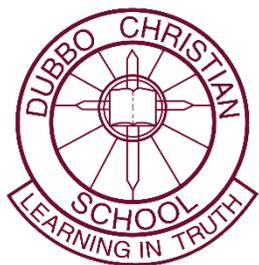




ANNUAL REPORT

2021



DUBBO CHRISTIAN SCHOOL

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About this Report

This Annual Report for 2021 provides students, parents, staff 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*.

Information contained on OurDCS and DCS 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.

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From the Board

As I indicated in last year's report, **God has again been good for us**. He has again provided and provided handsomely both in terms of blessings received and in developments foreshadowed. In no particular order:

Although we thought we had overcome the pandemic, we were wrong. Its repeat, with lockdowns, again affected us. But again, we survived. **Although disrupted, school life continued**; a credit to all who took on added responsibilities and met the needs. Thank you.

Wellington Christian School continues to flourish. The growth, and not only in enrolments, is impressive, rewarding and humbling. The building upgrades, part of which are now complete, are and will continue to be a further blessing.

Our corporate restructure is drawing to conclusion under the name for the overarching body, Berakah Christian Education Ltd. This year we hope to finish wrapping up the Wellington corporate entity. This means we will have a single company, operating as three divisions: Dubbo Christian School, Wellington Christian School and Dubbo Christian Preschool.

Dubbo Christian Preschool's substantial expansion is well underway. Although delayed by numerous factors we are on track to be able to expand our offering to our community.

Dubbo Christian School has also contracted to purchase additional land from Dubbo Regional Council. Few organisations have ever complained about having an excess of space. The support of

Council in helping us provide for the future is appreciated.

Our Association membership numbers remain constant and involved. As always, it is essential to the life and future of the schools that there be a strong and active membership base.

The Board continues strong. The schools cannot achieve their full potential without such a Board. It is encouraging that committed and competent people are and remain attracted to the Board. Thank you for the effort, enthusiasm and wisdom you bring.

Our finances remain strong and, with the recent announcements on future funding, look to improve even more. The objective is not to acquire and hoard but to **access resources so that we can better fulfil our mission**.

Continued growth in enrolments confirms that what we are doing is recognised and appreciated. It also provides opportunities for the schools to minister to more lives.

Despite significant numbers of staff leaving last year, God continues to bring the right people to us to ensure that the school is properly staffed with those competent in teaching, Christian understanding, and life

None of this occurs without passion, commitment and input of people. In particular, the schools also owe significant gratitude to:

Parents and students. Your ongoing involvement and support not only means the schools remain viable, but also provides the focus and purpose for all of that energy.

Staff, whether in a teaching role or a support area. Your involvement is what helps translate a vision into reality.

Our funding bodies, without whose contribution we would face considerable hardship.

A number of significant projects are planned for commencement or completion in 2022. All are part of plans already developed and underway, and we now look to their completion. That of course does not mean we are done. Already our strategic planning for the next three to five years is well underway. So, as well as our gratitude for what 2021 has brought, **we can look forward with enthusiasm to our future.**



Andrew Boog
Chairman of the Board
President of the Association



Principal's Welcome

It is a pleasure to write this introduction to the Annual Report for 2021.

It summarises a complex but successful year at DCS.

COVID once again provided the backstory to so much that happened this year - further restrictions, another lockdown to follow the one 2020, a delayed HSC for Year 12, the impact of Public Health Orders all played a part this year.

It wasn't this however that defined 2021. Strong partnership, communication, flexibility and adaptability were the real foundations in what was ultimately a good year at DCS.

The whole community - student, staff and parents made it work again, just as they did in 2020.

There are plenty of highlights to enjoy and plenty of information in this report that helps us understand how successful the year was.

Most significantly, it was underpinned by God's goodness and faithfulness. I am most thankful for this. As you read the report through, take a moment to reflect on just how stable the year was despite the road bumps and hurdles and be thankful to God. DCS remains His school and is here for His glory as we look to educate our students in truth.

I commend this report to you.



Warren Melville
Principal

About Dubbo Christian School

The mission of Dubbo Christian School (DCS) is to **provide authentic, responsive and high-quality education that is Bible based and Christ-centered to prepare, equip and transform lives.**

Our approach to education is **Bible-based and Christ-centered**. 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. Our school motto is **Learning in Truth**, as Jesus said, "I am the way and the truth and the life" (John 14:6). We aim to keep Him in the centre of all we do as a school.

DCS acknowledges that the total process of education is firstly and ultimately the responsibility of parents and carers. This responsibility is shared by delegation with the school, the church, other people and agencies. While not being responsible for the whole process, the school accepts from parents and carers the delegated responsibility to perform specific tasks on behalf of parents.

We strive to provide our students with **authentic, responsive and high-quality**

education. The education we provide our students is carefully planned and delivered in a way that meets their needs, yet challenges them to grow. 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.

All of the above and more is done with the aim to **prepare, equip and transform** the lives of our students so that when they leave school they will be wise and confident people with a strong foundation who know their place in the world.

DCS is a modern, well-established and strongly resourced co-educational Preschool to Year 12 day school set in a peaceful rural setting. 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. Since then, the school has grown in both influence and number, being made up of students from Dubbo and surrounds.



Characteristics of the Student Body

Population

During 2021, DCS had 607 students enrolled. 539 students were enrolled for the whole year. 34 students commenced and 36 students left during the year, two of whom came and left in the same year.

Class Breakdown

The Kindergarten to Year 6 section of the school had 262 students in 11 classes. This was comprised of both single age and composite age classes.

The Years 7 to 10 section of the school had 268 students enrolled. This was comprised of three classes for core subjects in Years 7, 8 and 9 and two classes in Year 10.

The Years 11 and 12 section of the school had 77 students. 24 subjects were delivered to each of these year groups.

Gender Breakdown

There were 310 female students and 297 male students enrolled at DCS in 2021.

Indigenous Students

47 students identified as being Indigenous in 2021. This number was comprised of 29 female and 18 male students. 23 of these students were in Years K-6 and 24 in Years 7-12. 40 of these students were enrolled for the entire year.

Retention Rates

Retention rates for 2021 are reported according to the number of students moving from Year 6 to Year 7, and those moving from Year 10 in 2019 to the **completion** of Year 12 in 2021 at DCS.

Year 7, 2021

38 students completed Year 6 at DCS in 2020.

63 students commenced Year 7 in 2021, including 25 new students.

This produces an actual retention rate of 100%.

