2014 Annual Report

Deniliquin Christian School

Learning and Growing with God
# Table of Contents

Table of Contents ............................................................................................................. 3  
School Overview Information  
Contextual Information ............................................................................................ 4  
Message from key school bodies  
Message from the Board ............................................................................................ 6  
Student Satisfaction ....................................................................................................... 8  
Parent and Caregiver Satisfaction ............................................................................... 8  
Staff Satisfaction .......................................................................................................... 9  
Professional Learning and Teacher Standards ............................................................ 10  
  Retention ....................................................................................................................... 10  
  Teacher Standards ....................................................................................................... 10  
  Professional Learning ................................................................................................. 11  
Student Attendance and Management of Non-Attendance ....................................... 12  
Characteristics of the Student Body ............................................................................ 13  
Enrolment Policy ......................................................................................................... 13  
Retention of Year 10 to Year 12 & Post – School Destinations .................................... 14  
Record of School Achievement .................................................................................... 14  
Student Outcomes in Standardised National Literacy & Numeracy Testing ............ 15  
Financial Summary ...................................................................................................... 16  
School Policies ............................................................................................................ 18  
Summary of Specified School Policies ...................................................................... 19  
  Child Protection Policy ............................................................................................... 19  
  Nurture and Discipline Policy ..................................................................................... 20  
  Safe Environment (Antibullying) Policy .................................................................... 22  
  Code of Conduct ......................................................................................................... 23  
  Communication Policy ............................................................................................... 24  
Initiatives Promoting Respect and Responsibility ....................................................... 25  
School Determined Improvement Targets .................................................................... 26  
Improvement Targets for 2015 ..................................................................................... 27  
Appendix A:- Enrolment Policy ................................................................................... 28  
Appendix B:- Core Values ............................................................................................ 33
2014 Annual Report

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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 2014 was around 39 with relatively equal numbers of females and males. There was one infant class, one primary class and one high school class.

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 2014 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:**
"Deniliquen 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 Deniliquen 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 KEY SCHOOL BODIES

MESSAGE FROM BOARD CHAIRMAN

1 Corinthians 15:57 “But thanks be to God, who gives us the victory through our Lord Jesus Christ.”

In the board report of last year I shared how “the Lord had led us to take some decisions that would stretch our faith and also require an enormous commitment from our staff. As a result, 2013 has been an amazing year of significant and exciting growth”. So here we are, at the end of 2014!

It is with praise to our Lord Jesus that I can share with you some of the fruit of that amazing and faithful commitment of our staff together with the blessing of Almighty God.

Arguably, the most important decision in 2012 was to pursue registration from the Department of Education Board of Studies for Year 11 and 12. This was a mammoth undertaking which required a highly technical submission to be prepared, followed by two audits and visits by inspectors from the Board of Studies. Thanks to the commitment and expertise of our former Head of School, Belinda Everingham and assistance of Jodie Graham, we now hold formal accreditation as a stage six service provider.

The provision of our staff is a truly great evidence of God’s blessing. The sense of call on our teachers to serve Jesus through the school is one of our greatest encouragements. Miss Maricel Salazar was appointed to primary at the beginning of this year and is just another example of God’s generosity in His loving care.

Preparation for implementing the new National Curriculum and the pending Board of Studies accreditation early next year ensure a real challenge and very heavy workload for staff. The development, revising and finalizing of programs is a high priority in preparation for the Board of Studies renewal in 2015. To this end our staff have enjoyed several professional development workshops designed to assist in the implementation of the new National Curriculum. Some attended the CEN conference and Maricel attended a 3-day child protection investigation training workshop.

Facilities have continued to be improved and updated throughout the year. High-schoolers have moved to Room 3, Room 4 converted to a science lab, previous science room now Art & Tech-mandatory. New split air-conditioner was installed in Room 3, gas and water utilities connected to Room 4, new blinds in Room 3 and 4, and new flooring in Room 4 suitable for science lab.

Parents, carers, and friends continue to encourage and bless the school. Gifts have included a water tank connected to the COLA, stainless steel tables in the Science lab, an outdoor lunch table, and many hours of voluntary work. Many thanks to Simon Taylor for his care and upgrade of the computer system.

The board and head of school have been involved in developing a strategic plan, SunSmart policy, Staff handbook and Parent handbook, all designed to improve the function and safety of the school.

During the latter part of the year, Jo Pepper resigned from her cleaning role, and Gail Danckert has been appointed to this position. Great thanks to Jo for the many extra hours – your service to the school is recognized and appreciated. Belinda Everingham resigned at the end of Term 3, and at the time of writing Mr Peter Nelson has been appointed as interim head. Thank you Peter for your availability.
Enrolments have consolidated throughout the year, bouncing between 38 – 40 students. The report ended last year by asking all involved to partner with us in prayer believing God for students to grow our school. At the time of writing we have 47 booked to start 2015, with several enquiries in the pipeline. Praise God.

