



ANNUAL REPORT 2017



Learning and Growing with God

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BOARD CHAIR REPORT

Psalm 46:1-2a *“God is our refuge and strength, a very present help in trouble. Therefore we will NOT FEAR.”*

In last year’s report, attention was drawn to the fact that on a national scale there was a growing disregard for the truth as revealed in the Bible. This is evidenced by many who live in disobedience to and show disrespect for the teachings of JESUS. It is often reflected in the mainstream media, Government policy and educational curriculum.

In 2017 the war on our children and on truth has grown much more intense: the “Safe School programme” lurking at the door, the teaching that gender is fluid, the change to the marriage act, with unknown consequences. The proponents boast that this is but the first step. These present a sample of the challenges that lie ahead.

The Board assures parents and carers that we will not compromise our position. Though our school is registered by the New South Wales Education Standards Authority and delivers the National Curriculum, it will always be from a Christian worldview based on Biblical truth.

Our students have achieved pleasing success in both academic and sporting activities. NAPLAN results reveal students achieving at favourable levels, with some excelling to a very high standard.

Our chess teams have won several trophies, including the Western Riverina Primary School One Day Team Tournament.

Several of our students enjoyed the privilege of representing DCS at Dubbo Athletics Carnival.

One of the benefits of attending DCS is the opportunity to enjoy excursions free of charge. The infants, primary and high school all had an excellent time on their individual trips, which were of educational value, as well.

Maintenance and upgrading our facilities have continued: sand pit established for our younger students, concrete pathway from toilets to fitness area, driveway resurfaced, sails over fitness and play area renewed. The Board has also employed a groundsman on a casual basis, who is proving himself a real handyman.

Earlier in the year, our school hosted a “Bully Zero” seminar, which was open to all. This event underlined the fact, that bullying of any type has no place in our school and will not be tolerated.

The Board, in partnership with our Head of School, developed guidelines for staff regarding “growth and development”; sought feedback from staff, parents, carers and students through a series of surveys and implemented the *Skoolbag* app as a means of enhanced communication; provided for staff professional development; facilitated the hook up of the school to wireless NBN and hired an IT consultant to conduct an overview of our entire computer system (network).

The school again took part in the Anzac Day Commemoration and “It’s ok to say no” Campaign with many thanks to our Admin Officer, Jodie Graham.

Now some good and some bad news:

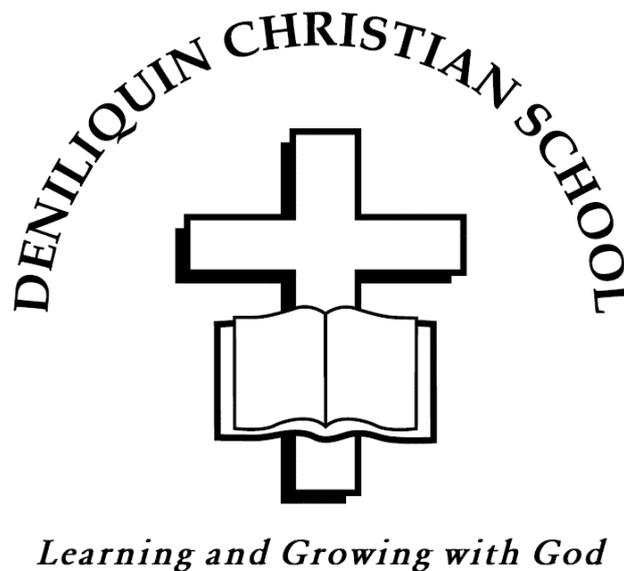
The good is: in answer to our urgent prayer at the beginning of the year for an English/History teacher, Maryanne Jones came into the life of the school and has become a much-loved member of our school family, both by staff and students.

The bad is: our Head of School, John Clark and Emma Heine, our Mother Hen of the littlies, have both decided to move on, so it's back to urgent prayer. These positions are currently being advertised. We're very grateful for the contribution these two dear ones have made to the growth and well-being of the school.

To all those behind the scenes who work, give and pray; our supporters, staff, parents, carers, students and other Board members: May you increasingly discover and know God's love and keeping power and victory in the battle, so that we will not fear.