Year 12, 2021

56 students completed Year 10 at DCS in 2019. 47 returned to commence Year 11 in 2020. 30 of these students completed Year 12 at DCS in 2021. This is a 46% retention of students who attended Year 10 at DCS.

Four new students transferred to DCS during 2020-21.

A total of 34 students completed Year 12 in 2021.

This produces an apparent retention rate of 52% and an actual retention rate of 46%. Seven of the 34 students, 21%, who completed Year 12 in 2021, had been enrolled in DCS since Kindergarten.



Student Attendance

The table below shows the attendance rate of students in Kindergarten to Year 12 (K-12) in 2021. This is absolute data and does not take into account reason for absence. Total K-12 2021 whole year attendance was 93.2%.

	Male	Female	Total
Kindergarten	95.2%	93.3%	94.3%
Year 1	93.9%	94.4%	94.2%
Year 2	94.3%	94.8%	94.5%
Year 3	93.3%	95.2%	94.4%
Year 4	94.4%	95.0%	94.8%
Year 5	92.4%	94.5%	93.3%
Year 6	92.4%	92.5%	92.5%
Year 7	92.7%	93.4%	93.2%
Year 8	91.8%	93.0%	92.4%
Year 9	92.8%	90.9%	91.9%
Year 10	92.6%	90.9%	91.7%
Year 11	94.8%	92.9%	93.7%
Year 12	94.3%	91.8%	92.9%

Student Non-Attendance

All student non-attendance is followed up according to the DCS Attendance Policy, available on OurDCS.

Parents are encouraged to contact the school by 10 am on the day of a student's absence to notify the school of the

absence. Students whose absence remains unacknowledged after 10 am are followed up with a phone call or text message to a parent to acknowledge an absence. All unacknowledged absences at the end of two weeks will generate a letter to parents requesting acknowledgment of the unacknowledged absences

External Testing Results

2021 Higher School Certificate (HSC)

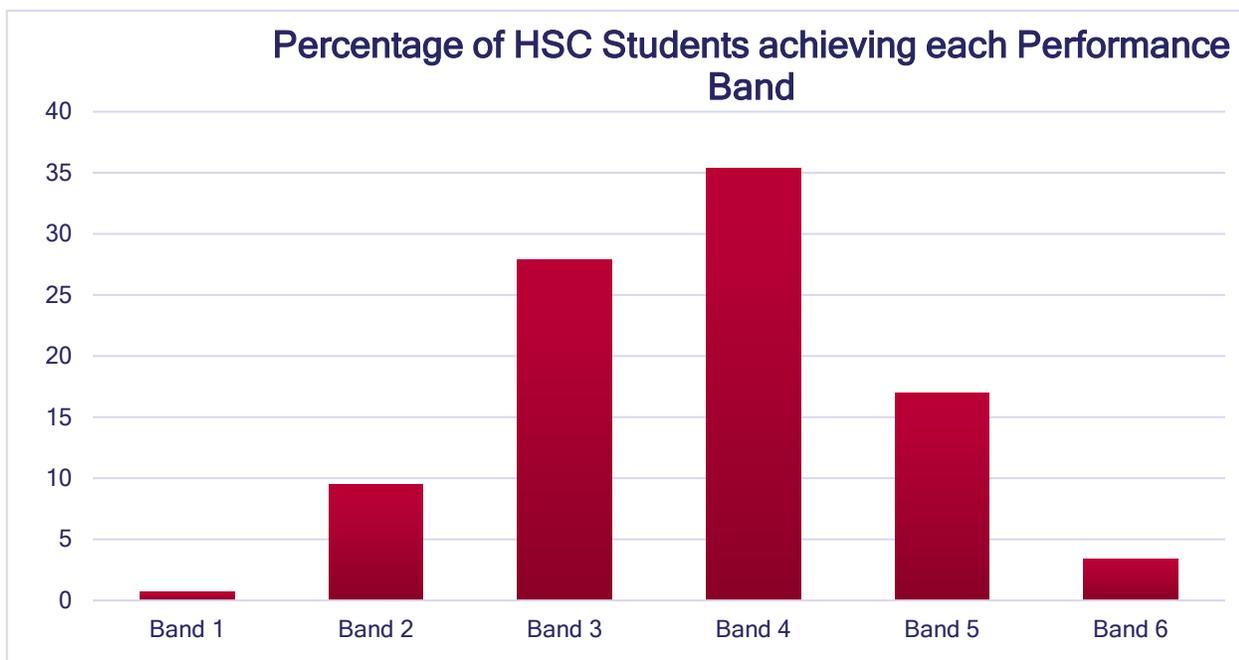
We are pleased that in 2021, 34 students successfully completed their studies and received a Higher School Certificate (HSC). Thirty-three of these 34 students sat HSC examinations in 25 subjects, including four subjects studied through other institutions. Thirteen students, 38% of the Year 12 cohort, included non-examinable subjects in their program of study.

Subjects included extension, life skills and vocational education courses. The number of students studying each course ranged

