Deniliquin Christian School
Learning and Growing with God
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This report is compiled in accordance with the requirements of the Education Act (as amended). Please contact the Head of School or the Board Chair in relation to this report or other school matters.

School Overview Information

Contextual information about the school

Deniliquin Christian School (DCS) is a distinctive school that provides an encouraging Christ-centred learning environment where families and school work together nurturing, educating and equipping students for life through a Christian worldview.

Deniliquin Christian School is a K-10 co-educational Christian school, registered and accredited with the New South Wales Board of Studies. It is a member of Christian Education National (CEN) an association that serves over 80 schools throughout Australia.

DCS is situated on a large acreage block in the rural township of Deniliquin, which is located along the Edward River. Our school was established in 1996 by a group of local Christian parents who desired an education for their children, which complemented and supported the faith and values of their family and church life.

Enrolment in 2015 was around 50 students with relatively equal numbers of females and males. There was one infant class, one primary class and one high school class the facilitated the learning of our students.

There is a range of student ability, talent and interest at Deniliquin. (The school is not selective.) Our indigenous students enrich the life of the school. Abilities range from students who are extremely gifted to those who struggle with aspects of their schooling. Whatever the case, all students are valued, nurtured and encouraged to achieve to their full potential. The pursuit for excellence is accompanied by the happiness of having been faithful to God and the opportunity to have genuine impact in people’s lives.

DCS serves Christian families (from a broad range of Christian backgrounds) and other interested families from places around Deniliquin and Finley.
This report for 2015 provides parents, staff, families and the wider community with information about various aspects of this school’s distinctiveness, performance and development.

Other school publications (including policy documents) complement the information in this report, and are available from the school office upon request. This report will be presented at the first Parent & Association meeting after the closing date for submission of the report, unless the school board elects to circulate the document earlier.

**Our Mission Statement:**
“Deniliquin Christian School: a Christ-centred community where families and school work together nurturing, educating and equipping children for life through a Christian worldview” provides a snapshot of our educational context.

The School exists to firstly serve Christian families or students from the local Deniliquin and Finley/Blighty area who desire a Christian education that complements the teachings of Church and home. We also offer a “ministry” to those students who, for a range reasons, prefer not to attend other local schools. Although we love all children, we acknowledge that we are not equipped to meet the needs of all students and our Enrolment Policy reflects the need for balance and discernment when processing enrolments applications.

The School seeks to honour God at every level:
- Through honest Governance and management practices
- the development and implementation of all policies and procedures
- the employment of dedicated Christian staff
- the provision of quality curriculum programs
- by nurturing and caring for everyone in the School community
- being a positive witness for Christ both within the School and the wider community
- encouraging the whole School community to grow in their individual relationships with God and maintaining a high standard of integrity, honesty and compassion in all areas.
MESSAGE FROM BOARD CHAIRMAN

Philippians 4:19 “My God shall supply all your need according to His riches in glory by Christ Jesus.”

As we conclude another successful year it is my privilege to bring you continuing evidence of the surety & reliability of God’s unfailing promises. Many challenges are dealt with on a daily basis and no doubt many more will arise as our Christian school faces the future. Our recipe for victory is an uncompromising stand on the Gospel of Jesus Christ, the truth of God’s Word, and our determination that staff & board in unity, relying on the blessings and promises of God, provide an environment where we are able to partner with parents & carers so that our students are nurtured, educated & equipped to have a Biblical worldview.

2015 has been an amazing year of faith stories:

1. At the beginning of the year Mrs Rosemary Chernov accepted the position of interim Head of school.
2. Mr Ross Taylor joined the team in the High school.
3. Mr Andrew Pullar of ARCH Education was employed as consultant to assist the school to meet compliance for reaccreditation.
4. Following a tremendous effort by staff, Emma, Maricel, Priscilla, Rosemary, Ross, and Jodie and encouraged by Andrew Pullar we received accreditation with compliments from BOS auditor, Mr Lindsay Swan.
6. Currently principal of Queanbeyan High School, Mr John Clark appointed Head of school to take up his position beginning of Term 2, 2016.
7. Mr Andrew Pullar has offered his services as interim HOS for Term 1 in 2016.
8. Following A.G.M. 2 new board members were elected, Mr Grayem Pepper & Mr Nathan Everingham.
9. Mid-year Mrs Tineke Visscher resigned from the board and her role as treasurer became vacant. Tineke served the school faithfully for several years and she will be sorely missed.
10. Fleming Partners local chartered accountants have taken the position as our interim treasurer for which we are thankful. Mrs Seema Shah
11. Following the resignation of Dennis Rayson, who takes up a pastoral role, Mr Alvin Nyathi has been appointed to year end.
12. A decision has been made to split the Primary class – and Miss Jemma Keast has been appointed Years 5 & 6 Primary teacher.
13. Our Primary class team are again CHAMPIONS.
14. At the end of Term 3 Mrs Gail Danckert resigned as cleaner and Mrs Jo Pepper replaced her as cleaner.
15. The board has been busy undertaking governance training, establishing many new policies to meet accountability requirements to B.O.S. and has undertaken a strategic plan review facilitated by Mr Andrew Pullar. Mr John Clark travelled across from Canberra to be part of the review.

16. Emma & Maricel have successfully completed their NSW BOSTES Teacher Accreditation and been given a proficient accreditation level.

In the days ahead the board will be seeking input from all stakeholders to further develop the plan.

During the year several of our staff have had the opportunity for professional development. Five attended the International Transforming Education Conference.

Our high schoolers and primary students have enjoyed wonderfully exciting and educational excursions thanks to the professional planning and love of staff and parent helpers.

Finally, on behalf of the board I thank all parents and carers for your trust and our staff who have constantly given beyond the call of duty to love, encourage, and nurture our students to develop into their full potential both spiritually and academically.

**Hebrews 6:10** “For God is not unjust to forget your work and labor of love which you have shown toward His name, in that you have ministered to the saints (students), and do minister.”