Lovingly,
Mr John Everingham
Board Chair

PS. End of year school enrolment is 56.



Deniliquin Christian School is a Christ-centred community where families and school work together nurturing, educating and equipping children for life through a Christian worldview

HEAD OF SCHOOL REPORT



We hope you find this year's edition interesting and informative as you explore the wide range of activities enjoyed by our students.

In 2017 we experienced moderate growth in student numbers with a 10% increase. We established a second class in the high school, which now has a Stage 4 and a Stage 5 class. Discussions are taking part to explore how we can increase this and introduce a Stage 6 for Years 11 and 12. In 2018 we are expecting new students from Wakool, Northern NSW and India.

The 2017 NAPLAN results are impressive showing strengths and improvement in writing despite the growing trend of weaker writing results across Australia. Our Numeracy results were once again very high showing that our school does this area well.

This year we introduced Environmental Studies as a school-based subject that allowed the students to design gardens and implement school-wide environmental projects that will see our school become an oasis in the future.

In 2017 the Firepit was introduced at lunch time and students were able to toast marshmallows, sandwiches and anything else in their lunchbox as they learnt fire safety and precautions to take with a lot of people around a large fire.

Walking was introduced in sport and students learnt historical facts such as the first bridge across the Edward River was the First National Bridge in Australia and it had a tollgate at one end. We also explored the site of the ferry that crossed the river before the bridge was built.



New shade cloth replaced the torn cover and a change of colour has further brightened the school.

A new mural depicting Australian animals leaving the Ark has been installed on the library on 18th December. The School is looking for other suggestions to improve our school's visual and physical appearance.

John Clark
Head of School

CONTEXTUAL INFORMATION

Our Vision:

To be a Christ-centred community where families and school work together nurturing, educating and equipping children for life through a Christian Worldview.

Our Basis & Aims:

The basis of our education is the Bible, God's word, which teaches that:

- All things have been created by God so that He might be glorified in and through them;
- God is sovereign over all
- God is to be honoured and served in all areas of life
- God has appointed parents to be responsible for the education of their children and to "bring them up in the nurture and instruction of the Lord" (Ephesians 6:4).

Our aims can be summarised as follows:

- To provide a Christ-centred education
- To teach children to think with a Christ-like attitude
- To assist children to make the best possible use of their God-given talents
- To involve parents actively in the education of their children by participation in day to day activities and in the running of the school
- To maintain uniformity of training and teaching at home and at school, while preparing the children to be Christ's disciples in the world.

The School

The Deniliquin Christian School is situated on a large acreage block in the rural township of Deniliquin, which is nestled in the Riverina region of NSW. It is approximately 600 km's south of Sydney and 285km's north of Melbourne. The School was founded 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.

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 of 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 enrolment 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.

NATIONAL ASSESSMENT PROGRAM - NAPLAN

“NAPLAN is an annual assessment for all students in Years 3, 5, 7 & 9. It tests the types of skills that are essential for every child to progress through school and life. The tests cover skills in reading, writing, grammar and punctuation, and numeracy and literacy.” (<https://www.nap.edu.au/about>)

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 give 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 2017, our students produced sound results again building on great results from previous years. Any student who falls below the National Minimum Standards benchmarks are 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 the individual students. If more details of this information are legitimately required, it may be obtained from the school administration office upon request.

When compared to schools in the local district Deniliquin Christian School compares favourably. To obtain these statistics and more please visit the ‘My Schools’ website for an in-depth comparison.

Results are published as a mean of the students with their standard deviation (SD) for each area assessed. The larger the SD the greater the spread between students.

Year 3

	State All		Region		School		
	Mean	SD	Mean	SD	Mean	SD	Students
Reading	436.5	95	464.5	94.4	460.3	104.4	6
Writing	421.2	64.7	442.4	58.8	419.5	51.0	6
Spelling	426.6	85.9	449.7	79.6	410.3	85.8	6
Grammar & Punctuation	444.3	109.5	474.3	103.5	486.9	77.8	6
Numeracy	416.1	80.7	441.6	80.1	468.5	104.8	6
Data, Measurement, Space & Geometry	412.1	78.9	435.0	77.8	439.9	75.9	6
Number, Patterns & Algebra	418.4	90.9	445.7	90.2	490.3	134.0	6

Year 3 results show that the School is below the State mean in Writing and Spelling. This is a target area that the school is addressing with a whole school approach. As per the results the Year 3 cohort were above the state mean in all other areas.