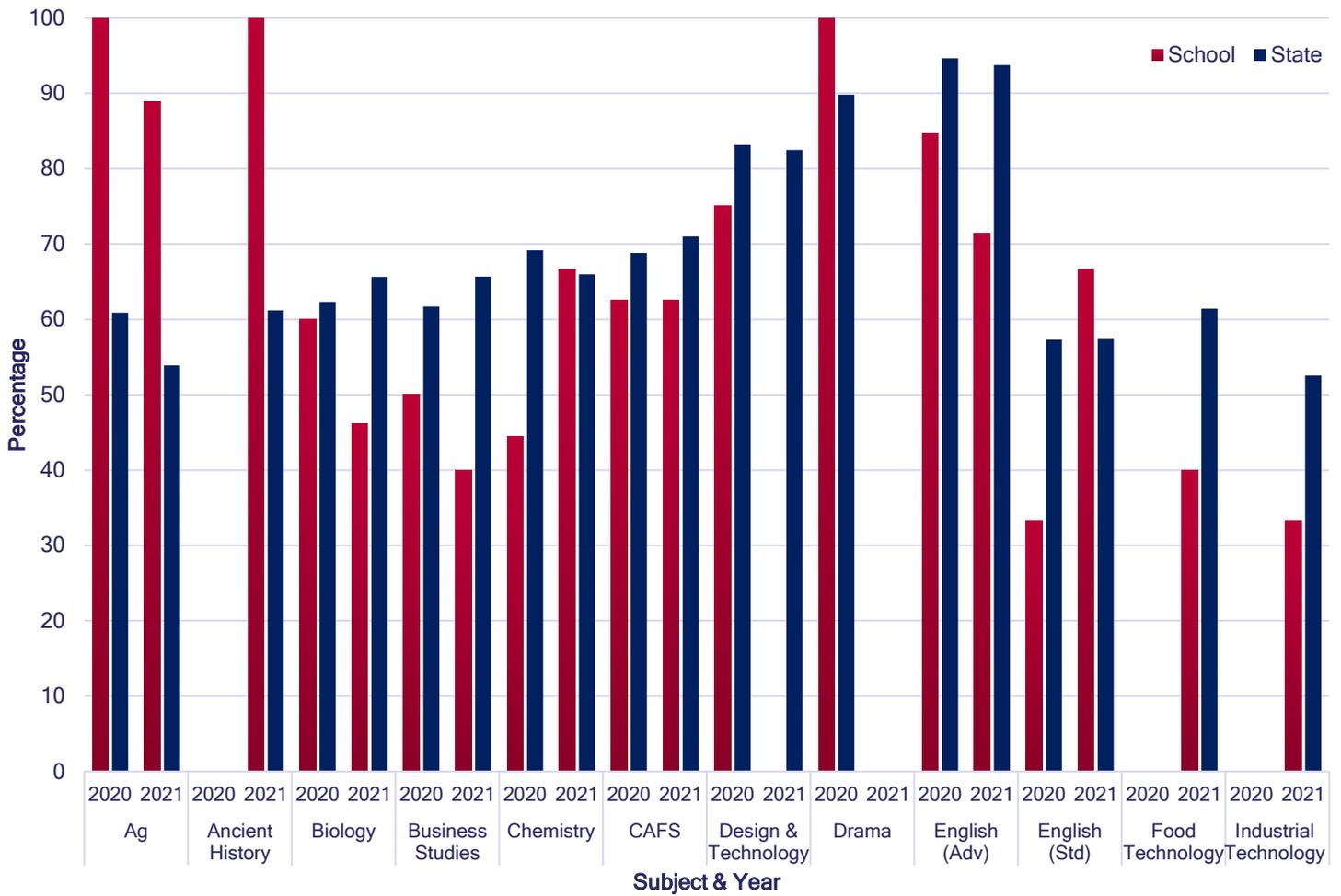
from one to 16, with an average class size of six students.

The school examination mean was above or within 2% of the State average for eleven subjects (more data on graphs on the next page).

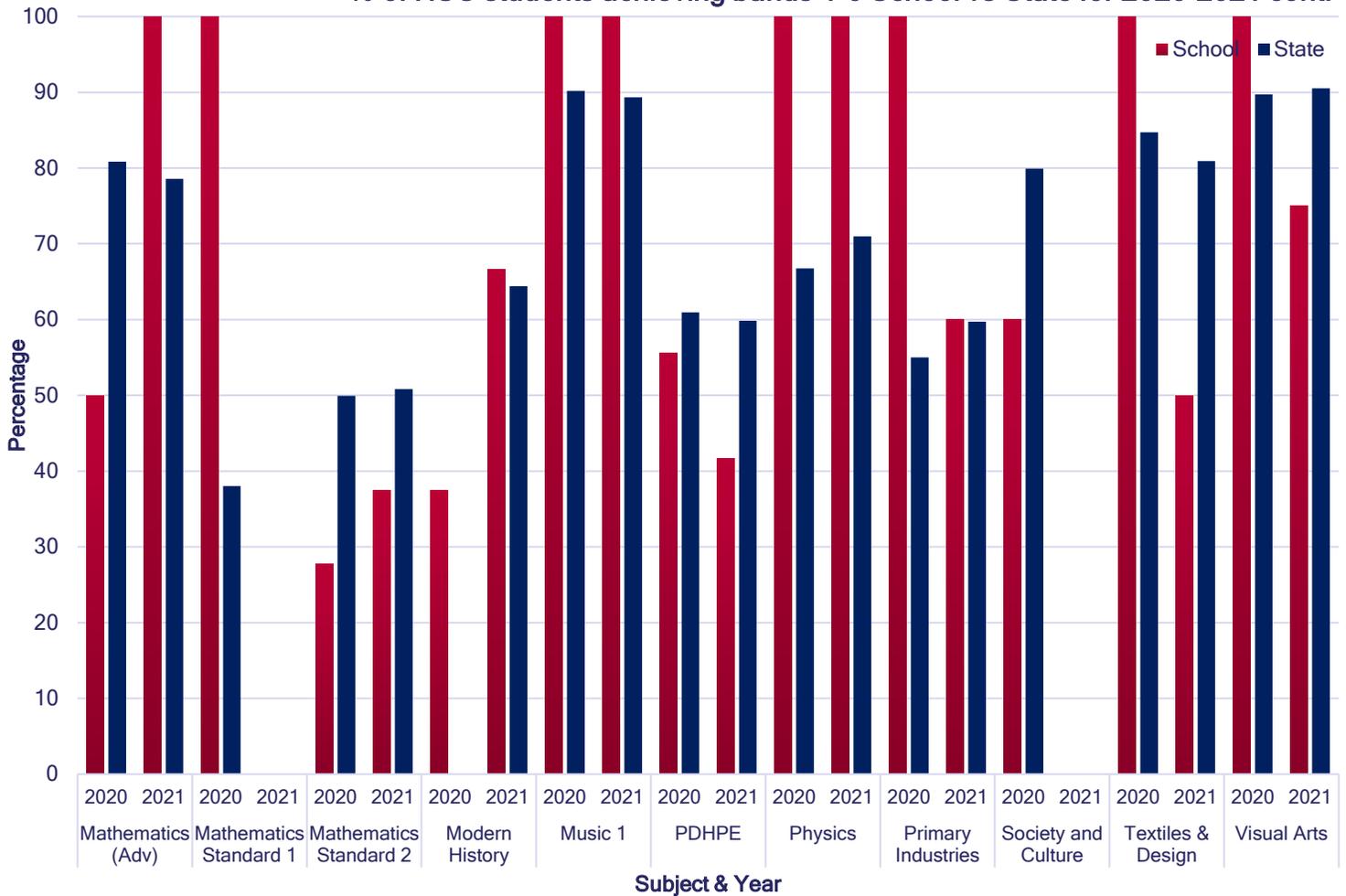
Four students achieved Band 6 or Nominal Band 6 scores in one or more subjects. Eleven students received Band 5 scores in at least one subject and 8 of these in more than one subject.