Lovingly,
John Everingham
Board Chair

P.S. Year’s end enrolments – 48
MESSAGE FROM THE HEAD OF SCHOOL

This school year is now completed, and as in all the preceding years, we give thanks and praise for God’s amazing mercies and abundant provision for our school, our students, parents and carers and all our very hard working staff.

This year also marks the successful re-accreditation of our school for the next five years. This has been a major undertaking for all staff members, who have worked at 150% towards this goal. We have been very ably assisted by Mr. Andrew Pullar, who drew up very strict timetables for completion of each phase of the accreditation schedule. Mr. Pullar certainly kept us all on track until the successful completion in August.

The NAPLAN tests completed this year can be used as another of our educational tools. These tests involved years 3, 5, 7 and 9. The results can be very beneficial guiding teachers in 2016, in providing specific assistance for individual students enhancing further skills and knowledge.

Our chess teams again have done very well this year as shown through our chess awards. We look forward to even more students participating in the Chess Club in 2016.

During November, both High Schoolers and the Primary class have enjoyed their separate excursions. The High Schoolers enjoyed three days paddling on the Edward River, also completed units for water testing and an excursion to the Deniliquin Water Treatment Plant. The Primary class visited Sovereign Hill at Ballarat and also visited Bendigo. The Infants class also enjoyed their day excursion to the Peppin Heritage Centre learning about what school was like for children one hundred years ago. We give thanks to God that all students, teachers and helpers returned refreshed and in good health after their excursions. We also need to acknowledge the beautification of our school grounds by the High Schoolers, under the guidance of Mr. Ross Taylor.

Our school has again increased with now a record seventeen students enrolled in High School for next year. Currently our projected enrolments for 2016 have now reached fifty one. This also may change, as in proceeding years we have had further enrolments during term one. Again, we give thanks and praise to Our Lord Jesus Christ for His abundant provision and growth of our school.

We also thank Miss Maricel Salazar for her competent management and teaching of grades 3, 4, 5 and 6 for these past two years. This has been an expanding and demanding position. Well done Miss Salazar. At this time, we also say goodbye to Miss Salazar, as she returns to Sydney, for different teaching experiences. With expanded numbers in the Primary class, and in readiness for 2016, we have now a separate grade 3/4 and a separate grade 5/6 class. We also wish to give thanks for the assistance throughout the whole year in the Infants, Primary and High School classes from Mrs. Ruth Hampton and Mr. Alvin Nyathi supporting our teachers during class time.

Special and separate thanks must also be given to Miss Graham’s dedication, hard work, diverse organizational skills and ability to take on many different roles within our school.
during this year. We give thanks to Our Lord for this multi skilled, valued and talented staff member.

It is also important to make special mention of all our teaching staff. The usual words of highly qualified, diligent, service above and beyond, engaging with students and attention to detail all apply. However, beyond these usual claims our teachers love and serve our risen Saviour in their God given capacity to teach. This is the bed-rock foundation of our school.

Christ centred education here at DCS is governed through our Board of Management. We are in close contact with our Board through monthly Board meetings. Each Board member brings their own strengths and Christ centred ideas to these meetings. We are thankful for fruitful and honest appraisal of ideas discussed at these meetings.

Finally, without the total support of all our parents and carers, who have entrusted their precious children into our day by day care, our school would never have grown in capacity, numbers and reputation to this point. We are thankful for parents, caregivers and staff who have dedicated time, effort, skills and ideas for working bees to keep our school in excellent condition.

I believe that God has further plans and blessings for our school in 2016. I wish all families a blessed Christmas, as we celebrate the true meaning of Christmas with safe and refreshing holidays.

I thank Our Lord Jesus Christ for the privilege to have served our school in 2015 as Interim Head of School.

God's blessings to all
Mrs. Rosemary Chernov
STUDENT SATISFACTION

During 2015 there was no formal student survey to gauge student satisfaction. However, anecdotal evidence from students and parents suggest students were successfully and profitably engaged in all school activities. By close of school, 2015 year, numbers had increased by two. The 4% increase in student numbers led to the creation of an additional class in 2016. Further enquiries for 2016 were also proceeding.

Verbal feedback from our newer students continued to express their enjoyment with having joined our small school community.

Ex-students are repeatedly visiting the school and stated how much they appreciated the school and the learning that they have received. They have mentioned its focus on a safe and nurturing learning environment with warmth of relationships and its educational opportunities.

Positive student involvement in the life of the school was another indicator of student satisfaction. Students were enthusiastic to participate in classroom activities whilst positively engaging in playground and extra curricula activities including the ANZAC Day march, inter-school Christian Sports Day, Primary and High School chess competitions and the school's annual swimming and athletics carnivals.

PARENT AND CAREGIVER SATISFACTION

Interviews with parents, caregivers, and Care South indicated that the level of care and well-resourced learning experienced by the children, was above and beyond what had been experienced in other educational settings.

Clear courteous and productive communication channels provided by the school have been appreciated and used by parents and caregivers. Feedback and suggestions from parents and caregivers has been followed up. Changes where necessary and feasible have been followed up.

Involvement with student’s immediate and extended families has also been an ongoing feature of Deniliquin Christian School and its commitment of inclusion.

Students entering from other educational settings have found a sense of security as well as a strong academic focus at Deniliquin Christian School.

As a school with significant parent input there is regular feedback between the school board and teaching staff. The Head of School reports regularly to the Board and in return brings feedback and suggestions for improvement back to teaching staff.
STAFF SATISFACTION

Staff have remained dedicated to the principles on which our school has always operated. Staff morale did waver during the very demanding year, when preparation of the five year re-accreditation of the school was being undertaken. Yet, even under this extra load on already busy teachers, working far beyond their call of duty the underlying principles of faith held strong.

Staff inclusion in sporting events, excursions and conferences, also displayed commitment to our school as well as a strong professionalism by the staff.

At the end of the year, one teacher left and two more were employed for the 2016 year. The low turnover of staff also shows evidence of teacher satisfaction with the teaching and social environment at the school.
PROFESSIONAL LEARNING AND TEACHER STANDARDS

All teachers hold appropriate qualifications as required by Board of Studies Teaching and Educational Standards NSW (BOSTES). All teachers at Deniliquin Christian School are Category (i) i.e. having teaching qualifications from a higher education institution within Australia or recognised within the National Office of Overseas Skills Recognition (AEI-NOOSR) guidelines. Our school had two full-time teaching staff and four part-time teaching staff in 2015.

