

BELMONT CHRISTIAN COLLEGE | ANNUAL REPORT 2020

Transforming Lives

Providing a dynamic, transforming, Christ-centred education





How much better to get wisdom than gold, to get insight rather than silver!
Proverbs 16:16

In 1982, with a total school enrolment of just 12 students, Belmont Christian College, then known as Belmont Baptist Christian Community School, was established with the objective of providing a quality Christian education to the children of members at Belmont Baptist Church. Thirty-nine years later, with a student cohort of more than 690 students from pre-Kindergarten to Year 12, the College's mission remains unchanged – to provide its students with a strong Christian education, imparting wisdom and insight, whilst seeking to nurture young people "...to grow up into Christ" (Eph 4:15).

It goes without saying that 2020 was a year like no other. Whilst the year started very positively, with staff and students enjoying the atmosphere and anticipation of the new year ahead, in late term one the sudden impact of COVID-19 introduced a set of challenges that were entirely unexpected. Whilst there was immediate pressure on staff to implement new methods of delivering quality teaching, I am very pleased to advise that the challenge was more than capably met.

The College moved to full remote learning in week nine of term one. The transition was as seamless as it could be due to the dedication and hard work of all staff including the Executive team who oversaw the changes, providing sound leadership throughout, the IT team who enabled and supported the necessary IT infrastructure, the teaching staff who had to navigate the world of online teaching and learning, and the support staff who had to be extremely flexible, with their roles varying from one day to the next.

Despite the unexpected challenges of 2020, I am very pleased to advise that the College is in a sound position: educationally, financially, and spiritually. Whilst there is always more work to be done, Belmont Christian College continues to successfully strive towards fulfilling its ethos of transforming lives for the kingdom of God.

From a Board perspective, the past year has seen the departure of Mr David Sarich and Mrs Beth Cockerell from the College Board. Both David and Beth's extensive educational experience and commitment to the College was admirable and greatly appreciated by their fellow Board members. Pleasingly, the past year also saw the admission of Ps. Mark Riethmuller, Mr John Betteridge and Mr Shaun Hassall to the College Board, each of whom has brought an abundance of experience, perspective and value to their role.

I am honoured to represent the Board of Belmont Christian College and would like to thank my fellow Board members for the time, dedication and oversight they continue to provide. I would also like to thank our Principal, Ms Sharon Sopher, for the impressive job she has done leading the College through the turbulence of the past 12 months. My deepest thanks are also extended to the committed and hardworking teachers, staff and volunteers of the College. Much has been expected of you in this past year and you have all risen to the challenge admirably. Lastly, but by certainly no means least, I would like to thank every parent/guardian for choosing to enrol your child in Belmont Christian College. It is a privilege to be part of a dedicated team with a true, unrelenting desire to transform the lives of your children. It is my pleasure to present the 2020 Annual Report on behalf of the Board of Belmont Christian College.

God Bless.



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 caregivers 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, STEM, Marine Studies and ICT.

Every year brings many changes, learning experiences and opportunities for growth, however, 2020 stretched us in unimaginable ways. It was a unique year with numerous challenges, unknowns and sadly, for many, heartache. However, it was also a year where we had much to celebrate. As a nation and across the globe, we have had to reconsider and deeply think about our day-to-day. Life had changed. The things we thought were the norm were no longer and we had to work harder and smarter around our daily routines, including our school routine. The College moved to full remote learning at the end of Term 1 and the transition was as seamless as it could be with a continuum of learning maintained.

2020 was still a year of achievement and learning success at the College. Our students were incredible as they navigated their way throughout the year. They, along with the dedicated staff, showed a degree of resolve and 'grit' that I will never forget and as College Principal, I continue to thank God for them daily. I also want to commend our parents, for that time of remote learning. It was a stressful time and yet they served and loved their children as best they could. We acknowledge the partnership between the College and our families, however, I have never valued it more than when we walked side by side during remote learning to ensure that our students continued to grow in their learning.



Biblical Literacy

Cultivating opportunities for improving biblical literacy is one of BCC's strategic objectives. It delights me that every Kindy child is given a Bible on their first day at the College and year 12 receive a Bible on their last. Our new student CONNECT initiative where biblical literacy and Wellbeing is a focus, was launched with great success. This time has been prioritised specifically for the purpose of helping our students connect with each other, their teachers and also their creator, God.

SLIP

The executive embarked on a School Learning Improvement Plan (SLIP), which supported our Strategic Objective of "Dynamic Teaching and Learning – pursuing rigour and individual excellence". We have drilled down from the shared school narrative to actual school performance and looked at data and school improvement cycles that assisted in constructing a strategic plan for learning improvement. Whilst our results, Teaching and Learning and classroom practice is good, we have intentionally looked at our learning culture and implemented specific teaching practices to improve learning for every single learner.

A Virtual Reality

Whilst the College was unable to meet physically for all events, in particular, our annual Presentation Night, I was delighted that parents could still appreciate and celebrate alongside me, our College Board and our BCC staff the learning that did take place.