% of HSC students achieving bands 4-6 School vs State for 2020-2021

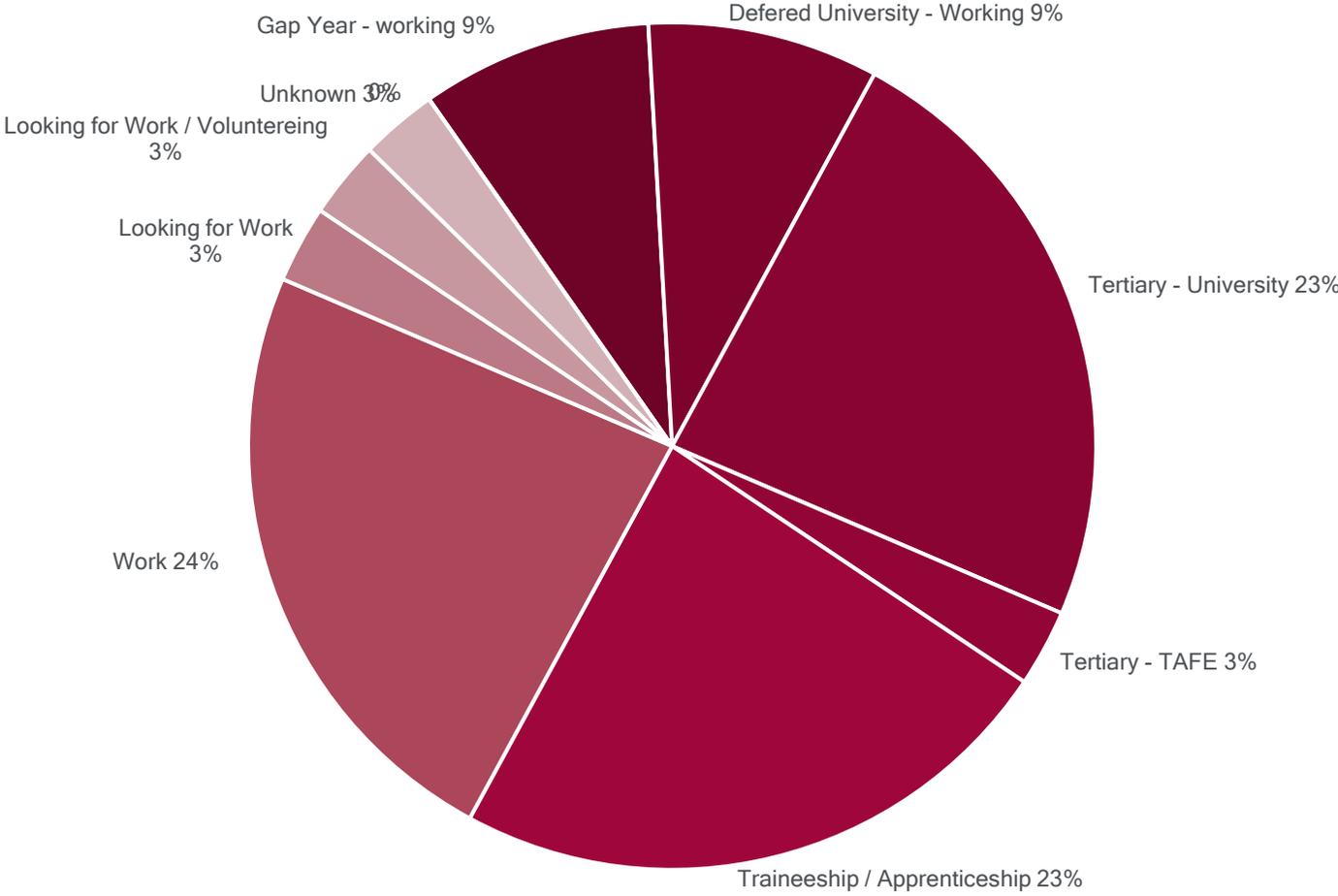


% of HSC students achieving bands 4-6 School vs State for 2020-2021 cont.



Post HSC Destinations

The chart below shows the post-school destinations of our Year 12 students in 2021.



2021 Record of School Achievement (RoSA)

All 48 of the Year 10 students at DCS became eligible for a Record of School Achievement in 2021.

2021 NAPLAN Testing (Years 3, 5, 7 and 9)

Key Points:

- 2021 testing shows that results remain strong across Years 3, 5, 7 and 9. Years 3 and 5 have excelled across all areas in 2021.
- Improvement in writing is evident across all Year levels- a strong achievement that speaks to the excellent targeted work of staff implementing Explicit Direction Instruction and targeted writing programs and strategies.
- DCS students are achieving above the national average in 70% of NAPLAN areas across 4-year levels.
- No area of NAPLAN sees students at DCS achieving below the national average.

% of Students meeting National Minimum Standards in NAPLAN Tests in 2019

	Numeracy	Reading	Writing	Spelling	Grammar
Year 3	100.0	100.0	100.0	100.0	100.0
Year 5	100.0	100.0	100.0	100.0	100.0
Year 7	98.0	98.0	96.0	100.0	97.0
Year 9	98.0	93.0	88.0	91.0	93.0

The most obvious trends that can be seen in the data are the relative increases in average NAPLAN scores (compared to students who sat NAPLAN with similar background) between 2019 and 2021 for Years 3 and 5 Reading, Writing, and Years 5-7 Reading and Writing.

Teacher Standards

Employment and Qualifications

During 2021, DCS employed a total of 55 teachers filling 47.2 full-time equivalent (FTE) positions. There were 37 full-time teachers, and 18 part-time teachers. Five teachers, four full-time and one part-time, left during the year to move to other towns. They were each replaced by 5 full-time and one part-time teacher.

There were two teachers on leave for part of 2021, one on Maternity Leave, and one on leave without pay. Five permanent teaching staff employed in 2020 did not return in 2021. This is a 91% retention rate of teaching staff from 2020 to 2021.

55 teachers have teaching qualifications from a higher education institution within Australia or as recognized within the National Office of Overseas Skills Recognition (AEI-NOOSR) guidelines. One part-time teacher was employed while completing their studies for their teaching qualification. Four teachers currently hold relevant Masters Degrees.

Staff teaching experience ranges from 0-43 years with an average of 12.8 years.

