
- GTA Regional Conference
- HSC Textile seminar



The average teacher attendance rate during 2015 was 95.55%

The average spending per teacher on professional learning during 2015 was \$1584.06.

SCHOOL PRIORITIES 2015 - 2016

Priority areas identified and addressed for 2015 included:

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



Some of our 2016 priorities include:



*Director of Teaching and Learning Enhancement (DOTALE)
role implemented and supported*

*Enhancement Project
implemented*

2020 Vision completed

*School Improvement –
Literacy*

*School Improvement –
Numeracy*

*Australian Teacher Performance and Development
Framework (ATPDF) implemented*

*Australian Curriculum
implementation continued*

*Facilities projects
undertaken*

*Implementation of formal
structural relationship
between WCS and DCS*

*Pumula Lodge
development strategy*

*Explore strategic opportunities for further growth of
regional Christian schooling*

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 was reviewed in 2015 and some significant changes to the biblical perspectives of dealing with grievances were made.

Strengthening of the clear articulation of the principles of dealing with grievances has occurred, in particular a strengthening of the principle of subsidiarity.

In the Grievance Resolution process, greater clarity has been provided around the Step One process to help filter issues into the right areas for early resolution.

The full text of this policy may be obtained from the School Office or at www.dubbocs.edu.au.

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 2015 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. 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.

The Student Welfare Policy and the Sexual Harassment Policy were updated in 2015, both with minor changes. The full text of these policies may be obtained from the School Office or 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 full text of this policy may be obtained from the School Office or at www.dubbocs.edu.au.

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.

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 in late 2015 as part of the Community Health Audit undertaken by a consultant company. The results of this audit have formed the basis of the satisfaction information presented in this report.

PARENTS

Parents identify that the school is well regarded and has a good reputation. 90% would recommend the school to a friend or family member looking for a school. The 3 main reasons they would do so were;

- (a) Christian education
- (b) Nurturing environment
- (c) Their own children are happy at DCS

The strengths of the school are identified as Christian values, communication, the teaching staff and community feel.

Year group satisfaction ratings range from 68% to 97% with most year groups over 80%.

Parents have identified that parental involvement, the car park, class sizes and discipline in some areas of the school are things the school could do better.

The school will be working to improve these areas in 2016.



STAFF



Staff identify the strong Christian foundation, the genuine care of the students and the hard work of the team as the greatest strengths of DCS.

86% of the staff identified that they enjoy going to work. Only 4% answered that they did not enjoy going to work. Reasons for this high rating were;

- Love their job
- Great students
- Good colleagues
- Love the challenge

96% of staff would recommend the school to friends and family looking for a school.

Academic rigour, inconsistent discipline, staff welfare and communication between staff were identified as things the school could do better.

The school will be working to improve these areas in 2016.

STUDENTS

Students communicated a high level of satisfaction with their time at the school. Students identified DCS as a 'good Christian environment' through their responses.

Students indicated a high level of satisfaction with the standard of education (average 7.6/10).

Students identified individual care, student support and caring teachers as the most important strengths of DCS.



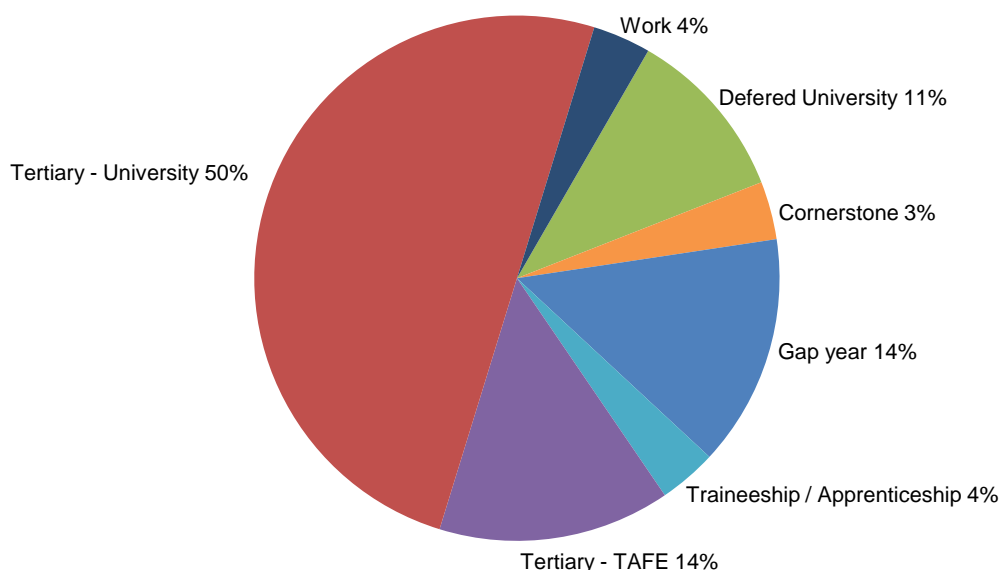
92% of students would recommend DCS to their friends as a good school to attend.

