

DUBBO CHRISTIAN SCHOOL

ANNUAL REPORT 2016



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CONTENTS

- Principal's Welcome
- About Dubbo Christian School
- About this Report
- From the Board
- Enrolments
- Retention Rates
- Student Attendance
- Teacher Standards
 - Qualifications
 - Teacher Attendance
 - Teacher Retention
- Teacher Development
- Priorities
- Information on some Key Policies
 - Complaints, Compliments and Suggestions
 - Student Welfare
 - Discipline
 - Enrolment
- Satisfaction with School
- Post HSC Destinations
- Respect and Responsibility
- Value Added
- External Testing Results
 - HSC 2016
 - NAPLAN Testing 2016 – Years 3, 5, 7 & 9
- Financial Information

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Principal's Welcome

What makes a good school great? What are the hallmarks of an excellent school? There are hundreds of different ways to answer this question, all equally relevant and correct in their own way. When compiling this Annual Report and putting together all this information, I was asking myself whether this report could be used to measure how 'good' our school is. It's a good question to ask. While this Annual Report does fulfil the reporting requirements for our regulatory bodies, it also opens a window into the educational and operational health of the school.



NAPLAN, HSC results, financial health, community satisfaction and priorities are all important and I commend to you this report in all those areas.

We have also been working really hard to prayerfully and thoughtfully think about what we want DCS to be in the next 5 years. Our 2020 Vision took shape in 2016 and we are excited to launch and implement it over the next few years.

Many of the things that I believe make DCS a great school aren't found in this report; things like recognising that God is in charge of DCS, a vibrant, positive school culture, community engagement and support and strong, Godly leadership.

As we reflect on 2016, DCS continues to grow as a school, both numerically and educationally. This is our main emphasis as we move into the future and the foundations are being laid in 2016.

We aim to action the command found in Colossians 3:17 *"And whatever you do, whether in word or deed, do it all in the name of the Lord Jesus, giving thanks to God the Father through him."*



That's who we are as a school: one that does everything, including providing an outstanding Christian education in partnership with parents, in the name of Jesus Christ. I am, as the verse says, incredibly thankful to God for 2016 and all that we celebrate this year.

I hope you enjoy reading the 2016 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 2016. 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 2016. 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 2016 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. In 2016 much work was done to develop strategic directions for Dubbo Christian School. This has been centred around the verse Luke 10:27 "Love the Lord your God with all your heart and with all your soul strength and with all your mind." As the staff and students work towards fully understanding what this means in all of life the culture of the school will continue to blossom and grow.

Work has begun bringing the building master plan to fruition, with the uniform shop, counsellors office and IT headquarters completed. Work has begun on the car park, and plans are being drawn up for the new science classrooms. It is an exciting time to be a student and a parent at DCS.

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, 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 2016 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

90% of enrolments were enrolled for the entire year

Dubbo Christian School had 565 students enrolled during 2016. 511 were enrolled for the whole year with 28 students commencing and 40 students leaving during the year, 3 of whom came and left in the same year. Over 90% of the partial enrolments were enrolled for at least half the year or continued their enrolment into 2017. The K-6 section of the school had 267 students in eleven classes, comprised of both single age and composite age

classes. There were 229 students enrolled in Years 7-10, comprised of three classes for core subjects in Year 7 and two classes in years 8-10. There were 69 students enrolled in Years 11 & 12, with over 20 subjects delivered to each year group. There were about 281 female and 284 male students. In 2016 DCS continued to run a PREP class for 4 year olds with 22 students enrolled during the year, and a 3 year old program, pebbles, with 20 students attending one day per week.

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

RETENTION RATES

Retention rates for 2016 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, 2016

Forty-two students completed Year 6 at DCS in 2015. Twenty-four new students entered Year 7 at the start of 2016. Sixty-three students commenced Year 7 in 2016.

This produces an actual retention rate of 93%.

Year 12, 2016

Fifty-three students completed Year 10 at DCS in 2014. Thirty-seven returned to commence Year 11 in 2015. Thirty-two of these students completed Year 12 at DCS in 2016.

Seven new students entered Year 11 in 2015.

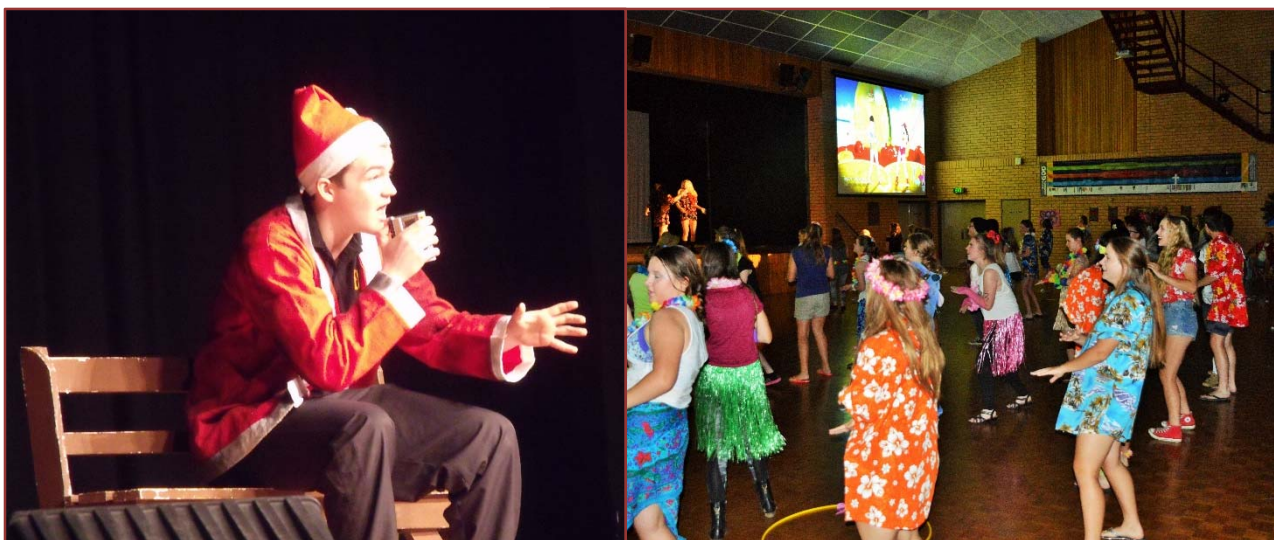
A total of thirty-five students completed Year 12 in 2016.

26% of 2016 Year 12 graduates attended DCS for their entire school career



This produces an apparent retention rate of 66% and an actual retention rate of 60%.

Nine students who completed year 12 at Dubbo Christian School in 2016 had been enrolled since Kindergarten.



