

# Annual Report 2019

## Chairman's Report | Philip Skipsey



Belmont Christian College is the major ministry of Belmont Baptist Church. First conceived to cater only to the children of members at the church it began as a small primary school operating from the hall at the rear of the church in central Belmont. The school grew in student numbers requiring further buildings, eventually outstripping its location, necessitating a move to a larger site. Against the odds the current site, BHP's decommissioned John Darling Colliery, at Belmont

North became available through God's providence, and the school relocated, revelling in the abundant space and facilities.

The appeal of the school, its unapologetic emphasis on caring Christian teaching and quality education, has attracted children from an increasing geographical area and variety of churches - now numbering around 45. The broader context of the student body suggested the renaming to the current Belmont Christian College.

The College covers Pre-Kindergarten to Year 12 providing an ever-broadening range of subject and curriculum choices. Blackboards have been replaced with interactive whiteboards and online learning via Chromebooks, and traditional didactic lessons have been supplemented with contemporary best practice learning strategies. Formal ongoing professional development ensures our committed Christian staff continue to provide high quality education from a biblical world viewpoint with consistent Christian values and examples.

Strong 2019 HSC performance again have ensured our candidates were able to secure their preferred placements at colleges and universities via excellent ATAR results.

Initiatives such as "Future Fit" for students continue alongside the staff-targeted "Transformation by Design" course. "Connect" is an initiative introduced to promote the kids' connection with Pastoral Care teachers, Stage leaders and Chaplain, also aiming to improve bible literacy.

Additional new approaches continue to be explored by management such as "School Learning Improvement Plan". The College will participate in the pilot programme in 2020.

Outside of academia the College continues to perform strongly in the sporting arena, and the arts. A particular highlight of the year was Primary School's 'Seussical Jnr'.

Outside consultants were engaged during 2019, initiating student focus groups and parent surveys to help management and the Board visualise the needs and possibilities for our College as we formulate an updated Master Plan.

The future of the College continues to look optimistic with strong feeder streams such as the play group, and "Prep" & "Pre-School" (known as "Beginners" from 2020).

While not a 2019 item, it cannot pass without comment that the College, along with the rest of the world, have had to navigate turbulent and unforeseen times with the COVID-19 pandemic in early-mid 2020. The College was well-placed with IT resources and staff flexibility to adapt, which it did with alacrity, to expedite on-line/distance learning. At the time of writing the College is returning to face-to-face "normalcy", but the future is anything but clear. The College has weathered this time incredibly well due to reasoned and intelligent responses from management and staff, and will no doubt further cement the reputation of the College in the community.





Belmont Christian College is a Pre School to Year 12 College based in beautiful Lake Macquarie. Founded in 1982, Belmont Christian College is a ministry of Belmont Baptist Church and is an active member of the local community.

We believe before God that parents are the prime care givers and educators of their children. As a College we are here to support parents in that education. In fact, we see home, school and church working together to enable children to “...grow up into Christ” and achieve their God given potential in all aspects of their educational, physical, emotional and spiritual development.

Belmont Christian College has a holistic, caring and nurturing approach to meeting the needs of the precious children in our care. There are many highlights of our extra-curricular program from an extensive range of sporting opportunities to Music, Dance, Drama, Design, Marine Studies and ICT.

2019 as expected brought with it many changes, learning experiences and opportunities for growth. I was particularly pleased to launch our Strategic Plan and Master Plan. Both built from input from all major stakeholders through surveys, staff, parent and student forums, meetings etc. Our four main Strategic Objectives are; 1. A Caring Environment; 2. Dynamic Teaching and Learning; 3. Connected to the Community; 4. Leading with Purpose.

The Director of Mission and Community was a new position that was introduced and filled by Mr David Gray. This position is accountable for the implementation of the College Vision and its related Mission statements through the promotion and maintenance of an appropriate and positive public profile of the College.

The College saw firsthand the thriving success of the new Community Playgroup, which could on any given week have 45 in attendance. Equally as successful was the launch of our Common Grounds community garden. It was exciting to see this garden physically flourishing and to witness the support from our parent community. It was also exciting for me to see the launch of BCC Cares, our community freezer, which support our families in need.

What we do at the College every day, is to prepare our students, to be world-changers for the glory of God. Each year we raise funds for those in need. My heart warms at the thought of the practical and spiritual change that comes about for those in other parts of the world through days like Coins for Compassion and our annual Golf Charity Day.

There were many significant moments for students and staff from Preschool right through to Year 12 that prepared students to be future fit. To be intentional, however, we launched our very own “Future Fit” program to specifically help cultivate enquiring minds. This program focuses on innovation and fosters creativity, critical thinking and problem solving. I’m thrilled with this program as it is a demonstration of providing Christ centred education that transforms lives.

Academically our students have participated in amazing opportunities that have prepared them to be future fit. The College continues to strive to improve the academic rigour of the children in our care. Focusing on “Transformation by Design” remains our focus and approach to teaching from a biblical worldview. As a place of education, we thrive on a regular basis. Alongside committed, gifted, and talented staff, our students do well. They achieve academic outcomes that are of the highest standard, both at a State and National Level. Whilst I am pleased with our results, I am acutely aware that the results of these tests do not reflect the things that make each student unique and special. The writers of these tests do not know our students the way that their teachers do and certainly not the way that their families do. The tests scores tell us something, but they don’t tell us everything.



## Principal's Report (cont'd)

Creative Arts continues to provide outstanding opportunities for our students. Our Primary School production of Seussical Jr the musical was a fantastic celebration of the gifts and talents that God has given to our staff and students. It was wonderful to see so many parents volunteering their time to assist in this production.

Our students represent the College within the sporting arena with both skill and honour, as they exemplify the values of our College. The College provided many representative opportunities for teams in 12 different competitions and Gala days.

This year, as a College, we have been recognised across a range of different areas. I was particularly excited with the recognition by Lake Macquarie Council for the annual environment award. This award is testament to Christian communities affecting change in their local area.

We have student leaders who epitomise the heart of our College each and every day. Led by our Captains and Vice-Captains, the staff have been honoured to watch these students serve in ways that are best described as 'other-people' centred.

I express my deep gratitude to our Board of Governors who are a godly group that have volunteered their expertise to provide sound governance and considered leadership.

Our staff consistently assist students to discover their immense God given abilities so that they are future fit and equipped to explore the boundless possibilities that lie ahead of them. I thank all of our teaching and support staff who have invested so much in the pursuit of this vision. It is a blessing to work with such a dedicated team.

To all parents and caregivers, I thank you for your passionate support of our College and for giving us the opportunity to work with you in partnership.

It has been rewarding to see parent, teacher and student satisfaction in our survey results. BCC enjoys strong and positive relationships with all major stakeholders. These relationships have been supported through a variety of opportunities that have allowed us to partner with our parents in the education of their child. Survey results indicate that our best practice areas include: Learning Environment, Resources + Facilities, Values + Culture, Teaching Standards, Leadership + Direction and School Communication.

This report has given me the opportunity to reflect and thank God, our Heavenly Father, for His abundant provision, everlasting love and irresistible grace & mercy.

The College is in good hands, it is in safe hands, it is in God's hands.





As Assistant Principal and Head of Secondary School I am part of a leadership team that serves the College community. My dual role requires a dynamic understanding of Christian schooling and entails an embedded articulation of a biblical worldview in the College operations, policies and procedures I oversee.

A major aspect of my dual role is the pastoral care and wellbeing of students and staff. The tone of the College and maintaining its Christian distinctive are a key part of my responsibility and area of leadership as Assistant Principal and Head of Secondary School. The College's focus remains a Biblically based teaching/learning, wellbeing and discipline systems that emphasise relationship, care, compassion, respect and responsibility. Our policies and procedures aim to foster a safe and supportive environment where students' attitudes and behaviours are consistent with the culture of the College as expressed in the published Codes of Conduct. During 2019 there was a small number of detentions and suspensions largely as a result of the restructure started in 2018 to incorporate more time for Stage Leaders, and more consistent, caring follow-up by our staff and parents/caregivers. The Student Services and Wellbeing team continue to provide students with outstanding emotional, spiritual and educational support.

In preparation for our scheduled NESA Registration and Accreditation early in 2019, the College policies and procedures were reviewed, particularly the Safe and Supportive Environment suite of policies, Discipline policies and Curriculum guidelines. The review and updates involved not only ensured current legislative requirements were met, but also that the College's ethos, values and Christian distinctive were integrated into each of the reviewed documents.

Along with the Head of Junior School (PS-6) and the Head of Student Services and Wellbeing, I am responsible for developing and maintaining programs that foster values encapsulated in the College's Vision Statement: "... that we might be a Christian community which seeks to nurture and train young people to ...*grow up into Christ*". This is further enlarged in the College's Strategic Plan:

- To create an environment where each child's individual gifts are fostered, recognising that each child is a unique creation, loved by God
- To create an environment where students are encouraged to love God and to live a life of obedience to Him
- To model Christ to our students in our words and actions
- To provide an environment where children are nurtured, disciplined with love and accepted as valuable members of our community.
- To teach the required curricula with a biblical focus thus allowing the students to formulate a Christian world view

One of the objectives of the College's Strategic Plan in transforming lives is that we are a caring community where students find a sense of connectedness and belonging. The objective is that we celebrate the individual gifts and abilities of our students, and foster their development into secure, resilient lifelong learners who are encouraged to follow Jesus and are prepared to shape culture by serving their community and beyond. As stated in the College's Staff Handbook, our relational teaching



## Assistant Principal/Head of Secondary Report (cont'd)

approach encourages teachers to form positive relationships (keeping to the fore professional boundaries) with students. This includes recognising that each teacher has a relational style of their own, one that should adapt to the distinctive contexts of their classrooms and acknowledge the variation in the relationship with students by year group.

Research indicates that students' attainment increases in classes taught by teachers that they like. The research team (above) highlighted the correlation between student effort and their liking or disliking for a teacher. When students feel valued and respected by their teachers, their attachment to school strengthens

The messages staff communicate are crucial, though none more important than those that serve to disclose the characteristics of being human with, 'well developed social-emotional skills, self-control, self-efficacy and optimism' (Vitto, 2003 p.21). There are positive realities that students who feel they have the type of access to their teachers they need and desire, the benefits are clear. To feel acknowledged and supported, listened to and understood, and a sense of connection enables students in strong relational classroom contexts to engage more beneficially in their learning. The opposite is true as well – those who feel disconnected from their teachers and, therefore, the school as a whole will generally have more negative outcomes. Staff are encouraged to read Being and Belonging: Teacher and Student Relationships in Christian Schools <http://www.relationalschools.org/>

New staff (including casual teaching staff) undergo a formal induction process so that they have a knowledge and growing understanding of the College's history, Christian distinctive, relational approach, and the operational, pastoral and discipline procedures that are employed.

### Ongoing Strategies for improvement included:

- Completing a review and update of other College policies not required by NESA Registration and Accreditation
- Reviewing the role and time allocation of Stage Leaders and Pastoral Care teachers
- Planning for an overhaul of The College's organisation of the Biblical Studies, Pastoral Care and student assemblies was overhauled to create a more focused intention on relational priorities integral to our endeavours to promote respect and responsibility. The review came as a direct result of our involvement in the Relational Schools Project in 2017/18. Planning was underway throughout 2019 to allocate time and staff to a renewed program that would not only develop aspects of the Christian distinctive through engagement with the Bible, but also develop a program that would bring more attention to the importance of community, respectful behaviour, looking for ways to be involved in community service activities, and undertaking specific class-based activities that foster such positive values. These values are articulated in the College's Safe & Supportive Environment suite of policies and our Child Protection Policy
- Continuing formal and informal occasions where the pastoral care of each student is actively promoted. These occasions included not only the scheduled weekly Chapel services, Year Meetings, assemblies (Secondary and Primary), Year group Camps, but also the ongoing student leadership programs (Prefects, SRC, etc..), class devotions and a variety of special activity days (such as Coins for Compassion). Throughout 2019 the following programs and activities bring further focus to the values of respect and responsibility:



## Assistant Principal/Head of Secondary Report (cont'd)

- Mentoring student leaders to contribute to the community the life of the College
- Participation by students in local community ANZAC Day March and Ceremony
- Participation by students in the Newcastle Lord Mayor's Prayer Breakfast
- 'Welcome to Country and Acknowledgement of Country' introductions at official functions
- Supporting Compassion and sponsoring Compassion children
- Fundraising calendar specifically targets a range of College, local, national and international programs
- Inviting guest speakers from a range of organisations that support aid distribution both locally and abroad
- The College Chaplain is proactive in meeting with groups in order to promote respect and responsibility in relationships
- Mission/Service trips (Vanuatu for Year 10 students and Thailand for Year 12 students)

The College continues to provide a high quality teaching and learning environment, and has high expectations for the undertaking and delivery of quality teaching and learning experiences. A relational teaching approach fosters strong connections between teachers and students, enabling teachers to effectively monitor student issues and to know their students and how they learn. A quality learning environment for students is monitored through:

- *Impact* - a teaching staff growth and development program which enables KLA Coordinators and Primary School Stage Leaders to reflect on practice with their staff to improve teaching and learning experiences, project commitments to change and target professional learning
- *Professional Learning Communities* - the Director of Teaching & Learning coordinates fortnightly staff meetings to undertake focused learning sessions on topics such as maintaining a Biblical distinctive in our teaching programs, using technology, planning meaningful assessments and giving effective feedback, differentiating instruction and extension/enrichment opportunities, and so on.
- Liaising with the Director of Teaching & Learning and the Careers/VET/Distance Education Facilitator to better advise students regarding subject choices (Yr 8 making choices for Yr 9-10, and Yr 10 making choices for Yrs 11-12). Informing, setting up interviews and working with the timetabled Year 11 Enterprise program scheduled two hours each Wednesday afternoon and allowed time for Careers/VET and Distance Education advice to ensure students and parents/caregivers were given every opportunity to make the best choices available to them. Information preceded and followed subject selection information evenings.
- As well, in 2019:
  - Staff from 4 KLA areas participated in HSC marking operations 2019
  - Regular KLA Coordinators meetings were scheduled with Head of Secondary School, Head of Primary School and the Director of Teaching and Learning for updates, content planning and facilitation of PLC (Professional Learning Communities)
  - A Staff/Yr 12 Mentoring Program was continued from previous years



## Assistant Principal/Head of Secondary Report (cont'd)

- We continued use of online systems to complement teaching and learning (Yr 11 and 12) such as Edrolo that provide students with focused HSC type tasks, flipped classroom tutoring sessions and immediate feedback, etc...
- Outside study programs and strategies advice such as that provided by Elevate Education gave timely, relevant follow-up for key groups. For example, the Year 11 camp program at which they presented two sessions
- The *Learning Curve* College Diary resources were intentionally integrated into Yr 7-10 classrooms, Year Meetings and pastoral care sessions.
- We continued our use of the *Clinical Teaching* and *Visible Learning* model started Semester 2 2016

### Co-Curricular and Senior Secondary Outcomes:

We aim to continue to develop a strong culture of success and high achievement in all our classes and have implemented an intentional focus on Learning Intentions and Success Criteria. All classrooms display posters that provide a reminder of the Visible Learning and Teaching model. Teachers focus their lessons using displayed visible indicators in each classroom to enable students to know the process and outcomes of their learning, and so teachers can more closely evaluate the impact of their teaching in order to better inform successive lessons.

The College provides a wide range of opportunities for students to problem-solve, create, explore and engage in various activities. A specialised, uniquely intentional and innovative program called 'Future-Fit' was timetabled for Year 7 students to develop skills that will help ready them for whatever the future job industry may hold. They have been challenged to come to a greater understanding of the connections between what they are learning in the school context and the 'real world'. Throughout the year the students undergo a rotation through three different group activities designed to hone in on 21st century skills. They have the opportunity to use critical thinking and problem solving skills to design and build bottle rockets, develop their entrepreneurial skills in designing and marketing a business idea, and explore their creativity and technical skills in game design. They are developing their creativity, collaboration, critical thinking, communication and citizenship, all of which are key skills that will help students to be 'future fit'. We continued to strengthen our commitment to the creative arts following a previous restructuring of the Creative Arts Faculty and saw gains in Visual Arts, Drama and Music, particularly with the success of the 2019 musical, *Seussical Jnr!*

The College has enjoyed great success in a variety of sporting areas having a range of students reaching individual and teams representative levels at Zone and State. Teams:

- Zone Swimming Challenge Cup Champions
- Open Girls Zone Netball Champions
- Under 15 Mixed Zone Oz Tag Champions
- Open Girls Zone Futsal Div B Champions
- Under 15 Girls Zone Basketball Champions
- CSSA NSW Junior Boys Triathlon 3rd Place



## Assistant Principal/Head of Secondary Report (cont'd)

Individual students who represented at NSW CSSA or equivalent at CIS NSW:

- Fencing
- Golf
- Hockey
- Touch Football & Rugby Union
- Athletics



Students who represented NSW ALL Schools or Australia at National or International Level:

- NSW All Schools Under 16s State Hockey Representative
- Australian Under 17s Schools Boys 7s Rugby Union Representative

Secondary School continued to provide a range of new opportunities and an introduction of some new subjects. As well, there has been increased educational support and enrichment. English, Science and Mathematics classes in Years 9 and 10 are graded according to ability and need while the other subjects are mixed ability classes. ICT skills are integrated into all subject areas. As well, a range of professional development sessions focusing on a curriculum resource called Transformation by Design (see <https://nice.edu.au/nice-resources/curriculum-development>) assisted in developing curriculum from a Biblical perspective. In the sessions, teachers were shown a model for developing curriculum that is used alongside the mandated curriculum, and programs written now have that distinctive perspective as an integral part of delivery.

- Embedded Chromebook laptop for all students in Years 7-12, with all classes using the Google suite, and Yr 11 and 12 in particular using their Google calendar for organisation of their coursework and assessment task due dates
- Fortnightly Year Meetings and daily Pastoral Care sessions contribute to the promotion of respect and responsibility across Years 7-12 and are intentionally timetabled
- Student diaries in Years 7-10 are used to complement teacher programs relating to respectful behaviour, involvement in community and service to others culminating in Year 10's end-of-year Service Days, Marine Studies Service and Diving trip to Vanuatu and the Year 12 Schoolies/Service trip to our sister school in Khao Lak Thailand
- Student Services and Wellbeing team work with students requiring learning support as well as those who have accessed extension and enrichment opportunities. Differentiation has been an important focus during 2019 with intentional timetabling of year groups classes so that super sessions can be undertaken and groups of students from different classes can work together on similar programs and tasks with a variety of teachers
- The annual swimming, cross-country and athletics carnivals were all well attended. Strong individual performances were made by students at representative levels: CSSA State Carnivals and at CIS State Carnivals. Zone and State gala day events in sports such as football, futsal, rugby league, netball, cricket, touch football, triathlon and basketball were also attended, enabling many students a variety of competitive and recreational sports.



## Assistant Principal/Head of Secondary Report (cont'd)

- The recreational sporting program included beach walking, futsal, rock climbing and tennis. A unique PE/Sports program regularly sees students travelling off site to use local sporting facilities. In the Senior School we aim to provide students with a selection of experiences in many different sports. To further enhance the academic experience of our Year 11 students we timetabled a program called Enterprise on their sport afternoon enabling students to choose from a range of sporting activities and specific study and mentor sessions
- Year 10 Marine Studies students raised funds for, and were able to enjoy their annual service and diving expedition to Vanuatu
- A large group of Year 12 students (highest numbers since the program started) chose to attend the College 'schoolies' service trip to Thailand enabling them to share their faith while undertaking a life-changing cross-cultural experience. Strong links with the small community at Khao Lak and our sister school at New Light Foundation continue
- The Student Prefect Team attended their annual team-building retreat to plan practical ways to raise funds for their designated charities, and to plan assemblies and Chapels. They assisted at various official functions such as the Lord Mayor's Prayer Breakfast and at the Compass National Leaders Conference in Canberra. Other leaders serve as House Captains taking on roles of responsibility to help in the smooth running of the variety of sport carnivals held throughout the year. Student leaders organised special focus days such as our involvement in such events as Coins for Compassion
- An important part of the College calendar is the camping program. Years 7 and 8 camp program is run by Crusaders and involves tent camping and a range of team building activities. Years 9 and 10 participated in an Urban Challenge at various venues in and around Sydney. Year 11's Discovery Camp at Elanora Heights focuses on preparation for study at the HSC level, and topics treated there were run by a team from Elevate Education
- Excursions and visiting speakers were a regular feature of each term as our students continued to learn not just the necessary aspects dedicated to curriculum, but also important life lessons in a variety of ways

### Students in Years 7-8 do a range of subjects (see table below):

Design and Technology	Indonesian	Mathematics
English	Science	HSIE
PDHPE	Visual Arts	Future Fit

### Students in Years 9-10 choose from a range of Elective subjects (see table below):

Drama	Information & Software Technology	Physical Activity and Sports Studies
Music	Industrial Technology (Timber)	Distance Education
Visual Arts	Food Technology	iSTEM
Photographic and Digital Media	Marine Studies	



## Assistant Principal/Head of Secondary Report (cont'd)

Year 10 students completed the NESA *All My Own Work* program on ethical work practices, plagiarism, copyright and group work during Term 4 in readiness for study in Year 11 and 12.

**Students in Years 11-12 choose from a range of subjects (see table below):**

Year 11 and 12 students choose from a broad range of subjects	
English Standard, English Advanced, English Studies, English Extension 1 and 2	Mathematics Advanced, Mathematics Standard, Mathematics Extension 1 and 2
Visual Arts, Drama, Music 1	Biology, Physics, Chemistry, Extension Science
Business Studies, Legal Studies, Ancient History, Modern History, Studies of Religion (1 and/or 2 Unit)	PDHPE, Community and Family Studies, Sport Lifestyle and Recreation Studies
Design and Technology, Industrial Technology (Timber), Food Technology, Hospitality	Software Design and Development
Distance Education - Society and Culture, Spanish, Economics TVET – Retail Services, Entertainment Studies, Animal Studies, Construction	

It remains our priority to produce students who are equipped to realise their potential to be the ‘influencers’ of a generation for Jesus Christ. Our high academic expectations, flexible course structure and learning pathways, optimum class sizes, and open communication with families promote a positive learning environment for all our students.



Hannah-Kate Proctor’s Major Art Work chosen for HSC ArtExpress





## Prerequisites for continued enrolment

Belmont Christian College desires that all students experience a rewarding and complete Christian education. Staff will ensure that everything is done to assist families to meet the conditions for continued enrolment of their child/ren, however, ongoing enrolment is provisional. It is a joint commitment between parents and the College to ensure that the students will behave in a manner that does not bring dishonour to the name of Christ or disgrace to the College. Parents are expected to support the teaching of the College's values and beliefs, and will ensure that fees are maintained in order at all times. The full Enrolment Policy is outlined later in this report under Key Policy Outline.

## Student Population

In 2019, there were 617 students enrolled at the August Census date from Kindergarten to Year 12. These students were predominantly from the Lake Macquarie region and represent a mix of cultural backgrounds.

In Preschool, (from 3 years of age), there were one class running over three days, Mondays, Tuesdays and Wednesdays, with 16 students attending across the three days.

In Prep, (Pre-Kinder), there were two classes split over Mondays, Tuesdays, and Wednesdays, and Thursdays and Fridays of 33 children attending across all days.

In Primary School, (K-6), there were two classes in Early Stage 1 (Kinder), three classes in Stage 1 (Years 1-2), three classes in Stage 2 (Years 3-4) and four classes in Stage 3 (Years 5 & 6). The average class size across Primary School was 24 students. In Secondary School, (Years 7-10), there were two classes in Years 7 and 9 and three classes in Years 8 and 10. There was an average of 62 students per grade. In Senior Secondary (Years 11 & 12) there was an average of 46 students per grade.

Enrolments			
	2017 (Aug Census)	2018 (Aug Census)	2019 (Aug Census)
<b>K-6</b>	322	277	281
<b>7-10</b>	244	261	245
<b>11-12</b>	110	99	91
<b>TOTAL</b>	676	637	617

\*EXCLUDING Preschool & Prep, (Pre-Kinder), students

## Student Attendance and Management of Non-Attendance

93% of students attended school on average each school day in 2019. This included absences for sickness, medical appointments and approved leave.

Non-attendance is managed by an electronic attendance roll and mandatory attendance codes are used. If an explanation of the student's absence is not supplied on the day of absence, a text message is sent to parents alerting them to the student's absence requesting a note of explanation. If a student is absent for 3 days consecutively, the roll-call teacher will make a call home to check on the welfare of the student. If the student has been absent for 5 days consecutively, the Head of School will make a call home to offer support. Where attendance patterns may affect the ability of a student to achieve educational outcomes for an external certificate, formal warning letters are provided to the student and parent.



## Registrar's Report (cont'd)

Years	Attendance %
Kinder	95
Year 1	94
Year 2	94
Year 3	93
Year 4	94
Year 5	92
Year 6	92
Year 7	93
Year 8	92
Year 9	92
Year 10	89
Year 11	93
Year 12	91
Whole School for 2019	93

There was a 61% retention rate from the 2017 Year 10 cohort who continued through to Year 12 in 2019. Of the students who left the College from Year 10, during Year 11 and 12 in 2017 to 2019, all but seven students left to attend TAFE and/or begin employment. The aforementioned seven students left to attend another high school.





Individual learning requirements and well-being remains key in all students' life at the College. Of particular focus is our Christian distinctive. In the classroom, from Preschool and Prep through to our Year 6 students, we are committed to ensuring that all students remain well-equipped, are engaged and have opportunities for *enrichment and growth*. Teachers ensure that learning is differentiated in accordance to each student's capability, capacity and interest level. In partnership with parents, we aim to cater to the 'whole child' academically, socially, spiritually, physically and emotionally. We consider these elements essential in developing each student's potential and uniqueness.

