



# ANNUAL REPORT

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2022



## About this Report

This Annual Report for 2022 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.

Our corporate restructure is progressing to conclusion under the over-arching body, Berakah Christian Education Ltd. This year we hope to conclude 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 reflected in the new building recently opened. We are grateful to all who have contributed including State and federal government, our contractors and sub-contractors and of course the outstanding staff who make this preschool a place attractive to all.

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

And now we look forward to soon celebrating with Wellington its 40<sup>th</sup> anniversary.

Dubbo Christian School has completed the acquisition of additional land from Dubbo Regional Council. In all our parcel comprises 12.19 hectares (over 30 acres) which will hopefully provide ample room for the future.

The planning process is building speed as we look to utilize that space for improved facilities for our primary school students.

It was also a great opportunity after so much COVID-19 related isolation, to gather again to celebrate the DCS 40<sup>th</sup> anniversary. A great weekend was enjoyed by all who were able to join us.

Our Association membership numbers continue to grow. And our members remain committed 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 also remain strong. The objective is not to acquire and hoard but to access resources so that we can better fulfil our mission. To that end there are a number of initiatives being trialed and explored to better pursue our vision for this part of Christian schooling.



Continued growth in enrolments in each school 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. So, while we, like so many organisations, struggle to attract the necessary staff, God is providing and we are grateful to those who have responded.

In particular, we welcome Paul Arundell as only the 4<sup>th</sup> principal of Dubbo Christian School (and as our new Executive Principal). God's provision of such an experienced and gifted leader has been, as always, timely and is greatly appreciated.

It is also appropriate to formally record the gratitude of all at each of our schools to Warren Melville for his monumental contribution over many years. His dedication, giftedness and Christ-likeness has been inspiring. We are grateful that he continues to serve the schools in his new role in the classroom. Thank you, Warren, for what you have done and what you continue to do in our schools and in the lives of all who come into contact with those schools.

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.

While we reflect with gratitude at what the last year has brought, we are also conscious that we are not yet done. And so, grateful for blessings received and given, we look forward to the blessings to come as we seek to be part of God's blessing to this part of His world.



Andrew Boog



# Principal's Welcome

I'm delighted as the new principal to welcome you to the 2022 Annual Report. And while it details the successes and accomplishments of the year before I started, I am certainly in a position to view with fresh eyes, the strengths and achievements of Dubbo Christian School in stepping in to lead such a vibrant and faith filled community.

I would particularly like to acknowledge and celebrate the vision and leadership of my predecessor Warren Melville who has left the school in great shape and established a legacy of visionary Christian Education that equips students to be image bearers of Christ, in a secular, rationalist, materialistic culture.

By educating our students through the truth of the Biblical Worldview lens, they are equipped to test and challenge every idea and philosophy. The audacious assertion that, as the mighty Creator, God knows us best and reveals how true peace,

fulfilment and purpose are found, so that we can do community and life together, well.

As you read and absorb the many achievements of the school and its people in 2022, give thanks to God, and celebrate all those who over the past 40 years have served faithfully to ensure that DCS fulfills its mandate that there be "Learning In Truth."

Can we also dare to pray and hope that 2023 will build on the successes of the previous year? That we continue to develop with integrity the capacity of all our students to be faithful, capable and confident contributors to the polity of Australia.

I commend this report to you, and the success of its people, under God.



Paul Arundell



# 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 2022, DCS had 649 students enrolled. 551 students were enrolled for the whole year. 46 students commenced and 60 students left during the year, eight of whom came and left in the same year.

## Class Breakdown

The Kindergarten to Year 6 section of the school had 285 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 300 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 64 students. 25 subjects were delivered Year 11 and 28 subjects delivered to Year 12.

## Gender Breakdown

There were 332 female students and 317 male students enrolled at DCS in 2022.

## Indigenous Students

50 students identified as being Indigenous in 2022. This number was comprised of 28 female and 22 male students. 22 of these students were in Years K-6 and 28 in Years 7-12. 36 of these students were enrolled for the entire year.

# Retention Rates

Retention rates for 2022 are reported according to the number of students moving from Year 6 to Year 7, and those moving from Year 10 in 2020 to the **completion** of Year 12 in 2022 at DCS.

## Year 7, 2022

41 students completed Year 6 at DCS in 2021.

65 students commenced Year 7 in 2022, including 28 new students.

This produces an actual retention rate of 93%.

## Year 12, 2022

53 students completed Year 10 at DCS in 2020. 35 returned to commence Year 11 in 2021. 23 of these students completed Year 12 at DCS in 2022. This is a 43% retention of students who attended Year 10 at DCS.

Three students transferred to DCS during 2021-22.

A total of 24 students completed Year 12 in 2022.

This produces an apparent retention rate of 45% and an actual retention rate of 43%. Nine of the 24 students, 38%, who completed Year 12 in 2022, 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 2022. This is absolute data and does not take into account reason for absence. Total K-12 2022 whole year attendance was 87.5%.

	Male	Female	Total
Kindergarten	89.7%	86.2%	88.0%
Year 1	88.7%	87.7%	88.3%
Year 2	89.0%	90.2%	89.7%
Year 3	89.7%	90.2%	89.9%
Year 4	88.8%	89.5%	89.2%
Year 5	89.2%	90.0%	89.7%
Year 6	86.9%	88.8%	87.7%
Year 7	86.1%	87.0%	86.5%
Year 8	87.3%	86.2%	86.5%
Year 9	86.0%	82.2%	84.3%
Year 10	86.6%	85.1%	85.9%
Year 11	91.5%	84.8%	87.9%
Year 12	90.4%	91.3%	91.0%

## 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

## 2022 Higher School Certificate (HSC)

We are pleased that in 2022, 24 students successfully completed their studies and received a Higher School Certificate (HSC). Twenty-two of these 24 students sat HSC examinations in 29 subjects, including four subjects studied through other institutions. Two external students studied one subject at DCS. Two students completed the HSC through a Life Skills pattern of study. Seven students, 29% of the Year 12 cohort, included non-examinable subjects in their program of study.