Year 5	State All		Region		School		
	Mean	SD	Mean	SD	Mean	SD	Students
Reading	508.5	85.1	537.1	82.0	493.5	55.5	4
Writing	477.9	64.9	496.9	58.0	488.2	40.3	4
Spelling	507.9	75.3	527.7	66.8	486.5	63.6	4
Grammar & Punctuation	506.3	97.3	536.8	92.6	486.2	55.9	4
Numeracy	499.6	72.9	523.8	69.8	495.6	40.5	4
Data, Measurement, Space & Geometry	497.1	70.6	519.3	67.8	470.6	26.9	4
Number, Patterns & Algebra	500.3	78.3	525.8	74.9	515.7	54.3	4

The Year 5 cohort have shown growth in all areas except Data, Measurement, Space & Geometry, although they are still just under the state mean. This is being addressed in a whole class approach within the classroom.

Year 7	State All		Region		School		
	Mean	SD	Mean	SD	Mean	SD	Students
Reading	548.6	74.8	575.3	69.3	564.2	28.1	4
Writing	516.8	80.3	543.4	69.7	549.9	44.1	4
Spelling	558.3	79.1	578.8	70.0	615.5	39.2	4
Grammar & Punctuation	546.6	85.7	575.6	79.4	623.7	69.9	4
Numeracy	560.2	78.5	588.9	71.5	587.4	83.3	4
Data, Measurement, Space & Geometry	558.2	74.3	581.7	69.1	566.5	67.4	4
Number, Patterns & Algebra	561.0	86.5	593.3	78.9	601.4	94.4	4

In NAPLAN for 2017, the Year 7 students have shown excellent improvement and are above the state mean in all areas. Although they are slightly below in Reading, Spelling, and Data, Measurement, Space & Geometry compared to the region, they are well above in all the other areas.

Year 9	State All		Region		School		
	Mean	SD	Mean	SD	Mean	SD	Students
Reading	588.8	69.1	614.8	61.7	598.8	95.2	3
Writing	559.1	93.4	592.2	80.5	574.0	82.7	3
Spelling	591.8	77.0	611.6	69.7	576.8	134.8	3
Grammar & Punctuation	582.7	84.4	609.4	76.6	641.2	143.1	3
Numeracy	602.9	69.2	628.9	63.9	608.3	97.2	3
Data, Measurement, Space & Geometry	603.0	69.1	628.3	64.4	630.7	139.1	3
Number, Patterns & Algebra	602.3	71.2	628.6	65.9	597.7	77.0	3

The students in Year 9 have continued the school's excellent performance in the NAPLAN testing with the only two (2) areas below the State's mean, being Spelling and Number, Patterns and Algebra.

RECORD OF STUDENT ACHIEVEMENT

The Record of Student Achievement (RoSA) 'shows a student's comprehensive record of academic achievement; It includes an A to E grade for all Stage 5 (Year 10) and Preliminary Stage 6 (Year 11) courses, the student has satisfactorily completed'.

In 2017, the Deniliquin Christian School had the pleasure of presenting two students with their RoSA grades. Both students are progressing onto Year 11 at Finley High School and Deniliquin High School.

With the school only going to Year 10, we are unable to cater for Stage 6 study. As a result, a majority of students will transfer and attend one of two local Secondary Schools or transfer to a Grammar School within 60 minutes of Deniliquin.