2020 saw the introduction of many zoom lessons, meetings and information evenings etc. These virtual information nights and meetings have been a huge success and have continued to be one of the major ways that the College connects with parents. 2020 also saw the introduction of virtual tours, where prospective parents had the opportunity to take a virtual tour on line. For the above to be achieved, the College website had to evolve to cope with the changing virtual demands. In doing so, our website design and functionality made it to the top ten! Roberts Digital, Australia's biggest marketing group for schools showcased our College website.

The Community Hub section on our website during COVID-19 recorded a 72% increase in the number of visits. There was also an increase (24%) in the average time spent on the Community Hub, indicating more engaged users.

Facebook saw a significant increase in new (never seen before) and unique (individual) users engaging via Facebook during COVID. This could indicate an increased inclination by the community to discover how the College was responding during that season. We saw a significant increase in user engagement on Facebook across all metrics, which demonstrated a willingness to actively view and interact with the College content.

Solar panels

Our College Learning Hub now supports 248 solar panels that are producing 30% of our electricity requirements. With over 120 tonnes of CO2 being avoided each year, these solar panels are working hard for God's very good creation, and as a College we continue to think and invest in ways to steward God's earth well.

Staff

New Staff continue to be a blessing to the community. 2020 welcomed the following;

1. Tralee McNamara - Director of Prep (BCC Beginners)
2. Sophie Gialouris – Learning Assistant for BCC Beginners
3. Anna Gray – Community Playgroup
4. Andrew Pearson – Stage 1 Primary Teacher
5. Leanne Johnson – Stage 1 Primary Teacher
6. Mark Carthew – Mathematics Teacher
7. Fraser Hannam – Mathematics Teacher

Whilst we enjoy welcoming new staff into the community, it was sad to farewell Nate Armsberry, Jed Mosley and Mark Carthew. May God continue to bless the work of their hands.

Students

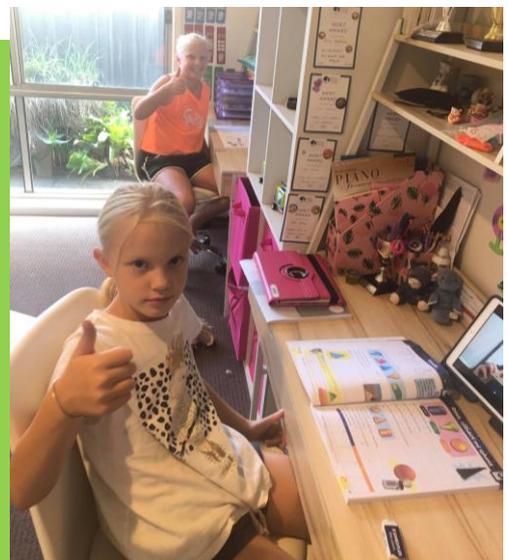
The College welcomed 58 new students into the community at the start of the year and introduced a further 20 students throughout the remainder of the year. We praise God for steady and continual growth.

Parent, Teacher and Student Satisfaction

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/ren. 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. I humbly commend this report to you for your review.

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





The Executive team at Belmont Christian College manage and care for the dynamic life of an organically vibrant educational institution. A primary responsibility is the management of significant areas or operations of the College and within the framework of the College's Strategic Plan to ensure the effective development, provision and evaluation of the College's education program and the currency of programs that support our Christian distinctive. As Assistant Principal and Head of Secondary School, this is done through my involvement in policy formulation and decision making. The management of the College's operational needs and other functional areas involves analysis of student needs and the translation of NSW educational policy and frameworks into appropriate education programs to meet those needs while maintaining and promoting a distinctly Christian worldview.

2020 was a challenging year for our entire community and not least for our schools. The period of learning from home brought the sudden need for teachers to pivot their teaching delivery to an online, remote format using technology platforms (Google Classroom and Zoom for Secondary School, SeeSaw and other formats for Primary School) with which they were already very familiar, and via which classwork and learning interactions had been taking place for over a year as part of the normal day-to-day teaching and learning. Staff who were expert in these platforms provided very helpful training to colleagues and parents/caregivers. Our IT, Student Services and Administration staff also had a lot of adjusting to do as procedures changed and new ways of communicating and working were adopted. The staff at the College performed with excellence, and their knowhow, dedication, care for their students and resilience came to the fore during this most unusual year.

Of course, our staff, students and parents/caregivers missed the wide range of usual activities and opportunities we normally offer. Parents/caregivers are an integral part of any educational enterprise, so it was difficult not seeing them around school, attending assemblies, helping in the classroom, and chatting with each other and with staff. Staff continued throughout the difficulties of the year being focused on helping students to succeed in achieving their best.