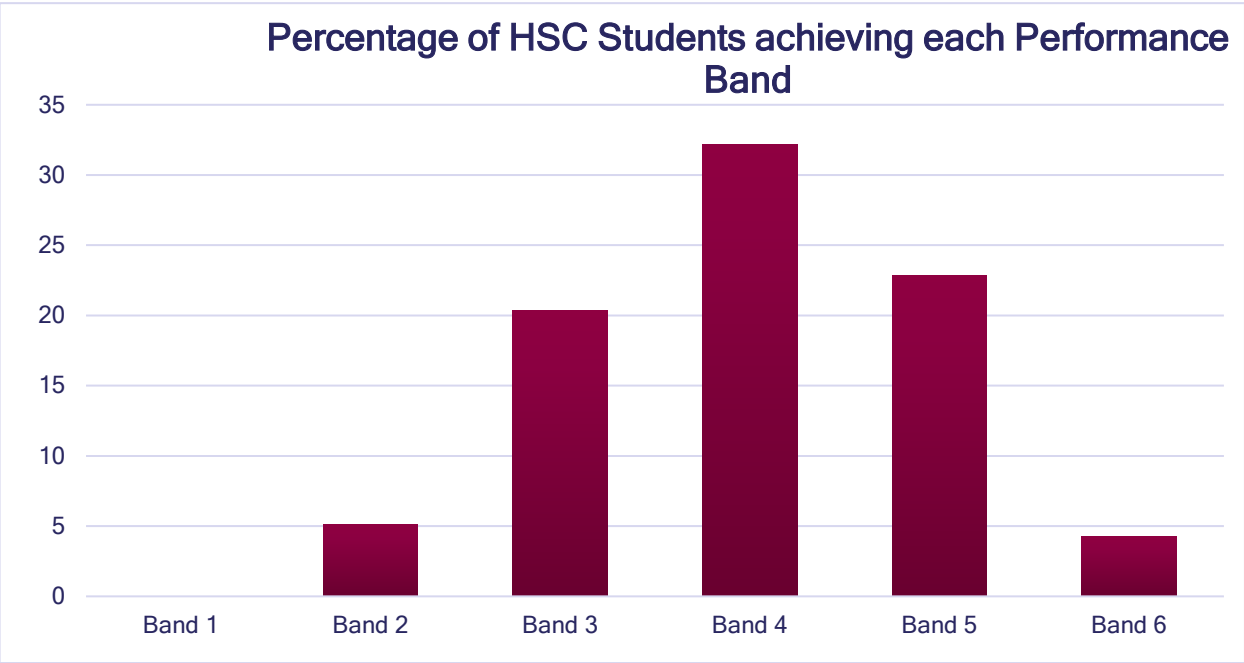
Subjects included extension, life skills and vocational education courses. The number of students studying each course ranged

from one to 12, with an average class size of five students.

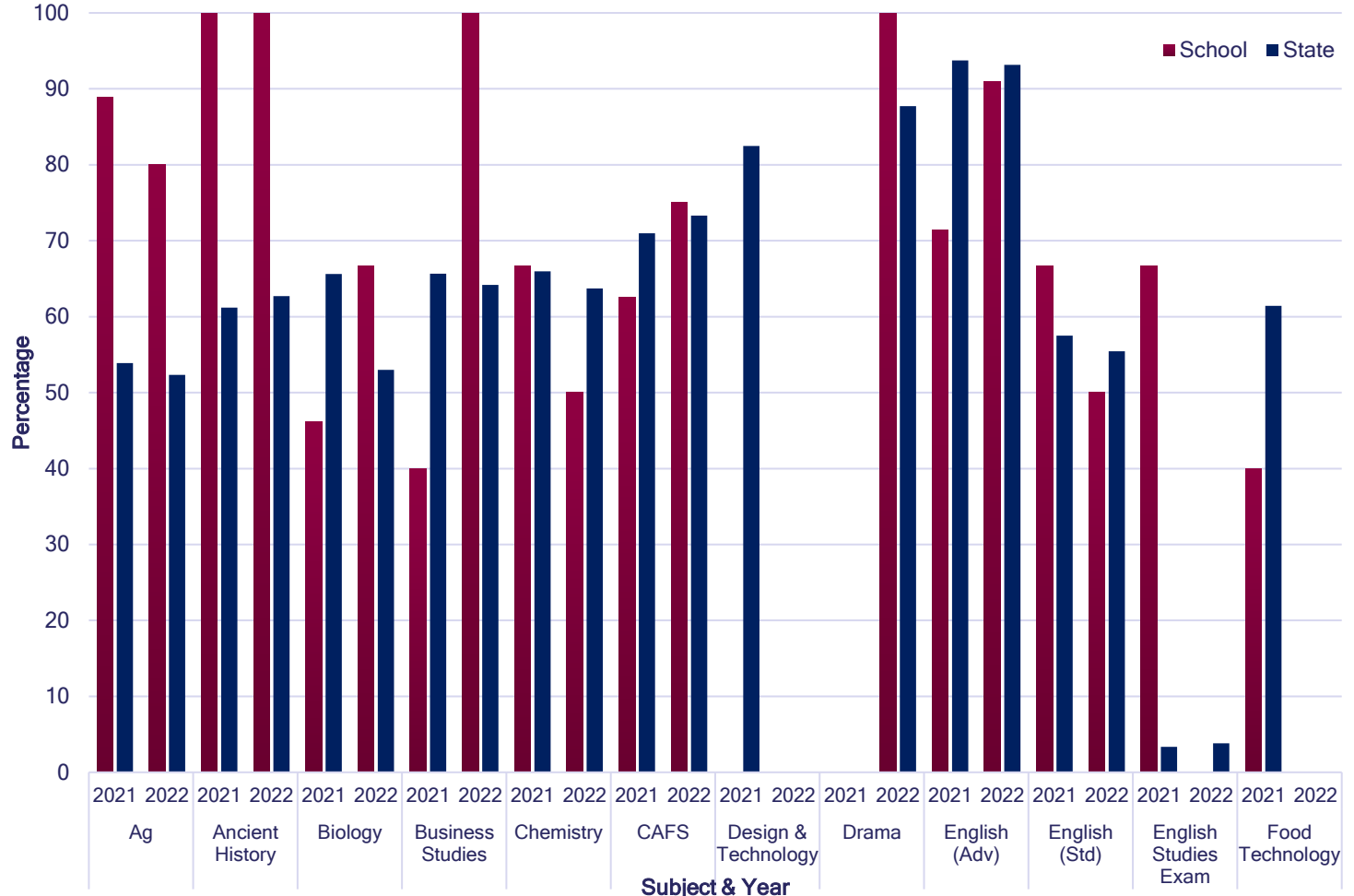
The school examination mean was above or within 2% of the State average for sixteen subjects (more data on graphs on the next page).