In 2019, the Primary school continued its second year of 'Stage' classes. Socially, the structure has proven to allow greater provision and opportunity for wider friendship bases, as well as important enrichment and learning opportunities and the ability to tailor student learning. Primary syllabus 'outcomes' are identical across grades, for example Years 3 and 4 (Stage 2), however, subject topics alternate throughout odd and even years. This provides interest, variation and opportunities for deeper understanding of learning for students.

For Kindergarten through to Stage 3, designated, paralleled Literacy and Numeracy timeslots continued throughout 2019. Teaching frameworks proved beneficial to students' academic progress with the ability to move students into learning groups that best suits their academic needs and abilities. This framework allowed for extension opportunities for those students who may be working outside the mainstream level of learning of a student typical at a particular stage of learning. NAPLAN and PAT test results in 2019, as well as formative and summative class assessment results at Belmont Christian College are examples of the high academic profile the College maintains. This could be attributed to the quality and structure of teaching and learning.

## Student Achievements and Awards

In 2019, achievements in the sporting arena dominated once again. Examples of inter-schools' competition results were as follows:

### 2019

#### AFL

Girls Lake Macquarie 3rd Place

Boys Lake Macquarie Runners Up

#### ATHLETICS

Hunter Zone 2nd Place

Individual Australian Bronze medallist

#### BASKETBALL

Senior Boys Zone Champions

Senior Girls Zone Semi-Finalists

Junior Boys Zone Semi-Finalists

Junior Girls Zone Semi-Finalists

Senior Girls NSW CSSA 5<sup>th</sup> place

Senior Boys NSW CSSA 9<sup>th</sup> place

#### BIATHLON

NSW CSSA Individual Silver Medallist

NSW CSSA 8<sup>th</sup> Place Team



## Head of Primary Report (cont'd)

### CRICKET

NSW CSSA Semi-Finalists

### CROSS COUNTRY

3 in NSW CSSA Top 20

### NETBALL

Junior Zone Semi-Finalists

Junior Macquarie Cup 5th Place

Senior Zone Champions

Senior NSW CSSA Quarter-Finalists

Senior Macquarie Cup 4th Place

### OZTAG

NSW CSSA Semi-Finalists

### RUGBY LEAGUE

9th Paul Harragon Cup 7s

### RUGBY UNION

Hunter Digby Rayward Shield 10s 3rd Place (Undefeated)

### SOCCER

Junior Zone Semi-Finalists

Junior NSW CSSA Quarter-Finalists

Senior Zone Runners Up

Senior NSW CSSA Quarter-Finalists

Senior Macquarie Cup 5<sup>th</sup> Place

Girls NSW CSSA 9<sup>th</sup> place

### SWIMMING

Hunter Zone 3<sup>rd</sup> Place



### Extra-Curricular, Co-Curricular; Sporting Activities; Excursions and Camps

In 2019, the Primary School provided students with extra lines of interest and educational and sporting opportunities to enhance their personal and academic growth. Examples of this comprised of the following:

Extra and Co-Curricular Activities: AK19 (Outreach/Acts of Kindness program); Junior Choir; Lego Lunch; Science Club; Junior Soccer; Senior Soccer; Junior Netball; Senior Netball; AFL; Junior School Swim Program; Junior School Gymnastics Program; 'Gallery' Art Exhibition; Primary School Leader speech-giving Assembly; Student Representative Council (SRC), ICAS Competitions; NSW Permanent Mathematics Competition.

Excursions and Incursions: Prep - 6: Reptile Park; Blackbutt Reserve; Shark and Ray Centre, Hunter Wetlands, Sydney Aquarium; Musica Viva (K-6), Chicken Hatching, Grandparents Day/Literacy Day; Pyjama Day, Kings and Queens Day; Robotics; Premiers Reading Challenge; Christmas Musical – K-6.

### Head of Primary Report (cont'd)

#### Camps:

Stage 2, Lutunda at Camp Toukley

Stage 3, Bathurst Goldfields/Jenolan Caves

#### Athletics Carnivals:

School, Zone, NSW CSSA, NSW CIS, NSW PSSA, SSA



## Head of Primary Report (cont'd)

### Swimming Carnivals:

School, Zone, NSW CSSA, NSW CIS , NSW PSSA

### Cross Country Carnivals:

School, NSW CSSA

### Gala Days:

Soccer Gala Day; Girls Soccer; Netball, Rugby Union 7's, Basketball

### Special Sporting Events:

Paul Kelly Cup AFL; Champions League AFL; NSW CSSA Basketball; Coles Cricket; CSSA Cricket; Paul Harragon Cup Rugby League; CSSA Netball, CSSA Soccer, Macquarie Cup Netball, Macquarie Cup Soccer, CSSA Oztag.

### **Primary School Musical Performances:**

Primary School Stage 2 and 3 'Seussical Jnr' production.

Kindergarten and Stage 1 Christmas 'Nativity' Play.

### **Areas of Improvement**

At Belmont Christian College, the Primary School ensures that it leads in best pedagogical practice, research and implementation of current educational trends. The College regularly revises best teaching and learning practice in order to fill obligatory NESA standards and requirements for individual student growth and improvement. In 2019, there was continuing progression in the implementation and teaching of Creative Arts, with a wonderful and highly successful all of Stage 2 and 3 Primary Musical Production 'Seussical the Musical'. This was performed for College families and the wider community over several days in the Hunter region. In view of future performances and productions and maintaining excellence, we committed to employing a 'Stage Arts' (Dance and Drama) teacher for the following year so that momentum in the area of Performing Arts could be maintained and excelled upon. Technology was also a focus, with the integration of Information and Communications Technology into all Key Learning Areas of the Primary curriculum. These are examples of areas where the Primary School makes continual and relevant improvements to teaching and learning practice as a result of reflection and research.

### **Respect and Responsibility**

Our Primary School Leaders, together with our Student Representative Counsel Leaders and House Leaders are expected to model exemplary behaviour in terms of respect and responsibility. In turn, we expect all students to respect others and be responsible for their behaviour and learning both in and outside the classroom. This is expected and observed while students attend excursions and camps, and are in the public eye on all occasions.

Primary School teachers at Belmont Christian College are required to live a committed Christ-centred life and demonstrate respect and demeanour in all their personal interactions with their students, colleagues and parents. Good manners are taught explicitly to students. Embedded throughout the curriculum are opportunities that allow teachers to guide their students towards appropriate behaviour. Grace is given when children make mistakes. We seek to encourage children to restore broken relationships, especially where disrespect has been the cause. We believe that respect fosters respect.

### **School determined improvement targets**

Identifying specific student abilities, needs and interests will continue to be a priority. All Key Learning Areas will be rigorously pursued in terms of new and evolving syllabus demands. With Christ at the centre, the focus will be to prepare our students to be equipped for the years to follow in Secondary School and beyond. Keeping abreast of the ever-changing demands of 21<sup>st</sup> Century education and best pedagogical practice, embedded with a Christian world view will remain pivotal.





At Belmont Christian College we seek to create a dynamic teaching and learning environment, where rigour is cultivated and pursued, where individuals find a place to excel, and where our Christian distinctive is central.

It continues to be a priority of the College to invest in the faith formation of both staff and students. Teaching the curriculum from a Biblical Worldview is paramount and we continue to dedicate time for staff to deepen their understanding of how to teach their particular subject from a biblical perspective through further training using the 'Transformation by Design' framework. We have found this resource not only helpful for embedding Christian perspective into our programs, but also in fostering rich learning experiences for our students as they are encouraged to think more deeply and rigorously about the topics they study.

As teachers we want to always be learning, we want to lead the way with the learning in our classrooms. In light of this, regular professional development, both within the College and from outside providers continues to be a priority. We were pleased to receive accreditation from NESA to run our own registered professional development at the College which allows us to continue to train our staff onsite to meet the AITSL standards. A highlight from this year was beginning the year with training in uncovering and understanding our strengths using Clifton Strengths. This was a wonderful opportunity for teachers to learn of their unique strengths they bring to the College and the classroom. We have also begun this work with our senior students. We want the College to be a place where we recognise and celebrate the unique God-given gifts and strengths we have so that we can in turn use them to be a blessing to those around us.

We have a strong desire to see our students thrive in and impact the 21<sup>st</sup> century world they are engaged in. We want our students to be 'future fit', agile and capable learners who can experience success in an ever changing job market. We want them to develop the essential skills of collaboration, communication, creativity and critical thinking, along with a deep sense of citizenship- an innate understanding of their impact on the world around them. While this is something that underpins much of our teaching across the years, this year we began a program in Year 7 called Future Fit which specifically focuses on the development of these skills. Our deep hope is that, when our students finish their time with us, they will be able to step confidently into the next phase of their journey, knowing that they have developed the skills they need to help them flourish.





In Student Services we are privileged to have the opportunity to work collaboratively with classroom teachers, external specialists and parents, to meet the identified needs of students in our care. We focus on addressing the needs of the whole child; academic, spiritual, mental, emotional and physical, so they can flourish in all aspects of their school life.

Our Student Services Team consists of trained teachers, educational assistants, two school-based trainees, our School Counsellor and our Chaplain. **At BCC we seek to nurture, equip, challenge and celebrate** our students as they embrace every opportunity to develop their unique, God-given abilities, helping prepare them to become young people who will serve Christ with humility, sincerity and purpose and equipped to 'step into the good works that God has prepared beforehand for them to walk in.' Ephesians 2:10.

#### Academic Support/Extension:

- K-12 support for students with disabilities, learning difficulties and those who require extension and enrichment - both in-class and withdrawal opportunities
- Diagnostic Testing of Students K-12 - using the NESAs approved YORK Test, South Australian Spelling Test, Literacy Benchmarking in Infants/Primary School and on-line Pat Tests when required.
- Development of Individual Programs (IPs) for students with a Disability/Difficulty K-12
- Development and monitoring of classroom teachers in providing support for students with disability/difficulties - working through the on-line NCCD modules - to help equip our teachers to identify and make consistent adjustments for students with additional needs.
- Opportunities for students to participate in a wide range of enrichment and extra-curricular activities - including creative arts - drama, music and art enrichment, academic competitions, performance nights and sporting opportunities.

#### Wellbeing activities that promote a sense of respect and personal responsibility:

Partnering with the Executive, the Stage Leaders in High School, the School Chaplain and the School Counsellor, we seek to create a proactive culture of care with opportunities for students to be involved in:

- Overseas missions - Vanuatu and Thailand
- Fundraising for local and overseas charities eg our annual Coins for Compassion fundraiser
- Participating in local community events eg the ANZAC Day march, the Lord Mayor's Prayer Breakfast,
- Student-led Chapel Services and our Community Garden
- Social Skills Groups for those with social anxiety
- Student leadership opportunities across the College, including assisting with CONNECT groups, House Captains in each Stage, House Competitions at lunchtime, SRC in Primary School
- Year 12 travelling, post-HSC, to New Light School in Thailand, to actively participate in practically helping with development projects, leading activities for students, and upskilling students for post-school workplace opportunities



## Head of Student Services' Report (cont'd)

### Implementation of new initiatives:

Hosting a two-day MultiLit Teacher education conference for thirty teachers from the Hunter Region and specialists from Sydney training in the specifics of the MultiLit Program.

The resourcing and implementation of the Macquarie University Literature Program - MultiLit, Minilit and Initialit - across Stage One and Stage Two - with trained teachers and educational assistants identifying and working with students who require literacy intervention to help ensure consistent, measured progress in the development of their literacy skills.

### Educational Support and Wellbeing Initiatives:

#### Gifted and Talented - a whole school approach:

While extension and enrichment opportunities are embedded in our teaching and extra-curricula programs across the College, we are developing a whole-school approach to meeting the needs of students who are identified as Gifted and creating pathways and opportunities for them to develop their gifts into talents that find expression through their schoolwork and through the pursuit of their personal interest areas. To this end, a small team of staff have completed some training in Gifted Education at NSW University, with the view of working with a consultant to develop our whole-school approach for 2021.





### Area of leadership

At Belmont Christian College we appreciate that technology can be powerfully leveraged to meet human needs. We seek to develop our students' skills in this area and empower them to serve others. This aligns with our core values of servanthood and sharing the love of Christ. We strive to ensure that our technology infrastructure, resources and curriculum support our students to be well positioned to influence the world for the glory of God.

### Approach to Teaching and Learning

Belmont Christian College seeks to engage students in authentic, high value learning experiences with Digital Technologies. The ICT curriculum at BCC is in a state of constant review as we endeavour to deliver classroom lessons that are informed by a wide body of relevant research and current best practice. We actively support staff professional learning in this area and work hard to ensure staff have access to current ICT resources.