PROFESSIONAL LEARNING

The Deniliquin Christian School is continually encouraging all staff to engage in Professional Learning so that their knowledge of the subject content they teach to the students, as well as their knowledge on how to nurture the students, grows throughout the year and beyond. Teachers who are attaining and maintaining the professional accreditation are well-supported during the year. Some of the conferences and courses attended are listed below:

- Christian Education National Conference at Nepean Christian School. Both Teaching Staff and Administration Staff were able to attend this conference. Staff were also able to attend the new to Christian education as well as the Equipped to Lead courses throughout the year.
- Association of Independent Schools NSW - Schools Leading Learning Program. This program is a follow on from last year. This allowed the school to 'review, refine and develop' our school improvement processes, with a focus on meeting identified teacher professional learning needs. This program helped in the link between quality teaching and quality learning. The Schools Leading Learning Program then led onto the School Improvement Professional Learning day. Three members of our teaching staff attended this course.
- MultiLit Training - This program is an evidence-based literacy reading program which is being implemented in the Stage 3 class. One staff member attended this training.
- An onsite visit to a special needs classroom to gain knowledge as to what resources were needed to enhance the staff's knowledge and skills on how to provide quality teaching to students with special needs.

2017 STAFF PROFILE

In 2017, there are nine (9) Teaching Staff employed in either full-time or part-time capacity. 100% of the teaching staff have teacher qualifications from a higher education institution with Australia. One teacher has a Masters Degree.

Of the nine staff, all meet accreditation at various levels. Two have accreditation at Proficient level and are maintaining the relevant accreditation hours, five are pre-2004 and their maintenance of accreditation will be active in 2018. One staff member attained their Proficient Teacher Accreditation during the 2017 school year and one staff member has started the process of attaining their Proficient status.

Within our workforce of staff members, we have: five part-time teaching staff, four full-time teaching staff and four general staff. Of these, six are male and seven are female. There are no Indigenous employees.

STUDENT ATTENDANCE

Student attendance reflects student progress at school. 90.92% of students attended school on average each school day. These absences include approved leave, sickness and medical appointments.

Attendance Data per Grade:

Grade	%	Grade	%
Kindergarten	92.50%	Year 7	92.89%
Year 1	93.11%	Year 8	90.13%
Year 2	90.76%	Year 9	93.86%
Year 3	92.05%	Year 10	82.10%
Year 4	90.75%	Whole School	90.92%
Year 5	88.70%		
Year 6	93.25%		

Attendance of students is marked within the first 5 minutes of the school day. This is performed by the classroom teacher marking a daily roll and submitting it to the Administration Officer for collation and reporting on the online system of Millennium. Unexplained absences are followed up on a regular basis by the Head of School or the Administration Officer.

The School manages student non-attendance by:

- requesting parents to inform the school on the morning of any absences via phone, email, sms text or the newly implemented Skoolbag App.
- following up on any absences that have not been notified in a prompt manner
- speaking with parents/caregivers about regular absences
- initialising an absence reminder note as needed
- checking for patterns of non-attendance by the Head of School.

Attendance patterns may affect the ability of a student to achieve educational outcomes and prompt follow-up is provided to the student and parent/caregiver.

THE STUDENT BODY

The Deniliquin Christian School is a co-educational Christian School and we are a Christ-centred community where families and school work together nurturing, educating and equipping children from a Christian worldview. The School exists to firstly serve Christian families or students from the local area who desire a Christian education that complements the teachings of Church and the home. We also offer a 'ministry' to those students who, for a range of reasons, prefer not to attend other local schools.

A majority of our students are from rural working-class families, with a significant number employed directly within the agriculture sector. A small number of Indigenous students attend the school. Our students are generally diligent and respond well to the direction and teaching within the school environment.

Throughout 2017, there was a slight increase in enrolments of 9.8% in comparison to the year prior. A majority of the increase was in the Primary sector of the school. In the Primary sector of the School we had a total of 39 students enrolled, comprising of 23 male and 16 female students. In the Secondary stages we have 17 students in total, with 9 male and 8 female students. The whole school ratio of male to female students is 4:3. We have 4 students enrolled identifying as Aboriginal or Torres Strait Islander. The classes were split into Infant (Early Stage 1 & Stage 1), Lower Primary (Stage 2), Upper Primary (Stage 3), Year 7 and 8 (Stage 4) and Year 9 and 10 (Stage 5).

ENROLMENT POLICY

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:

<i>Association:</i>	The governing body of Deniliquin Christian School
<i>Board of Directors/Board</i>	The Board of the Association
<i>Christian:</i>	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
<i>Christian Worldview:</i>	Taking the Word of God and Lordship of Christ and applying it to all of life
<i>DCS /the school</i>	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.