Six students achieved Band 6 or Notional Band 6 scores in one or more subjects. Fourteen students received Band 5 scores in at least one subject and 8 of these in more than one subject.

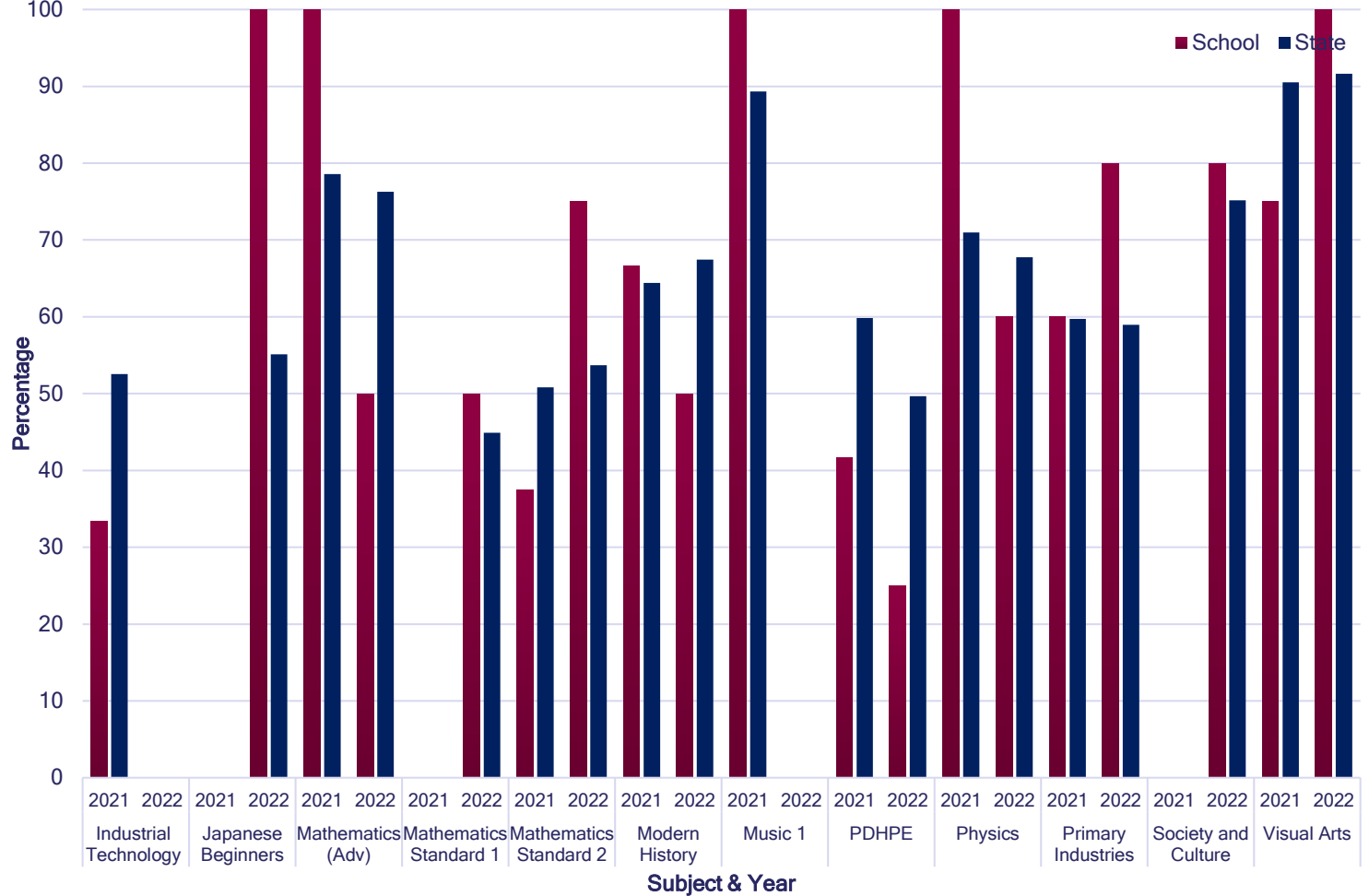
Three students achieved a Certificate II in Agriculture. Three students studies VET courses through other institutions.