The school intends to use the satisfaction survey from previous years in 2016 to be able to make comparisons and to evaluate how strategies for improvement are having impact.

Overall however, the Community Health Audit indicates a high level of satisfaction with DCS and identifies some important areas to work on for 2016.



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 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.



EXTERNAL TESTING RESULTS

2015 HIGHER SCHOOL CERTIFICATE

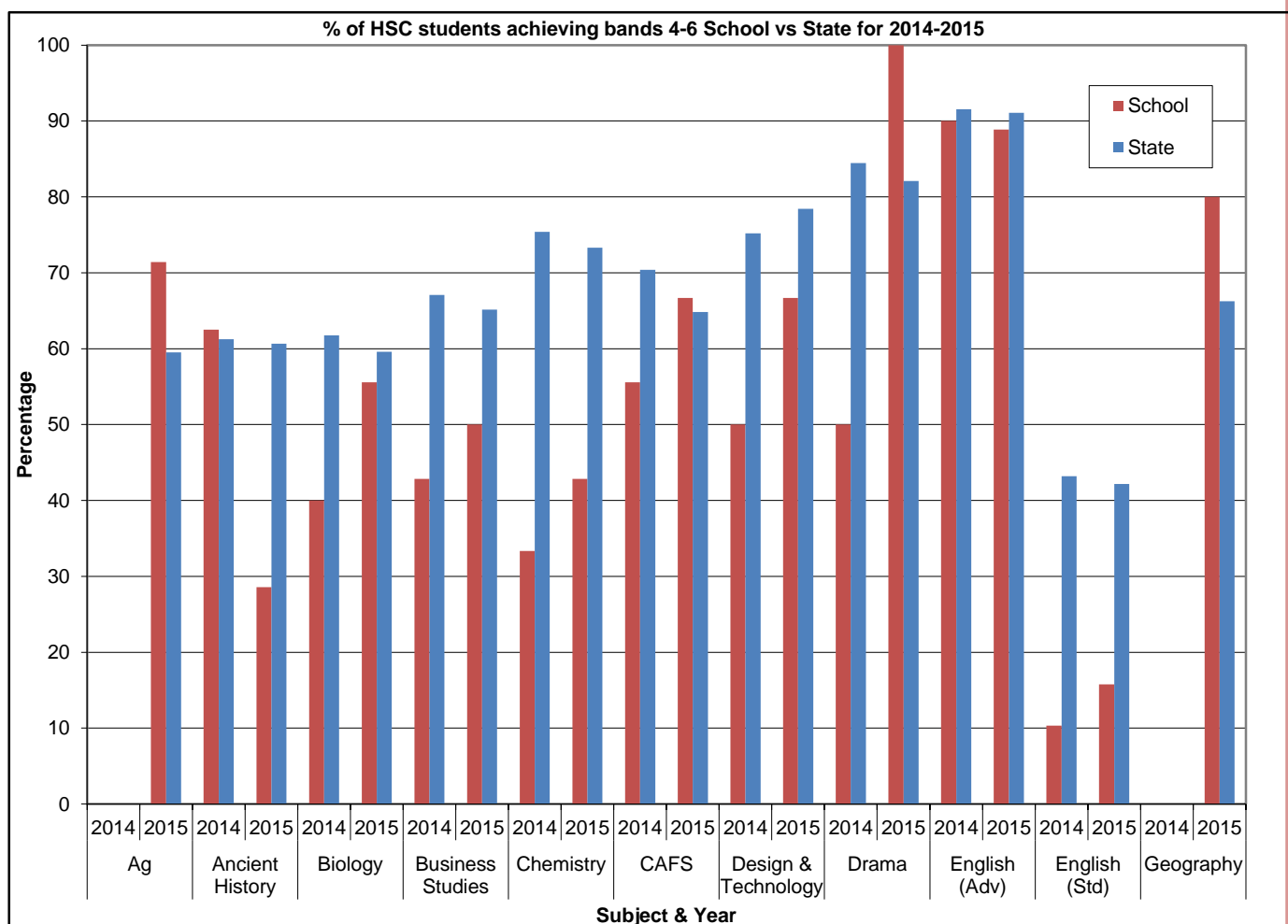
In 2015, twenty-eight students, 100% of our Year 12 enrolments, successfully completed their studies and received a Higher School Certificate. Twenty-eight students sat HSC examinations in twenty-eight subjects, including six subjects studied through other institutions. Nine students included a non-examinable 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 nineteen, with an average class size of six students.