### Comments on achievement

#### Systems

- Retirement of computer Help Desk and office space in G block
- Student, family and staff data manually cleaned for importation into Sentral SMS
- Launched transition process to Sentral
- Server and switch infrastructure changeover. This involved increased cloud hosting of data to provide greater resilience and flexibility in our service delivery
- Upgraded security – installed high resolution cameras in various locations including front carpark
- Standardisation of audio and visual tools in classrooms, theatre and MPC
- New laptops for Secondary staff

#### Staff

- A significant change was the relocation of ICT staff to library at the end of 2019
- Staffing was changed as we pursued a more integrated, classroom teacher led approach to Digital Technologies in Primary school
- ICT Staff represented the College in presentations at the Melbourne Future Schools conference and the National Digital and Blended Learning Summit in Sydney
- All BCC Staff undertook training in Sentral

#### Teaching & Learning

- Meetings and discussion around Sentral set up preferences, e.g. wellbeing, enrolments etc
- Primary staff began using the library for technology integration lessons
- Game Development in Year 7 for Future Fit
- Greatly increased uptake of GoGuardian live monitoring in the classroom
- Increased support for ICT integration for D and T in Years 7 and 8
- Increased access and support for 3D printing facilities

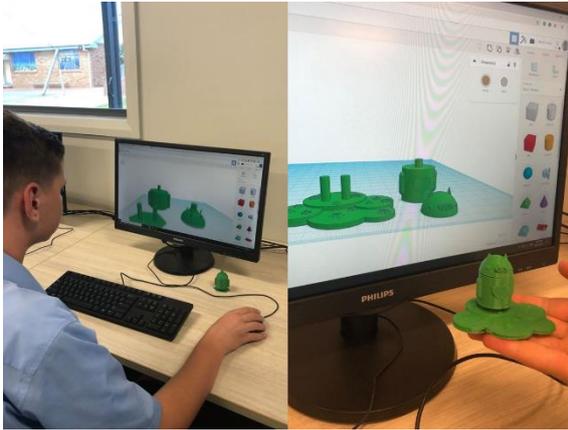


## ICT Report (cont'd)

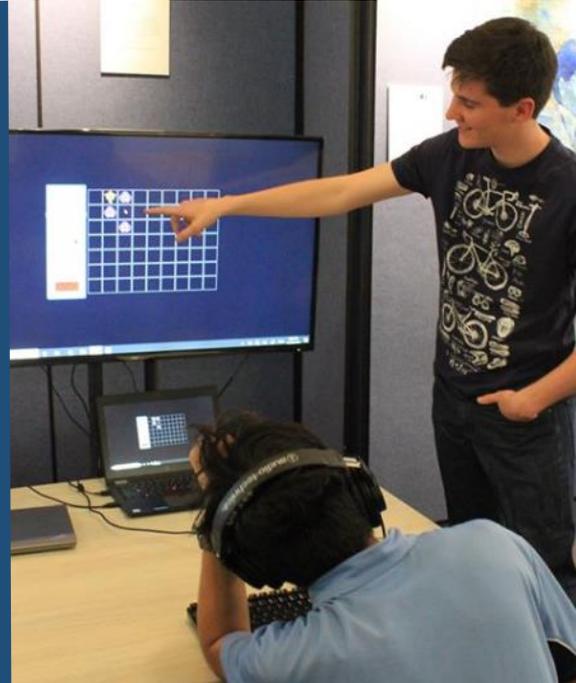
### Future Priority Areas

- Develop strategies to further support STEM and the integration of Digital Technologies
- Continued transition of Library to a multipurpose, learning and digital support hub
- Investigate ways to enable increased access to specialist software to support Senior students elective choices

#### 3D modelling & printing



#### Software Development Project - iStem



#### Game development – Future Fit



#### 'Stampy' the robot visits Prep



#### EV3 Robotics in Primary School



# Belmont Christian College

## Key Policy Outline

---

### ENROLMENT POLICY

Therefore go and make disciples of all nations, baptizing them in the name of the Father and of the Son and of the Holy Spirit, and teaching them to obey everything I have commanded you. Matt 28:19, 20  
He said to them, "Go into all the world and preach the good news to all creation. Mark 16:15

Jesus said, "Let the little children come to me, and do not hinder them, for the kingdom of heaven belongs to such as these. Matthew 19:14

Train a child in the way he should go, and when he is old he will not turn from it, Proverbs 22:6

...bring them (children) up in the training and instruction of the Lord. Ephesians 6:4b

Assemble the people - men, women, children, and the foreigners residing in your towns - so they can listen and learn to fear the Lord your God and follow carefully all the words of this law. Duet 31:12

### RATIONALE

Belmont Baptist Church seeks as its Mission to evangelise the lost; Establish new believers; Encourage through exaltation and example, to excite one another to love and good works; and Equip the saints.

Belmont Christian College is a supporting ministry of Belmont Baptist Church. It seeks to present the Gospel of the Lord Jesus Christ in the local community and further afield through the education of children and the support of parents as they seek to raise their families. It provides Prep-12 education for the children of families in which Biblical principles and Christian values are supported.

The College aims to provide an education of high academic standards that is based on an acceptance of the Lordship of Jesus Christ and an acceptance of the Bible as the revealed Word of God, as these are defined in the College's Statement of Faith. In operating the College, it is acknowledged that God has given to parents the prime responsibility for the nurture and education of their children. The role of the College is to work with parents and churches to bring children up in the knowledge of the Lord Jesus Christ. Parents need to be supportive of the College's Statement of Faith and practices, reinforcing at home the principles taught at the College.

Article 2a of the Belmont Christian College Constitution states that it is the intention of the College: "to provide education primarily for the children of Christian parents in which Biblical principles and Christian values are supported."

The College provides education for the children of parents who can substantiate their Christian faith along with children whose family do not yet profess a commitment to the Lord Jesus Christ, but are supportive of the College's Christian ethos and practice and are willing to complete a faith building course run by the College.

The College seeks to be "missional", not just to the children enrolled but also to their parents, the wider community and further abroad.



## Key Policy Outline (cont'd)

### ENROLMENT PROCESS

- Parents and students will be interviewed prior to being accepted for enrolment.
- Parents are required to complete the appropriate "College Enrolment Forms".
- An information collection form should be sent to the previous school in order to advise that school of the student's intention to enrol at BCC and to collect relevant information about the student's school history. Information will be kept confidential.
- Parents are required to sign the "Conditions of Enrolment", this includes agreeing to support the ethos and practice of the College.
- Parents are required to sign the College's "Statement of Faith".
- Parents (at least one) are required to provide evidence of their Christian faith (Church reference etc.)
- Those parents unable to provide evidence of their Christian faith are required to under-take the College's introduction to Christianity course - explaining the Christian faith.
- A copy of the children's Birth Certificates or Passports are required.
- Copies of school reports and any other documentation that is relevant to your child's access and participation in the education of the College is appreciated.
- For Families who are in Australia on a Visa, Visa documents need to be provided along with copies of the parent's Passports. The College must be kept up to date of any change to the families' residency status. If a change in residency status does occur, a copy of the Australian Citizenship Certificate then needs to be provided to the College Registrar.
- The Board has the ultimate authority to accept or reject applications.

Priorities for acceptance of enrolments:

1. Siblings of present enrolled students
2. Children of current College Staff
3. New enrolments whose family has valid Christian commitment credentials
4. Other new enrolments whose parents agree with the College's Statement of Faith and its ongoing practice, and have completed the College's faith building course.

Special Consideration may be given to applications where:

1. The child is a committed Christian, involved in regular church activities.
2. The child is sponsored by a close relative, who is a committed Christian and who agrees to take an active discipling role.

Minimum Age Requirement:

1. New children in Kindergarten must have reached the age of 5 by 30th April in the year in which they commence school.
2. Children who will turn 5 after 30th April, in the year in which they commence school, may be considered for enrolment in Kindergarten if there is evidence that the child is developmentally and socially ready for school. This will be at the discretion of the Principal. Parents seeking enrolment for children whose fifth birthday will occur after 30th April should be encouraged to enroll for the Prep program.

There will normally only be one intake of new Kindergarten students in a given year, ie enrolments later than the commencement of the school year will consist of transfers from other schools rather than children who have not previously attended school.

The Principal is responsible for the running of the Enrolment Process. He/She will keep the Board informed of ongoing enrolments.



## Key Policy Outline (cont'd)

### CONDITIONS OF ENROLMENT

Enrolment at the College is subject to the following terms and conditions:

1. The parents/caregivers will agree to allow the child to share fully in the life and program of the College, including Devotions, Chapel, Rise Up and Biblical Studies lessons.
2. The parents/caregivers will support the aims of the College and order their own lives and home so that the child will be given every opportunity to grow up in Christ.
3. Those parents unable to provide evidence of their Christian faith are required to under-take the College's introduction to Christianity course - explaining the Christian faith.
4. The parents/caregivers undertake to provide the child with all necessary textbooks and other equipment, of a personal nature, that may be required to enable the child to benefit from the education offered.
5. The parents/caregivers undertake to provide the child with all electronic equipment designated by the College, including Chromebooks, laptops and other I.T. devices. The parents will also provide Internet access outside of school so that the child can access learning resources, complete homework and submit assessment tasks.
6. The parents/caregivers undertake to provide the child with the correct uniform approved by the College and to ensure that the child is always sent to school neatly and modestly dressed in the required uniform.
7. The parent/caregivers must not use social media to denigrate the College, staff, students or other members of the College community.
8. The parents/caregivers accept and support all policies and procedures of the College and its authority and right to employ such discipline procedures as it deems wise and expedient, (including after school detentions and suspensions) in accordance with College policies.
9. The parents/caregivers undertake to pay all fees charged by the College in a timely manner, and in particular fees are kept 2 weeks in advance at all times, except where other arrangements have been agreed upon by the Finance Committee.
10. The parents/caregivers agree that if fees are not maintained according to these conditions, and an agency is employed to collect the outstanding debt, any costs incurred in the collection process will be paid by the parents.
11. The parents/caregivers will give at least one term's notice of termination of enrolment in writing to the Principal, and failure to do so will render them liable for one term's fees.
12. That in the absence of written notice of termination of enrolment, and a consecutive period of unexplained absence of 6 weeks, the enrolment may be considered terminated, the relevant government bodies informed, and a term's fees charged.
13. That the College may suspend or terminate enrolment at its discretion for failure to comply with these conditions or other serious breaches of the College's rules and regulations.
14. That in keeping with the College Privacy Policy, parents/caregivers provide consent to their child's image appearing in College related publications such as the College Magazine, Newsletter, and Website, unless specified in writing for the child not to participate.
15. The parents/caregivers agree to allow the child to participate in all activities that are part of their educational program, unless specified in writing for the child not to participate.
16. That parents/caregivers give consent to the College to gain access to relevant information about their child/ren whether held by previous schools, health care professionals or other government agencies. That parents/caregivers understand that the College may approach these bodies directly and obtain this information. The information requested by the College may include information related to any of the questions answered in this application.
17. That a Fee Deposit of \$500 per family, shall be paid on acceptance of a position at the College. (Any Holding Deposit currently held for Prep will be rolled into the above Fee Deposit). This shall be refunded in full at the completion of schooling provided that all outstanding liabilities have been met by the parents. Students will not be permitted to commence schooling until the fee deposit has been paid in full.



## Key Policy Outline (cont'd)

### REVIEW OF ONGOING ENROLMENTS.

The Board will review annually the enrolment process and ongoing enrolments in the light of current trends and research to ensure that the College's student make-up does not affect the ethos, practice and tenor of the College's ministry.

### POLICY SUMMARIES

Each of the following policies was reviewed and rewritten early in 2019, and became operative College policies by April 2019. The College community and the general public have access to the summaries of the policies via the Annual Report on the College website. For a copy of a full policy, please contact the College.

Safe & Supportive Environment policies (includes Student Wellbeing, Anti-Bullying Policy and Behaviour Management Policy)

The College's vision is that we might be a Christian community which seeks to nurture and train young people to grow up into Christ. The Policies apply to all persons engaged to work in, or to provide services to, the College and to all students of the College. The Safe & Supportive Environment Policies are intended to:

- Meet the legislative obligations in relation to a safe and supportive environment
- Guide staff, volunteers and students on how to behave with students in the College
- Clarify the parameters of appropriate and inappropriate conduct for staff and volunteers of the College in order to create a safe and supportive environment for students in accordance with the College's mission and values and the Christian commitment BCC embraces
- Model a contemporary workplace at the College that is faith-filled, collaborative, consultative and lawfully compliant in relation to contemporary practice
- Outline procedures for training staff to fulfil their responsibilities

The related policies and codes which are to be read in conjunction with these policies are:

- Child Protection Code of Conduct
- Guidelines for Protecting Children and Young People
- Casual / Alternative Staff Policies
- The Monitoring and Assessment of Premises, Buildings and Facilities (incl. WHS)

### DUTY OF CARE

All College community members have a duty to take reasonable care for the safety and welfare of students in their care. That duty is to consider and take all reasonable action to protect students from known hazards or risk of harm that can be reasonably predicted. The standard of care that is required of a College community member must take into consideration various factors, such as a student's maturity and ability.