% of HSC students achieving bands 4-6 School vs State for 2021-2022

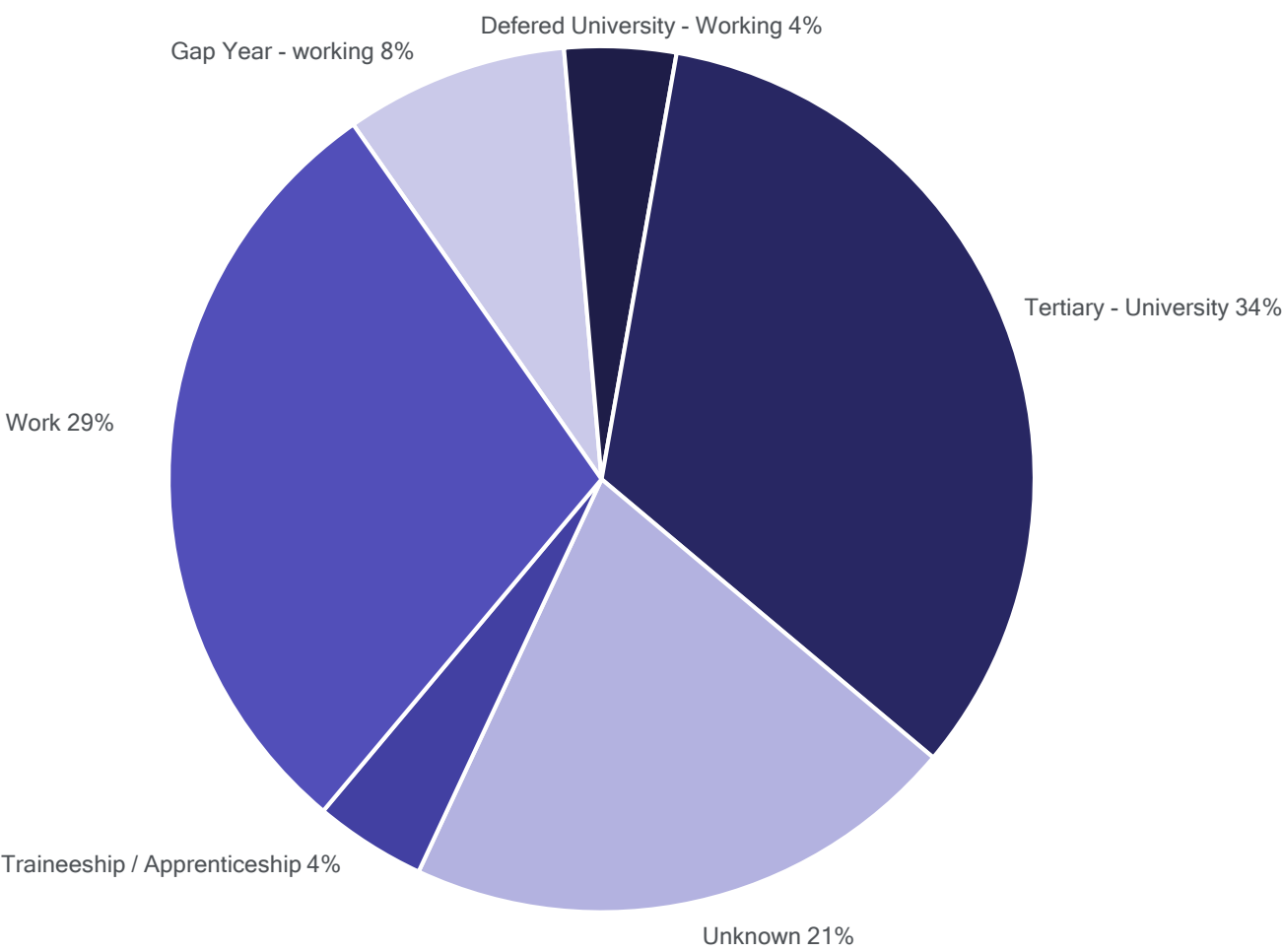


% of HSC students achieving bands 4-6 School vs State for 2021-2022 cont.



# Post HSC Destinations

The chart below shows the post-school destinations of our Year 12 students in 2022.



## 2022 Record of School Achievement (RoSA)

All 48 of the Year 10 students at DCS became eligible for a Record of School Achievement in 2022.

## 2022 NAPLAN Testing (Years 3, 5, 7 and 9)

DCS students sat NAPLAN online for the first time in 2022. This opened up for Year 3 students to achieve bands 7-10

Key Points:

- 2022 testing shows that results remain strong across Years 3, 5, 7 and 9.
- The school averages are close to the averages of students of similar background, in all tests except Year 3 numeracy where the DCS average is above similar students.
- DCS averages are above the Australian average for Grammar & Numeracy in years 3, 5 & 9 and Reading in Years 3 & 7
- All other areas are close to the Australian average except Year 5 Spelling which is below the national average.

### Average student results at Dubbo Christian School for 2022

	Reading	Writing	Spelling	Grammar	Numeracy
<b>Year 3</b>	476	434	424	476	433
<b>Year 5</b>	519	497	489	525	505
<b>Year 7</b>	562	529	547	554	579
<b>Year 9</b>	585	567	575	583	594

As the 2022 cohort of students did not complete NAPLAN in 2020 due to COVID-19. It is not possible to report on relative performance and student growth.