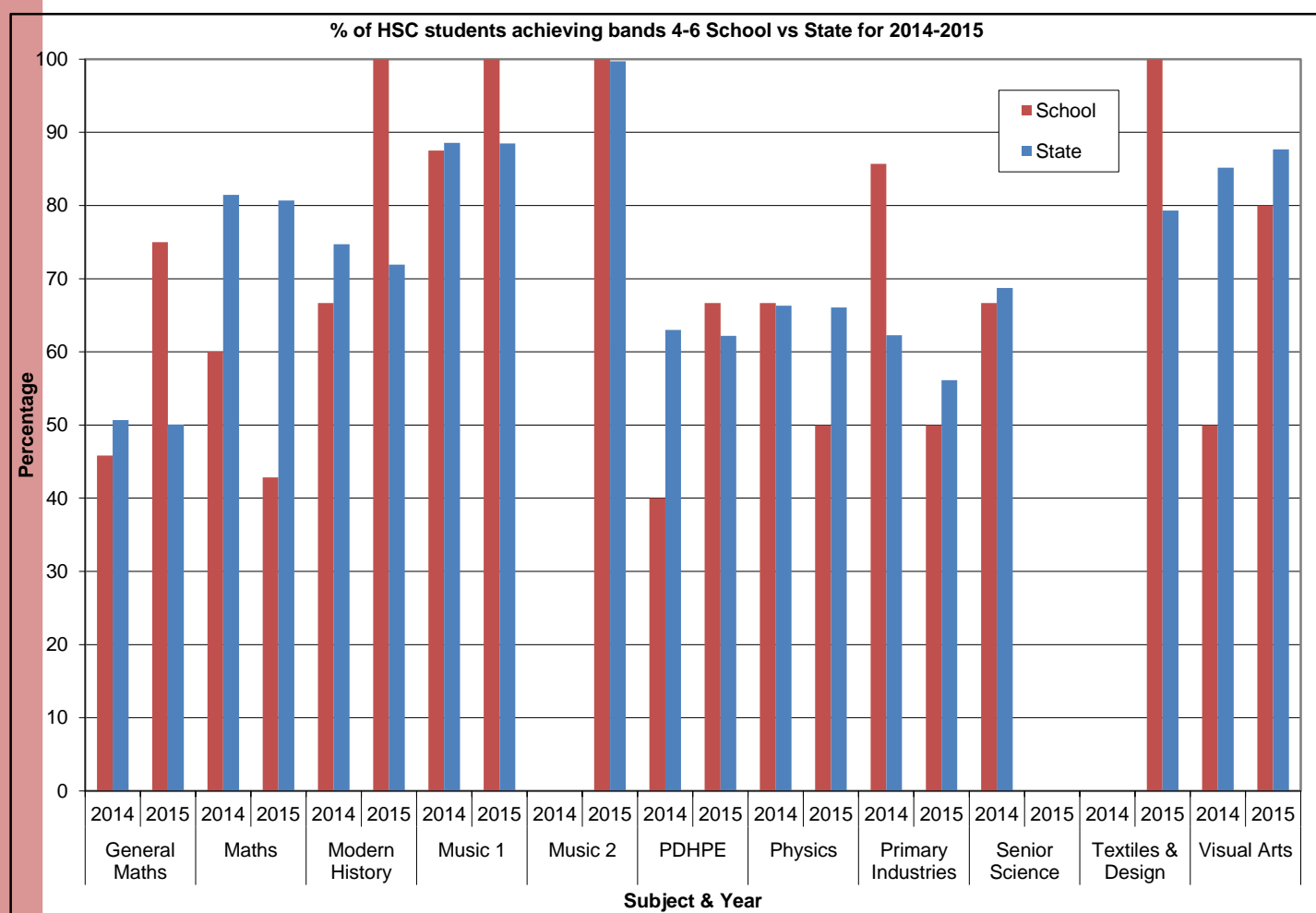