This duty of care owed to students by all College community members applies during all activities and functions conducted or arranged by the College where a student is in the care of a College community member.



## **Key Policy Outline (cont'd)**

The risk associated with any activity needs to be assessed and managed by College community members before the activity is undertaken. A single serious failure to exercise appropriate duty of care, or persistent repeated failures, may constitute neglect or negligence according to the law if actual harm is caused, or if there is the potential to cause significant harm to a student.

### **PROFESSIONAL RELATIONS WITH STUDENTS**

The College expects all of its community members to be caring, compassionate adults who take an interest in the well-being of Students, and who set appropriate boundaries for worker-student relations.

College community members must be aware that their interactions with students are based on a trusting relationship arising from the nature of their role in the College, and that those relationships are open to scrutiny.

At all times the College community members must treat students with respect and behave in ways that promote their safety, welfare and well-being.

College community members should act professionally at all times. BCC “Guidelines for Teaching and Protecting Children and Young People” (refer to Child Protection Policy) outlines ways to assist teachers in maintaining correct professional relationships and boundaries with children.

### **CHILD-FOCUSED MANAGEMENT**

All College community members will ensure that they use child-focused risk management practices in all their activities in accordance with the College’s policies and procedures. In this regard all College community members must ensure that they comply with all legislative and policy obligations.

### **STAFF OBLIGATIONS TO REPORT**

The College requires staff to report any concern they may have about the safety, welfare or wellbeing of a child or young person to the appropriate person and in accord with the procedures whether it be a welfare issue or a safety issue related to the physical environment

### **IMPLEMENTATION OF POLICIES**

The responsibility for the implementation of all Wellbeing, Welfare and Safety Policies lies with the Principal.

#### **a) Accessibility**

A PDF of these policies will be kept on the College server S:\College\Policies for ready access by all staff.

#### **b) Communication and Training**

The Principal is responsible to oversee the communication of these policies as they relate to staff, students and parents/caregivers.

**Staff** - The Principal and/or delegate (generally the Head of Student Services and Wellbeing) will communicate Wellbeing, Welfare and Safety Policies in Professional Learning sessions to teachers and in staff meetings. In relation to safety (WH&S, First Aid and Risk Assessment and



## Key Policy Outline (cont'd)

Management) all staff members (including the Business Manager) will attend training sessions at the commencement of Term One.

- **Parents/caregivers** - The Principal will communicate the College expectations for students and parents/caregivers at the enrolment interview. At enrolment, parents/caregivers are required to make a commitment to comply with all relevant policies and procedures of the College. All relevant processes relating to parents and students in these policies will be communicated through the Parent Information Booklet, Skoolbag (for BCC Parents), Student Diaries, the College Newsletter, assemblies and, as specified by NESA Registration and Accreditation Manual, in the Annual Report which can be accessed on the College website. <http://bcc.nsw.edu.au/>

### c) **Compliance**

The Principal is responsible for the formation of a BCC culture that is a safe and supportive environment that reflects Christian beliefs, values and practices, and that enables the delivery of a quality education. The Business Manager, who oversees property management, is responsible for the maintenance and repair schedule associated with WH&S and risk management.

## PASTORAL CARE AND WELLBEING

In the context of a Christian worldview, the wellbeing of students refers to their growth as whole persons created in the image of God. The key to the student's wellbeing is relationship to God and others. The College promotes a safe and supportive community where students are nurtured through the relationships in the community.

Pastoral Care is an important part of the College's commitment to foster a community where relationships and practices support the wellbeing and the holistic development of the students. Relationships based on trust and respect are the foundation of this College community. The College program includes proactive elements – such as programs treated through Pastoral Care sessions, Year Meetings and Chapel/Assemblies all focused on enabling students to develop skills that build resilience, and promote a school culture that emphasises respect, teamwork and participation. Reactive elements likewise provide comfort in response to hurt, or encouragement in the face of disappointment.

The College believes that each student is different and unique, with their own set of God-given talents and abilities. The College understands this and partners with parents/caregivers and the students to identify, nurture and develop those gifts and talents, and so is committed to build an environment where the students are accepted in their differences and uniqueness, that they are loved, respected and supported.

### PROVISION OF PASTORAL CARE & WELLBEING

The major provider of pastoral care at the College for the students is initially their classroom teacher(s) and, in Secondary School particularly, their Pastoral Care teacher and Stage Leader, all of whom work together under the leadership of the Head of Student Services & Wellbeing (in consultation with the College Counsellor) to develop strategies with students in dealing with many different issues/incidents:



## Key Policy Outline (cont'd)

- a) assessing the degree of personal unhappiness, discontent, worry or anxiety involved and its effect on student(s)
- b) constructing a support response plan
- c) communicating with any other pastoral support personnel in critical situations; and
- d) implementing the plan, and then monitoring until resolved

The College accesses services of trained professionals should the need arise.

## PERSONNEL

### Head of Student Services & Wellbeing - Responsible for:

- Overseeing of Pastoral Care and Wellbeing programs within the College (in consult with Heads of School and Stage Leaders)
- Pastoral Care sessions including integrated or outside provider programs
- Consulting on the makeup of the Pastoral Care/Roll Call groups
- Consulting on allocation of staff
- Overseeing programs and teaching material

### College Counsellor - Responsible for:

- Counselling
- Liaising with external agencies, care providers, the Police Youth Liaison Officer etc

### Chaplain - Responsible for:

- Spiritual guidance of students (and staff) in accordance with the terms of the Chaplaincy program
- Overseeing Chapel and consulting with Rise Up organisers
- Mentoring programs
- Liaison with partnering churches and Youth Pastors

### Stage Leaders oversee Pastoral Care Teachers - Responsible for:

- Roll call and liaising with parents/caregivers
- Creating a sense of belonging through team building activities (Stage Leaders)
- Spiritual guidance of students – prayer and devotional times
- Developing relationship in order to prevent or address specific problems, such as bullying
- Helping track individual student progress and celebration of achievements and contributions
- Enabling early intervention in identifying and dealing with specific needs
- Providing guidance regarding study patterns, peer relations, post-school opportunities
- Providing counselling and comfort for those dealing with anxiety, loss or disappointment

### All Teaching Staff - Responsible for:

- Ensuring the pastoral welfare and support for students in their care
- Providing guidance in accordance with College programs and policies
- Monitoring attendance and alerting Stage Leaders/Heads of School and parents/caregivers where concerns are evident



## Key Policy Outline (cont'd)

Pastoral care is most effective when there is a strong partnership between home and school. Clear two-way communication, reminders and reinforcement (at home and at school) of strategies to support progress, and early intervention in identifying and addressing problems are vital to the effective exercise of pastoral care.

### PASTORAL CARE PROCESSES

**Proactive Teacher Practices** - The College provides times for Pastoral Care in the curriculum to cater for the social, physical, emotional and spiritual needs of the students. Students have access to the Students Rights and Responsibilities and the Student Code of Conduct, and Pastoral Care teachers treat aspects of the documents with each group on a regular basis. The pastoral care and wellbeing policies and processes incorporate the Discipline and Behaviour Management Policy which provides elements of censure and commendation to further encourage right choices in accordance with classroom and College rules.

**In Secondary School** - Pastoral Care is overseen by the Head of Student Services & Wellbeing in partnership with the Pastoral Care teachers and Stage Leaders, the College Chaplain and Counsellor who provide advice, direct and indirect tuition, counselling and specific or targeted programs as necessary.

**In Primary School** - Pastoral Care is overseen by the Head of Student Services & Wellbeing in partnership with the class teacher(s) and Stage Leaders, the College Chaplain and Counsellor who provide advice, direct and indirect tuition, counselling and a variety of specific or targeted programs as necessary.

In both Primary and Secondary school, classroom teachers who identify a particular need for further care will contact the Pastoral Care teacher (Secondary School) and/or the Stage Leader (Secondary School)/Primary School Coordinator(s) for referral to the Head of Student Services & Wellbeing who oversees the Counsellor and Chaplain. Should it be deemed necessary, parents/caregivers are invited for an interview to discuss the issues raised and further support from within the College (counselling etc), external professional support or the support of the student's church/youth pastor is recommended.

Each term, various support programs are run in the College by outside providers, organised for either a whole year/stage cohort or whole school (ie. Secondary School or Primary School). As well, voluntary attendance lunchtime programs such as LIFT, Shine and Light are run by volunteer staff and students offering further spiritual, social and emotional support to students who wish to attend.

Various mentoring programs are supported through the year such as the Year 12 Staff Mentors program (co-ordinated by the Stage 6 Leader) and boys mentoring programs as deemed necessary (co-ordinated by the Chaplain).

**NB:** Changes made to the Pastoral Care and Wellbeing during the reporting year included an additional level of support from Stage Leaders and programs introduced by their extra time allocation.



## ANTI-BULLYING POLICY

Belmont Christian College seeks to provide a safe and supportive environment for all students and to respond in a caring and procedurally fair manner for all concerned when bullying is reported or alleged. This is consistent with our Vision Statement. The College Anti-Bullying Policy operates in conjunction with the BCC Welfare Policies and BCC Child Protection Policy

Bullying is the antithesis of the supportive environment the College wishes to foster and maintain - it is often selfish, spiteful, impatient, unkind and envious. The Bible mandates a no-tolerance approach to bullying in a Christian environment. As such, an anti-bullying stance should be at the centre of caring for students at Belmont Christian College.

Every member of the College community is expected to give and receive care and respect. This reflects our belief that we are all created in God's image: created uniquely and with dignity. When we are bullied, or when we bully others, the College community is damaged. For Belmont Christian College, bullying involves acts of behaviour that diminishes and/or devalues a person's sense of worth and identity.

Bullying cannot be tolerated because it:

- Damages a person made in the image of God
- Does not build a **positive** and **caring community**
- It is the opposite to the **attitudes and character of Christ**

### THE LEGAL MANDATE

BCC has the legal mandate to implement policies and procedures to provide a safe and supportive environment in which students can learn. A safe environment is one where the risk of harm is minimised and students feel secure. Harm relates to several potential aspects of the College including violence, physical threats, verbal abuse, threatening gestures, sexual harassment and racial vilification. A supportive environment fosters the social, academic, physical, emotional and spiritual development of students.

It reflects general principles adopted to deal with complaints or grievances, with specific reference to processes for raising and responding to matters of concern identified by students, teachers/staff or parents. As such, it follows procedural fairness. Procedural fairness refers to what are sometimes described as the 'hearing rule' and the 'right to an unbiased decision'.

The 'hearing rule' includes the right of the person against whom an allegation has been made to:

- know the allegations related to a specific matter and any other information which will be taken into account in considering the matter
- know the process by which the matter will be considered
- respond to the allegations
- know how to seek a review of the decision made in response to the allegations
- The 'right to an unbiased decision' includes the right to:
  - impartiality in an investigation and decision-making
  - an absence of bias by a decision-maker



## Key Policy Outline (cont'd)

### PART 1: WHAT IS BULLYING?

As defined by the NSW Education and Communities legislation 'Bullying: No Way!', 'Keep them Safe' and the 'National Safe Colleges Framework', bullying is: "...**repeated** verbal, physical, social or psychological behaviour that is harmful and involves the misuse of power by an individual or group towards one or more persons. Bullying can involve humiliation, domination, intimidation, victimisation and all forms of harassment including that based on sex, race, disability, homosexuality or transgender or spiritual beliefs." Bullying usually involves **an abuse of power** – it can be planned, spontaneous or unintentional. It results in the diminishment of another person. Bullying can be seen in a variety of forms. These are:

- **Physical**
- **Group**
- **Verbal**
- **Victimisation**
- **Cyber Bullying**
- **Sexual**
- **Discrimination**
- **Spiritual/Religious**
- **Disability**

### PART 2: PREVENTING BULLYING

BBC aims to prevent bullying from occurring by utilising and practising a variety of strategies. Three main groups of people that comprise our College community; the staff, the parents/caregivers and the students have agency:

- Staff:** General strategies to support the College in resolving bullying situations and/or preventing bullying.
- Parents/Caregivers:** play a significant role in the prevention of bullying working in partnership with the College.
- Students:** are often those who are the first to witness bullying in any context, and have a role in helping to prevent bullying.

### PART 3: OUR RESPONSE TO BULLYING

BCC has a no-tolerance approach to bullying. From both a legal and biblical perspective, bullying has the potential to destroy and harm individuals and communities. Therefore, we aim to prevent bullying from occurring wherever possible, and to respond appropriately and equitably to incidents when they arise.

The College's Anti-Bullying Policy has a range of prevention strategies and steps that outline processes to follow. In serious cases, long-term plans will be put in place to protect all parties and help prevent bullying from recurring.