# Teacher Standards

## Employment and Qualifications

During 2022, DCS employed a total of 57 teachers filling 47.5 full-time equivalent (FTE) positions. There were 34 full-time teachers, and 23 part-time teachers. Four teachers, three full-time and one part-time, left during the year to move to other towns. They were each replaced by 3 full-time and four part-time teachers.

There were two teachers on leave for part of 2022, both on leave without pay. Three permanent teaching staff employed in 2021 did not return in 2022. This is a 95% retention rate of teaching staff from 2021 to 2022.

57 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 full-time teacher was employed while completing their studies for their teaching qualification. Four teachers currently hold relevant Masters Degrees.

Staff teaching experience ranges from 0-43.2 years with an average of 12.7 years.

The school is registered as a Teacher Accreditation Authority (TAA) under the New South Wales Education Standards Authority (NESA). There were six staff who were provisionally registered, five of whom attained Professional Competence during 2022.

In 2022, there were 10 full-time and 35 part-time non-teaching staff.

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. In 2022 DCS had significant PD in Aboriginal pedagogy and perspectives in the July Professional Development week, with *Australians Together*. This was a significant part of our staff training.

Additionally, Waratah Project initiatives are well underway in which respective PD has been conducted.

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)*.

During the days the following areas were addressed:

- Culture Changes and the Christian School
- Privacy
- Child Protection Training
- First Aid Training
- CFFR (Creation, Fall, Redemption, Restoration)
- RANGS Changes
- Enhancing Classroom Practice
- Student With Disability Briefings

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

### Other courses attended by our staff in 2022 included:

- Eduinfluencers
- CEN Study Tour
- Sex Ed by Porn PD
- MacqLIT Training
- Initialit Training
- HSC Marker Judging
- Hear our Heart PD
- Drama NSW conference
- Law Sense (Sport Law)
- AISNSW Annual Briefing
- NAPLAN Online Training
- AIS History Conference
- Society and Culture PD
- AIS Languages Conference
- Heads of Sport Conference
- Society and culture PD DJ
- Commedia Dell'arte workshop
- MANSW Regional Mathematics Conference
- HSC Disability Provisions
- NSW Maths Association Leadership Program
- Japanese Language Symposium
- Assessing Performance - Music

- AISNSW Virtual Privacy Briefing
- HSC Extension 1 English marking
- Integration of rational functions in Adv, Ext1 and Ext 2 courses
- PHSB Blended Learning Experience
- CEN Developing Leaders Conference
- Suicide Prevention- Living Works (AIS)
- MANSW pre-K to 8 Mathematics Conference
- Consultation period 7-10 Drama syllabus
- Waratah Project Meetings and Network Days
- Japanese Teachers Conference
- School Registration Briefings & Requirements
- Making the new 7-10 syllabus work for me (Maths)
- VET Manufacturing & Engineering
- Introducing Aboriginal Languages into your school
- HSC Drama individual project marking
- Performance Excellence in HSC Music
- CEN Teaching & Learning Conference
- Anti Discrimination Legislation Executive Masterclass AISNSW
- Sue Larkey Online - Teaching Children on the Autism Spectrum

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





# 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.

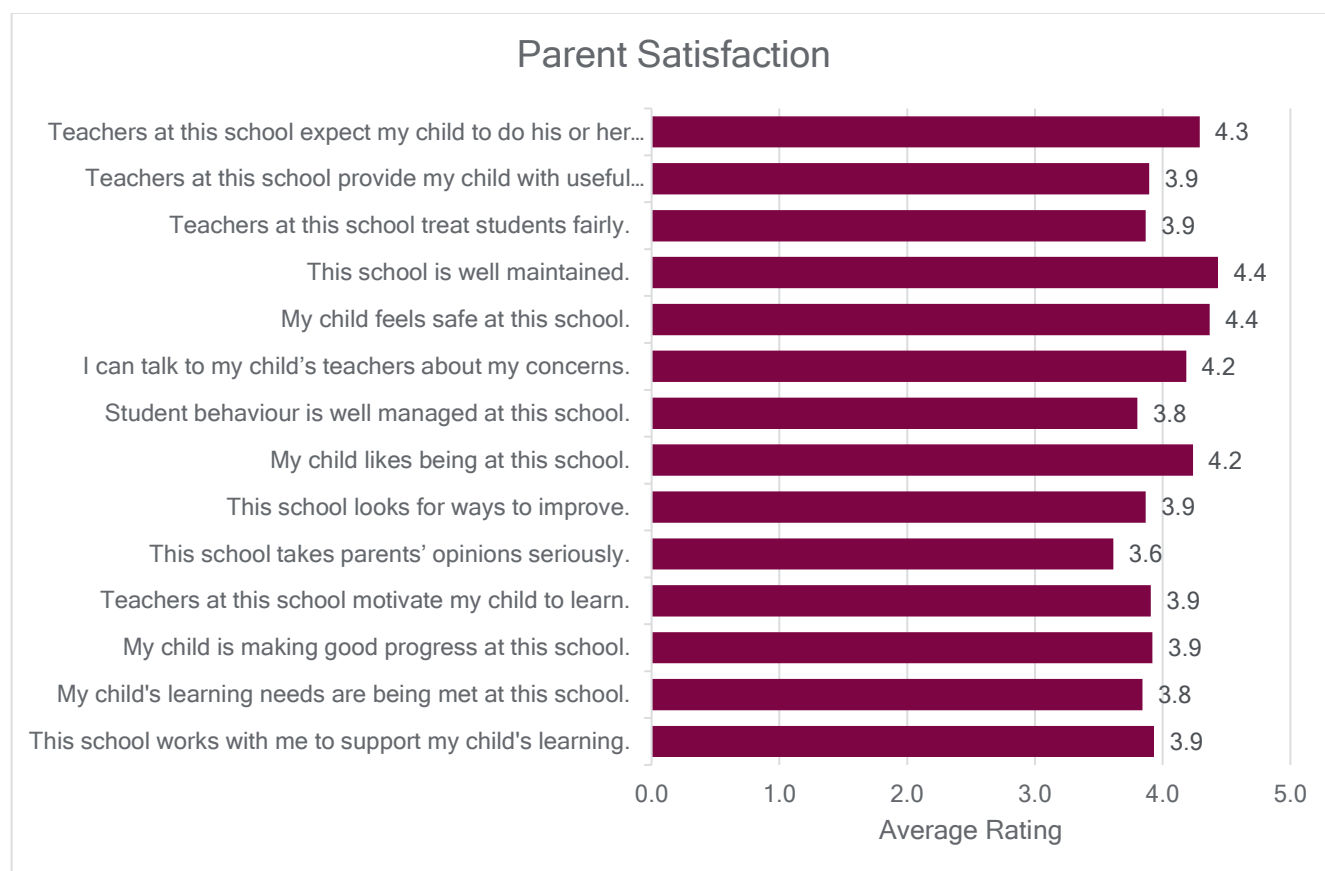
We recognise that it is inevitable that at times we will disappoint each other, but as much as we are able, we aim to work positively for the good of our children and of the whole school community. Parents, students and staff were surveyed about their satisfaction with the school.