All of these teachers had teaching qualifications from a higher education institution.

Staff members have a broad range of skills and areas of expertise. There were five female teachers and one male teacher in 2015. No teachers had an indigenous background.

Three members of the teaching staff were successful in obtaining the status of Proficient with the Board of Studies Teaching & Educational Standards NSW.

Retention:

For the 2015 school year there was a teaching retention rate of 100%. At the beginning of 2015 we employed two full-time and three part-time teachers. Throughout the year one of the part-time teachers was also employed as our Head of School for the 2015 school year. Administration staff remained unchanged; and two teacher's aide were employed for the duration of 2015.

Teacher standards:

All teaching staff are committed Christians and subscribe to the school’s Statement of Faith. The standard of teaching at the school is high, as evidenced by the maintenance and/or improvement in student achievement.

The teaching staff employed by Deniliquin Christian School for the delivery of curriculum in 2015 for Kinder to Year 10 included:

Two full-time staff which have teaching qualifications from a higher education institution within Australia and both achieving honours in their degree. One of the full time teaching staff has also achieved Masters in Education. These two full-time teaching staff also achieved the status of proficient with BOSTES in 2015 along with one part-time teaching staff member who transferred from the Victorian teaching system.

Three part-time staff members have a teaching qualification from a higher education institution within Australia and one recognised within AEI-NOOSR guidelines. One of the part-time teaching staff members has a teaching qualification as well as another degree whilst another has a number of other acknowledged qualifications in addition to a teaching degree.
Professional learning:

During 2015, teaching staff and general staff engaged in a wide range of professional learning (PL) provided both externally and internally. External professional learning was the Christian Education National International Transforming Education Conference in Melbourne.

Staff also attended professional learning opportunities provided by an externally sourced organisation for the school’s Child Protection Policy.

DCS is committed to ongoing professional development of all staff through participation at in-school activities, regular staff meetings, external courses and conferences. For other professional development, staff were either released to attend specific training seminars during school hours or have attended workshops led by our own staff.

Access to professional development opportunities during 2015 was predominantly limited due to the shortage of suitably qualified Christian relief staff as well as travelling distance as most events are held in larger regional areas or the City of Sydney. Deniliquin Christian School acknowledges the funding provided by the Association of Independent Schools NSW as well as Christian Education National. The funding for building relationships with other schools and developing professional exchange and mentoring relationships with other schools allows us to support teachers in their professional work and build teacher capacity across the independent sector in NSW.
STUDENTS ATTENDANCE AND MANAGEMENT OF NON-ATTENDANCE

Attendance of students is monitored by daily roll marking by teachers and collation by administration staff. Unexplained absences are followed up on a regular basis. Head of School or the Administration Officer calls parents after 3 days of unexplained absence.

School attendance rate for the whole school and each year level were as follows in the table below. This data is not taken directly from the ACARA My School website but averaged out over the entire 2015 school year for each year level according to the roll that is marked every day.

<table>
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<th>Year Level</th>
<th>% Attendance</th>
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</tr>
<tr>
<td>Year 6</td>
<td>91</td>
<td>Whole School</td>
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</tr>
</tbody>
</table>

The School managed student non-attendance by:

- *anticipating and avoiding any difficulties e.g. we are proactive in setting goals of engagement at special school events such as sporting carnivals*
- *requiring parents to inform the school on the morning of any absences*
- *following up any absences that have not been notified*
- *speaking with parents about regular absences*
- *activating an Absence Reminder Note as needed*
- *counselling students as needed*
- *checking for patterns of non-attendance by Head of School.*

Student absenteeism is followed up promptly, and notes are required for all absences. Patterns or repeat absences are followed up with parents by the Head of School. Unresolved long-term or recurrent absences may involve contacting the Home School Liaison Officer, or other appropriate community services.
CHARACTERISTICS OF THE STUDENT BODY

The School exists to firstly serve Christian families or students from the local Deniliquin and Finley/Blighty area who desire a Christian education that complements the teachings of Church and home. We also offer a “ministry” to those students who, for a range reasons, prefer not to attend other local schools.

The ratio of boys to girls was 7:4. The proportion of students from regular church attending families (representing 5 churches) was 42%.

Majority of students are from rural working class families, with a significant number employed directly within the agriculture sector. A small number of indigenous Australian students attend school here. Our students are generally diligent and respond well to direction and teaching. The full range of academic ability and gifts are usually present within each class.
ENROLMENT POLICY

As a Christian School, the aim is to provide a quality general education and to reflect and teach the Christian faith and Christian community values.

Deniliquin Christian School welcomes applications for enrolment of students whose parents/guardians are seeking an education for their children within a Christian community context and who will abide by the School’s doctrinal statement and Christian ethos and teaching. There are no pre-requisites for continuing enrolment other than regular attendance at school and behaviour that does not lead to expulsion (see Discipline Policy).

The school seeks to partner with parents, blending all areas of school life with Biblical principles; including administration, curriculum, governance and welfare. Whilst our enrolment policy remains unchanged in 2015, as we have undertaken a process of consultation. This is consistent with our practice of regular appraisal, to ensure all legal requirements are being met and consistent with both Board of Studies, Teaching and Educational Standards (BOSTES) compliance and reflective of sound practice.

All application forms and prospective enrolment packs provide information that reflects our school ethos. Parents provide vital information to the school of individual student details and emergency contacts, along with information required by government authorities. All information provided by families is kept confidential.

The enrolment process includes submission of a formal application, interview with the Head of School and an agreement to accept the School’s Core Values Statement and Conditions of Enrolment, and a commitment to all facets of the School’s curriculum, code of behaviour, and uniform requirements.

**The full policy is attached as an appendix A to this document**
RETENTION OF YEAR 10 TO YEAR 12 & POST – SCHOOL DESTINATIONS

Deniliquin Christian School is a Kinder to Year 10 School; therefore, retention rates for continuation onto Year 12 are not applicable at this time.