### SUPPORT SERVICES

The Office of the Children's eSafety Commissioner offers a complaints scheme for children who are suffering from serious cyber-bullying. By contacting the Office, a request may be made to have content removed **if social media companies do not remove the offending content** after it has been reported to them. The Office website is [www.esafety.gov.au](http://www.esafety.gov.au).

Various agencies support Belmont Christian College's endeavour to provide students with a safe and supportive learning environment.



## Key Policy Outline (cont'd)

**NB:** Changes made to our Anti-Bullying Policy during the reporting year included additional levels of support from Stage Leaders and more definite agreed procedures to follow, including template forms to enable staff to record and respond carefully and professionally.

## DISCIPLINE AND BEHAVIOUR MANAGEMENT POLICY

### CONTEXT

Belmont Christian provides a Christian educational community as a centre of teaching, learning and service founded on Biblically-based beliefs, values and practices.

The Bible very clearly calls Christians to act lovingly towards others, regardless of whether love is deserved. If loving God and loving others is to be at the centre of Christian life, then a caring and supportive community is key to a Christian education. We expect every member of our Community to give and receive care and respect. This reflects that we are all created in God's image: created uniquely and with dignity.

Staff support the College's culture by implementing the College's policies in relation to a safe and supportive environment. Behaviour Management and Discipline are an integral part of pastoral care in fostering caring and supportive relationships that support the wellbeing of the students and the delivery of a quality education.

The purpose of this policy is to foster a safe and supportive environment where students' attitudes and behaviours are consistent with the culture of the College as expressed in the Code of Conduct. Related policies are BCC Anti-Bullying Policy and BCC Child Protection Policy.

### POLICY STATEMENT

The College's Discipline and Behaviour Management Policy and Procedures are based on procedural fairness - ie related to the right of a fair hearing; the right of an unbiased decision; and the right of appeal.

In conformity with the requirements of the NSW Legislation, corporal punishment is not used at Belmont Christian College. Corporal punishment is not sanctioned nor practiced by a staff member or a non-College person. The College does not sanction or support the use of corporal punishment by parents/caregivers as a means of discipline outside of the College.

### PRINCIPLES

1. Discipline is a God-given responsibility of parents/caregivers and is an essential part of developing the whole child.
2. Commendation is the formal recognition of behaviour that is exemplary in terms of the values of the community and that constructively builds the relationships within and the effectiveness of that community.
3. Censure is focused upon dealing with behaviour that is harmful to self or to others or that is unhelpful to the development of Christian community. However, in dealing with such behaviour the relationship with individuals, encompassed by the pastoral care principles.



## Key Policy Outline (cont'd)

4. Discipline and behavior management of children at the College is implemented under the delegated authority of parents/caregivers and is directed towards the goal of self-discipline with the development of mutual respect, consideration of others and compassion.
5. Discipline should involve obvious due process under the responsibility of the Principal.
6. Discipline by censure involves all parties being committed to listening to each other in order to achieve repentance, restitution, resolution and reconciliation.
7. The Police Youth Liaison Officer may be called to speak to student/students if the Principal deems it necessary.

## PROCEDURAL GUIDELINES

The procedures should address in class and out of class contexts.

1. Classroom discipline is primarily the responsibility of the teacher who is expected to keep parents informed early of any patterns of difficulty or critical incidents.
2. Discipline includes commendation and the implementation of positive strategies that promote self-discipline and respect for others.
3. Persistent issues of classroom misbehaviour requiring discipline should first be managed by the classroom teacher, who may then refer to their appropriate KLA Coordinator (if relating to Secondary School), then, if ongoing, to the relevant Stage Leader who will ascertain the extent to which the behavior is repeated across different classes in consultation with the Head of Student Services & Wellbeing and/or the Head of School.
4. Playground issues are generally the responsibility of the staff member on duty or who witnesses behaviour requiring discipline and they have the support of the Duty Coordinator of the Day.
5. Issues should be followed up and be documented within a week
6. Significant misbehaviour and serious incidents should not be handled individually – the offending student should be removed from the situation, or if that is not possible, be withdrawn from other students while support is obtained
7. All teaching staff should familiarise themselves with the discipline procedures
8. Monitoring and recording of this information is the responsibility of the teacher/leader/Assistant Principal addressing the behaviour. All documentation related to a student's welfare is retained in the electronic file of the student.

## COMMENDING & CENSURE -SECONDARY SCHOOL

### 1. Commendation:

- **Merit Awards** - to encourage and reward students' efforts and accomplishments.
- **Levels of Achievement** - Merit Awards accrue to reach different (progressive) levels of commendation such as a Bronze, Silver and Gold Awards
- **Merit Assemblies** (weekly), Year Meetings (fortnightly), Presentation Night (annually) recognise achievement



## Key Policy Outline (cont'd)

### 2. Censure:

Discipline is based on a relational model, ie seeking to develop strong relationships between the students and their teachers. In the relational model teachers in Secondary School place emphasis on mutual respect, genuine care and restorative discipline in order to help the student return to positive and effective teacher/student/peer relationships through consistent positive example, fair rules, reasonable standards and appropriate and reasonable consequences for negative behaviour, with the over-riding concern being for the wellbeing of the child and the College community. As part of our approach to equip students to work through conflict effectively we have integrated the restorative pattern in Peacemaking Principles to help equip students to work through conflict in a God-honouring and peacemaking way.

Discipline involves communication and guidance towards what is right. Discipline strategies:

- Begin in the classroom by the classroom teacher, and include the use of the student diary which (checked weekly) notifies parents/caregivers of minor and recurring incidents.
- Persistent issues requiring ongoing discipline should be referred to the appropriate KLA Coordinator. Then, if continuing, to the relevant Stage Leader who will ascertain the extent to which the behavior is repeated across different classes in consultation with the Head of Student Services & Wellbeing, College Counsellor and/or the Head of School, Assistant Principal and/or Principal.

Discipline measures include regular teacher classroom management strategies, recess/lunchtime classroom teacher detentions, Head of School Detention, Tuesday Afternoon Detention (3.00pm - 4.30pm), Behaviour Booklets (Conduct Checking Booklets) can be used together with a Three Level System of conduct checks.

More serious infringements, students may incur Suspension or Dismissal:

- In-College Suspension - student removed from all normal school activities for a specified period
- Out-of-College Suspension - student required to remain at home under parental supervision for a specified time. Students will normally only be re-admitted after an interview with parents has occurred, and a Conduct Level Card and/or Student Behaviour Contract has been issued.
- Dismissal - for repeated, serious breaches a student will be dismissed from the College

## COMMENDATION & CENSURE - PRIMARY SCHOOL

### 1. Commendation

Aims to encourage and reward students' efforts and accomplishments. Establishing a system that is seen as achievable by the students, improves the tone of the school by focusing on rewarding the 'positives' rather than punishing the 'negatives' and encourages students to strive for excellence, acknowledge the success of others and accept commendation when deserved

- **Gotcha'** cards handed to any students or classes. Teachers should be proactive, looking for opportunities to catch students doing the right thing.



## Key Policy Outline (cont'd)

- **'Class of the Week'**: rewards positive behaviour via the 'Gotcha' cards given to individuals, groups or a whole class.
- **Merit Awards Assemblies** (fortnightly)
- **Principal Awards** (1 per term for Stage 1 –Stage 3)
- **SRC Representatives** recognition (start of each year) certificates & badges
- **Sporting achievement** recognition with medals & trophies plus individual class award systems
- **Presentation Night** recognises a range of academic, community, cultural and sporting achievements

### 2. Censure:

The main responsibility for discipline/censure rests with the child's class teacher who, within a pastoral care context, will maintain an awareness of, and management of a child's behaviour profile. Other staff can certainly play a supporting role in the behavioural management of a student, including Grade Partners, Co-ordinators, Head of Student Services & Wellbeing, Stage Leaders, School Counsellor, Head of Primary School, Assistant Principal and the Principal.

The Primary School provides guidelines for the management and discipline of Primary School students, and staff members are encouraged to consider individual circumstances before determining relevant strategies. The Primary School approach has a framework of recognising positive behaviours and employing strategies to commend and celebrate those behaviours. By the same token, their procedures also outline a range of negative behaviours and the management strategies advised as guidelines for staff.

### Behaviour Management Strategies

- **Time Out - In Class**: after a warning, the offending student is placed in to a designated 'time out' area of the classroom. The child continues with class work.
- **Time Out**: the student is sent to another classroom (pre-arranged-perhaps Grade partner) for a short time where a behaviour reflective activity is completed (as appropriate for age)
- **Student Profile Report**: completed each Friday, class teachers complete the 'tick-the-box' profile report for each child in the class, for both behaviour and effort in class.
- **Lunchtime Detention**: during the first half of lunch, in a classroom
- **In-School Suspension**: the student completes class work in a supervised area of the administration building. He/she remains isolated from the rest of the College
- **Out-of-School Suspension**: the student is provided with a 'reflection sheet' and work to complete at home.

**NB:** Changes made to the Behaviour Management Policy during the reporting year included added detail to include aspects of the newly written Safe and Supportive Environment Policy, sections with greater detail on Commendation and Censure, and additional levels of responsibility of Stage Leaders.



## COMPLAINTS & GRIEVANCES POLICY

The College seeks to promote a safe, positive and supportive environment leading to relationships that reflect Christian values. Effective communication within the community is an important element of the College's culture and is the key to the prevention of grievances and the resolution of grievances that do occur. The College encourages students, parents/caregivers, staff and members of the wider College community to express any grievances they may have in accordance with this policy to an appropriate member of staff with courtesy and respect. When this happens the grievance should be considered a complaint, whether identified as such by the complainant or not.

The purpose of this policy is to outline the means by which complaints should be resolved and relationships restored, including the relationship between the complainant and the College. Positive social and learning environments of College students and working conditions of staff are a priority.

The College will promptly investigate complaints, seeking to manage them effectively to expedite their satisfactory resolution in accordance with the principles of procedural fairness, incorporating the right to be treated without bias, the right to be informed of allegations being made, the right to respond to an allegation and the right to information regarding the status of the complaint.

### PROCEDURES

Any member of the College community who has a grievance should seek an immediate interpersonal resolution with the person concerned in the first instance (exceptions could be situations like a child protection concern or a bullying event).

- Students (and parents/caregivers) should direct complaints in the first instance to the class teacher. If there is not an interpersonal resolution or the complainant is not satisfied with the outcome, the complaint is referred firstly to the teacher's Coordinator and then, if necessary to the Head of School.
- Parents/Caregivers are to express complaints in the first instance by contacting the College Office by phone or email, to request a time to speak with the teacher/staff member. Or contact may be made by providing a written letter outlining the grievance/complaint addressed to the staff member.
- Where the complaint about a teacher is unresolved with the teacher and or the teacher's immediate Coordinator, the parents will direct their complaints to the Head of School.
- If a staff member has a grievance or complaint with another staff member, they should seek an interpersonal resolution according to Jesus' teaching in Matthew Chapters 5 and 18
  - For teaching staff members, where the complaint is unresolved, they can direct the complaint to the Head of School
  - For other staff members, where the complaint is unresolved, they can direct the complaint to their supervisor
  - If the complaint is with a supervisor and is unresolved, then staff members should direct the complaint to the Principal



## Key Policy Outline (cont'd)

- Where a parent/caregiver or staff member has a grievance or complaint with the Principal then they should first seek an interpersonal resolution with the Principal. If unresolved, then the parent or staff member should direct the complaint in writing to the chair of the College's Board of Directors at the College's email address, [college@bcc.nsw.edu.au](mailto:college@bcc.nsw.edu.au) .

### 'HEARING' GRIEVANCES/COMPLAINTS

The College acknowledges handling a difficult complaint effectively requires patience and skill to avoid an initial negative situation becoming more negative and degenerating into a dispute. There are two main elements in a complaint/grievance situation that need to be well managed to minimize the likelihood of a dispute. These are:

1. **Dealing with the Complainant's feelings:** Listen – Acknowledge - Empathise – Do not offer excuses, or argue - Commit to a time to contact - Contact the Complainant – Proposed or agreed resolution or a likely time for a resolution
2. **Dealing with the specifics of the Complaint**
  - Ask the necessary questions politely, to obtain a detailed response
  - Restate the main issues and seek the Complainant's agreement that an accurate understanding has been gained
  - Agree on a solution (or plan of action) without appearing to dictate terms
  - Set a timetable and ensure the Complainant is happy with the proposed timing
  - Take action on an agreed solution and ensure that the solution is presented to the Complainant within the timeframe agreed.

### INVESTIGATING COMPLAINTS

The person investigating the complaint should:

- Maintain an appropriate level of confidentiality
- Establish the basis of the complaint
- Ascertain the complainant's requirements to resolve the situation
- Permit any person/s subject of complaint to respond to the complaint
- Beware of hearsay, gossip and second-hand information

### KEEPING RECORDS

The staff member in receipt of a complaint should make a diary note of the conversation. Meeting notes are to be taken for all formal interviews. The most senior staff person in the interview is responsible for the meeting notes. As records of the complaint process may be required in a litigation, staff must be careful to record only opinions based on facts and avoid judgmental comments.