The College's 'two-school, one campus' model consisting of Primary and Secondary Schools continues to function well. Year 7 have Core teachers and home rooms, but also experience the full variety of specialist teachers as well enabling a very settled transition into Secondary School expectations and routines. Secondary School Stage Leaders have been allocated extra time to oversee the wellbeing, pastoral care programs and the Christian studies programs we now call Connect, and teachers in their Stage areas of responsibility are able to offer more focused wellbeing support and general curriculum co-ordination for students to better access their learning opportunities. Primary School previously adopted the Stage approach to allow students to work to their optimum within the two Year Groups that comprise each Stage. My responsibility for the pastoral care and wellbeing of students and staff at the College entails:

- the provision of a child safe environment in accordance with child safe standards;
- fostering a safe and supportive environment where student attitudes and behaviours are consistent with the culture of the College as expressed in the published Codes of Conduct, policies and procedures;
- responsibility for general discipline and behaviour management matters beyond the management of classroom teachers, Stage Leaders and KLA Coordinators;
- monitoring the tone of the College and maintaining its Christian distinctive;
- maintaining focus on Biblically based teaching/learning, wellbeing and discipline systems that emphasise relationship, restoration, care, compassion, respect and responsibility.

During 2020 there were again very few detentions and suspensions largely as a result of a staffing and roles restructure (2018 and 2019) that incorporated more time for Stage Leaders, more focused, intentional and

consistent follow-up by our Student Services and Wellbeing staff, and our close partnership with parents/caregivers.

In maintaining our NESA Registration and Accreditation, some of the College policies and procedures were reviewed during 2020, particularly aspects of the Safe and Supportive Environment suite of policies, (including Discipline and Behaviour Management Policy, Anti-Bullying Policy), Communication Policy, Complaints and Grievances Policy and Digital Devices Policy. The review and updates not only ensured current legislative requirements were met, but also that the College's ethos, values and Christian distinctive continue to be integrated into each of the reviewed documents. As well, the COVID-19 event necessitated extra policies and procedures be formulated and written (including Online Teaching & Learning Policy, Staff Working from Home Policy).

The College's Staff Handbook articulates a relational teaching approach that promotes positive relationships (keeping professional boundaries) with students. This recognises 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. 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. A key element of the College's Strategic Plan: *Transforming Lives* presents the College as a caring community where students find a sense of connectedness and belonging that fosters 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.

New staff, casual teaching staff and practicum students 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, wellbeing, pastoral and discipline procedures that are employed.

Ongoing Strategies of Improvement included:

- Completing a review and update of the Staff Handbook, Curriculum Handbook, and a range of College policies
 - Reviewing the role and time allocation of Stage Leaders and Connect teachers
 - CONNECT: the first cycle of the reorganisation of the Biblical Studies and the Pastoral Care program.
 - Year group/Stage group/gender group student assemblies and Chapel assemblies were reconfigured for a more focused, intentionally relational priority integral to our endeavours to promote respectful relationships, restorative practices, resilience and responsibility
 - Reallocation of time and adding staff to include CONNECT in their teaching load so that students engage more naturally with the Bible and wellbeing initiatives resulting in greater attention to the importance of community, respectful behaviour, exploring ways to be involved in our local community, and undertaking specific class-based activities that fostered positive values. These values are articulated in the College's Safe & Supportive Environment suite of policies, the Staff Code of Conduct, Student Code of Conduct, and our Child Protection Policy
 - End of semester Year cohort Merit Assemblies (when COVID possible) to recognise positives of academic improvement and success, representation (cultural, social and sporting), sport participation, extra and co-curricular involvement, and so on
 - Reviewing assessment practices for Years 7-12, particularly evaluating the use of formative assessment, and how and what types of feedback is given
 - Stage Leaders integrating year level appropriate study focus and revision techniques into Connect sessions
 - Formal and informal occasions (when COVID possible) where student wellbeing is actively promoted in:
 - Modified versions of Chapel, Year Meetings, assemblies (Secondary and Primary),
 - Year group camps cancelled due to COVID, but Year 11 was rescheduled to Term 4
 - Student leadership programs and camps eg. Prefects (Term 4), Compass (pre-COVID),
 - Class devotions and other mini-Connect activities
 - Special focus days (eg Coins for Compassion, NAIDOC, etc, when COVID possible)
- Throughout 2020, apart from Semester 1 COVID restrictions and cancellations, the following programs and activities brought further focus to the values of respect and responsibility:

- Mentoring of student leaders by staff and by peers to enhance community life
- Participation in an in-school class focused ANZAC Day commemoration
- 'Welcome to Country/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
- Guest speakers from different organisations supported focus programs
- The College Chaplain and Counsellors meet with groups proactively and reactively to promote respect and responsibility in relationships

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 quality learning environment for students is fostered and monitored for ongoing improvement through:

- *S.L.I.P.* – a whole School Learning Improvement Process which fulfils aspects of the College's Strategic Plan objective to provide dynamic teaching and learning where rigour is cultivated and pursued, where individuals find a place to excel, and where our Christian distinctive is central.
- *Professional Learning Communities* - the Director of Teaching & Learning coordinates focused learning on our Biblical distinctive in teaching programs (Transformation by Design), *S.L.I.P.* (Semester Two focus on readings, research, evidence-based strategies, data, discussion and planning practical ways for targeted, measurable improvement in learning,) using technology, planning assessments, effective feedback, wellbeing, social and emotional learning, differentiating instruction and extension/enrichment opportunities, etc...
- The Director of Teaching & Learning and the Careers/VET/Distance Education Advisor facilitate advice for students and their parents/caregivers regarding subject choices (Yr 8 for Yr 9-10, and Yr 10 for Yrs 11-12). Providing relevant, timely career and student/subject suitability information, interviewing and working with the timetabled Year 11 Enterprise program ensures students and parents/caregivers are given every opportunity to make the best choices available to them. Information preceded and followed subject selection information evenings.
- Again, in 2020 (determined by COVID restrictions):
 - Staff from 4 KLA areas participated in HSC marking operations 2020
 - KLA Coordinators meet with Head of Secondary School, Head of Primary School and the Director of Teaching & Learning for improvement planning and facilitation of professional learning
 - Staff/Year 12 Mentoring Program was continued in Term 3
 - Online formats complemented teaching and learning for Yr 11 and 12 (Edrolo)
 - Scheduled study programs and strategies advice sessions by Elevate Education
 - The College Diary (*Learning Curve*) resources were intentionally integrated into Year 7 and 8 classrooms, Mini-Connect, year assemblies and Connect sessions

Co-Curricular and Senior Secondary Outcomes:

- Continuing to develop a strong culture of success and high achievement in our classrooms has been the focus of our *S.L.I.P.* intentions
- Classrooms using visual prompts to provide aspects of the 'third teacher', and all staff are regularly involved in 'Learning Walks' that strengthen a shared vocabulary around student learning
- Visual prompts emphasis Learning Intentions and Success Criteria
- An expanded 'Future-Fit' program for not only Yr 7 students, but also now Yr 8 students doing activities that challenge them to a greater understanding of the connections between what they are learning in the school context and the 'real world', and designed to hone in on 21st century skills (creativity, collaboration, critical thinking, communication and citizenship).
- Due to the impact of COVID-19 the majority of 2020 sports events were cancelled, but Semester Two enabled some successes in a variety of sporting areas:
 - Hockey – NSW State Mixed Team CSSA Champions. Two students (Yr 12 and Yr 9) selected for CSSA Representative Team

- Zone Swimming - 31 students represented the College, and 26 of them qualified through to CSSA State Swimming. One student was Age Champion and eight students placed 2nd and 3rd in Age Champion Points
- Zone Touch Football – U'15 Girls and Boys Teams were Runners Up. Ten students were selected in the Zone Touch Football Teams to represent at CSSA State
- All Schools Triathlon – two individual students competed and three teams competed
- Annual Zone Super 8s Cricket Gala Day - four teams competed with our Division 1 Boys and Girls Teams both winning the day.

Secondary School continued to provide a range of new opportunities and an introduction of some new subjects. Mathematics classes in Years 7-10 are graded according to ability and need while English and Science have mixed ability classes. ICT skills are integrated into all subject areas.

- Chromebook laptop for all students in Years 7-10, with all classes using the Google suite (Classroom), and Year 11 and 12 having the choice to BYOD and instructed on use of Google calendar for organisation of coursework and assessment task due dates
- Weekly Connect wellbeing, pastoral care and Biblical studies sessions contribute to the promotion of respect and responsibility across Years 7-12 and are intentionally timetabled and programed
- Student diaries in Years 7-8 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
- Student Services and Wellbeing team work with students requiring learning support as well as those requiring enrichment opportunities
- Differentiation and learning improvement continued with intentional timetabling of super sessions for Years 9 and 10 classes where groups of students from different classes work together on similar programs and tasks with multiple teachers as presenters and facilitators
- The Student Prefect Team's annual team-building retreat in Term 4 planned practical ways to encourage student agency, raise funds for designated charities, plan assemblies and Chapels.
- An important part of the College calendar is the camping program. However, due to COVID-19, Years 7-10 program was cancelled. Year 11's Discovery Camp was rescheduled to Term 4 with a modified focus on teamwork, motivational tools, preparation for study at the HSC level

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

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

Year 9 & 10 Electives		
Drama	Information & Software Technology	Physical Activity & Sports Studies
Music	Industrial Technology (Timber)	iSTEM
Visual Arts	Food Technology	Distance Education (Music, German,)
Photographic and Digital Media	Marine Studies	

Year 10 students completed the NESAs *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, History Extension, Society & Culture	PDHPE, Community & Family Studies, Sport Lifestyle & Recreation Studies
Design & Technology, Industrial Technology (Timber), Food Technology, Hospitality	Software Design and Development
Distance Education – Aboriginal Studies, Economics, Japanese Beginners, TVET – Animal Studies, Community Services, Construction, Entertainment Studies, Health Services (SBAT), Retail Services	

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.





Summary of Enrolment Policy and characteristics of the student body

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 Preschool-12 education for the children of families in which Biblical principles and Christian values are supported providing 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.

Student Population

In 2020, there were 625 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 Beginners, (Pre-Kinder), there were 38 children attending across all days. For Beginners, children may enrol for two, three or five days per week.

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 23 students. In Secondary School, (Years 7-10), there were three classes in Years 7 and 9 and two 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 49 students per grade.