Previous Year 10 students have been successfully completing Year 12 (HSC) at Deniliquin High School, Finley High School, Moama Anglican Grammar or via distance education through OTEN Tafe. Some of these students have continued studying to gain further higher educational qualifications.

Others not continuing to HSC studies have gained apprenticeships or continued study via industry-based training and/or traineeships, or have directly entered the workforce.

RECORD OF SCHOOL ACHIEVEMENT (ROSA)

Due to there not being any cohort for Stage 5 Year 10 there was no Record of School Achievement for any students.
STUDENT OUTCOMES IN STANDARDISED NATIONAL LITERACY AND NUMERACY TESTING

It is to be recognised that education is more than just test scores. Overall performance of the student, along with the development of character, behaviour and faith-in-action gives a more comprehensive picture of what “Learning and Growing with God” aims to produce within the School environment and within the community. However, we are very pleased and encouraged with the performance of students in the external testing in 2015.

Students in Years 3, 5, 7 and 9 were required to participate in the NAPLAN (National Assessment Program - Literacy and Numeracy) tests. In 2015 our students produced sound results again building on great results in previous years. Any student who falls below National Minimum Standards benchmarks is immediately identified and strategies put in place so they can achieve their personal best within their learning environment. As cohort numbers are small, specific performance data cannot be given without infringing on the privacy rights of individual students. If more details of this information are legitimately required, it may be obtained from the school administration office upon request.

Although the school can only publish NAPLAN results, there are many other areas where our students achieve excellent results. These are not as easy to quantify and measure, and therefore very difficult to report on accurately. NAPLAN only reports on a small part of student achievement.

More data information is available from the MySchools website.

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Key

- DCS School Average Score
- Similar School Average Score
- All Schools in Australia Average Score
- --- Student population below reporting threshold
FINANCIAL SUMMARY

Categories for Financial Information are as required and outlined in the Registered and Accredited Individual Non-government Schools (NSW) Manual January 2016 (incorporating changes from 2004 to 2016) under item 3.10.1

The Commonwealth and State Governments are major contributors to the costs of running the school. We are thankful to the government authorities for their support. We give grateful thanks to God for his continued provision and pray that under His leadership we can be good stewards of the financial operations at the school.

The Board of Management meet regularly to review the financial performance of the school and this allows for accountability and transparency in our financial dealings. The school is also aligning its financial plan to its Strategic Plan to provide the resources and initiatives to the school.

**Recurrent / Capital Income 2015**

- Commonwealth Recurrent Grants: 68%
- State Recurrent Grants: 19%
- Fees and Private Income: 12%
- Other Capital Income: 1%
- Government Capital Grants: 0%

**Recurrent / Capital Expenditure for 2015**

- Salaries, Allowances and related expenses: 69%
- Non-salary Expenses: 31%
- Capital Expenditure Inc. Capital Grants: 0%
SCHOOL POLICIES

All school policies met compliance for 2015 BOSTES registration and re-accreditation. A regular program of policy review occurs with input from teaching staff, Head of School and the School Board. A copy of all school policies including student welfare, enrolment, discipline, grievances, child protection etc. are available for parents to view by contacting the administration office at the school.

Policies covering student welfare and discipline include our Student Nurture and Discipline Policy, the Staff Code of Conduct Policy, Child Protection Policy, Safe Environment Policy, Critical Incidents Policy, Anti-discrimination Policy, Communication Policy, Healthcare Policy, Privacy Policy and Work Health and Safety Policy.

In 2015 the following policies were created, reviewed and/or updated:

- DCS Code of Conduct
- Anti-Discrimination Policy
- Attendance Policy
- Board Charter
- Bus Policy and Procedures
- Child Protection Policy
- Communication Policy
- Conflict of Interest Policy
- Critical Incident Policy
- Curriculum Policy
- Delegation of Authority Policy
- Educational Financial Reporting Policy
- External Educational Providers Policy & Procedures
- Facilities Maintenance Plan
- Healthcare Policy
- Maintenance of Educational Standards Policy
- Media & Literature Policy
- PED Policy
- Programming Policy & Procedure Resource
- Register of Related Persons Transfer
- Related Party Transactions Policy
- Responsible Persons Induction Policy
- Responsible Persons Policy
- Senior Assessment Policy
- Student Compliance of eligibility of RoSA and HSC & ATAR Policy & Procedures
- Student use of Mobile Phone Policy
- Sun smart Policy

These policies aim to foster a safe, supportive environment where all school community members (students, staff and parents) are valued, respected and treated fairly. The policies are consistent with the school Core Values Statement, and are based on:

- The mandate to love one another as God has loved us;
- God’s pure and servant-like love permeating the school community at all levels;
- Each person being acknowledged as a unique creation of our Heavenly Father, deserving of our respect and kindness;
- The fruit of the Holy Spirit (love, joy, peace, patience, kindness, goodness, gentleness, faithfulness, and self-control) that should be evident and growing in our lives;
- The partnership between family, school and church for the complete nurturing and education of children;
- Encouraging repentance and restoration.

Some elements of the policies and their implementation include:

- Whole school training and reminding, e.g. during devotions and assemblies;
- Teacher mentor approach;
- Inclusion of relevant material in PDHPE programs, e.g. self-image, respect, building community;
- Merit Award System: positive affirmations and rewards for positive choices and behaviours;
• Consequences for poor choices and undesirable behaviour that are appropriate to the situation, age and understanding of the student;
• Information for parent classroom helpers;
• Maintaining and improving communication and partnership between school and home.

The school has a zero tolerance to bullying. The school values and ethos are intended to promote God honouring and positive relationships.

SUMMARY OF SPECIFIED SCHOOL POLICIES

Child Protection Policy

Childhood holds a special place in time and in society. It should be a time of playing, learning and growing in peace and in the comfort of love and protection of others. Sadly for many children, this is not the case. Each person in the community has a responsibility for actively ensuring the protection of all the children in our community. Deniliquin Christian School (DCS) responsibly provides a safe environment for its students and an educational environment and curriculum which fosters healthy growth and development spiritually, emotionally, physically, intellectually and socially.