### FORMAL RESPONSE TO THE COMPLAINANT

Serious complaints require a written response related to the resolution of the complaint or an explanation as to why this is not possible. The response should explicitly address how the resolution meets the concerns of the complainant.

**NB:** Changes made to the Complaints and Grievances Policy during the reporting year involved additional detail to include members of the College community not previously mentioned in the policy, and more detail about investigating, recording and responding.



# Belmont Christian College

## Staffing

---

**Professional learning and teacher standards** – A summary of professional learning undertaken by teachers (as defined by the *Teacher Accreditation Act 2004*) during the year

Teachers at Belmont Christian College throughout Prep to Year 12 undertook a variety of Professional Development courses during 2019 to enhance professional learning. Professional Development courses undertaken were varied, with information learnt shared with colleagues within the relevant teaching faculties. Teachers qualified as both Proficient and Pre2004 (NESA) undertook these courses.

Examples of the courses attended throughout the year were as follows: Future Schools Conference, NAPLAN Online 2019 Face-to-Face Training, Demystifying Differentiation, Christian Schools Library Conference, 2019 Heads of Sport Conference, Mini-Lit, Cracking the Hard Class, The Interpersonal Intelligence© Workshop, Kodaly (Music) Module 2, CRU Teachers Conference, TAFE Careers Advisers Day, VET Networking Day, Hospitality Network Day, Skills for Teaching Legal Studies - Content into Practice, 2019 Marketing Masterclass, VET Construction training week, ADOBE PREMIERE PRO CC FOR BEGINNERS ONLINE, VET Cert 2 Construction Course, Digital Schools and Blended Learning, NAPLAN Marking Training, Rugby League International Games Coach Accreditation, Certificate IV Assessment and Training, Snr Exec Leadership Development, English Teachers Association Conference, Education Communication Conference 2019, The AIS Languages Conference 2019, Mathematics Conference, TAFE Careers Advisers Update, HSC Mathematics Extension 2 Conference, CEN Teaching and Learning Conference, Formational Learning PD, The Interpersonal Intelligence Workshop and Education in Games Summit 2019

In addition, a number of teachers continued with post graduate university studies in education.

### Workforce Composition

In 2019 there were 101 staff members, of whom 62 were teaching staff and the remainder administrative or ancillary staff. There were 25 part-time and 37 full time teaching staff. There was 1 staff member who identifies as indigenous. The retention rate for staff was 89.1%.

### The following staff joined the College in 2019:

Name	Position	Date Employed
Amanda Dart	Director Prep/Preschool	21/01/2019
Bethany Clothier	Teacher's Aide	04/02/2019
Bridget Haig	Library Assistant	21/01/2019
David Gray	HSIE Co-Ord/Dir Mission & Community	21/01/2019
Hannah Slight	Prep Aide	14/02/2019
Mitch Forbes	Chaplain	21/01/2019
Reyana Proudlock	Trainee Early Childhood Education	21/01/2019
Samantha Johnson	Teacher's Aide	04/02/2019
Selina Stewart	Teacher – ongoing	20/06/2019
Shelby Brown	Temp Teacher	17/10/2019



## Staffing (cont'd)

The following staff left the College in 2019:

Name	Position	Date Employed
Amanda Dart	Director Prep/Preschool	07/12/2019
Annelise Stewart	Teacher	07/12/2019
Hannah Slight	Prep Aide	01/11/2019
Ken Mascord	Teacher	07/12/2019
Melita Brown	Prep Aide	01/11/2019
Merrilyn Livingstone	Teacher	07/12/2019
Nicole Blanch	Prep Supervisor	07/12/2019
Okke Klaassen	Teacher	07/12/2019
Reyana Proudlock	Trainee Early Childhood Education	07/12/2019
Samantha Johnson	Teacher's Aide	07/12/2019
Sharon Calder	Prep Supervisor	07/12/2019



## Details of Teaching Staff for 2019

Surname	Given Name	Accreditation Status	Subjects Taught	Qualification	From
Arms	Nathanael	Proficient Teacher	Secondary, Biblical Studies Yr8, Yr11 & Yr12, HSIE Yr8, S of R Yr12, History Yr9	B Theology 2004, B Teach (Secondary) 2013	Sydney Missionary and Bible College, Avondale College
Barnes	Paul	Proficient Teacher	Secondary, Mod History Yr11 & Yr12, Anc History Yr11, History Yr9 & Yr10, HSIE Yr8, Bib Studies Yr 9	B Teach, B Arts (Humanities) 2012, Cert III Outdoor Recreation 2007	Australian Catholic University
Boyce	Benjamin	Proficient Teacher	Secondary, Chemistry Yr11 & Yr12, Science Yr 8 & Yr10, iStem Yr10, Marine Studies Yr9	B Science 2001, Dip Ed 2002	Newcastle University
Boyce	Rachelle	Proficient Teacher	Primary, Early Stage 1	B Ed, B Social Science 2002, M Ed (Teacher Librarian) 2015	Newcastle University, Charles Sturt university
Brown	Ian	Proficient Teacher	Maths Coordinator, Maths Yr7, Adv Maths Yr9, Yr10 & Yr12, Ext 1 Maths Yr12	B Music 1995, A Mus. A, Dip Ed 1996	NSW Cons Music, University of Sydney
Calderwood	Alison	Proficient Teacher	Secondary, Design Technology Yr 7 & Yr8	B Arts, Dip Ed 1979	University of New England
Cameron	Alexander	Proficient Teacher	Science Coordinator, Marine Studies Yr10, Biology Yr11 & Yr12, Invest Science Yr11	B Science, M Teach (Science) 2003, Rescue Scuba Diver 2005	University of Sydney,
Cameron	Elizabeth	Proficient Teacher	Secondary, HSIE Yr7, English Yr7 & Yr8	B Arts (Art History/History/English) 2011, B Teach (Secondary - Visual Arts/History/English) 2015	Charles Sturt University, Avondale College
Campbell	Rodney	Proficient Teacher	Secondary, SDD Yr11 & 12, Future Fit Yr7, IST Yr 10, iStem Yr9, D&T Yr7 & Yr8	B Info Science 2005, Grad Dip Ed 2007, M Digital Media 2014, Cert II in ICT 2018, Cert IV in Training and Assessing 2018	University of Newcastle, Wesley Institute, University of Newcastle, TAFE NSW, TAFE NSW
Carter	Susan	Proficient Teacher	Secondary, Health Yr8 & Yr10, CAFS Yr11, PASS Yr9, PE Yr7, Enterprise Yr11, Thrive Yr10, VET Co-ordinator	B Teach, B Health & PE 1999	University of Newcastle
Collyer	Katrina	Proficient Teacher	Primary, Stage 1	Dip Ed 1980	University of Newcastle
Dart	Amanda	Proficient Teacher	Prep/Preschool	Dip Teach (Early Childhood) 1993	Macquarie University



Surname	Given Name	Accreditation Status	Subjects Taught	Qualification	From
Denzin	Christopher	Proficient Teacher	Secondary, Visual Arts Yr8, Yr9, Yr11 & Yr12, Photography Yr10, IT Wood Yr10	B Arts VA 1995 , Dip Ed, 1997	University of Newcastle, Southern Cross University
Ferreira	Janine	Proficient Teacher	Secondary, Science Yr7, Yr8, Yr9 & Yr10, Thrive Yr8, Health Yr8, PE Yr8, Camp Co-ordinator, Stage 4 Leader	B Ed 1988	University of Port Elizabeth (South Africa)
Fryer	Susan	Proficient Teacher	Primary, Early Stage 1	Dip Teach (Early Childhood) 1989	University of Newcastle
Goodman	Erin	Proficient Teacher	Primary, Early Stage 1	B Arts, B Teach 2000, Cert Gifted Ed 2005, Masters Ed Admin 2006	University of Newcastle, University of NSW
Gray	David	Proficient Teacher	HSIE Co-ordinator, Director of Mission & Community, Geography Yr9 & Yr10, Thrive Yr10	B Business 1999, Dip Ed 2000, M Ed (Leadership) 2013	UTS, Macquarie University, National Institute for Christian Education
Grew	Jessica	Proficient Teacher	Primary, Stage 2	B Teach (Prim), B Arts 2009	University of Newcastle
Haggerston	Hannah	Proficient Teacher	Secondary, Health Yr7, Yr8 & Yr10, CAFS Yr11, PASS Yr9, PE Yr10, Thrive Yr8	B Ed (Secondary PDHPE) 2012	Avondale College
Haig	Joe	Proficient Teacher	ICT Co-ordinator & Intergrator, Primary IT Integration, Future Fit Yr7	B Arts (Hons) 1996 , Dip Ed 1998, Cert Christian Studies 1991	Newcastle University
Hall	Mark	Proficient Teacher	Sports Co-ordinator, PDHPE Yr11 & Yr12, PE Yr7 & Yr9, Health Yr7 & Yr9	B Ed (Physical Education) 1998	Newcastle University
Hendriks	Paul	Proficient Teacher	English Co-ordinator, English Yr9 & Yr10, English Standard Yr11, Advanced English Yr12, English Ext 1 Yr12	B Ed (English/History) 1995, Grad Cert Edu Leadership 2010	Newcastle University, Aust Lutherin/Aust Catholic College
Horton	Debbie	Proficient Teacher	Primary, Stage 3	B Teach 1992, Grad Dip Primary Music 1995	University of Technology Sydeny – Kurring-Gai Campus
Kable	Andrew	Proficient Teacher	Secondary, English Yr9 & Yr10, English Standard Yr11 & Yr12, English Ext 1 Yr11, Drama Yr9	B Fine Arts / M Teach 2011	University of Newcastle
Klaassen	Okke	Proficient Teacher	Secondary, Music Yr11 & Yr12	Dip Teach 1981, B Ed 1986	Nedlands Coll. Of Adv Ed. WA Coll of Adv. Ed.



Surname	Given Name	Accreditation Status	Subjects Taught	Qualification	From
Livingstone	Merrilyn	Proficient Teacher	Secondary, Maths Yr8, Maths Int Yr10, Maths Standard Yr11 & Yr12	Dip Ed, Dip Primary Teaching 1976	Newcastle University
Lumley	Karen	Proficient Teacher	Primary, Learning Support Teacher, Early Intervention Literacy	B Arts (Visual Arts) 1986, Dip Ed Secondary, Dip Ed Primary & Early Childhood 1987	Newcastle University
Lumley	Stephen	Proficient Teacher	Secondary, Maths Yr7 & Yr8, Maths Int Yr9, Maths Standard Yr10, Maths Adv Yr11, Maths Ext 1 Yr11	B Ed, B Maths, Dip Ed 1991	Sydney University, Wollongong University, CSU
MacPherson	Teresa	Proficient Teacher	Secondary, Visual Arts Yr6, Yr7 & Yr10, Photography Yr9, D&T Yr8	B Arts (Visual Arts), Dip Ed 1991	University of Newcastle
Mascord	Ken	Proficient Teacher	Ext Maths	B Science 1973, Dip Ed 1974, Teaching Certificate 1975, Grad Dip Comp Ed 1989,	University of Newcastle, CSU
McDonald	Leisa	Proficient Teacher	Primary Stage 2	B Ed 1993	University of Newcastle
McGufficke	Alison	Proficient Teacher	Primary, Stage Leader, Stage 1	Dip Teach 1993, B Ed 1998	University of New England
McLennan	Emma	Proficient Teacher	Primary Stage 2	B Teaching, BA 2008, Masters of Special Education 2012	Newcastle University
McNeill	Leoni	Proficient Teacher	Primary Head	Dip Teach 1987, B. Ed 1991, Dip.Ed (Primary)2000, M E (Leadership) 2013	University of Technology Sydney, Newcastle University
Melcum	Melanie	Proficient Teacher	Director or Teaching, Anc History Yr12, History Yr10	B Arts (Eng/Hist), Dip Ed 1998	Newcastle University
Melcum	Philip	Proficient Teacher	Secondary, Stage 5 Leader, Music Yr7 & Yr8, HSIE Yr8, Thrive Yr9, PE Yr8, Health Yr8	B Ed (Primary) 2000	Avondale College
Miller	Nathaniel	Proficient Teacher	Secondary, English, Stage 6 Leader, Soc & Cult Yr11, Adv English Yr11, English Yr8, English Standard Yr12	B Arts Dip Ed 2012	Macquarie University
Mosley	Jed	Proficient Teacher	Secondary, Science Yr7, Yr8, Yr9 & Yr10, Physics Yr11 & Yr12	B Science 1980, Dip Ed 1988	University of NSW, Sydney University, Newcastle University
Newton	Sarah	Proficient Teacher	Learning Support Teacher	B Arts, Dip Ed (Primary) 2009, M Spec Ed 2019	Macquarie University