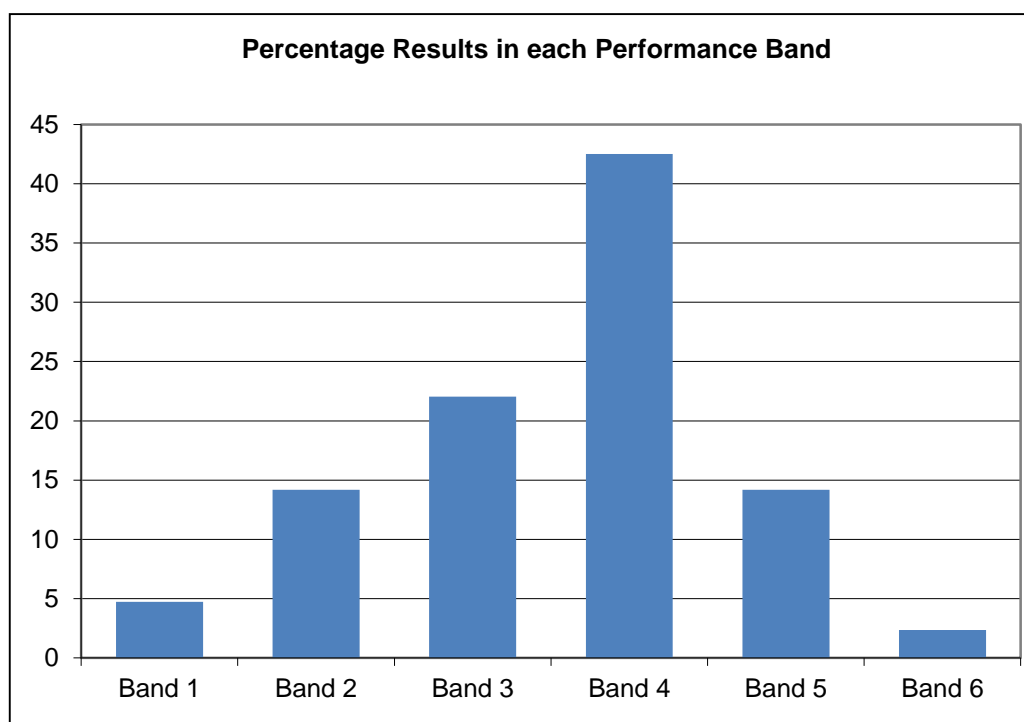