The aim of this policy is to provide:

1. the guiding principles that underpin child protection at DCS and
2. the framework for implementing the procedures and practices of child protection at DCS.

Scripture indicates the nurture of children is a great responsibility given to the community with specific responsibility given to their parents.

To Parents: “Fathers, do not exasperate your children, instead, bring them up in the training and instruction of the Lord.” Ephesians 6:4 NIV

To the Nation: “…do not forget the things your eyes have seen or let them slip from your heart as long as you live. Teach them to your children and to their children after them.” Deuteronomy 4:9 NIV

All staff at DCS have a responsibility to love the children in their care. This love will guide staff actions and direction as they stand in the place of parents.

“All love does not delight in evil, but rejoices with the truth. It always protects, always trusts, always hopes, always perseveres.” 1 Corinthians 13:6,7 NIV

When a child is enrolled at DCS the school enters a contract with the parents to assist the parents with the God-given responsibility of the nurture of their children. The school strives to fulfil this contract and support the family unit but never at the detriment of the welfare of the children. In every action related to the child, the best interest of the child is of paramount consideration. This forms the scriptural and moral basis that will enable the school to be involved in the process of protecting children.
Nurture and Discipline Policy

In seeking to apply Biblical principles to this area, important considerations have included:

- **prayer** - knowing that only God can change the heart of a person,
- **partnership** - the need for communication & support between home and school,
- that the **purpose** of any discipline is growth in maturity and Christian discipleship,
- the need to genuinely **love** each individual, and to be seen to do so,
- the need for **consistency** as a part of **justice**, 
- to treat matters with **privacy** and **discretion**, 
- to emphasise the goal of **repentance, forgiveness** and a **fresh start**, and
- balancing the needs of an individual student with those of the **class or wider community**.

**WE BELIEVE THAT:**

- Discipline has an important function to play in the development of God's children.
- Discipline is meant to be a source of encouragement not despair for God's people (Hebrews 12:5-6).
- God establishes the pattern for discipline and expects those who have been given authority over children to follow His lead (Ephesians 6:4, Hebrews 12:7).
- Discipline should be seen as contributing to the child's development as part of **training for righteousness and peace**, and of **correcting error**. Discipline should never be seen as solely punishment but also and equally as important, as a training of the child's will and nature into a maturity of living in, and relating to, the community around them.

The school believes that all students can expect to:

- be treated as individuals, with respect, courtesy and kindness,
- feel and be safe,
- express themselves without ridicule,
- learn in a secure environment without intimidation or disruption,
- be given help and discipline if self-discipline fails, and if the privileges of others are abused,
- have rules and their consequences applied consistently and fairly,
- have the principles of Procedural Fairness* applied (see overleaf),
- be encouraged toward responsible and cooperative play,
- have enforced the wearing of uniforms (allowing for special circumstances),
- have peer and cross age sport promoted, and
- benefit from regular Teacher / parent contact.

The school believes that all students have the responsibility to:

- contribute to and be involved in learning situations,
- be thoughtful, respectful and courteous to others,
- develop and exercise self-discipline and self-control,
- care for property (school, others, own),
- ensure they do not disrupt the learning opportunities of other students,
• be a good ambassador for our school and for Christ,
• respect the rights of teachers, fellow students and the community,
• obey school and classroom rules,
• contribute to the school's clean and healthy environment, and
• contribute to maintaining a safe school environment by not physically bullying, hitting or hurting anyone in any way.
Safe Environment (Anti-bullying) Policy

Deniliquin Christian School is committed to a safe environment for all members of the school community. This Policy should also be read in conjunction with the DCS Nurture and Discipline Policy. Both these policies are consistent with, and stem from, the Biblical Core Values of our School.

All members of the school community (students, staff and parents) have a responsibility to work towards fostering a safe and positive environment.

Bullying or harassment in any form by staff or students, or to staff or students, will not be tolerated.

Bullying is any repeated and/or serious intentional action or comment of a cruel, demeaning or intimidating nature by a person who is perceived to be more powerful than the person towards whom that action or comment is directed.

Bullying can include harassment, victimisation, sexual harassment, physical abuse and psychological abuse. It may occur in a variety of ways including the use of electronic technology and may take place off-campus.

Conflict will be managed where possible through dispute resolution processes. (see Communication Policy)

The School will ensure that:

- Legislative requirements to protect the safety of staff and students are observed.
- Students and staff are aware of the School’s Safe Environment Policy.
- Support is available for victims and perpetrators of bullying/harassment.
- There are reporting/recording systems in place for bullying/harassment.
- Serious or repeated incidents of bullying/harassment are reported to parents.
- The policy and training, information and reporting procedures are reviewed regularly.
- Bullying/harassment procedures are compatible with the School’s other policies and procedures.
Code of Conduct

This Code of Conduct is underpinned by the School’s Core Values, and reflects the expected standards of behaviour consistent with a Christian worldview and our Educational Creed. It should be considered in conjunction with other relevant DCS policies, including:

- Nurture and Discipline
- Safe Environment (Anti-Bullying)
- Anti-Discrimination
- Communication

The Code seeks to:

- give guidance on ethical issues and expected standards of behaviour at Deniliquin Christian School
- assist staff and volunteers to make informed choices about personal behaviour
- encourage a culture of edifying and God-honouring behaviour within the everyday life of our School
- provide general guidelines to test whether a course of action is consistent with a Christian worldview, as well as giving examples of specific behaviours.

The Code acknowledges:

- the reality of living in a fallen world: mistakes will be made
- we all need the grace and forgiveness of God
- we should extend this grace and forgiveness to others, while at all times protecting the students placed in our care and
- each person is responsible for their own behaviour and needs to take accountability for choices made and the impact on colleagues, students, families and the School as a whole.