Responses are summarised on the following pages.





## Parents



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.

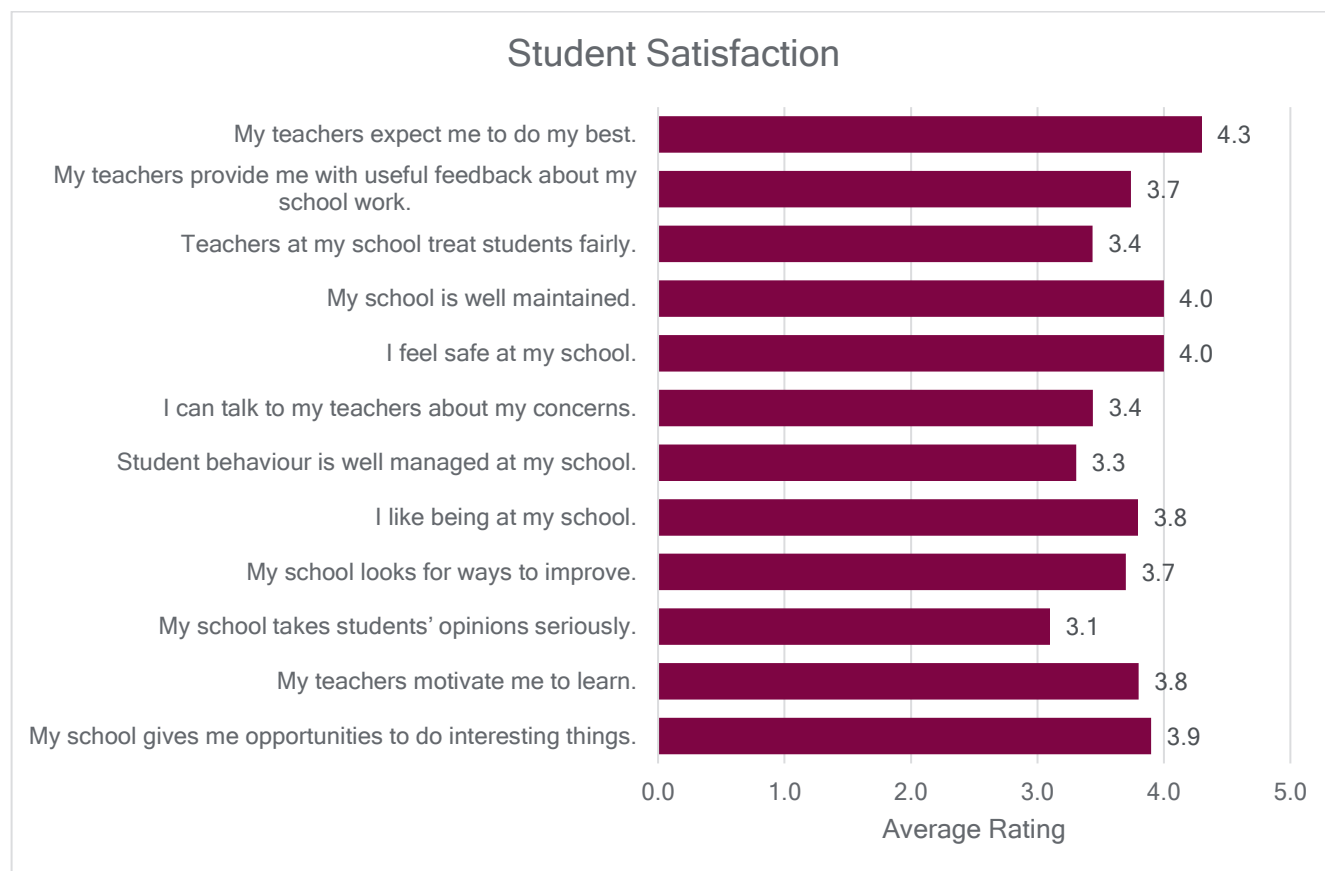
The area that parents indicated the least satisfaction in how seriously the school takes parents opinions. This continues to provide a challenge as to how to better do this in ensuring parents feel they have a voice at DCS.