On behalf of the board, Linda Broekman, Tineke Visscher, Beck Rickard, Ben Everingham, and myself, it has been our joy to serve, with all the staff, you the parents and carers. Let us continue to partner together to provide a Christ-centered community where families and school work together nurturing, educating and equipping children for life through a Biblical worldview.

Lovingly,
John Everingham.

Psalm 47:1b “Shout to God with the voice of triumph.”
STUDENT SATISFACTION

In 2014, there was no formal survey of students to gauge satisfaction. Overall Student enrolment numbers were quite consistent throughout semester one and increased during the second semester. There were a variety of reasons for students leaving the school, all of which were noted. The reasons included, but are not limited to the following: family connections within other schools of the area, distance to travel to Deniliquin for Christian Schooling and availability of services within the township.

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

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.

Regular positive feedback from students was indicative of their high level of satisfaction. New students continued to express their enjoyment with having joined our small school community.

PARENT AND CAREGIVER SATISFACTION

Parents and caregivers repeatedly praised the school for its close partnership with them, its caring nature and its focused learning.

School assemblies, functions and even student collection waiting areas are places where the positive spirit and thankfulness of parents/caregivers are evidenced in the discussions and interactions with our staff.

Parents, siblings, grandparents and other family and friends have engaged with the school at a high level continuously throughout the 2014 school year. Indeed, the increasing involvement of other family and friends of students in the life of the school has been a beneficial reminder of the school’s impact in the lives of extended families.

During 2014 many parents who were new to the school, declared without equivocation how pleased they were with their decision to send their children to DCS. Indeed, they were glowing in their praise for the school staff and the environment in which their child was learning.

There was a formal survey of parents to gauge satisfaction only a limited number of forms returned this feedback has been exceptionally positive.

Any constructive feedback from parents was duly followed up and appropriate action was taken within the feasibility of the school. Positive anecdotal and written feedback from parents has continued to be encouraging.
STAFF SATISFACTION

Feedback from staff continues to be that of a positive nature. Staff morale was excellent although at times it did waver due to changes in staffing. Overall the staff were extremely satisfied in working in the environment of DCS. Evidence of this is the weekly morning meetings which are celebrated with fun and enthusiasm. Staffroom banter, collegiality, educational risk taking and ongoing commitment to the school’s ethos are other items of evidence. Another item of evidence is the social gathering of staff outside school hours.

There were many times when the self-sacrifice of teachers and staff members was evident. Whether it was at excursions, sporting events, social events or extra-curricular experiences, the involvement of DCS teachers and staff displayed their commitment to the school and their sense of professional satisfaction.

Our casual teachers who work at DCS repeatedly indicate how pleased they are to work here.

Anecdotally, there is evidence to state that the staff continue to find working at DCS to be a positive and fruitful experience, and this is reinforced with the relatively low turnover of staff.
PROFESSIONAL LEARNING AND TEACHER STANDARDS

All teachers hold appropriate qualifications as required by 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. All teaching staff were eligible for membership with the NSW Institute of Teachers.

Our school had two full-time teaching staff and four part-time teaching staff in 2014. 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 2014. No teachers had an indigenous background.

Retention:
For the 2014 school year there was a teaching retention rate of 83%. Two full-time and five part-time teachers were employed by the school with the departure of two part-time teachers one gaining full time employment within another school during Term 1 and the other, being our Head of School, at the end of Term 3. This led to the addition of another part-time teacher term 4. Administration staff remained unchanged; and two teacher’s aide was employed for the duration of 2014. We also employed a non-teaching Head of School during Term 4.

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 2014 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.

Five 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 2014, teaching staff and general staff engaged in a wide range of professional learning (PL) provided both externally and internally. External PL was provided by the Association of Independent Schools through a National Partnerships program; the NSW Christian Education National two day Conference; and one day Key Learning Area seminars. Teaching staff members attended conferences in the areas of Mathematics and English and the implementation of the Australian Curriculum. Staff also attended the ‘Teacher new to Christian Education’ CEN seminar at Nepean Christian School and a 3 day Child Protection Investigator Training held at Mulgoa.

A general staff member attended professional learning in regards to the Disability Legislation and the Nationally Consistent Collection of Data.

Staff also attended professional learning opportunities provided by externally sourced organisations in regards to special needs held in the local town for all professionals working in schools or child care facilities.

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 2014 was predominantly limited due to the shortage of suitably qualified Christian relief staff. Deniliquin Christian School acknowledges the funding provided under Smarter Schools National Partnership on Improving Teacher Quality and facilitated by the Association of Independent Schools. 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.

<table>
<thead>
<tr>
<th>Year Level</th>
<th>% Attendance</th>
<th>Year Level</th>
<th>% Attendance</th>
</tr>
</thead>
<tbody>
<tr>
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<td>Year 7</td>
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<td>89</td>
<td>Year 8</td>
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<td>Year 6</td>
<td>93</td>
</tr>
<tr>
<td>Year 6</td>
<td>93</td>
<td>Whole School</td>
<td>92</td>
</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 3:2. The proportion of students from regular church attending families (representing over 5 churches) was 50%.

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 2014, 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 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 although we were granted provisional acceptance to conduct up to Year 12 by BOSTES. This did not continue due to lack of enrolment numbers for stage 6.