God has always given clear guidelines concerning his expectations of His people. He has not operated on the assumption that people will know what to do. In today’s societal climate of litigation and the melding together of many different cultures and customs, it is not appropriate to assume that every Christian thinks alike concerning acceptable or non-acceptable behaviour.
Communication Policy

Deniliquin Christian School believes that to function effectively in our educational task, communication is vital. This includes communication between students, parents and helpers, staff, the Association, the Board and the wider community. Open and honest communication is always desirable, but must also be tempered with love and encouragement. Our Father God, who is Love, instructs us in His Word to love others (eg Matthew 22: 37-39), and to show love in our words and actions.

“Love is patient, love is kind. It does not envy, it does not boast, it is not proud. It is not rude, it is not self-seeking, it is not easily angered, it keeps no record of wrongs. Love does not delight in evil, but rejoices with the truth. It always protects, always trusts, always hopes, always perseveres.”
(1 Corinthians 13: 4-7)

As we live in a world tainted by sin, our school community will be affected by complaints, grievances, offences and hurts. This Policy aims to educate all members of the school community in ways to minimise hurts, and to encourage responses that reflect the loving servant attitude of Christ our Lord.

Positive encouraging communication between all school community members is also vital.

We acknowledge rights to confidentiality and privacy, where these do not conflict with legal requirements (eg in the case of Mandatory Reporting issues.)
INITIATIVES PROMOTING RESPECT AND RESPONSIBILITY

The school seeks to actively promote respect and responsibility, consistent with our Core Values Statement. This focus is inculcated into all the school’s teaching programs, school functions/activities, assemblies and the public recognition of examples of good character and service.

Some of the various methods used within the school community include but not limited to:

- Student participation in various rosters and duties within the school (eg. prayer and grace rosters, assisting with assembly, assisting younger students);
- Recognising and encouraging positive student behaviour towards others;
- Distinct lessons and devotions encouraging respectful behaviour, healthy conflict resolution, forgiveness, etc;
- Participation in various community events (e.g. Anzac Day March, fundraising for specific benevolent causes, student-led prayer meetings);
- Financially supporting and communicating with Emmanuel Kipkuru, our sponsor child;
- The expectation and encouragement of appropriate behaviour on school excursions and subject-related outings, as well as when in school uniform outside of school hours;
- Encouraging and facilitating student participation in events in the wider community, especially the wider Christian community: for example, attending conferences, concerts, church events;
- Encouraging students to be aware of, and take an interest in, social welfare, justice, environmental and political issues, as an outworking of their developing Christian worldview.
- The Australian flag is raised and lowered daily, the National Anthem is sung at assemblies, National Days are celebrated, students participate in ANZAC march and wreath-laying, and in ANZAC Day ceremonies in the town

A copy of the Core Values Statement is included in Appendix B.
<table>
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<tr>
<th>Pre-determined 2015 targets</th>
<th>2015 Achievements</th>
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| Continuing to educate and empower the Christian parents as to the determinative role of the Association and Board, both within our school and the wider Christian Education National community | • Parents are more informed in regard to Board and Association issues.  
• Steady attendance at Association Meetings  
• Consistent membership of Association  
• New Board Members Elected |
| Continuing development and implementation of the overall Strategic Plan, including preparation for growth and development in the areas of student enrolment, staffing, resources and facilities | • Achieved at Board level  
• Strategic Planning day conducted by the Board and Executive Staff. |
| Continuing to provide each student with an excellent education by attracting and retaining skillful teachers and support staff with appropriate qualifications and by encouraging excellence through professional development of teachers | • Teaching Staff attendance at the International Transforming Education Conference (ITEC)  
• Successfully outsourced independent professional development training for all staff through Arch Education.  
• Three teaching staff members attained the status of Proficient with BOSTES |
| Enhancing and maintaining the physical school environment and grounds, including improving the landscape around the B.E.R. projects and accessing other funding as appropriate | • Working bees were being conducted throughout the year.  
• Applications for funding are continually sort and granted for landscaping activities and have contributed to the continued enhancement and maintenance of the physical school environment and grounds  
• Completion of the landscaping around the BER project with planting of native flora and fauna. |
| Continuing to develop and improve the overall documentation of programs Biblical foundations for all Key Learning Areas, providing students with a Christian worldview integrated throughout the curriculum and all aspects of school life | • Professional Development activities for staff focused on program building  
• Review of current Biblical foundations in existing programs  
• Arch Education assisted staff in the development and maintenance of current scope and sequences and programs for all staff members |
| Providing students and their parents with assistance and support in the areas of literacy and numeracy while also providing additional support in the classroom | • Sourced additional support through AIS & CEN for implementation of Independent Education Plans.  
• Individual Education Plans in place and implemented for students identified |
| Successfully achieve registration and accreditation for the next five-year period. | • Application submitted to BOSTES in February 2015.  
• Creation & maintenance of the various scope & sequence documents as well as programs  
• Construction and implementation of numerous policies for registration and accreditation  
• Successful visit in August 2015 by BOSTES Inspector |
| Student Leadership – expansion of the student leadership team in Secondary and improving student leadership outcomes. | • Further implementation of Sport House Captains  
• Enhanced opportunities for senior students to undertake roles of responsibility in school and community events |
## Improvement Targets for 2016

### 1. Improving Writing
   a. Strategies for improvement
      i. Engaging with AIS School Leading Learning program
      ii. Mapping students to the literacy continuum
      iii. Developing strategies to inform placement on continuum
      iv. Developing strategies to address issues
   b. Indicators of Success
      i. Mapping on continuum indicates growth in skills
      ii. Naplan Data reflects strengthening of writing
      iii. Student engagement with writing

### 2. Student Management Structures
   a. Strategies for improvement
      i. Review of current practice
      ii. Introduction of levels of development
      iii. Application of levels to all areas of learning
   b. Indicators of success
      i. Student positive engagement
      ii. Student levels of development used by staff and students
      iii. Positive school culture reflected in student surveys

### 3. Staff Accreditation and Training
   a. Strategies for improvement
      i. Application for TAA status
      ii. Induction program introduced
      iii. Accreditation Procedures commenced
      iv. Staff performance management policy
   b. Indicators of success
      i. TAA status
      ii. Induction program for all staff
      iii. Staff performance management operational
      iv. Staff completing accreditation status
Deniliquin Christian School
Enrolment Policy

Prepared by
Head of School

No of pages 7

Date prepared March 2012

Approved by Board

Monitored by Head of School

Review by Head of School

Date for review November 2016

Status Approved

Version History

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Deniliquin Christian School

“Learning and Growing With God”

ENROLMENT POLICY & PROCEDURES

Introduction:

Deniliquin Christian School was established by a group of Christian parents who desired a Christ-centred, God-honouring education for their children, which upheld the Bible as the inerrant and inspired Word of God. They held to the Biblical mandate of parents being ultimately responsible for the education of their children, and they desired an education that complemented and supported the teachings and values of the Christian Church by teaching from a distinctive Christian Worldview.