Enrolments			
	2018 (Aug Census)	2019 (Aug Census)	2020 (Aug Census)
K-6	277	281	279
7-10	261	245	248
11-12	99	91	98
TOTAL	637	617	625

*EXCLUDING Beginners, (Pre-Kinder), students

Student Attendance and Management of Non-Attendance

94% of students attended school on average each school day in 2020. 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.

Years	Attendance %
Kinder	95
Year 1	94
Year 2	95
Year 3	95
Year 4	95
Year 5	96
Year 6	94
Year 7	93
Year 8	95
Year 9	93
Year 10	95
Year 11	92
Year 12	95
Whole School for 2020	94

Retention of Year 10 to Year 12

There was a 67% retention rate from the 2018 Year 10 cohort who continued through to Year 12 in 2020. Of the students who left the College from Year 10, during Year 11 and 12 in 2018 to 2020, fifteen students left to attend TAFE and/or begin employment, five students left to attend another high school and one student moved overseas.



Head of Primary Report | Leoni McNeill



As Head of Primary School I am part of a committed leadership team at Belmont Christian College. My role requires an in-depth understanding and implementation of Christian education. It entails a detailed understanding of the K-6 curriculum and the operations and procedures I oversee in order to faithfully serve the students, parents and colleagues at the College.

The education, wellbeing and embedding of the Christian distinctive for our students growth and development remains key in all students' life at the College. In the classrooms, from our four-year-old student Beginners (Pre-Kindergarten program) through to our Year 6 students, we are committed to ensuring that all students remain well-equipped, are engaged and have opportunities for educational enrichment, broadening and growth. Teaching and Learning is differentiated in accordance to each student's capability, capacity and interest level. In partnership with parents, our goal is to cater to the 'whole child' academically, socially, spiritually, physically and emotionally. These elements are essential in developing each student's God-given potential and uniqueness.

In 2020, while we believe we managed the COVID 19 as best as we could under the circumstances, the pandemic brought many unexpected challenges for the education of our students. As with all schools, parents were urged to keep their children at home, resulting in a swift and dramatic shift from face-to-face learning to flexible and remote delivery of education. In addition, extensive restrictions to usual school practices were mandated including the cancellation of school excursions, assemblies, sporting activities and large gatherings.

While the shift to remote schooling was promoted as a key way to support continuous learning, many students faced a range of environmental barriers and enablers to learning. These included varying levels of parental supervision and differing access to the internet and devices required to sustain their learning. However, in accordance with the feedback received from parents and the students themselves, on the whole, at Belmont Christian College educational outcomes were met well considering the limitations that were forced upon us. Further, school reports were highly modified for the June 2020 reporting period.



Designated, paralleled Literacy and Numeracy timeslots continued throughout 2020 in the Primary School. This proved beneficial to students' academic progress with the ability to move students into learning groups that best suited 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. 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.

Finally, in 2020, the new PDHPE syllabus was adopted and implemented, with the need to refresh and 'upgrade' units of work in line with NESA's mandatory NSW curriculum outcome requirements. Again, a challenge in the year of COVID19 restrictions, but excellent outcomes were achieved in terms of the creativity of delivery styles by teachers to students, particularly pertaining to technology and remote learning which was further developed upon the students' return to face-to-face learning.

Student Achievements and Awards

In 2020, due to COVID19, we were limited to what we provided in terms of sporting events, activities and competitions. The following took place throughout 2020:

CROSS COUNTRY - School held Primary Cross Country on the College's own grounds.

NSW CSSA Swimming - Hunter Zone 2nd Place

4x students qualified for NSW CIS Swimming (which was cancelled)

1x NSW CSSA Age Champion

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

Towards the latter part of the year, the following were offered in modified formats in accordance to COVID19 restrictions and government guidelines:

Extra and Co-Curricular Activities: Junior Choir; Lego Lunch; Junior Soccer; Senior Soccer; Junior Netball; Senior Netball; AFL; NSW Permanent Mathematics Competition; Primary School Leader speech- giving (via Zoom); Year 6 Graduation Assembly (B-Live production whereby parents tuned in via video link from a remote location).

Incursions: Beginners to Year 6: Chicken Hatching, Grandparents Day; Literacy Day; 100 Days of Kindergarten Celebration day; Pyjama Day, Kings and Queens Day; Robotics; Premiers Reading Challenge; National Science Day - Pre-Kinder to Year 6; Literacy Day.

In Term 4 when restrictions eased, Stage 3 attended 'The Great Aussie Bushcamp'.

Areas of Improvement and Future Directions

At Belmont Christian College in 2020, we commenced the implementation of the SLIP program - 'School Learning Improvement Plan'. Its intention is to enhance the quality of education in terms of Teaching and Learning, intertwined with mandatory curriculum outcomes in Primary and Secondary schools which in turn should have an impact on the quality of higher education. Historically, school NAPLAN results at Belmont Christian College have overall come above the National Benchmark in many cases. However, our aim is to further enforce an extensive impact on the education and development of all students at the College, over time, with a further increase in student academic success.