Parents were also asked how satisfied they were with the Christian focus of the school. 81% of parents responded 'satisfied' or 'very satisfied'. This compares to 85% (2021) and 83% (2020).

8% of parents responded 'dissatisfied' or 'very dissatisfied'. This compares to 3% (2021) and 8% (2020).

Of note is the fact that satisfaction has decreased 0.9 across all responses. It is believed that the challenge of 2022 is echoed in the parent perspective.

## 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. 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. 70% of students responded 'satisfied' or 'very satisfied'. This compares to 73% (2021) and 68% (2020).

8% of students responded 'dissatisfied' or 'very dissatisfied'. This compares to 5% (2021) and 6% (2020).

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

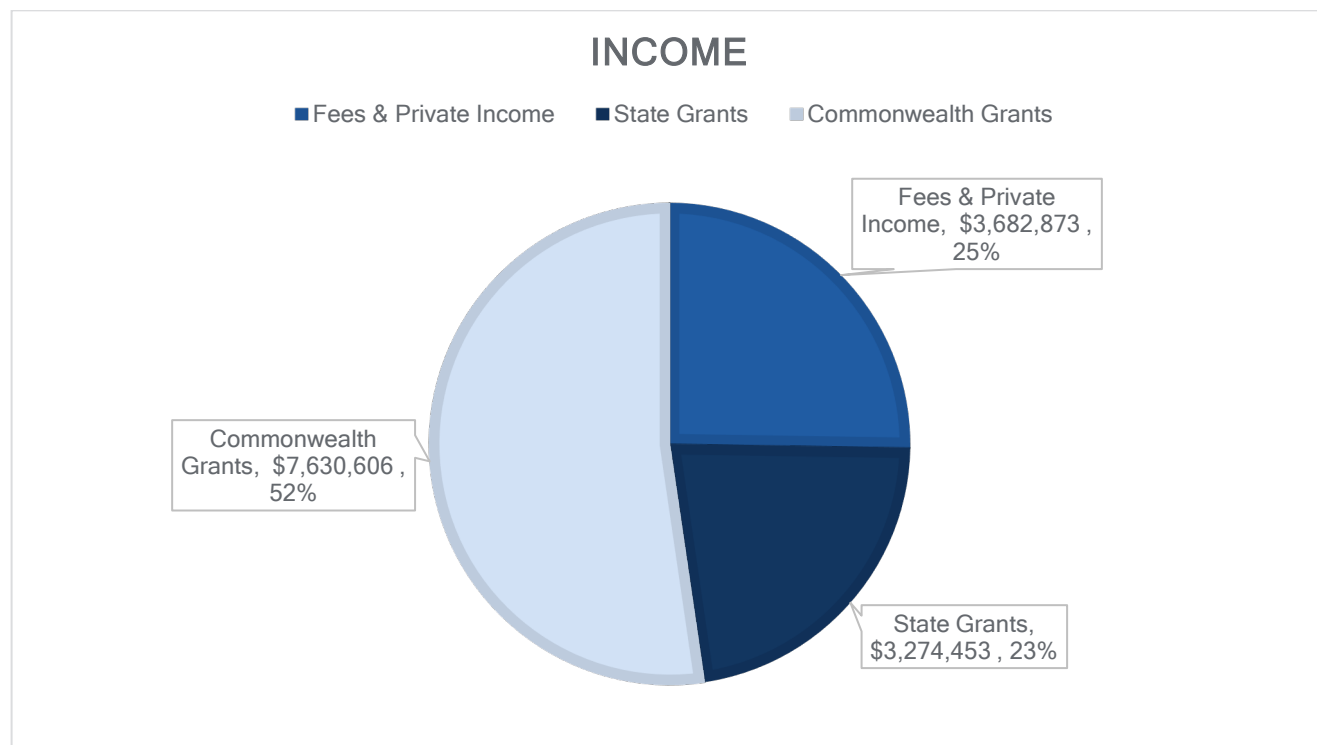
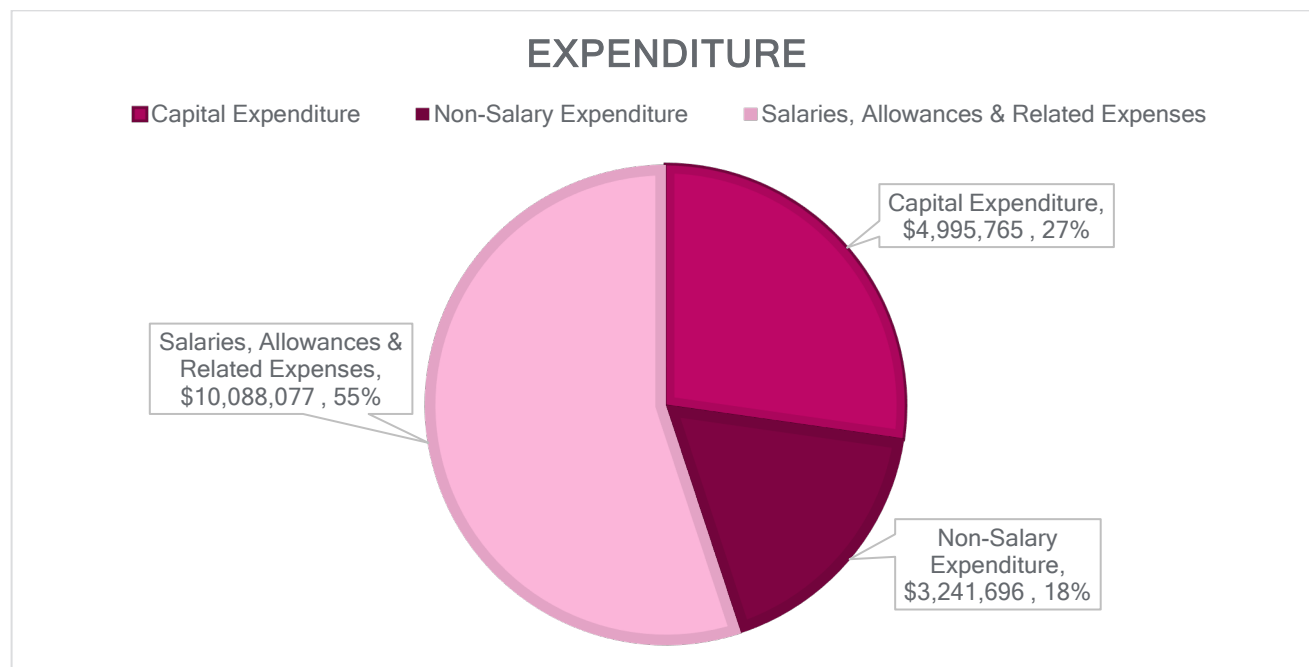
opinions are taken, and in the feedback about work at the school. While the most negative result, there is still strong satisfaction in this area (3.9/5).