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

Year	Male	Female	Total
Year 1	94.4	93.7	94.1
Year 2	94.5	92.8	93.5
Year 3	93.2	94.7	93.7
Year 4	93.2	90.9	92.1
Year 5	92.4	93.6	93.1
Year 6	91.6	90.4	91.0
Year 7	92.0	91.2	91.5
Year 8	93.5	92.8	93.2
Year 9	86.9	90.3	88.6
Year 10	87.6	85.2	86.5

absence. The attendance rate for this period for all students in years 1-10 was 91.6%

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 2016 DCS employed thirty-six full-time and ten part-time teaching staff. All, except one, teaching staff employed in 2015 were retained at the start of 2016, with some teachers opting to change their hours. Two teachers left during 2016 to move to other jobs.

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.

*98% of
teachers
employed in
2015 were
retained for
2016*

Staff teaching experience ranges from 1-39 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). Fourteen teachers employed during the year were accredited with Professional Competence. There were five staff who were provisionally registered. All other teachers were employed in NSW prior to 2004.

TEACHER DEVELOPMENT

Professional Development continues to be prioritised by DCS as a significant investment. The quality of our staff and their ongoing training and professional development is critical to building a successful school and meeting our objectives.

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

*The average
teacher
attendance rate
during 2016
was 95.61%*

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

- Transformation by Design
- Working with students with ASD
- Training in OurDCS
- Visible Teaching
- First aid training

The Principal and Business Manager spent two weeks in Canada hosted by the Society of Christian Schools British Columbia visiting schools, engaging with leaders and undertaking leadership training. They also attended the SCSBC Development Conference. This was a wonderful time of professional development that has had significant impact into the strategic direction of the school in both the leadership and governance areas. A delegation of staff also visited Dianella Public School to observe Explicit Direct Instruction in action.

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

Fifty-one inservice courses representing a total of about 105 teacher days were attended by DCS staff in 2016.

Other courses attended by our staff in 2016 included:

- 3D Printer training
- ACHPER Physical Activity and Health Conference
- AIS English Conference
- AIS Heads of Sport Conference
- AIS Domestic Violence Webinar
- ANBOC Conducting Course
- Business Studies Teacher Conference
- Principal Meetings and Conference
- Consistent teacher judgement workshop



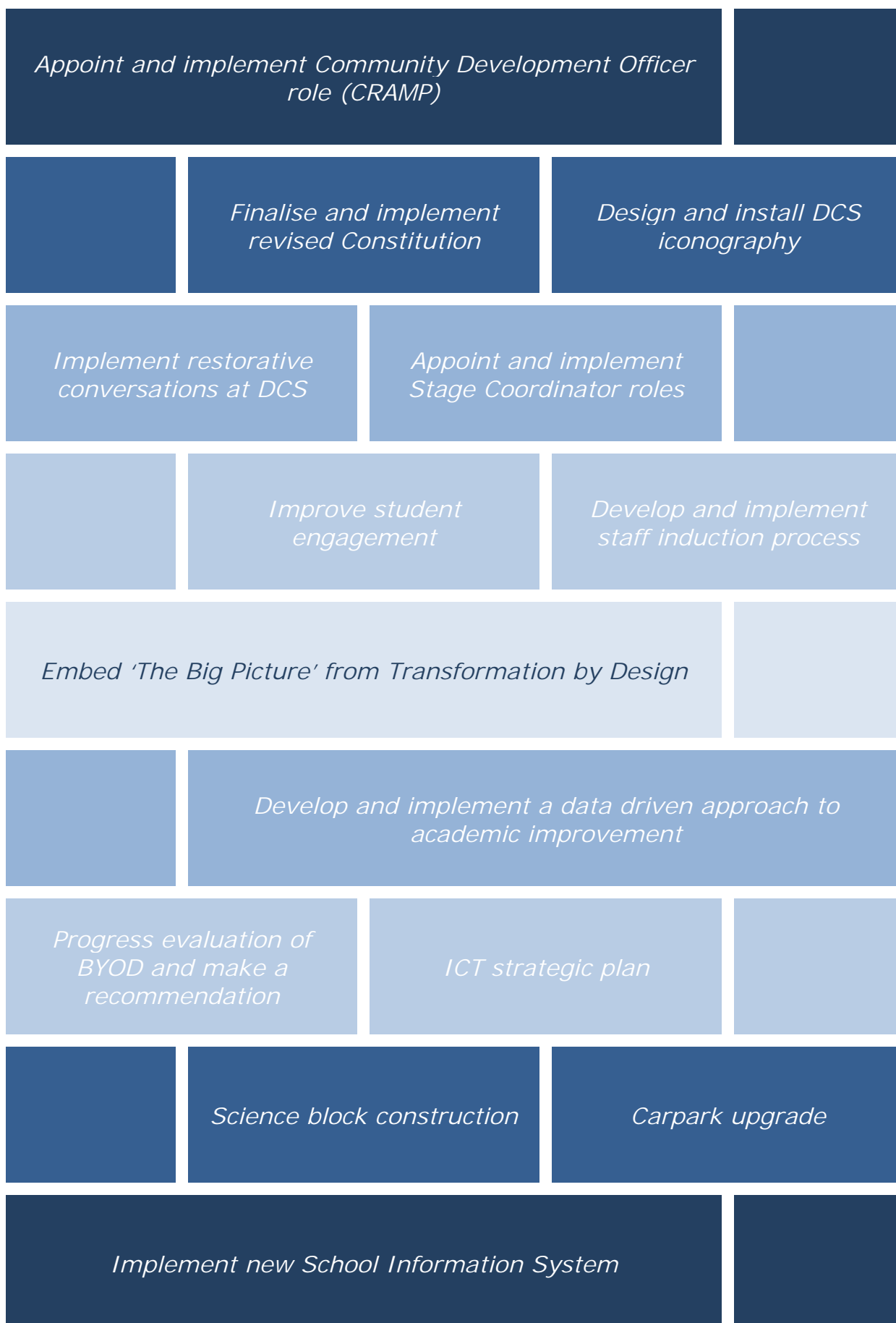
- New Geography syllabus familiarisation workshop
- Fundamentals of teaching Mathematically
- Teacher Accreditation workshop
- Imaginative Writing in English Extension 1
- ASD training with Sue Larkey
- Laser Cutter training
- Mind Brain Education Conference
- MULTILIT word attack reading course
- NSW Chamber of Commerce Workplace Update Seminar
- NSW Coaching Conference
- Classroom Observations
- Persuasive Writing for NAPLAN
- NSW Syllabus for History and Geography K-6
- Theatre performing and essay writing
- Reading to Learn workshop
- Schoolbox training
- Special Education Conference
- Speeches: A Critical Study
- Physics Teacher Conference
- Teaching Children with Special Needs
- THRIVE Conference
- Growing Regional Agriculture Students in Science
- Visual Arts Teacher Symposium
- Work Experience Course
- WISC V Workshop

The average spending per teacher on professional learning during 2016 was \$1575.02.