The school examination mean was above or within 2% of the State average for ten subjects.

One student received Band 6 (or notional Band 6) scores in all their subjects.

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





NAPLAN TESTING: YEARS 3, 5, 7 & 9

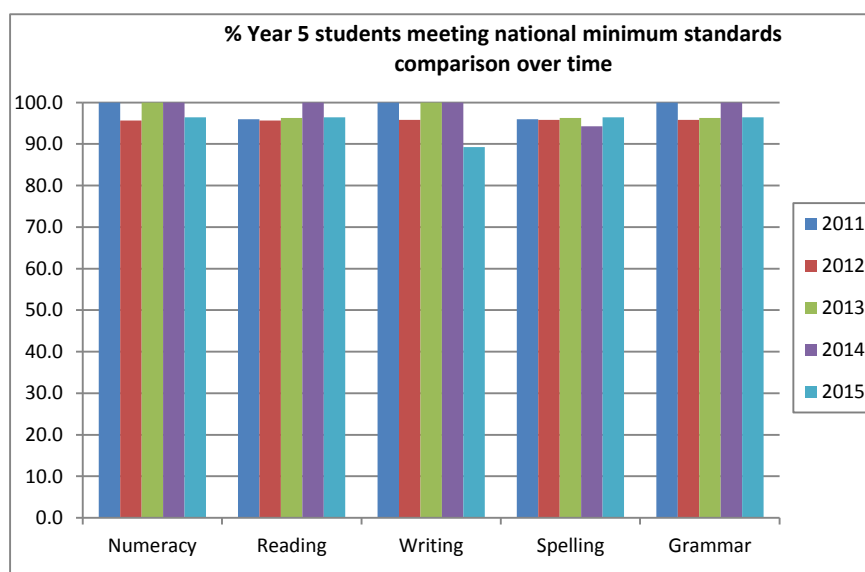
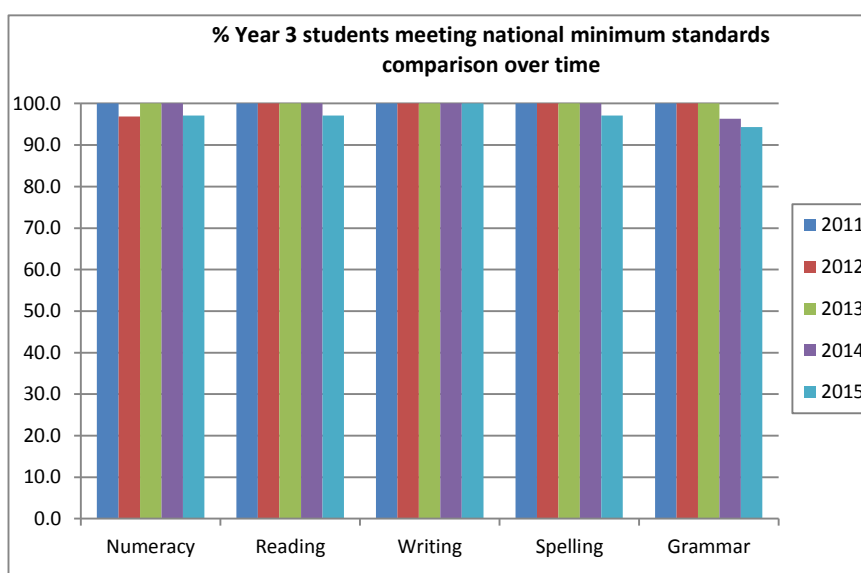
Our students continued to perform well in the external tests. All students, except two, across all year groups were above the National Minimum Standards in Numeracy.

	Numeracy	Reading	Writing	Spelling	Grammar
Year 3	97.1	97.1	100.0	97.1	94.3
Year 5	96.4	96.4	89.3	96.4	96.4
Year 7	100.0	100.0	81.1	90.6	96.2
Year 9	100.0	92.5	82.7	86.8	90.6

% of Students meeting National Minimum Standards in NAPLAN Tests in 2015

Year 3

Thirty-five **Year 3** students participated in NAPLAN testing. All students met the national benchmark in writing. Three students were below the minimum standards in one or more testing areas. These students were already receiving support in these areas