SCHOOL POLICIES

All our school policies meet the NESAs requirements for compliance for registration and accreditation. A copy of all our school policies including our Nurture and Discipline Policy (student welfare), Staff Code of Conduct policy, Child Protection Policy, Safe Environment policy, Critical Incident Policy, Anti-discrimination policy, Healthcare policy, Privacy policy and Workplace Health & Safety Policy are all available, upon request, from the Administration Office.

These policies aim to foster a safe and supportive environment where all school community members 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 Spirit 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, but are not limited to:

- Whole school training and reminding;
- Teacher mentoring;
- Inclusion of relevant material in the curriculum eg: PDHPE - respect, self-image, building a sense of community;
- Merit Award System: positive affirmation for positive choices & behaviours;
- Consequences for poor choices and undesirable behavior that are appropriate to the situation, age and understanding of the student;
- Maintaining and improving communication and partnership between school and home.

Bullying is when a person or group of people with more power at that time deliberately upset or hurt another person, their property, reputation or social acceptance on more than one occasion. The school has a zero tolerance to bullying. The values and ethos of the school are intended to promote God honouring and positive behaviour.

A summary of the key policies surrounding student welfare, anti-bullying, discipline and complaints & grievances are as detailed below.

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 bullying, hitting or hurting anyone in any way.

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.

“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.

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.)

PRIORITY AREAS FOR IMPROVEMENT

School Priorities for 2018	Australian Professional Standards for Teachers – Descriptors	Teaching & learning strategies that address school priority	Whole school PL need
A consistent approach to K-10 programming in all stages and subjects	1.3.2 1.5.2 3.2.2 1.6.2 3.3.2 3.4.2 2.1.2 2.2.2. 2.3.2 2.4.2 2.5.2 2.6.2	Consistency in the format of program template Accessibility to all teachers on the school server Developing and aligning scope and sequences across all stages Consistency in programing from a Christian world view	Need to develop a consistent program template Opportunities for PL to refine programs Expectations for accountability to have programs completed and publicly available for monitoring Collaborate to develop the subject scope and sequences Specific training through CEN and within school sharing
A whole school schedule for assessment as, for and of learning and how this data informs reporting to parents	5.1.2 5.2.2 5.3.2	Embed a range of assessment types and strategies into teaching programs Using rubrics for student feedback	PL that supports teachers to use a range of strategies for assessment as, for and of learning including student and peer assessment Opportunities for teachers to engage in moderation activities that support teachers to consistently assess against statewide standards

		Ensuring students are provided with success criteria for assessment tasks	e.g. syllabus outcomes and content descriptors
A whole school approach to teaching writing	1.2.2 5.4.2 2.1.2 6.3.2 2.3.2 7.4.2 2.5.2 6.2.2 3.1.2 6.4.2 3.2.2 3.4.2 3.6.2 4.4.2 5.3.2	Implement the writing rubric as a formative and summative tool to monitor writing progress with matched work samples to demonstrate student standards of achievement Students use an editing checklist Consistent application across K-10 a systematic process for planning, organising, writing, editing, and reviewing (POWER) Explicit teaching of the literacy demands within subject areas focusing on responding to and composing texts	Negotiating and designing consistent practices and processes for the implementation of POWER Write Sharing what the POWER strategies look like across the K-10 range of stages and subjects Writing across the KLAs - context, audience, purpose and mode

<p>Participation in a whole school teacher performance and development process</p>	<p>6.1.2 6.2.2 6.3.2 6.4.2</p>	<p>PL activities aligned to whole school priorities/goal</p> <p>Opportunities to engage in peer and supervisor classroom observations of professional learning in practice</p>	<p>PL focused on reflection, feedback and observation</p> <p>Accepting and giving constructive feedback on practice</p> <p>How to identify individual learning needs and aligning these needs to individual teacher professional learning</p>
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INITIATIVES PROMOTING RESPECT & RESPONSIBILITY

The school seeks to actively promote respect and responsibility which is consistent with our Core Values Statement and Educational Creed. This focus is a whole school approach and is entrenched into all the schools teaching programs, functions/activities, assemblies and the public recognition of examples of good character and service.