The school is registered as a Teacher Accreditation Authority (TAA) under the New South Wales Education Standards Authority (NESA). There were nine staff who were provisionally registered, five of whom attained Professional Competence during 2021. One who was a conditionally registered teacher became provisionally registered during 2021, and one teacher who was conditionally registered attained Professional competency. All other teachers are accredited with Professional Competence.

In 2021, there were 13 full-time and 29 part-time non-teaching staff. Four non-teaching staff ceased employment due to the public health order requiring all staff to be vaccinated.

One staff member identified as being Aboriginal or Torres Strait Islander.

Teacher Development

Professional Development (PD) remains a significant investment that a school makes in the development of quality teaching, learning and operations. The strategic goals of the school as published in the School Enhancement Plan (SEP) and the individual development goals of staff feed into the resourcing decisions in this area. For the second consecutive year, the COVID-19 pandemic has significantly restricted staff access to PD. It also saw the cancellation of the significant PD in Aboriginal pedagogy and perspectives that was planned for the July Professional Development week. This was disappointing as was the disconnect for

teaching staff in their own goals for professional development.

The teaching staff continue to meet each Monday after school for in-servicing 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. This progress for teaching staff is recorded on our online development platform *Maximising My Effectiveness, Managing Our Effectiveness (MME-MOE)*.

As stated above, July Professional Development took a different emphasis in 2021 but January Professional Development went ahead as normal.

During the days the following areas were addressed:

- Teaching & Learning at DCS
- Chemical Safety in Schools
- Copyright training
- Child Safe Standards
- First aid training
- Remote learning refresher training
- Anti-Harassment, Anti-Bullying training
- Grievance Procedure

All staff are trained in dealing with anaphylaxis, asthma, and diabetes

Other courses attended by our staff in 2021 included:

- 7-10 Visual Arts Scope and Sequence review
- History Extension PD
- Society and Culture PD
- AIS/NESA Joint Briefing for Heads of School
- Attendance and School Refusal Seminar
- Autism PD
- CEN Principal Conference
- Giving Effective Feedback
- Drama NSW State Conference
- ETA NSW Early Career Teachers PD
- ETA Perspectives on Writing
- Excel/Advanced Excel training
- Hard of Hearing PD
- HSC examination marking (various subjects)

- InitialLit training
- Commerce and Business Studies PD
- Lawsense Conference and Seminars
- Love Bites trauma informed practice
- Maitland Christian School EDI Visit
- NAPLAN SRT Training
- Music PD
- NSW Mathematics Conference
- TTA Visual Arts PD
- Successful Learning Masterclass
- ASD Workshop
- HSC History Day
- Regional Mathematics Conference
- School to Work Transition Planning for Students with Disabilities
- ICT Leadership Conference
- SMART Suite Conference
- Writing and Rhetoric - classroom applications
- Writing, Grammar and Style Webinar
- CEN Teaching and Learning Conference
- Visual Arts Body of Work - PD
- Year 10 Visual Arts Assessment marking

Dubbo Christian School was part of the NESA Teacher Expert Networks (TENs) in 2021. This opportunity provides preparation for implementation of the new curriculum through representation on the network and associated professional development. Our involvement in TENs will continue in 2022.



Satisfaction with School

Our school community commits to following Jesus' example of serving and acting in love towards one another. We aim for this to become a reality among and between all members of our community - students, staff and parents.

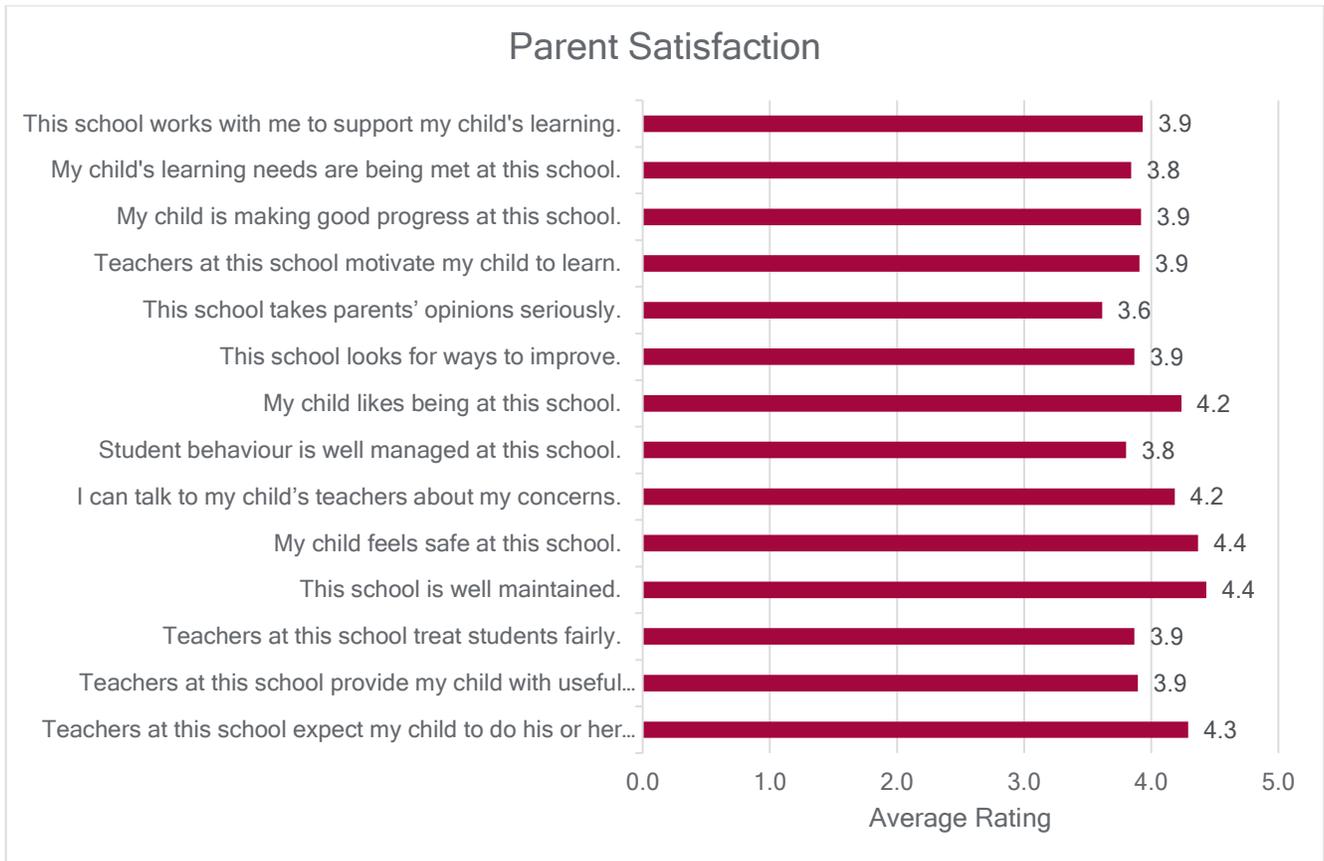
We recognise that it is inevitable that at times we will disappoint each other, but as much as we are able, we aim to work positively for the good of our children and of the whole school community. Parents, students and staff were surveyed about their satisfaction with the school.