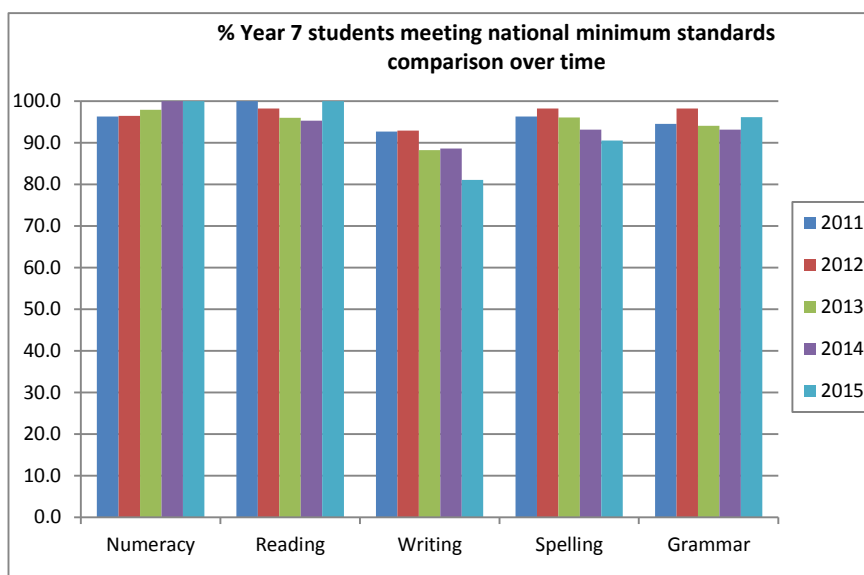


Year 5

Twenty-eight **Year 5** students participated in NAPLAN testing. Four students were below the minimum standards in one or more testing areas.

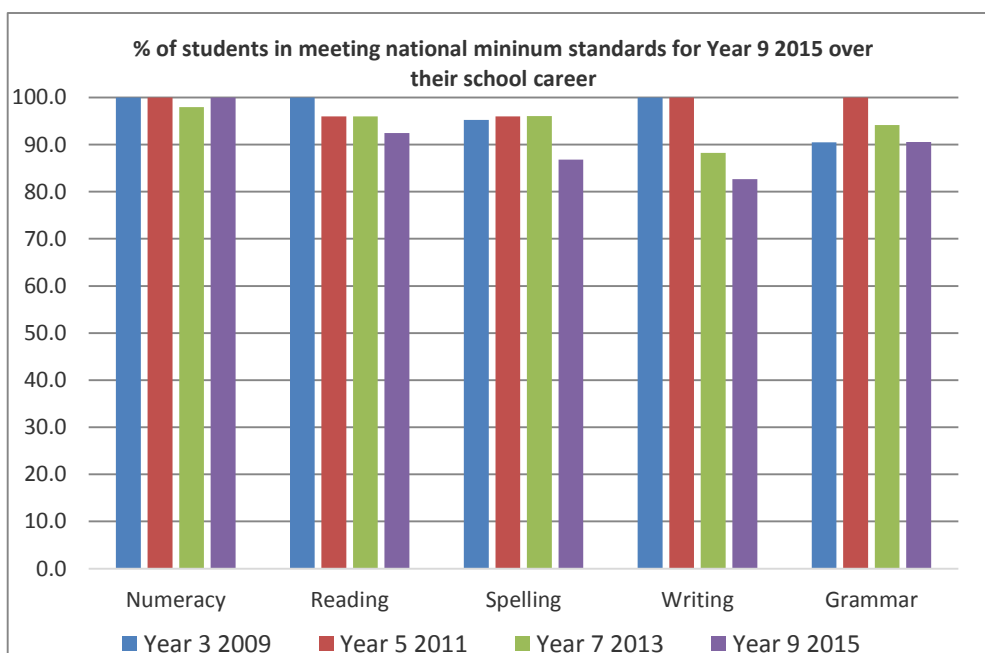
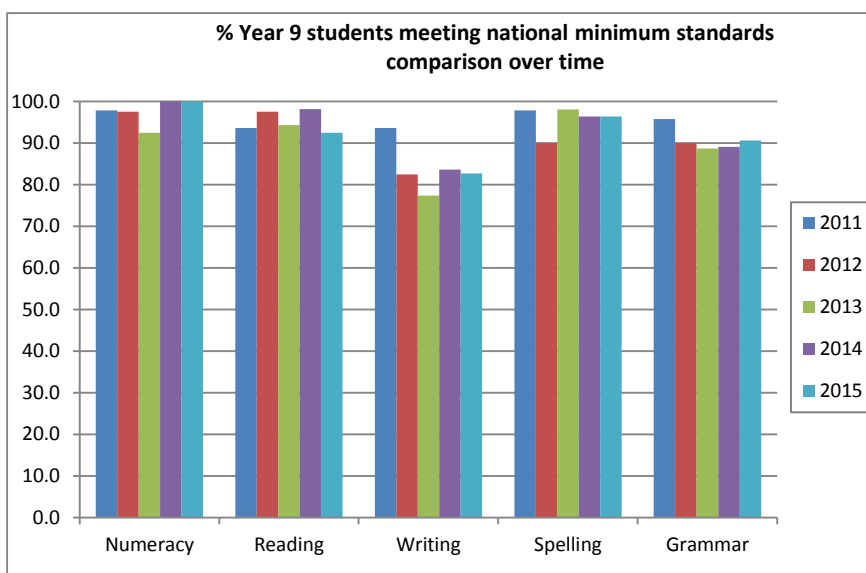
Year 7