Some of the various methods used within the school include but are 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

PARENT, STUDENT AND TEACHER SATISFACTION

All key stakeholders within the Deniliquin Christian School were given the opportunity to provide feedback on their child's and their own experiences of the school.

Parents appreciated the positive learning environment, the Christ-centred approach of the school and the caring and nurturing environment. They also spoke highly of the 'extra mile' that staff went to in assisting their child or children.

Students were surveyed about multiple areas of their schooling life. The staff were also given the opportunity to comment about the school. Unfortunately, due to the change over in the leadership of the school these details have not been formally collated and therefore, cannot be reported on at this time.

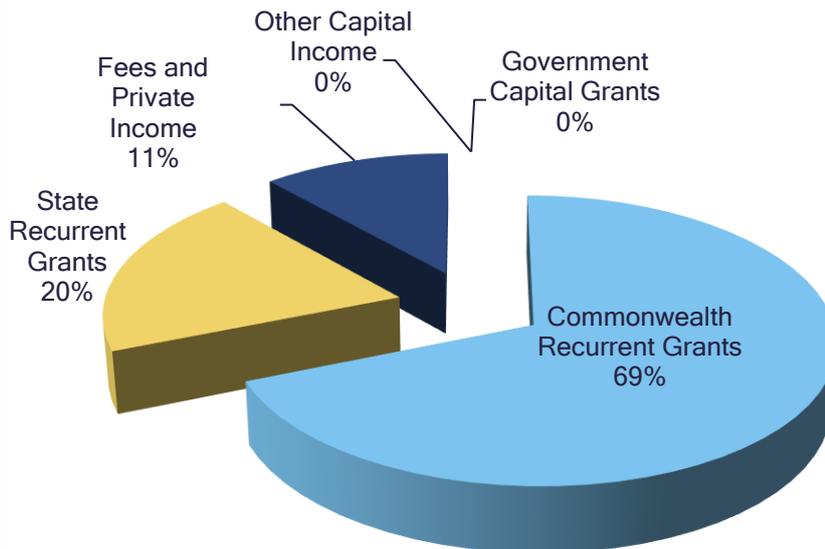
FINANCIAL SUMMARY.

Income from all sources; including Commonwealth, State and Private income including fees and donations.

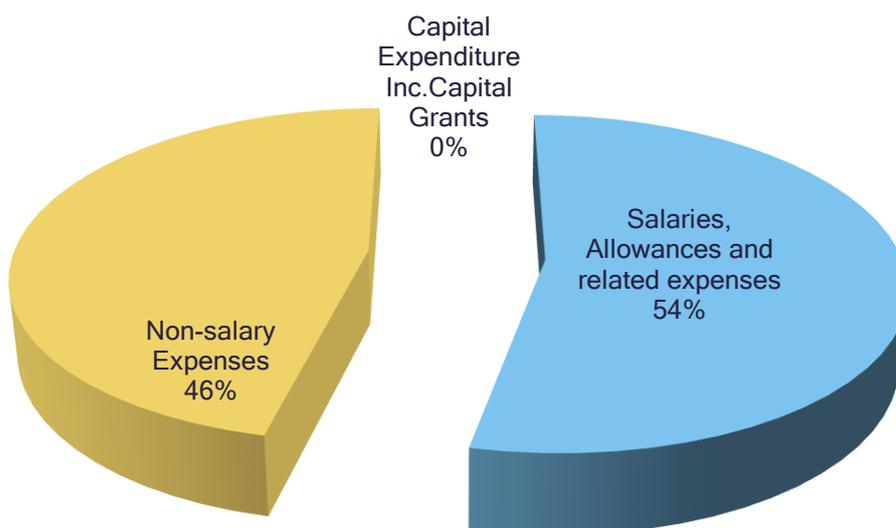
The financial summary for this year shows that our situation has improved slightly since last year. Additional students meant that we received extra funding. This allowed the

school to access extra resources for students and a reduction of debt. The school is in a healthy financial position to make further improvements to classroom resources and to implement further improvements to the infrastructure.

Recurrent / Capital Income 2017



Recurrent / Capital Expenditure for 2017



This report is compiled in accordance with the requirements of the Education Act (as amended). Please contact the Principal or the Board Chair in relation to this report or other school matters.