SCHOOL PRIORITIES 2016 - 2017

Priority areas identified and addressed for 2016 included:

Enhancement Project implemented		Achieved
Director of Teaching and Learning Enhancement (DOTALE) role implemented and supported		Achieved and Ongoing
School Improvement – Literacy		Achieved and Ongoing
School Improvement – Numeracy		Achieved and Ongoing
2020 Vision completed		Achieved
Facilities projects undertaken		Achieved
Australian Curriculum implementation continued		Achieved
Australian Teacher Performance and Development Framework (ATPDF) implemented		Achieved
Implementation of formal structural relationship between WCS and DCS		Achieved and Ongoing
Pumula Lodge development strategy		Achieved and Ongoing
Explore strategic opportunities for further growth of regional Christian schooling		Achieved and Ongoing

Some of our 2017 priorities include:

INFORMATION ON SOME KEY POLICIES

COMPLAINTS, COMPLIMENTS AND SUGGESTIONS

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

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

Some **elements** of our policy:

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



The Grievance Policy remained unchanged in 2016.

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

STUDENT WELFARE

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

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



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

Some **elements** of our pastoral care program in 2016 were:

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

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

DISCIPLINE

Our rationale

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

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

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

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

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

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

Implementation

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

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

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

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

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

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

ENROLMENT POLICY (K-12)

PURPOSE

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

SCOPE

All K-12 student enrolments.

BASIS OF ENROLMENT

Understanding the School's Christian foundations

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

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

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

Responding to differences in understanding

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

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

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

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

TAKING PART IN THE ENROLMENT PROCESS

Families engage with the enrolment process on the following understanding:

Basis of taking part

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

Selection criteria

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

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

Enrolment Priorities

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

ENTRY POINTS AND DEFERMENT

Points at which we take in new students

Students can enrol at any year level.

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

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

You cannot defer an offer

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

ENROLMENT TIMETABLE

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

FEES DURING THE ENROLMENT PROCESS

We will charge:

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

PRIVACY OF INFORMATION SUPPLIED

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

ENROLMENT CONTRACT

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

Parents' Declaration

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

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

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

Obligation to attend all School activities

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

School Fees

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

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

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

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

OUR ENROLMENT POLICY MAY CHANGE

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

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

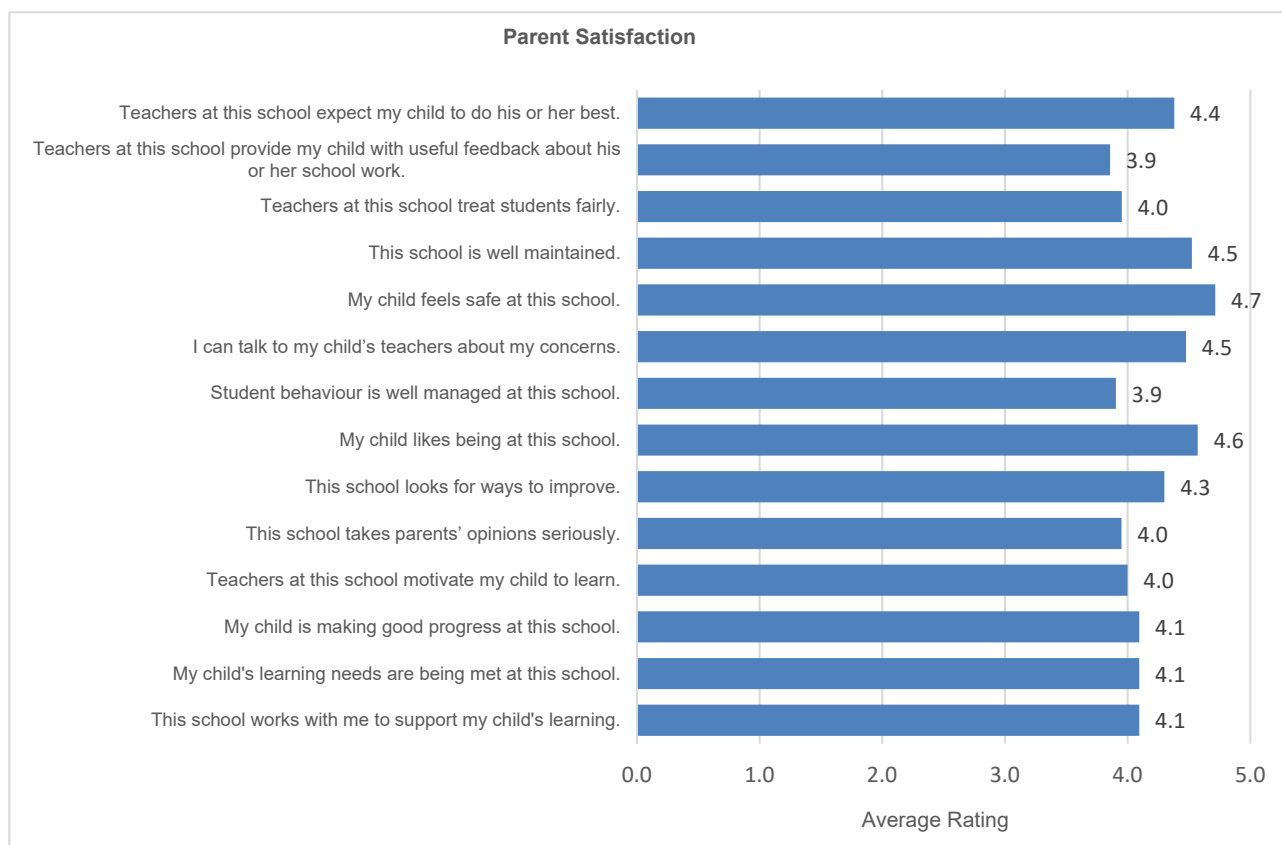
SATISFACTION WITH SCHOOL

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

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

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

PARENTS

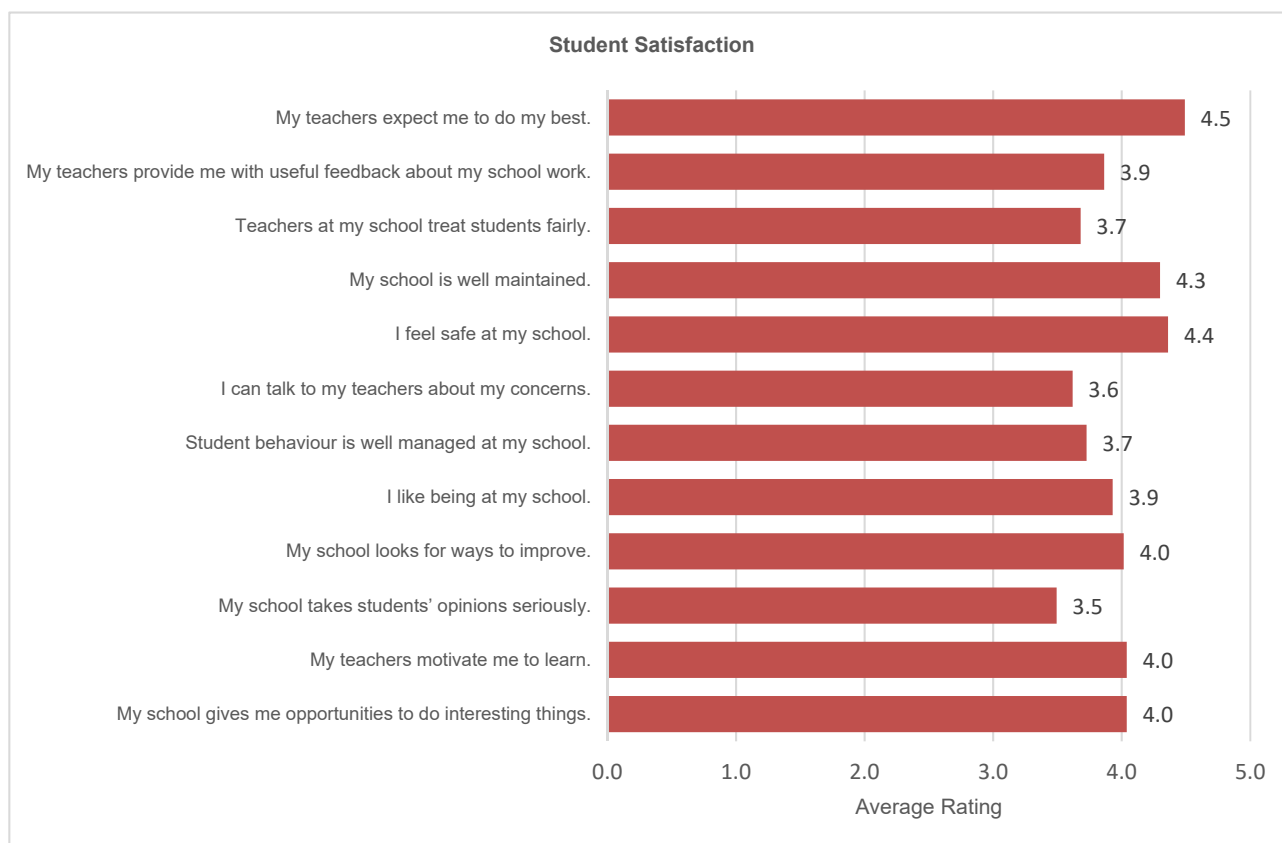


Overall, parents expressed a continuing high level of satisfaction with the school. Particular strengths were identified, as they have been in the past, in how safe their children feel at school as well as the high teacher expectations. Parents this year also reported high levels of confidence in being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

The area that parents indicated the least satisfaction in was how seriously the school takes parent opinion. This continues to rate amongst the lowest areas and the school continues to attempt to improve this as a priority in 2017.

Parents were also asked how satisfied they were with the Christian focus of the school. 95% indicated they were either satisfied (38%) or very satisfied (57%) with this aspect.

STUDENTS



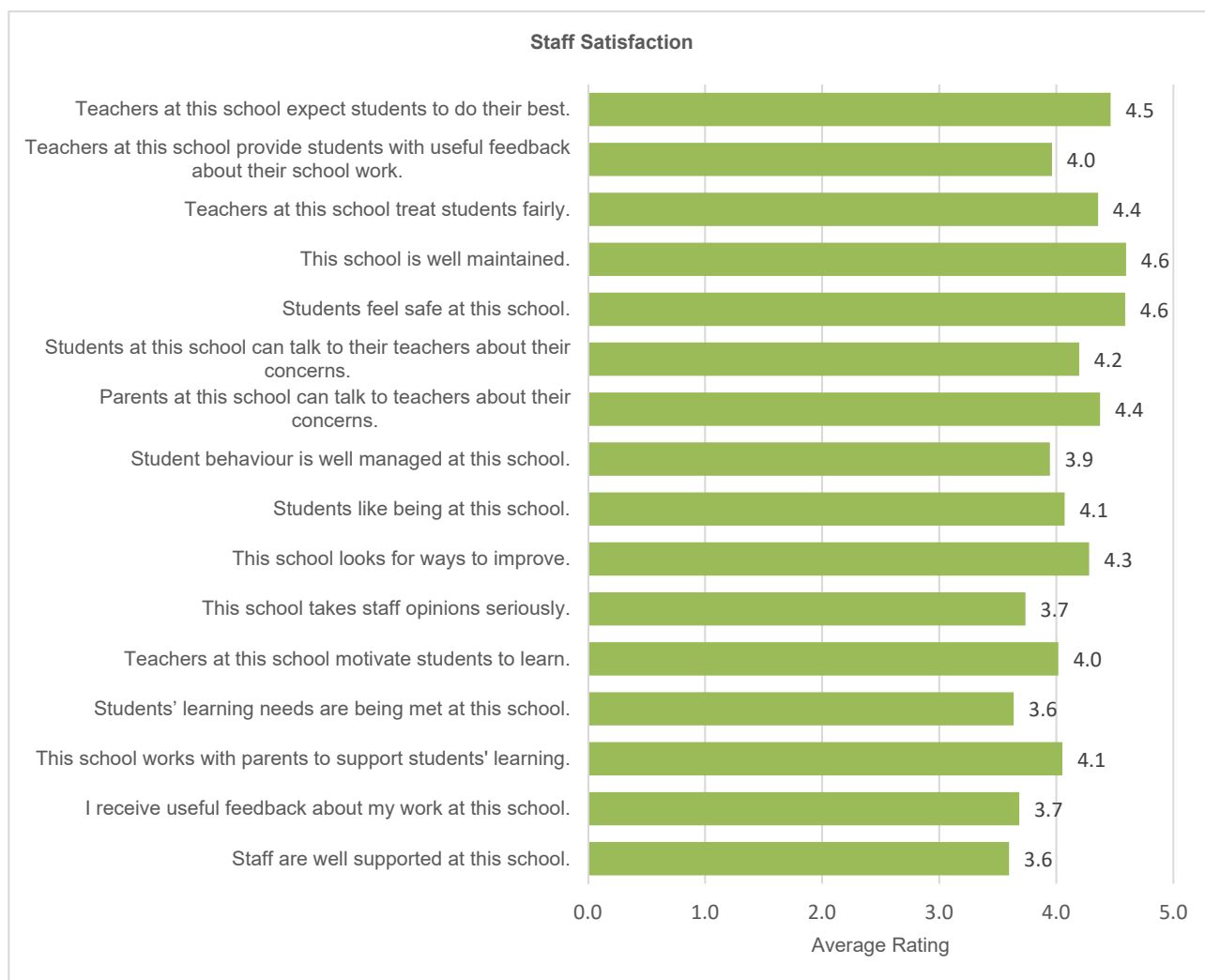
Overall, students expressed a high level of satisfaction with the school. Particular strengths were identified in the high teacher expectations as well as how safe students feel at school. This appears to be a consistent trend. Students are also very satisfied with the way their school is maintained.