Responses are summarised on the following pages.





Parents



There is strong similarity from 2020 to 2021 in parent responses. Overall, parents expressed a continuing high level of satisfaction with the school. Particular strengths were identified, as they have been in the past, in how well maintained the school is, how safe their children feel at school as well as their child's enjoyment of school. Parents this year also expressed a high rating in the expectations of their child/ren's teachers.

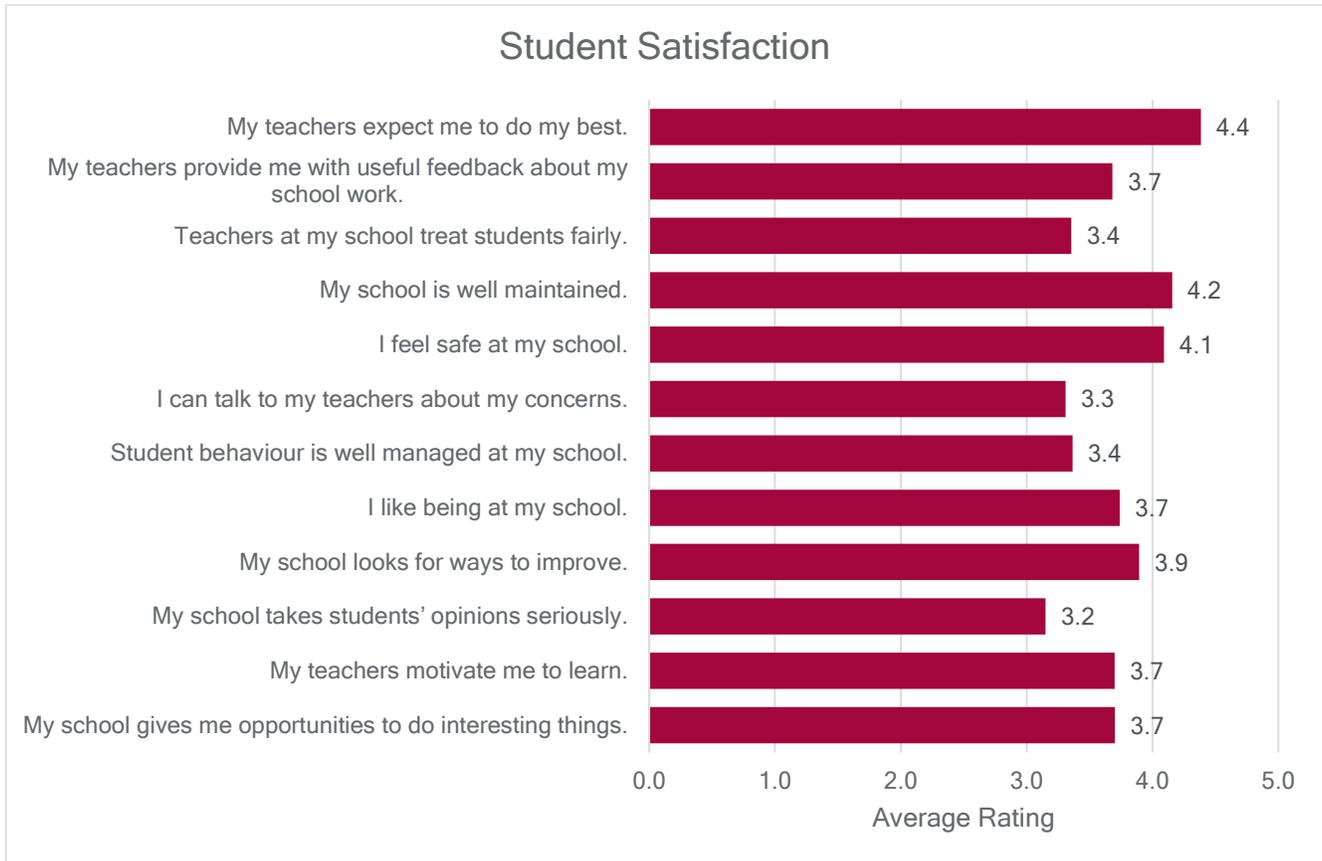
The area that parents indicated the least satisfaction in how seriously the school takes parents opinions. This continues to

provide a challenge as to how to better do this through a pandemic and wanting to ensure parents feel they have a voice at DCS.

Parents were also asked how satisfied they were with the Christian focus of the school. 85% of parents responded 'satisfied' or 'very satisfied'. This compares to 83% (2020) and 80% (2019).

3% of parents responded 'dissatisfied' or 'very dissatisfied'. This compares to 8% (2020) and 5% (2019).

Students



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

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. 73% of students responded 'satisfied' or 'very satisfied'. This compares to 68% (2020) and 72% (2019).

5% of students responded 'dissatisfied' or 'very dissatisfied'. This compares to 6% (2020) and 5% (2019).

Overall, a consistent endorsement by the students in how we operate in a Christian way.

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 works with parents to support student learning. The high expectations of teachers also rated positively as did the fact that the school looks for ways to improve.