Fifty-three **Year 7** students participated in the NAPLAN tests. All students were above the minimum standard in reading and numeracy. There were twelve 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

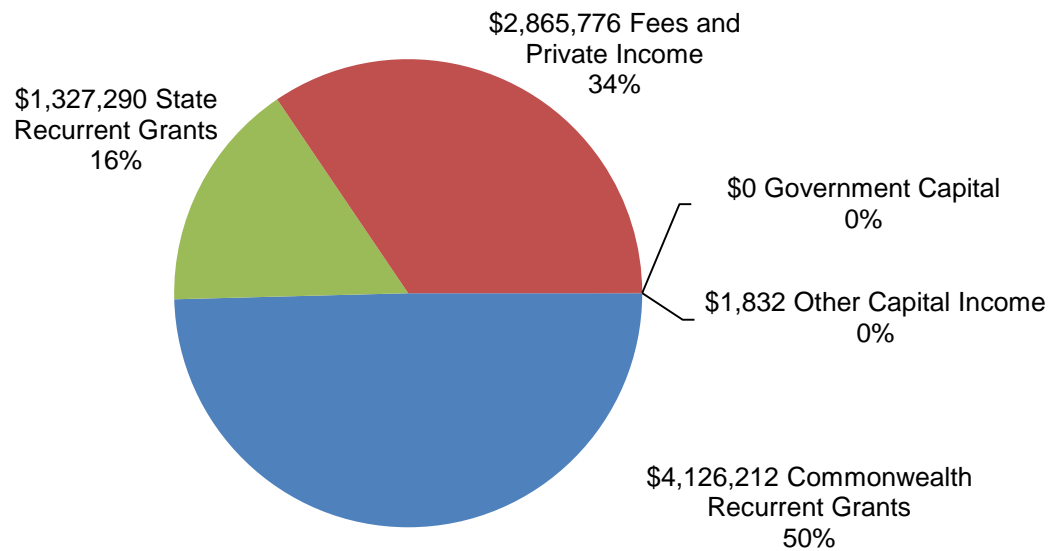
Fifty-three **Year 9** students participated in the NAPLAN tests. There were eleven students who did not meet the minimum standard in one or more literacy areas. Four of these students were only below the standard in one of the areas. Many of these students were already being targeted for intensive help in these areas.



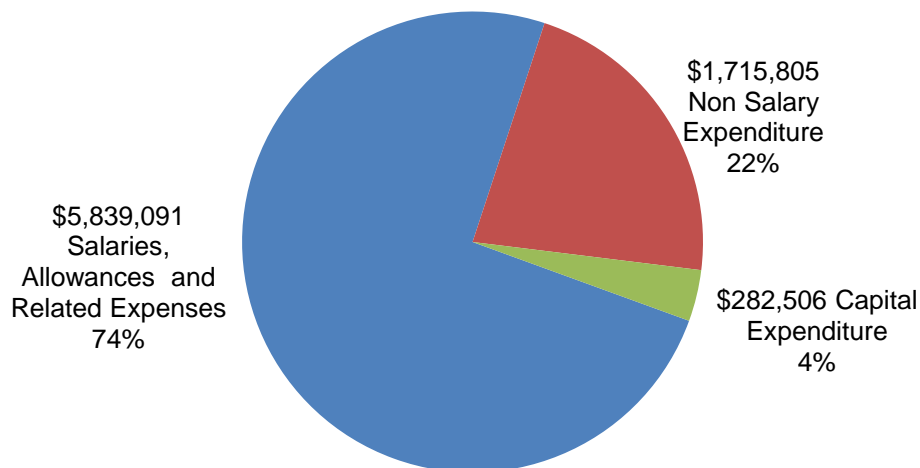
FINANCIAL INFORMATION

The following is a summary for the 2015 financial year, based on amounts declared in the Commonwealth Financial Questionnaire.

Income



Expenditure



Mr Warren Melville
Principal

Mr Christiaan Merx
Chairman of the Board
President of the Association