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

Students were also asked how satisfied they were with the Christian focus of the school. 75% (71% last year) indicated they were either satisfied (39%) or very satisfied (36%) with this aspect. 4% (6% last year) were either dissatisfied (2%) or very dissatisfied (2%).



STAFF



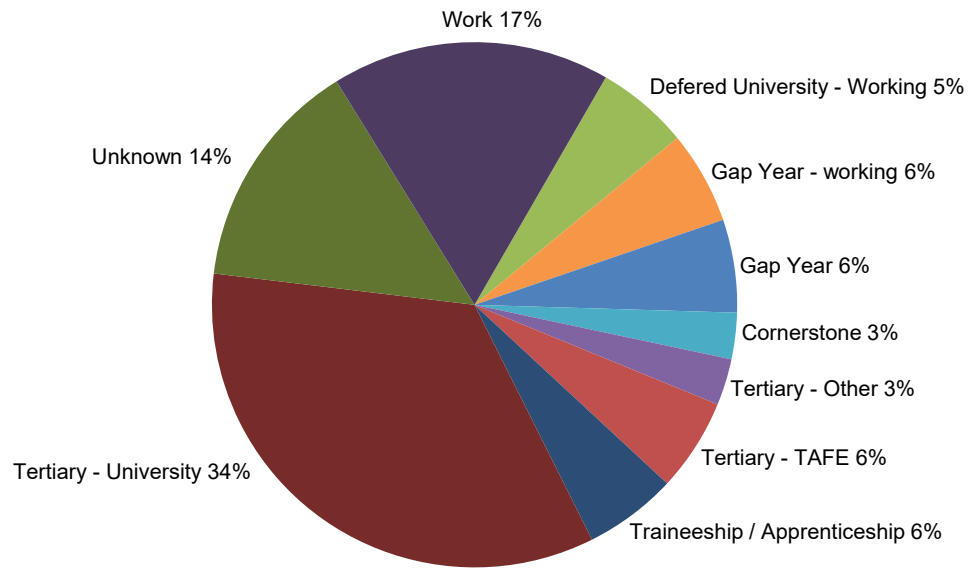
Overall, staff expressed a high level of satisfaction with the school. Particular strengths were identified in how safe students feel at school as well as the maintenance of school facilities and the way the school is maintained. The high expectations of teachers also rated positively.

The areas that staff indicated the least satisfaction in was the feedback they received about their work and how supported they feel. 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. 83% (77% last year) indicated they were either satisfied (52%) or very satisfied (31%) with this aspect. This is a pleasing affirmation given the mission and vision of the school.



POST HSC DESTINATIONS



RESPECT AND RESPONSIBILITY

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

Emerging from this foundational position, our discipline and welfare policies reinforce personal responsibility and accountability for one's own choices - key prerequisites for appreciating the value of others. They also focus on the impact of individual decisions on the community, promoting consideration of the needs of others and the group above individual interest.



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

Student expectations are clearly communicated in the DCS Student Code of Conduct which is displayed in every classroom. This is based on the phrase

"The DCS Way" which articulates the things we think are important as a school to learn and grow together in a way that honours God and also respects others. These positive messages aim to provide clear parameters for all students as well as a consistent basis for behaviour and work habits in all classes.

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

VALUE ADDED

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



EXTERNAL TESTING RESULTS

2016 HIGHER SCHOOL CERTIFICATE

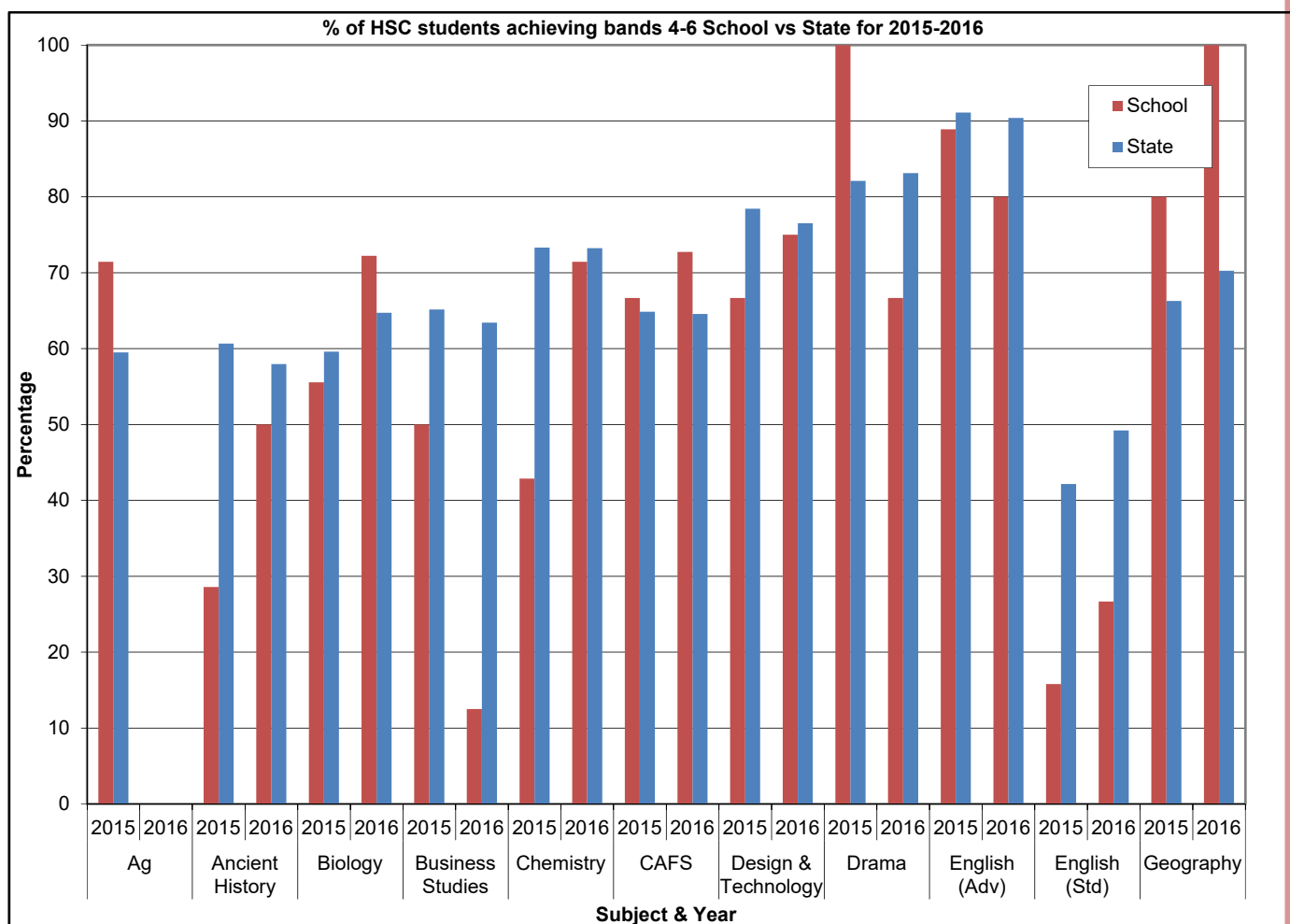
In 2016, thirty-five students, 100% of our Year 12 enrolments, successfully completed their studies and received a Higher School Certificate. Thirty-six students sat HSC examinations in twenty-three subjects, including three subjects studied through other institutions. One Year 11 student sat an HSC Examination in their TAFE Delivered VET course. Eleven 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 two to thirty, with an average class size of eight students.