“Love the Lord your God with all your heart and with all your soul and with all your strength. These commandments that I give you today are to be upon your hearts. Impress them on your children”

Deuteronomy 6:5-6

On the basis of this original vision, the following seeks to outline the Enrolment Policy of Deniliquin Christian School.

Abbreviations:

Association: The governing body of Deniliquin Christian School
Board of Directors/Board: The Board of the Association
Christian: One who unconditionally accepts the saving work of God’s Son, Jesus Christ, and follows Him as their Saviour and Lord through the Holy Spirit’s guidance
Christian Worldview: Taking the Word of God and Lordship of Christ and applying it to all of life
DCS / the school: Deniliquin Christian School
ENROLMENT CATEGORIES:

1. Deniliquin Christian School will seek and give priority enrolment to children of parents who are committed Christians. These parents would normally evidence their faith by regular attendance at a Christian Church.
2. Priority of enrolment will also be given to siblings of current School families, so that all children of the family can be enrolled at Deniliquin Christian School where possible.
3. Enrolment enquiries and applications are welcome for any child not covered by the above 2 categories, whose parents / guardians are willing for them to come under the Christian ethos and teaching program of the school. Deniliquin Christian School recognises this ‘ministry’ aspect of enrolment, and may admit students who do not have a Christian background but are willing to participate fully in the programs and life of the school.

NOTE:

- In considering Enrolment Applications from non-Christian families, the School would seek to maintain a majority of enrolments from committed Christian families, as this supports the original vision for the establishment of the school.
- The ability or inability of the parents to commit to the full payment of the required School Fees will not play a determinative role in acceptance of Enrolment. The Board requires that all families contribute to Fee payment, but parents may request Fee reduction if their circumstances necessitate this.

Enrolments and Special Needs Students:

1. All Enrolment Applications will be dealt with on an individual basis, with the Head of School and Board giving regard to the above points, and also the ability of the school to meet the educational, social, physical and psychological needs of the student. Consideration will also be given to the teaching loads already being undertaken by staff and the needs of existing students.
2. Deniliquin Christian School does not at this stage have the necessary resources (staff, finances and equipment) to run separate programmes for students with additional needs. Some students with minimal difficulties in learning may be able to be integrated into existing classes with minimal assistance and meet required educational outcomes for the appropriate learning stages.
3. In the event of the school being in a position to enrol students who would qualify for Special Needs Funding, separate agreements may need to be made to ensure the school can meet the needs of those students.

ENROLMENT PROCEDURE:

1. Upon request, parents will be sent/given an Enrolment Pack consisting of but not limited to: Application Form(s), Christian Education National brochure, DCS Uniform Policy, DCS Nurture & Discipline Policy, DCS Brochure and Nurture Magazine. A Deniliquin Brochure and map may be included if the enquiry is from out of town.
2. Upon the School receiving the completed Application Form an interview with the parent(s) and the Head of School and/or other staff/Board member will be arranged. The prospective student should attend where possible, although this may take place separately. A tour of the school will be included. The Application Interview Form will be used as a guide for this interview.
3. The school requires the following documentation before an application can proceed: Immunisation Certificates, Birth Certificate, copies of the last 2 school reports if transferring schools, Pre-School report for Kinder enrolments (if attended) and any relevant information (eg medical reports) for enrolments for children with medical/special needs.
4. An Orientation Half-Day or Day is recommended for all students changing schools. This will be arranged prior to the enrolment being confirmed. For Kinder Enrolments, Kinder Orientation will be offered during 4th term of the previous year, and all prospective Kinder children are
encouraged to participate in this program. The School recommends school attendance age to be where a child has their fifth birthday on or before the 31 March in year of Kindergarten.

5. For other students, orientation will be arranged at a mutually convenient time.

6. For students applying for enrolment part way through Years 9 or 10, the school will need documentation of hours studied in each subject area, to ensure Board of Studies mandatory hours can still be met.

7. Upon completion of the Application Interview and Student Orientation, the Head of School will meet to discuss the enrolment. They may confer with the classroom teacher, and the School Board, especially for enrolments that do not come under the first 2 enrolment categories, or where the child has any documented special/medical needs. Their recommendation will be communicated to the School Board and the parents of the prospective student.

8. Once an application is accepted, parents will be contacted regarding a starting date and any other requirements necessary.
   - It will be usual practice for all enrolments to begin on a one term Trial basis, to allow the school to more fully assess the educational, social, spiritual and behavioural needs of the child and the impact of the enrolment on the existing school students and school community.
   - At the end of this Trial period, Deniliquin Christian School reserves the right to terminate the enrolment.
   - Parents will be contacted during the Trial period if staff have any concerns regarding the child's enrolment, with the view to resolving any issues if possible.
   - During the Trial period, the wearing of full school uniform will not be strictly enforced, but students are expected to dress as close as possible in colour and style to the uniform as set out in the DCS Uniform policy.

9. Once a student has been accepted for full enrolment, parents will be notified.

**Appeals Process:**

Where the family/carer is not in agreement with an enrolment decision they may write to the Board outlining their reasons and provide any further supporting documentation. The Board will appoint a panel from its members to review the case and report back. The subsequent decision of the Board will be final. The family/carer will be notified of the decision.

**Confidentiality:**

All enrolment information is to be kept confidential and only viewed by the Administrator, staff involved in the enrolment process, the Head of School and the Board.