The areas that staff indicated the least satisfaction in was how seriously their opinions are taken. While the most

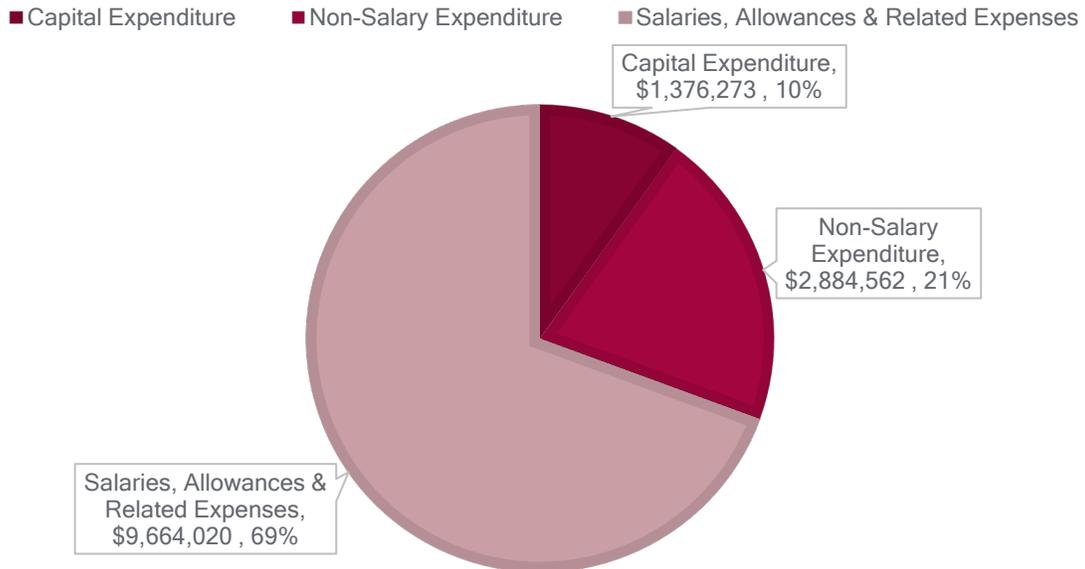
negative result, there is still strong satisfaction in this area (3.8/5).

Staff were also asked how satisfied they were with the Christian leadership of the school. 90% of staff responded 'satisfied' or 'very satisfied'. This is broadly consistent over the last 3 years although it is pleasing to see an increase from 58% to 65% who answered, "Very Satisfied". 0% of staff responded 'dissatisfied' or 'very dissatisfied'. This compares to 4% (2020) and 5% (2019).

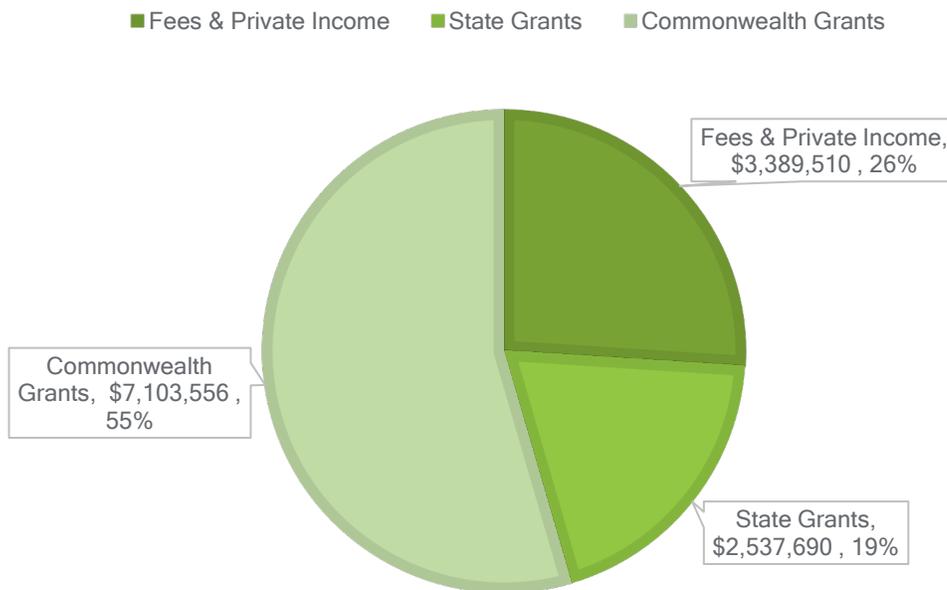
Financial Information

The following is a summary for the 2021 financial year, based on amounts declared in The Berakah Christian Education Ltd 2021 Financial Statements.

EXPENDITURE



INCOME



Net profit 2020: \$683,026



School Priorities 2021-2022

Priority areas identified and addressed for 2020 included:

Priority	Status	Comments
Finalise Strategic Plan 2021-2025	<i>Achieved</i>	Strategic Plan finalised. Public launch in August 2021 postponed, then cancelled due to COVID lockdown. Published Strategic Plan to be released 2022.
Complete risk management framework in Complispace	Achieved	Macro-risk framework completed and Board endorsed. Strategies and risk management tasks to be allocated.
Develop Learning Support Framework	<i>Achieved</i>	To be published on DCS website in 2022.
Embed Explicit Direct Instruction as core pedagogy	<i>Achieved</i>	Staff professional development processes developed and implemented.
Complete DCS Building Master Plan 2020 - 2030	Achieved	
Implement Complispace - WHS	Ongoing	Large project that was hampered by the relentless decision making requirements of COVID. To continue in 2022.
Implement Teaching and Learning Document with staff	Achieved & Ongoing	Embedded as a core document but requires ongoing commitment and reminders.
Develop ICT Strategic Plan	Ongoing	COVID slowed progress on this due to priority to manage pandemic.

2022 Priorities

Our 2022 priorities include:

1. Initiate school/industry partnerships
2. Improve academic and other outcomes (Waratah Project)
3. Complete and plan for DCP and DCS capital projects
4. Prepare for 2023 NESAs registration/accreditation
5. Further implement Child Safe Standards
6. Implement Complispace - WHS
7. Embed Teaching and Learning Document with staff
8. Review and update curriculum in light of NESAs release of new curriculum



Respect and Responsibility

Respect and responsibility is a vital part of our vision of Christian Education. As our students grow, they are challenged to respond to God's mercy and love for them. This is lived out through loving and respecting others, and being responsible for their own actions and attitudes in community. The latter is especially key as the concept of living positively and sacrificially in community is essential in Christian philosophy and worldview.

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

In practice, 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 practically 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. It is based on the phrase "The DCS Way" and articulates that how we think as a school is important for learning and growing together in a way that honours God and 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". These mottos, now on a mural in the K-6 area of the school, encourage all students to treat each other with respect and work together as a team. We are pleased to see over the years how students have upheld these messages as they progress into secondary school and beyond.