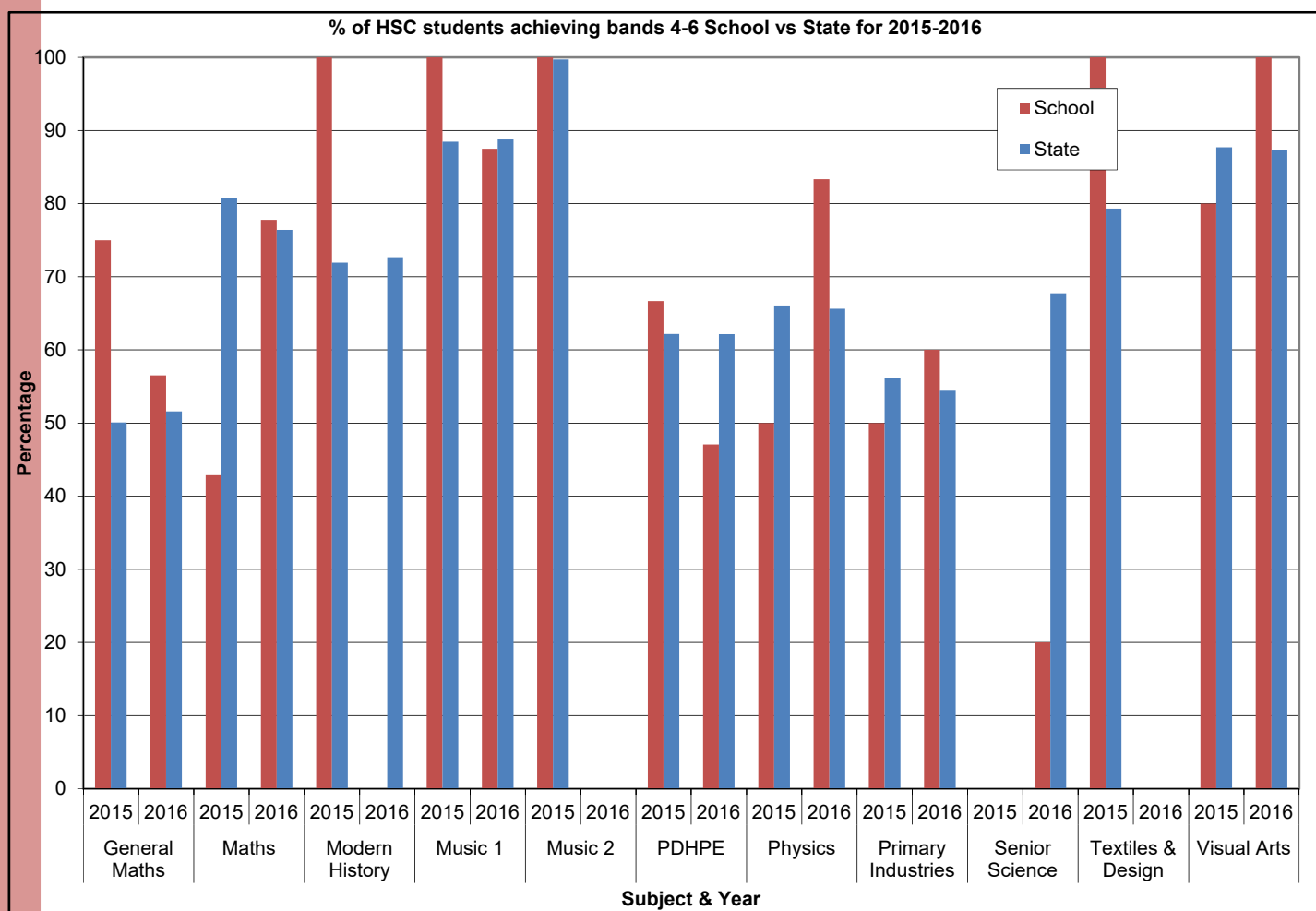
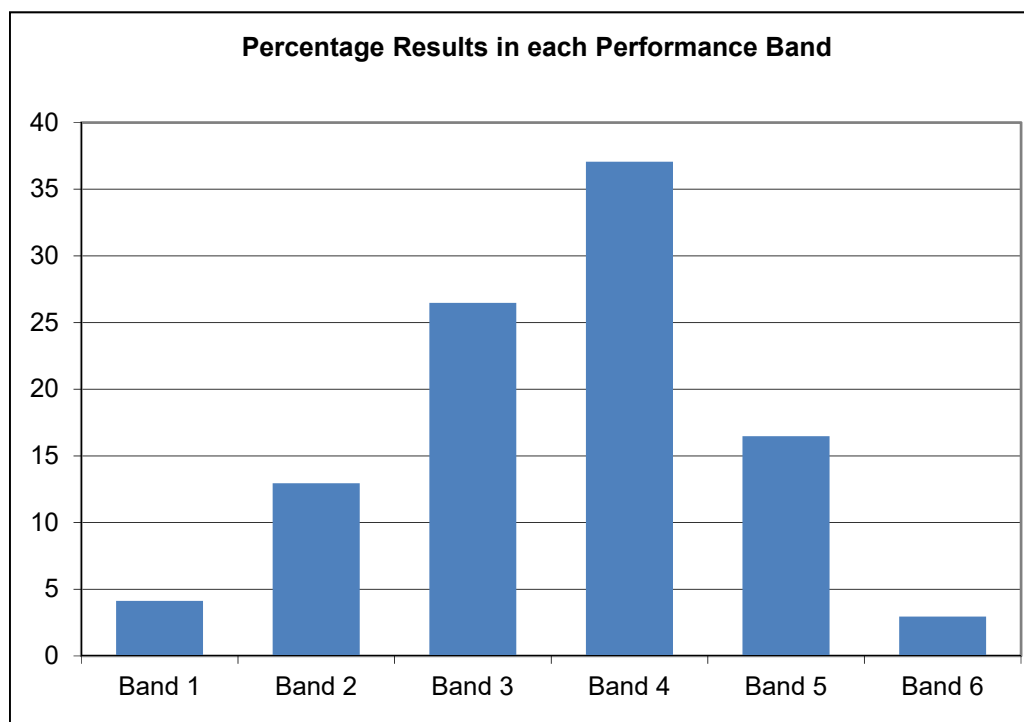


The school examination mean was above or within 2% of the State average for six subjects.