**OTHER ENROLMENT GUIDELINES:**

1. **Uniform:** Each fully-enrolled student is expected to wear full uniform as per the DCS Uniform Policy. A note is required from the parent if the child is out of uniform. The school may make available second hand uniforms and uniform material to decrease the cost of uniform purchase.

2. **School Community:** Enrolment at Deniliquin Christian School assumes commitment by parents to the life of the school. This commitment includes but is not limited to:
   - Attendance at Parent/Teacher nights
   - Attendance at special events held by the school, especially those involving their children
   - Involvement in Working Bees where able and in other ways.
   - Attendance at Parent Meetings
   - Abiding by the school Communication Policy, that is, dealing with complaints or grievances in the appropriate manner

3. **Parental Access Restrictions:** Some students have custody orders concerning access by a parent. It is the responsibility of the parent to inform the School in writing of these arrangements and to provide evidence of these if required.

4. **Other Access Restrictions:** It is the responsibility of the parent to inform the school in writing if any persons are prohibited from having access to their children. Appropriate Documentation (eg Apprehended Violence Orders) will be required.
5. **Medical Insurance for Students:** The School holds Ambulance cover for all students. A limited Medical Insurance Policy for Students is also maintained. The school holds Public Liability Insurance in the case of injury involving negligence by the school.

6. **Enrolment Register:** A register of enrolments must be maintained in accordance with the NSW Board of Studies requirements. The following information must be kept for all students:
   - name, age and address
   - the name and contact telephone number of parent(s)/guardian(s)
   - date of enrolment and where appropriate, the date of leaving school and the student's destination
   - for students older than 6 years, previous school or enrolment situation
   - where the destination of a student below 15 years is unknown, the local Home School Liaison Officer is to be notified of the student's name, age and last known address

7. **Attendance:** A roll of attendance must be maintained in accordance with the NSW Board of Studies requirements. Staff are responsible to maintain rolls that provide the following information:
   - daily attendance, which may be recorded by noting daily absences
   - absences
   - reason for absence
   - documentation to substantiate reason for absence

Staff will follow-up unexplained absences and request the necessary documentation from parents.

A tally of student absences is included in their half-yearly and yearly reports.
APPENDIX B

Deniliquin Christian School

Core Values

Incorporating the Federal Government’s

Values for Australian Schools.

As a Christian school, we understand values to derive from the character of God and the teaching of His Word, the Bible. These are the constant, passionate core beliefs that drive our whole school community, and we are committed to teaching and encouraging these values.

We value:

Putting God First

“Love the Lord your God with all your heart and with all your soul and with all your mind.” Matthew 22:37
Honouring God in all situations, God’s Sovereignty and Lordship, having an active relationship with God.

God’s Word, the Bible

“All Scripture is God-breathed and is useful for teaching, rebuking, correcting and training in righteousness so that the man of God may be equipped for every good work.” 2 Timothy 3:16-17
Bible has central place in the life of the school and association, Christ being revealed through reading and interpreting Scripture correctly, prayerfully applying Biblical perspectives and principles to curriculum and school governance procedures.

Discipleship

“This will continue until we are united by our faith and by our understanding of the Son of God. Then we will be mature, just as Christ is, and we will be completely like him.” Ephesians 4:13
Equipping students as responsive disciples of Christ, recognising giftedness and nurturing potential.

Parental Responsibility

“These commandments that I give you today are to be upon your hearts. Impress them on your children. Talk about them when you sit at home and when you walk along the road, when you lie down and when you get up.” Deut 6:6-7
Christian Parental governance, ongoing parent input and involvement, partnership between home and school, commitment to vision of Christian education.
Family
“Children obey your parents in the Lord, for this is right. Honour your father and mother....that it may go well with you and that you may enjoy long life on the earth.” Ephesians 6:1
Promoting marriage, family life, faithfulness in relationships, honouring and supporting parents.

Quality Education
“Train a child in the way he should go, and when he is old, he will not turn from it.” Proverbs 22:6
Provision of quality educational programs, education based on a Christian worldview, encouraging all students toward their full God-given potential.

Doing Your Best
“…Whatever you do, do all to the glory of God.” 1 Corinthians 10:31
Willing to try hard, appreciating and valuing excellence, persevering, maintaining humility, contentment.

Care and Compassion
“…Love your neighbour as yourself.” Matthew 22:39
Thoughtful, selfless, kind, advocating for the vulnerable, nurturing, empathic, merciful, supportive, encouraging, loving, patient, generous, gentle, servant-hearted.

Fair Go
“There is neither Jew nor Greek, slave nor free, male nor female, for you are all one in Christ Jesus.”
Galatians 3:28
Fair, just, acting with equity, giving opportunity and access, considerate.

Freedom
“You ... were called to be free. But do not use your freedom to indulge the sinful nature; rather, serve one another in love.” Galatians 5:13
Responsibly enjoying rights and privileges, responsibly supporting rights and privileges of others.

Honesty and Trustworthiness
“Whoever can be trusted with very little can also be trusted with much.” Luke 16:10a
Truthful, reliable, dependable, respectful of others and their property.

Integrity
“But you must continue to believe this truth and stand firmly in it. Don’t drift away from the assurance you received when you heard the Good News.” Colossians 1:23
Acting morally and ethically, being consistent in word and action, having courage under pressure.
Respect
“Honour all people...” 1 Peter 2:17
Showing honour and consideration, valuing and treating every human as an image bearer of God.

Responsibility
“The fruit of the Spirit is love, joy, peace, patience, kindness, goodness, faithfulness, gentleness, self-control; against such things there is no law.” Galatians 5:22-23
Dependable, conscientious, self-controlled, accountable for own actions, positively contributing to society, upholding the law, caring for the environment, being content.

Understanding, Tolerance and Inclusion.
“Make every effort to live in peace with all men and be holy....” Hebrews 12:14
Peaceful, self-controlled, showing empathy, appreciating diversity and cultural variety, acknowledging differences in beliefs and values, fostering community.

Learning and Growing With God
Deniliquin Christian School Motto