Staff were also asked how satisfied they were with the Christian leadership of the school. 96% of staff responded 'satisfied' or 'very satisfied'. 0% of staff responded as 'Very Dissatisfied', and only 1% of staff responded as 'dissatisfied'. This compares to 0% (2021) and 5% (2020).



# Financial Information

The following is a summary for the 2022 financial year, based on amounts declared in The Berakah Christian Education Ltd 2022 Financial Statements.



**Net profit 2022: \$1,258,159**

# School Priorities 2022-2023

Priority areas identified and addressed for 2022 included:

Priority	Status	Comments
Initiate School/Industry Partnerships	<i>Achieved</i>	AIS Aspire Industry Conference hosted, November 2022.
Improve academic and other outcomes (Waratah Project)	Achieved	Project is coming along well, remaining a focus in 2023
Complete and plan for DCP and DCS Capital Projects	<i>Achieved</i>	
Prepare for 2023 NESA registration/accreditation	<i>Achieved</i>	
Further implement Child Safe Standards	Achieved	
Implement Complispace- WHS	Ongoing	Roll out of Complispace was delayed. The completion of this is a key priority in 2023.
Embed Teaching and Learning Plan with staff	Achieved & Ongoing	
Review and update curriculum in light of NESA release of new curriculum	Ongoing	

## 2023 Priorities

Our 2023 priorities include:

- a) Embed into practice Explicit Direct Instruction (EDI) and Transformation by Design (TbD) to enhance the school's educational plan for 'Teaching & Learning at DCS'.
- b) Utilise the school's reflective teaching practice program (mme moe) to achieve the above.
- c) Develop & implement an Academic Review Cycle.
- d) Implement/Plan for implementation of new curriculum.
- e) Achieve 5 years NESA registration and accreditation.
- f) Develop a DCS Teaching & Learning ICT Master Plan.
- g) Commence and evaluate Teacher Mentor role.
- h) Successfully celebrate 40 years of Christian schooling at DCS.
- i) Target operational sustainability (Business Continuity Plan, Shared Services review, Risk Management Plan - Complispace)





# 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.



### Example 12 / Simplify the following ratios.

$$\begin{aligned} \text{a } \frac{1}{3} : \frac{1}{2} &= \frac{1}{3} : \frac{1}{2} \quad \times 6 \quad \frac{2}{6} : \frac{3}{6} = 2 : 3 \\ \text{b } \frac{3}{8} : \frac{1}{4} &= \frac{3}{8} : \frac{1}{4} \quad \times 8 \quad \frac{3}{8} : \frac{2}{8} = 3 : 2 \\ \text{c } \frac{1}{4} : \frac{1}{5} &= \frac{1}{4} : \frac{1}{5} \quad \times 20 \quad \frac{5}{20} : \frac{4}{20} = 5 : 4 \\ \text{d } \frac{7}{10} : \frac{4}{5} &= \frac{7}{10} : \frac{4}{5} \quad \times 10 \quad \frac{7}{10} : \frac{8}{10} = 7 : 8 \end{aligned}$$

Cambridge Maths NSW  
Year 4 Year 8 Second edition

ISBN 978-1-108-46627-1  
Photocopying is restricted under law

Simplify the following ratios. Use a calculator to check your answers.

$$\text{a } 1\frac{1}{2} : \frac{3}{4} \quad \text{b } 2\frac{1}{5} : \frac{3}{5}$$

change the quantities to the same unit, and then

# 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	April 2022
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**

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

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.	<ul style="list-style-type: none"><li>• As we receive each form we add the child's name and contact details to our list of prospective students for the relevant year.</li><li>• The Registration Fee (as per the current Fee Schedule) is non-refundable and paying it does not guarantee a place.</li></ul>
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"><li>• 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.</li><li>• The Enrolment Application Fee (as per the current Fee Schedule) is non-refundable and paying it does not guarantee a place.</li></ul>

We receive and process completed Applications to Enrol. We will assess applications against our selection criteria. Students with identified learning needs will be invited to be part of Collaborative Planning Meetings

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.

Offer of a place which includes mailing an enrolment contract.

Attend interview with their child at the time arranged.

- 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.

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.

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

- 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 (as per the current Fee Schedule) 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 (as per the current Fee Schedule) 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 (as per the current Fee Schedule) 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**

As detailed in the Schools' Privacy Policy (available on the School website) all enrolment information supplied by parents and guardians during the enrolment process will be kept confidential and only accessed for the purposes described in the Privacy Policy. 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.