Four students received Band 6 (or notional Band 6) scores in one or more subjects, one student received three such bands.

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





NAPLAN TESTING: YEARS 3, 5, 7 & 9

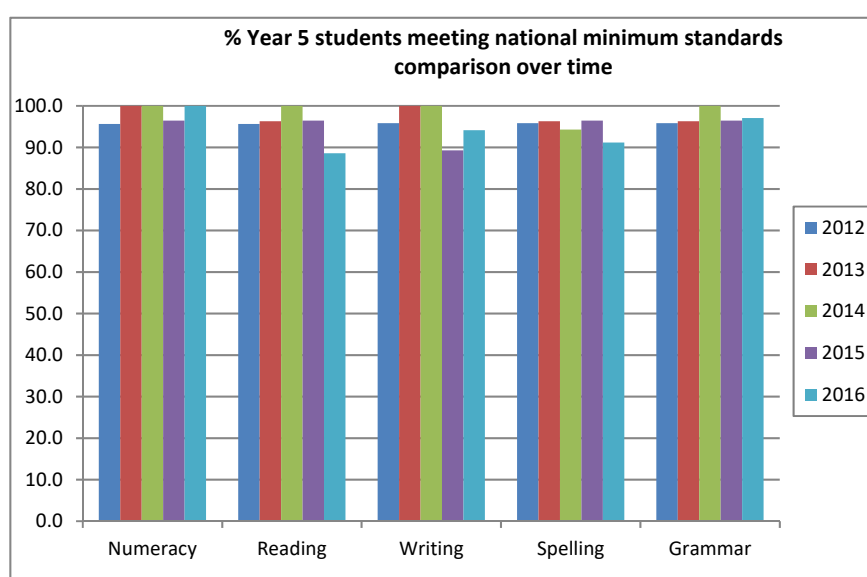
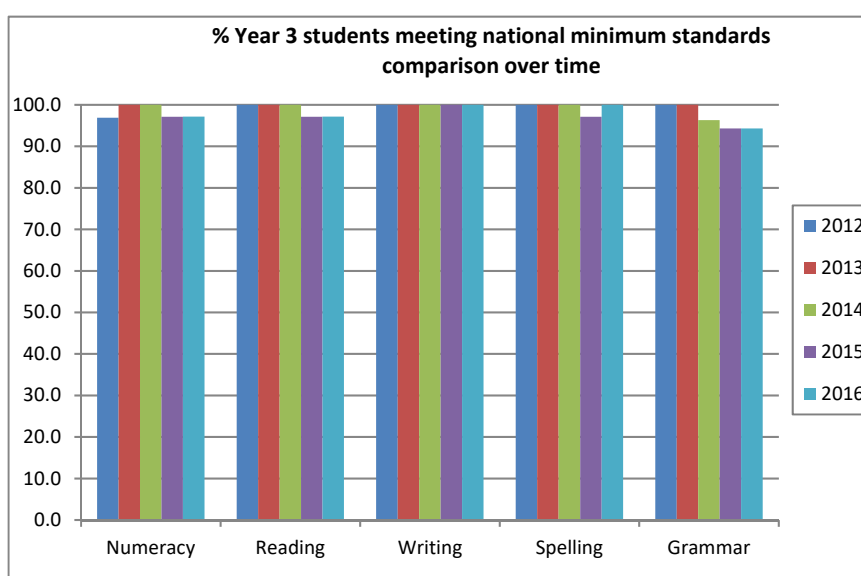
Our students continued to perform well in the external tests. All students, except two, across all year groups were above the National Minimum Standards in Numeracy.

	Numeracy	Reading	Writing	Spelling	Grammar
Year 3	97.1	97.1	100.0	100.0	94.3
Year 5	100.0	88.6	94.1	91.2	97.1
Year 7	98.3	98.4	98.3	96.7	96.7
Year 9	100.0	94.6	86.8	83.8	94.6

% of Students meeting National Minimum Standards in NAPLAN Tests in 2016

Year 3

Thirty-five **Year 3** students participated in NAPLAN testing. All students met the national benchmark in writing and spelling. Two students were below the minimum standards in one or more testing areas. These students were already being supported through differentiation and adjustments to teaching and learning activities in these areas.