Information on Key Policies

Student Welfare - Summary

Student welfare is a very important priority at DCS. We have multiple policies and numerous procedures that collaboratively guide our action in respect to student welfare, such as Child Protection, Behaviour Management, Uniform, Sun Smart, Sexual Harassment, Bullying, Drugs, Playground Duty and Student Leadership and Support.

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 2019 were:

Peer support/buddy programs, for example:

Prefects and Captains having pastoral care responsibilities

Kindergarten with Year 1 during the enrolment process

Year 6 students supporting Kindergarten as buddies in Term 1

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 Year groups) meet daily with their PCG teacher

Stage Coordinators for Years 7 to 12

Head of P-6 and Head of 7 to 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 (see Anti-Bullying policy summary on p. 26).

Safe environment procedures and protocols.

Firm and loving discipline policy and procedures.

Ongoing staff training in child protection.

The full text of this policy may be obtained from the School Office and can be found on OurDCS.

Anti-Bullying - Summary

Our Anti-Bullying policy is an extension of DCS' heart to provide a safe and supportive environment for all students. It outlines how we respond in a caring and procedurally fair manner for all concerned when bullying is reported or alleged. This policy applies in all cases of student bullying behaviour, including cyber bullying, that occur within the school, off school premises and outside of school hours where there is a clear and close relationship between the school and the conduct of the student.

Biblical Mandate

Our view on treating others stems from the Bible, as it very clearly commands that Christians must act lovingly towards others. In Mark 12, Jesus teaches His followers about the greatest commandments: *"Love the Lord your God with all your heart and with all your soul and with all your mind and with all your strength"* (v. 30), and *"Love your neighbour as yourself"* (v. 31). If loving God and loving others is to be at the centre of the Christian life, and therefore Christian education, bullying cannot be tolerated.

We expect every member of our community to give and receive care and respect. This reflects that we are all created in God's image: created uniquely and with dignity. When we are bullied, or when we bully others, the School Community is damaged. For DCS, bullying involves acts of behaviour that diminish and/or devalue a person's sense of worth and identity.

Forgiveness and restoration are important aspects of working through bullying in a Christian school and students and parents will be encouraged to forgive. Restoration of relationship and reconciliation are also important goals in this process. While often difficult and complex, it is obedient to Christ to practice this.

Legal Mandate

DCS has a legal mandate to implement policies and procedures to provide a safe and supportive environment in which students can learn. A safe environment is one where the risk of harm is minimised and students feel secure. A supportive environment fosters the social, academic, physical, emotional and spiritual development of students.

The DCS Anti-Bullying Policy operates in conjunction with the Student Welfare Policy and Child Protection Policy. It reflects general principles adopted to deal with complaints or grievances, with specific reference to processes for raising and responding to matters of concern identified by students, teachers/staff or parents. As such, it follows procedural fairness. Procedural fairness refers to what are sometimes described as the 'hearing rule' and the 'right to an unbiased decision'.

The Anti-Bullying policy was last reviewed in June 2018. Some substantial changes were made as a result of this review. Clear definitions were added, a less cumbersome and better sequenced process for handling bullying allegations was introduced and substantial work was done to better clarify roles and responsibilities in the process.

The full text of this policy, which includes more detail on what bullying is, our response to it, responsibilities and prevention strategies, is available from the School Office and can be found on OurDCS and the DCS [website](#).

Discipline (Behaviour Management) - Summary

Discipline is a key tenet in Christian belief and is enacted out of love. Our God is a god of love, and because God loves us, He disciplines us. Hebrews 12:6 says, "Whom the Lord loves, He disciplines." 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 and He requires that discipline be applied with a loving sense of responsibility, desiring the best for the one being disciplined. As Ephesians 6:4 says, "Fathers, do not provoke your children to anger, but bring them up in the discipline and instruction of the Lord".

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". It involves the giving of guidance to life by the including of restraints and teaching against licence. The Biblical usage of the word shows a deep concern for establishing an atmosphere of love, care and concern.

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 develops 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 is given.

The full text of the Behaviour Management Policy and Procedure is available from the School Office and can be found on OurDCS and the DCS [website](#).

Complaints, Compliments and Suggestions - Summary

The procedures for complaints, compliments and suggestions are referred to in our Grievance policy (available from the School Office) and our Handling Complaints of Staff Misconduct procedure, available on our website. DCS affirms the dignity and value of all people as made in the image of God and seeks to conduct all matters in a way that honours God and cares for people. The core business of DCS is conducted through relationships, therefore a high value is placed on maintaining and protecting relationships within the School Community.

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

Complaints, compliments and suggestions are part of everyday living in an educational community.

Encouragement and communicating disappointment and hurt are both vital aspects of building one another up in love.

Self-sacrificial love as evidenced in Jesus' life and death must underpin the way in which we seek to build one another up. Placing the interests of others before one's own is an essential aspect of following Jesus.

Confidentiality, respect for privacy, peacemaking and right motives that issue from the guidelines of scripture are vital.

Some elements of our policy:

We encourage and welcome the input and feedback of all DCS community members.

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.

If any matter remains unresolved or incomplete after having contacted the person involved, speak with the relevant supervisor or the Principal or his delegate.

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.

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).

Issues that are trivial, frivolous, vexatious or not made in good faith are not dealt with.

Procedural fairness is to be afforded all parties in working through and resolving issues.

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

Enrolment Policy (K-12) - Full Policy

ENROLMENT - K-12

RANGS Reference	3.8
Date of Last Review	May 2014
Board approval required	Yes
Owner	Principal

RATIONALE

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 will undertake a risk assessment, including contacting previous School/s. In situations where it is deemed there is significant risk to other students or the school community, the Principal reserves the right to deny enrolment.

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

Children or employees of Dubbo Christian School or Wellington Christian School are automatically accepted subject to the guidelines above.

Siblings of existing families at either Dubbo Christian School or Wellington Christian School.

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.

We advise parents to apply for entry for their child well before the desired year of entry.

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.	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.

<p>We send an Application to Enrol form to parents of each child on the list of prospective students</p>	<p>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</p>	<p>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.</p>
<p>We receive and process completed Applications to Enrol. We will assess applications against our selection criteria.</p>		<p>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.</p>
<p>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.</p>	<p>Attend interview with their child at the time arranged.</p>	<p>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.</p>
<p>Offer of a place which includes mailing an enrolment contract.</p>	<p>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.</p>	<p>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</p>

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.

Related Policies & Procedures	Person Responsible
Enrolment Procedures	Principal

DCS' Enrolment Policy can also be found on our [website](#) by going to About Us, Policies.