Information Technology in the Primary School saw students across Kindergarten to Stage 3 having access to devices in an appropriate age/Stage based ratio. The integration and implementation of technology continues to enhance student learning across chosen areas of the curriculum.

Nature Playground

Commencing in 2020, the College commenced an initiative involving a custom made 'Nature Playground project within the grounds and vicinity of the Primary School play space areas. The purpose being to provide students with outdoor nature play areas that allow spontaneous, curious, imaginative, collaborative, resourceful and innovative play. Examples of nature play activities include digging patches, playing with loose parts/found items, log beams for balancing, tepee, small log stepping stones and mud kitchen. A larger 'natural' construction was proposed for climbing/sliding/open ended play opportunities. The project will be managed by the College's Business Manager, in collaboration with an external master planner'.

Respect and Responsibility

In support and partnership with parents and all staff, our Primary School Leaders, together with our Student 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 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.



Director of Teaching & Learning Report | Melanie Melcum



2020 was certainly a challenging year but, as with most trying times, it provided us with an opportunity to stretch and strengthen our teaching skills. As a Christian College it was also an important opportunity to demonstrate our faith in the way we responded to the crisis and how we sought to keep our students not just learning content, but feeling connected to the College community.

One of our strategic objectives is 'Dynamic Teaching and Learning' and this year certainly produced that. When it became clear that we were going to head into a time of remote learning we needed to work quickly and strategically to ensure that we could continue to offer our students a high level of teaching and connection. Our teachers innovated, collaborated and went above and beyond to ensure that the learning for their classes could continue as effectively as possible. The work staff had done in previous years, becoming familiar with and then consistently using the Google Suite, meant that we were able to make the transition to online learning as seamless as possible. Teachers also discovered new apps and programs to use to help their students learn content, present work and stay connected. They certainly were 'dynamic' and as a result, many of our students flourished during that time.

A major focus in 2020 was to develop a School Learning Improvement Plan (SLIP). A study of the most current educational research, professional development from leaders in the field and reflection on our own academic data lead us to focus on improving literacy throughout 2020/2021. To move us forward in this area a small team of staff were trained in high impact, explicit instruction strategies and the wider staff are now being trained in these also. It has been encouraging to have all staff, from Kindergarten through to Year 12 working on the same focus area. Collective teacher efficacy is a very powerful tool in helping students to succeed and we are looking forward to seeing consistent gains in our literacy levels in coming years.

In 2019 we started a program called *Future Fit* in year 7 where we aimed to target those skills that have been identified as being critical to the 21st century learner: critical thinking, collaboration, communication, creativity and civic responsibility. Students undertake a number of small projects that help to develop and hone these skills. This year we also moved the program into Year 8. This group worked on a major problem and had to work together to find ways to reduce or solve the problem. Their ideas were creative and varied. Our hope is that our students will become adults with a strong sense of civic responsibility, who have the skills required to creatively design solutions that help to bring about God's good plan for the earth and His people.

Developing our teaching practice from a Christian worldview continues to be a priority. Staff have been trained in Part 2 of the *Transformation by Design* course- *Crafting Formational Learning*. This training was helpful in providing practical ways to approach our programing and lesson planning to deepen student's understanding of a biblical perspective.

2020 certainly was an unpredictable and challenging year, but through the adversity there was great growth and there was much to celebrate.



Head of Student Services & Wellbeing Report | Bronwyn Rappeneker



Contact with Parents

While the COVID19 restrictions meant that our regular parent nights had to be put on hold - in some ways it meant we were more connected to our parents than we had been for some time. Due to the nature of remote learning, and the need for social distancing, the work through the website and the Community Hub moved us, by necessity, into more intentionally relating and connecting through digital media. I wonder at the Goodness of God in having us equipped in ways that the transition across - while not without its challenges and hard work for those involved, was possible and relatively smooth.

Our Student Services Staff had the privilege of contacting all families of students with need. Phone call after phone call - such a privilege to talk with parents, to reassure them, to answer their questions and, if the opportunity arose, pray with them. Our parents expressed their appreciation of all that was being done by the College Community to keep them connected and to care for them.

Initiatives

Professional Development in Gifted Education

Early in Term One three Staff attended a GERIC Mini Course at the University of NSW to further develop our understanding and skills in Gifted Education. Our intention was to develop our whole school approach and targeted programs for identified gifted students.

Training in and Implementation of InitialLit and MiniLit Intervention Programs

These are evidence based programs developed by Macquarie University. MiniLit is a teaching program designed for young children in Stage 1 who are struggling to read. We are seeing the students making progress in the development of their reading and writing skills. MacqLit have been very supportive during the Covid19 transition to online teaching by providing digital resources that can be used when teaching the groups at home.