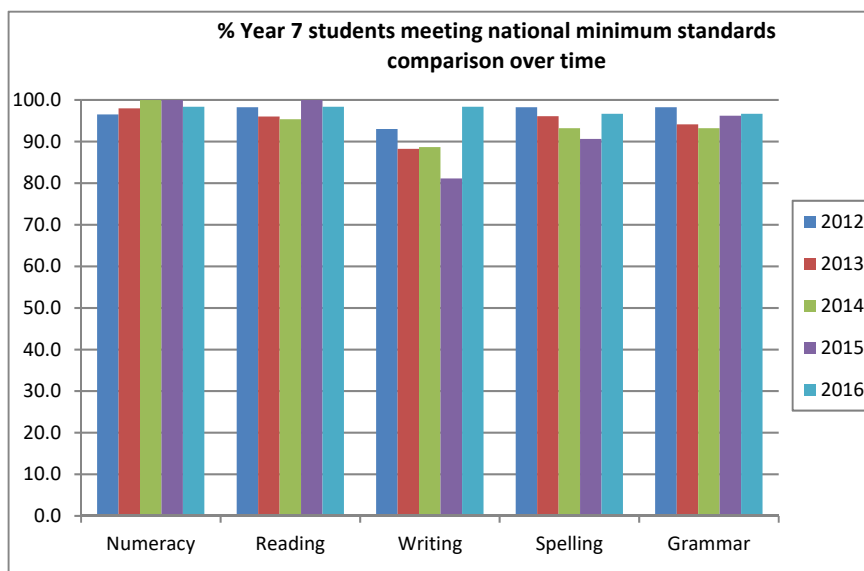


Year 5

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

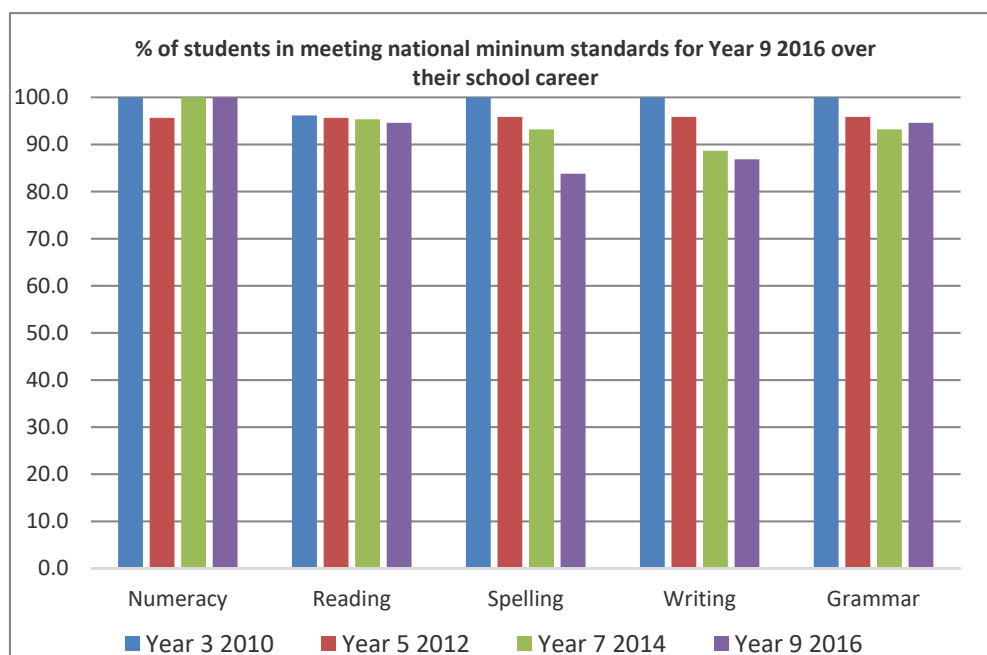
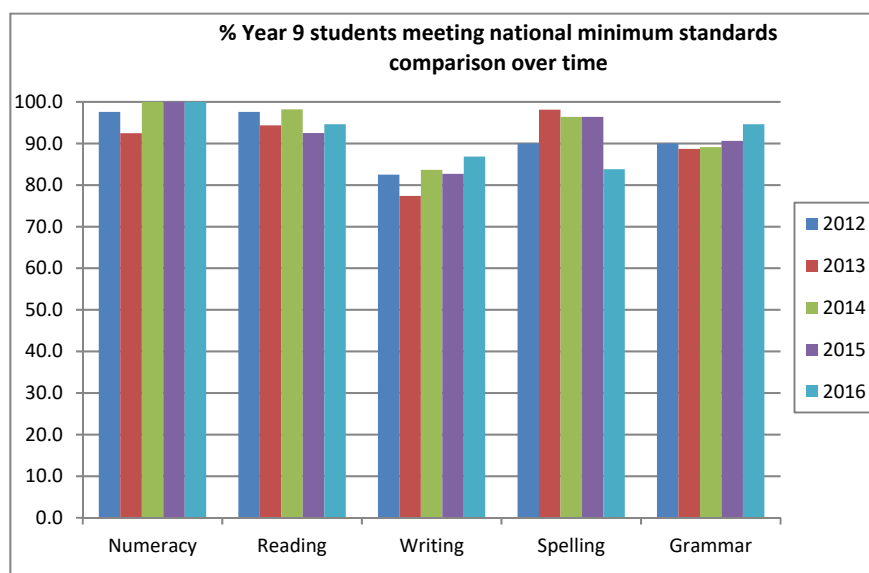
Year 7

Sixty-one **Year 7** students participated in the NAPLAN tests. There were four students who did not meet the national minimum standards in one or more areas. Those students not meeting the minimum standard are being targeted through differentiation and adjustments to teaching and learning activities in these areas.



Year 9

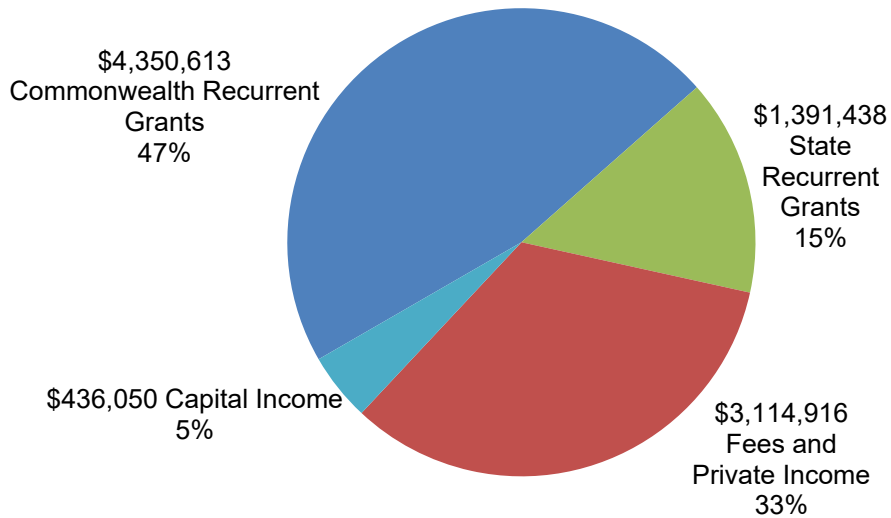
Thirty-eight **Year 9** students participated in the NAPLAN tests. All students met the national benchmark in numeracy. There were ten students who did not meet the minimum standard in one or more literacy areas. Six of these students were below the standard in only one area. These students are being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



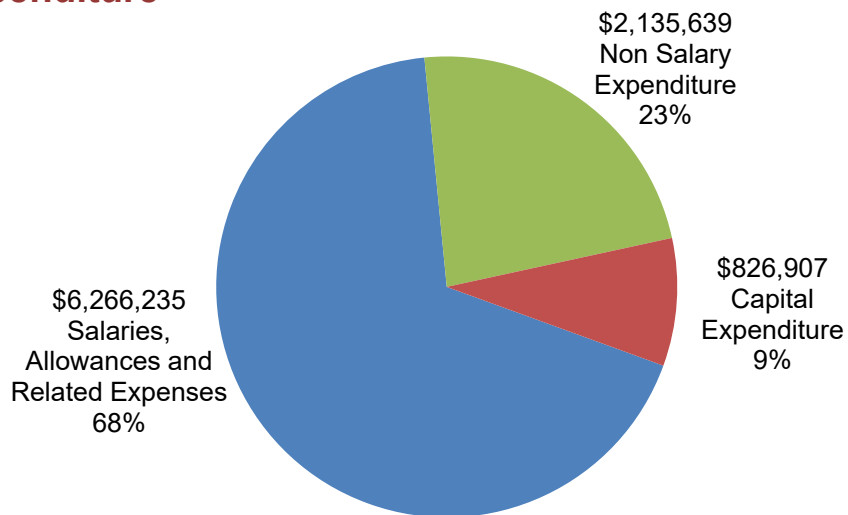
FINANCIAL INFORMATION

The following is a summary for the 2016 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