Surname	Given Name	Accreditation Status	Subjects Taught	Qualification	From
Osborn	Louise	Proficient Teacher	Librarian	B Ed, Grad Dip Ed 1986, Cert D&T 1988, Cert III IT 1994, Cert IV Workplace Training & Assessment 1997, Cert II Business Services	Kuringai Teacher's College, Sydney University, TAFE,
Walford-Smith (Potapzczyk)	Nyssa	Proficient Teacher	Secondary, PE Yr9, PE Yr9 & Yr10, CAFS Yr12, PASS Yr10, Health Yr9 & Yr10, Thrive Yr10 & Yr11 & Yr12, Enterprise Yr11	B Teach, B PDHPE 2006	Charles Sturt University, University of Newcastle
Quick	Vicki	Proficient Teacher	Secondary, Hospitality Yr11 & Yr12, Food Tech Yr9, Yr10 & Yr12, D & T Yr8	B Ed (Home Science/DT) 1993, Cert IV Assessment and workplace Training 2000 & 2016, Cert II Hospitality F&B 2019	University of Newcastle, AIS, TAFE
Rappeneker	Bronwyn	Proficient Teacher	Student Services Head, English Yr10	Dip Teach 1979, Grad Dip Ed, M Ed 2005	ACAE, Southland,
Reed	Caleb	Proficient Teacher	Primary Stage 3	B Teaching, B Arts 2012	University of NSW, Newcastle University
Robins	Ben	Proficient Teacher	Primary Sport (all Stages), Secondary, SLR Yr11, Enterprise Yr11	B Health Science (PDHPE) 1997, Dip Ed 1998, Cert IV Workplace Training 2005	University Western Sydney,
Robins	Brooke	Proficient Teacher	Secondary, Indonesian Yr7, English Yr7, HSIE Yr7, Thrive Yr7	B Teach (Prim), B Ed (LOTE-Indonesian) 1995	Charles Sturt University
Sanchez	Cain	Proficient Teacher	D&T Co-ordinator, D & T Yr11 & Yr12, IT Wood Yr9, Yr11 & Yr12	B Teach / B Design & Technology 2003	University of Newcastle
Sanchez	Trudi	Proficient Teacher	Secondary, Food Tech Yr10 & Yr12, D & T Yr7 & Yr8	B Teach / B Design & Technology 2003	University of Newcastle
Sopher	Sharon	Proficient Teacher	Principal	B Ed (Art Ed) 1990, A Mus. A 1989	University of Newcastle
Stafford	Tayler	Conditional Teacher	Primary Stage 3	B Ed 2019	Avondale College
Stewart	Annelise	Proficient Teacher	Primary Stage 1	B Teach/B Arts 2009	University of Newcastle
Stewart	Christopher	Proficient Teacher	Creative Arts Co-ordinator, Primary Music (all Stages)	B Creative Arts 2002, Mst Teaching 2012	The Wesley Institute, University of Western Sydney



Surname	Given Name	Accreditation Status	Subjects Taught	Qualification	From
Stewart	Naomi	Proficient Teacher	Secondary, Drama Yr10, Yr11 & Yr12	Dip Ed (Secondary) 2006, B Creative Arts(Drama)2004, Dip Dance Studies 2008	Wesley Institute (Excelsior),LABAN, Trinity London
Stewart	Selina	Proficient Teacher	Primary Drama & Stage Arts	Dip Teach, B Ed (Prim)	Charles Sturt University, Australian Catholic University
Taylor	Kaylene	Provisional	Student Support Teacher	Dip Teach, B Ed (Special Ed) 1991	Armidale College of Adv Ed, University of New England
Tidey	Steven	Proficient Teacher	Assistant Principal	B Ed, Dip Teach 1980	University of Newcastle
Turner	Kirsty	Proficient Teacher	Primary Stage 3	B Ed 1995	University of Newcastle
Urane	Emma	Proficient Teacher	Primary Early Stage 1	B Ed (Prim) 2000	Charles Sturt University
Urane	Ross	Proficient Teacher	Secondary, Geography Yr9 & Yr10, Future Fit Yr7, History Yr10, Business Studies Yr11 & Yr12, Legal Studies Yr11	B Econ, Dip 1996, Fin Planning 2001, Grad Dip Ed 2010	University of Newcastle, Deakin University, University of New England
Vine	Gail	Proficient Teacher	Secondary, Maths Yr8, Maths Standard Yr9, Yr11 & Yr12	Dip Civil Engineering, B Science, Dip Ed 1998	Sydney TAFE, Macquarie University, University Western Sydney
Watts	Alan	Proficient Teacher	Primary, Stage Leader, Stage 2	B Ed (Primary) 1994, Diploma in Primary Ed 1987	University of Newcastle



## Belmont Christian College School Performance

---

Our Year 12 students achieved pleasing results in the 2019 HSC continuing a pattern from previous years that is very encouraging. In reviewing results it is important to remember we are here for so much more than just academic outcomes and the ATAR students receive at the end of their schooling. Recommendations and resolutions based on discussions with KLA Coordinators for ongoing excellence and levels of rigour for all our students, not just our HSC students provide a guide in areas of necessary professional development of our teaching staff.

We aim to ensure that we are faithful in enabling students at BCC to do their best, and at the same time see they are responding to not only the opportunities they have to learn, but also in being faithful to God with their gifts and abilities. In his book Beyond Control: Heart-Centred Classroom Climate and Discipline, Alan Bandstra noted that "... attitudes are grown, or at least encouraged within the climate of a classroom. Climate is the overall spirit that drives the teaching, and classroom interactions. A healthy classroom atmosphere provides a context for teaching about God and living in His world. The context of the words spoken about faith has an influence on whether students will learn to live their lives in response to what God has done for them through His Son." Being concerned about a productive, positive learning environment means we should consciously consider and reconsider the ways we motivate students to learn.

When looking at these results, it serves to remember BCC is a comprehensive co-educational school. Our generally fine results reflect the high standards and hard work of our staff and students and the prayerful support of our community.

- Belmont Christian College had 40 ATAR eligible Year 12 students sitting the HSC in 2019
- There were 64 Band 5 and 16 Band 6 (including notional Band 6) results (210 exams sat by ATAR eligible students)
- In approximately 39% of exams sat our students achieved marks of 80+ (ie Band 5/Band 6 or equivalent)
- 27 of the 40 ATAR eligible students received at least one Band 5 or 6 result (ie 67.5% of the cohort)
- 52% of the HSC subjects we offer at BCC (ie 15 of the 29) had students who scored results that were equal to or better than the NSW State average in Band 5 and 6's (see figures in the table below)
- BCC ranked 211<sup>st</sup> in NSW (over 580 schools)
- 16 of our ATAR eligible students achieved results that placed them on the NSW HSC Honour Roll (for all-round achievement) as Distinguished Achievers
- Every student in the Music class achieved a Band 6 result
- Our highest reported ATAR was 94.30 with 3 students achieving an ATAR of 90+. Many other students achieved outstanding ATARs in the 80's enabling entry into a wide range of courses in a variety of tertiary institutions
- Many students have gone on to begin university courses in the arts, law, teaching, nursing and engineering. Others are aiming to enter the Police Force, playing elite sport or have found employment in their preferred fields



## School Performance (cont'd)

**Table 1: Success Rate Comparisons**

HSC Year	2019	2018	2017
High Scores:	16	27	14
Entries:	211	250	202
Students (ATAR eligible):	40	49	40
Success Rate %	7.62	8.6	6.93
Rank (NSW schools)	211	188	267

**NB:**

**High Scores** is the number of Band 6 scores.

**Success Rate** is High Scores expressed as a percentage of entries, rounded to two decimal places.

The median success rate for schools in NSW was 5.47%

**Rank** is based on the precise success rate, so some schools with the same rounded success rate have different rankings. Only the top 150 schools are ranked. The data used to create the Honour Roll is supplied by NSW Education Standards Authority.



## School Performance (cont'd)

Table 2: Comparison of some subjects in the 2017 - 2019 HSC Examinations

Subject	2019		2018		2017	
	% of BCC students 80+	% of NSW students 80+	% of BCC students 80+	% of NSW students 80+	% of BCC students 80+	% of NSW students 80+
CAFS	50%	36%	50%	29%	66%	30%
Design & Technology	60%	47%	100%	47%	33.32%	43%
Drama	50%	44%	61.53%	42%	N/A	N/A
English Ext 1	100%	94%	100%	95%	75%	93%
Maths – Stan.	26%	24%	70.58%	26.64%	27%	25%
History Ext.	100%	77%	100%	79%	N/A	N/A
Society & Culture	100%	44%	75%	47%	N/A	N/A
Hospitality	50%	27%	80%	19%	67%	22%



## School Performance (cont'd)

### Record of School Achievement (RoSA)

Eligible students who leave school before receiving their Higher School Certificate (HSC) will receive the NSW Record of School Achievement (RoSA). The RoSA records completed Stage 5 (Year 10) and Preliminary/HSC Stage 6 (Year 11 & 12) courses and grades, and participation in any uncompleted Preliminary/HSC Stage 6 courses. In 2019, 1 student applied for and were eligible for their ROSA, 8 students withdrew and 2 transferred to other schools.

There was a 61% retention rate from the 2017 Year 10 cohort who continued through to Year 12 in 2019. Of the students who left the College seven students left to attend another high school, the others left to attend TAFE and/or begin employment. 25% of students in Year 12 attained VET qualifications as a component of their Year 12 HSC.

### National Assessment Program – Literacy and Numeracy (NAPLAN)

NAPLAN (National Assessment Program - Literacy and Numeracy) is an annual assessment for all students in Years 3, 5, 7 and 9. It tests the types of skills that are essential for every child to progress through school and life. Students in Year 9 received a NAPLAN report for their test results in Reading, Writing, Spelling, Grammar and Punctuation, and Numeracy. While NAPLAN testing is not the main priority at Belmont Christian College, it is pleasing to see our students achieving at levels consistently equal to, or significantly above published Australian averages (see table below).

Individual students who scored below and above the benchmarks have been identified by the Student Services staff and either extra teaching support or enrichment/extension has been provided. KLA Coordinators are consulted so they are aware of the issues and can set up teaching structures, programs and learning strategies relevant to those student needs.

NAPLAN RESULTS		Reading	Persuasive Writing	Spelling	Grammar and Punctuation	Numeracy
Year 3	BCC	466.5	435.8	453.3	470.2	430.0
	National	437.01	429.61	428.58	448.10	414.83
Year 5	BCC	523.4	469.5	515.0	516.7	504.3
	National	509.3	479.1	508.29	505.8	501.35
Year 7	BCC	577	518	559	568	583
	National	550	516	553	546	561
Year 9	BCC	598	572	584	574	608
	National	587	552	591	579	600

### 2019 NAPLAN - School versus National Scores

- In all areas in Year 3 – BCC scored above the National average
- In Year 5 - BCC scored above the National average in Reading, Spelling, Grammar/Punctuation and Numeracy
- In Year 7 - BCC scored above the National in all areas and did particularly well in Reading
- In Year 9 - BCC scored above the National average in Reading, Writing and Numeracy
- There has been an increased focus in strengthening writing skills and this has proved successful as writing results have improved across all years





The College has been blessed with financial provision during the 2019 financial year and is well placed with sufficient reserves to cover liabilities as they fall due.

Income and expenditure have been recorded showing 66% of income coming from government grants, and 29% from fee income. These funds have been invested in providing quality teaching with 73% utilised for salaries and related staff expenses.

## INCOME

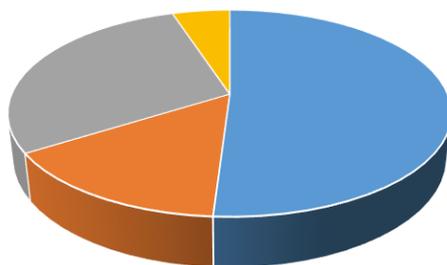
Commonwealth Grants	5,537,101	51%
State Grants	1,628,916	15%
School Fees	3,164,092	29%
Other Income	539,288	5%
<b>Total Income</b>	<b>10,869,397</b>	

## EXPENDITURE

Salaries and Staff Expenses	8,180,934	73%
Non-Salary Expenses	2,650,919	23%
Capital Expenditure	404,655	4%
<b>Total Expenditure</b>	<b>11,236,508</b>	100%

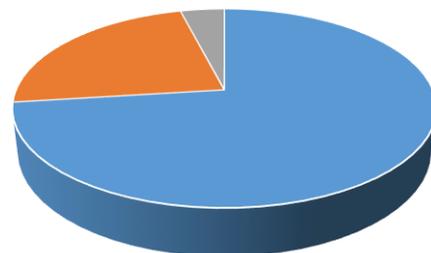
**Total Recurrent Expenditure (excludes capital expenditure) 10,831,853**

Income



■ Commonwealth Grants ■ State Grants  
■ School Fees ■ Other Income

Expenditure



■ Salaries & Staffing ■ Non-salary Expenses  
■ Capital Expenditure