Previous Year 10 students have been successfully completing Year 12 (HSC) at Deniliquin High School, Finley High School 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)

Of the 1 student in the 2014 Year 10 cohort, they were granted a Record of school Achievement. Overall our ROSA results were encouraging with students performing at or above expectations. This student continued their studies at Moama Grammar.
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 2014.

Students in Years 3, 5, 7 and 9 were required to participate in the NAPLAN (National Assessment Program - Literacy and Numeracy) tests. In 2014 our students produced sound results again building on great results in previous years. Any student who falls below National Minimum Standards benchmarks is immediately placed on an Individual Learning Plan (ILP). 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.

<table>
<thead>
<tr>
<th>Primary</th>
<th>Reading</th>
<th>Persuasive Writing</th>
<th>Spelling</th>
<th>Grammar &amp; Punctuation</th>
<th>Numeracy</th>
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<th>Secondary</th>
<th>Reading</th>
<th>Persuasive Writing</th>
<th>Spelling</th>
<th>Grammar &amp; Punctuation</th>
<th>Numeracy</th>
</tr>
</thead>
<tbody>
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<td>Year 9</td>
<td>NA</td>
<td>NA</td>
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</tbody>
</table>

Key

- **DCS School Score**
- **Similar School Score**
- **All Schools in NSW 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 October 2014 (incorporating changes from 2004 to 2014) 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 2014

- **Commonwealth Recurrent Grants**: 62%
- **State Recurrent Grants**: 17%
- **Fees and Private Income**: 20%
- **Other Capital Income**: 0%
- **Government Capital Grants**: 1%
Recurrent / Capital Expenditure for 2014

- Salaries, Allowances and related expenses: 74%
- Non-salary Expenses: 15%
- Capital Expenditure Inc. Capital Grants: 11%
SCHOOL POLICIES

All school policies met compliance for 2010 NSW Board of Studies registration. 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 2014 the following policies were reviewed and/or updated:

- PED Policy
- Student Use of Mobile Phones
- Code of Conduct
- Attendance Policy
- Board of Studies Notification Processes
- Child Protection Policy & Procedures
- Communication Policy
- Critical Incident Policy
- Educational Financial Reporting
- WH & S Policy
- Enrolment Policy
- External Educational Provider Policy
- Nurture & Discipline Policy
- Allocation of Grades
- Programming Policy & Procedure Resource
- Safe Environment (Anti-bullying) Policy
- Senior Assessment Policy
- Sunsmart Policy
- Uniform 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.

“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**,
- 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.

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## SCHOOL – DETERMINED IMPROVEMENT TARGETS

<table>
<thead>
<tr>
<th>Pre-determined 2014 targets</th>
<th>2014 Achievements</th>
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</table>
| 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.  
• Increased attendance at Association Meetings  
• Increased membership of Association |
| 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  
• Science room fitted with relevant resources for set function of a laboratory. |
| Continuing to provide each student with an excellent education by attracting and retaining skilful teachers and support staff with appropriate qualifications and by encouraging excellence through professional development of teachers; | • Employment of additional teacher’s aide.  
• Improved number of opportunities for staff to attend PD activities. |
| Enhancing and maintaining the physical school environment and grounds, including improving the B.E.R. projects and accessing other funding as appropriate; | • Working bees are being conducted at least once a term and application for funding are continually sort and have contributed to the continued enhancement and maintenance of the physical school environment and grounds |
| 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; | • PD activities for staff focused on program building.  
• Review of current Biblical foundations in existing programs |
| 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.  
• IEPs in place and implemented |
| Applying for Senior Schooling for 2015 onwards | • Application submitted to Board of Studies in March 2014.  
• Creation & maintenance of the various Scope & sequences documents  
• Construction of focused model of subject arrangement  
• Successful visit in June 2014 by BOS Inspector  
• Decision at Board of Management level not to offer Senior School internally in 2015 due to low student numbers |
| Providing staff with professional development opportunities and support for the enhancement of programs across all KLA’s to include relevant changes to incorporate the implementation of the new BOSTES syllabus. | • Pupil free time to prepare  
• Participation in teacher networks  
• Gathering resources  
• Attendance at CEN seminars |
| 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 2015

<table>
<thead>
<tr>
<th>Target</th>
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<tbody>
<tr>
<td>Gain accreditation and registration for 2015 and beyond</td>
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<tr>
<td>Consolidation of current student numbers, leading to more growth in the future</td>
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<tr>
<td>Review of Strategic Plan</td>
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<tr>
<td>Improving school promotion</td>
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<tr>
<td>Implementation of National Curriculum</td>
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<tr>
<td>Provide professional development opportunities for staff that directly supports the implementation of the national curriculum and program development</td>
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<tr>
<td>Further develop and maintain the school website</td>
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<tr>
<td>Enhancing and maintaining the physical school environment and grounds, including improving the B.E.R. projects and accessing other funding as appropriate</td>
</tr>
<tr>
<td>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</td>
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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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<td>1.2</td>
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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.
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