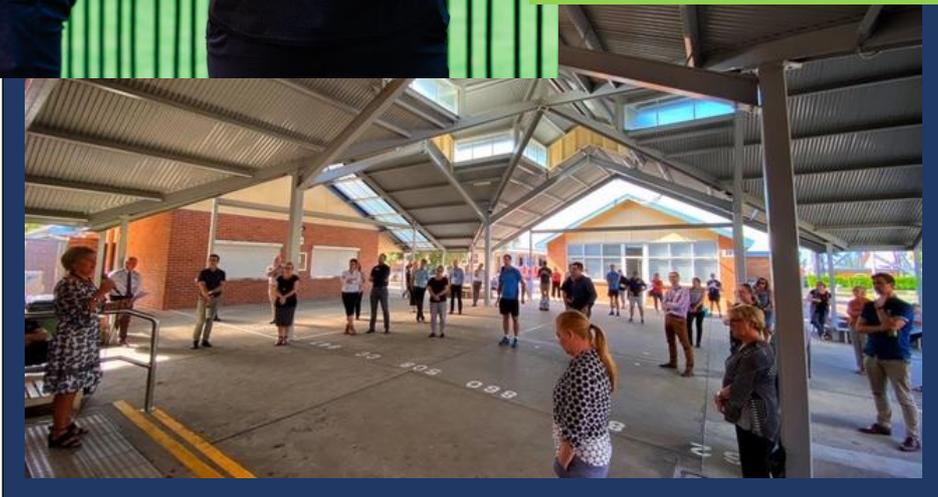
Pastoral Care, Wellbeing and CONNECT Team

This team, including College Counsellors, Chaplain and Stage Leaders was significant in ensuring continuity of ministry and investment into the community. 'Words with Mitch' has been the Chaplain's way of sharing with staff and students through video footage during this time of remote learning - often filmed while he's walking the streets - raw and real - and relevant.

The Counsellors served our community through assisting and counselling students and facilitating connections with specialists when higher-level intervention was required. The role of Counsellor in a school is a demanding one. The ministry of this team in regard to the wellbeing of our students is significant. The welfare needs that we see evidence of every day require deep wisdom, tender care and patience as we help young people navigate some very confronting, challenging, and sometimes life threatening circumstances. We are conscious of the needs of students as they transitioned back into school from remote learning. Each student had their own experience and response to being isolated and to hearing constant reports of the global pandemic. We established a centralised document for staff to report any ongoing concerns regarding learning/wellbeing and as a combined Pastoral/Wellbeing/Student Services Team, we responded quickly to concerns raised by following through with information and strategies to assist.

Our CONNECT Program which was led by our Stage Leaders and implemented by Secondary Staff is a model that focuses on connection through relationships. At the beginning of Term One there was a high level of energy around the new program. Stage Leaders led with passion and a degree of confidence, because they were invested in seeing the program shape and develop into something that met the needs of our students in relevant, effective ways. However, we had to move from a focus on building relationships at school, to trying to sustain relationships despite remote learning. It then became even more evident just how dedicated and diligent this small emerging leadership team really was. They moved to providing on-line connections, they made films and invited our students to engage in community through the lens of a camera. They invested something of themselves - their humour - their vulnerability - and they demonstrated

to our students that it isn't a job that they are involved in...it's a ministry and they are deeply committed to it. They invited our Prefect Team to help and we were blessed to have on-line Chapel produced by our prefects. While that time was difficult and presented some challenges, it has also opened wonderful opportunities for ministry and service that will, I believe, change the way we do things from now on.





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 and position them to be influencers 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 and hardware:

- Transition to the Sentral School Management System is nearly complete. The system is functional and PCSchool is no longer required.
- Launched a remote learning system during COVID. This is now resilient and agile enough for the College to deliver remote lessons at very short notice.
- Significant upgrade of the AV system in the Hall. This included a new mixing desk, new rack for secure storage of components, new inputs in boxes on the stage floor and rewiring of mains power.
- 35 new laptops issued for Primary staff
- 100 new Chromebooks purchased for Stage 2
- 65 new iPads purchased for use by students in Stage 1
- Established a rental system for loan Chromebooks to support parents who prefer not to purchase (administered by the Finance Department)
- Chromebook parent purchase scheme for Years 5 and 6 launched to support home learning during COVID.
- New phone system installed which allows staff to make internal and external BCC calls via their laptop or mobile phone.
- Years 11 and 12 have transitioned to a "bring your own device" system, giving them greater choice over the laptop they bring to school. This particularly supports students who are pursuing creative or technical subjects.
- External Studies students are supported to communicate with digital technologies via the Learning Hub.
- Continued roll out of high resolution cameras in strategic locations to minimise malicious damage and trespassing

Staff:

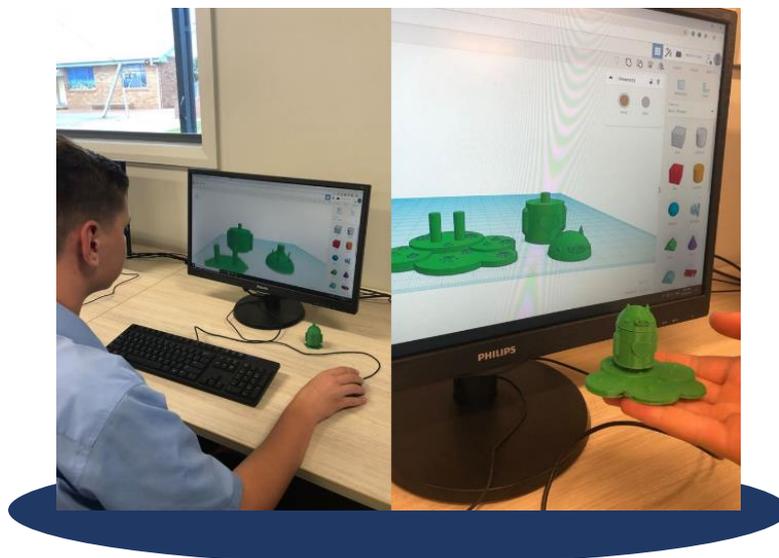
- Transition of ICT services staff to the Learning Hub is working very well.
- ICT Staff represented the College in presentations at the National Edutech Conference (Managing Obsolescence) and the Hunter Innovation Festival (Build Your Ideas).
- COVID created momentum and opportunities for staff upskilling and adoption of new technologies.

Curriculum and Teaching

- Continued discussion with staff around Sentral needs and set up preferences, particularly in the student Wellbeing module.
- Primary staff have been visiting the Learning Hub with their classes for technology integration lessons.
- Switched from GoGuardian to Vision Teacher monitoring in the classroom to enable teachers to know when students are off task.
- Digital integration lessons have pivoted to more creative, hands-on lessons as we move towards establishing a STEAM (Science, Technology, Engineering, Arts, Maths) facility in the Learning Hub.

Future Priority

- Broaden scope of Library support to include STEM / STEAM as well as the integration of Digital Technologies.
- Continue rollout of Sentral Portal for students and parents and implement strategies to encourage adoption and engagement
- Support development and leverage of non-core Sentral modules
- Upgrade classroom "front of house" AV systems as per ongoing budget allocation for classroom for upgrade
- Encourage staff adoption of new phone system, Sentral modules, monitoring software



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. Deut 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.

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.

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.

POLICY SUMMARIES

In maintaining our NESA Registration and Accreditation, some of the College policies and procedures were reviewed during 2020, particularly aspects of the Safe and Supportive Environment suite of policies, (including Discipline and Behaviour Management Policy, Anti-Bullying Policy), Communication Policy, Complaints and Grievances Policy and Digital Devices Policy. The review and minor updates not only ensured current legislative requirements were met, but also that the College's ethos, values and Christian distinctive continue to be integrated into each of the reviewed documents. As well, the COVID-19 event necessitated extra policies and procedures be formulated and written (including Online Teaching & Learning Policy, Staff Working from Home Policy).

The College community and the public have access to the summaries of the policies via the Annual Report on the College website. The complete versions of policies are available on request to the Principal.

SAFE & SUPPORTIVE ENVIRONMENT POLICIES (INCLUDES STUDENT WELLBEING, ANTI-BULLYING POLICY AND BEHAVIOUR MANAGEMENT POLICY)

Belmont Christian College is committed to the wellbeing of each of its students and of the whole school as a community. A Christian view of the human person as created in the image of God is the foundation of our wellbeing and discipline/behaviour management approaches. Our wellbeing programs are designed to help students to build a positive sense of self as belonging in community. Wellbeing and discipline/behaviour management programs and procedures are intended to assist students to understand the interdependence of those in any community and thus their role as part of a whole. The College's Codes of Conduct emphasise expectations of relationship, restoration, care, compassion, respect and responsibility. These Codes are intended as a guide for students into positive behaviours. We aim to help shape resilient, compassionate, community-minded young people with enquiring minds and the tools to think clearly about issues, who are equipped to realise their potential to be the 'influencers' of a generation for Jesus Christ.

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 our Wellbeing Policy, Discipline and Behaviour Management Policy and our Child Protection Policy.

The College has a no-tolerance approach to bullying. From legal, social, emotional and biblical perspectives, 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.

In our responses to bullying, we seek to:

- Protect individuals and protect groups (students, teachers, and parents/caregivers)
- Follow procedurally fair investigations
- Teach wisdom by censuring negative behaviours
- Enforce our Code of Conduct and Student Rights and Responsibilities
- Assist, guide and censure the bully and protect and support the victim
- Teach, model and live the Christian perspective of love, empathy and compassion
- Discipline where necessary with the goal of restoration and life transformation
- Offer and assist in facilitating reconciliation and restoration where possible and appropriate

Bullying is the antithesis of the supportive environment the College wishes to foster and maintain, and we take a no-tolerance approach to bullying in a Christian environment. As such, an anti-bullying stance is 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.

The College has the responsibility to ensure that, while at school, all students are given opportunities to develop positive attitudes and appropriate values. All students need to develop acceptance and understanding of others and their needs. They in turn must acknowledge, through their actions, their duty to respect the rights of others.

The full text of this policy is available on request.

DISCIPLINE AND BEHAVIOUR MANAGEMENT POLICY

The Bible very clearly commands that Christians must 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 are committed Christians whose lives are to reflect the character of Christ and they 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 well-being of the students and the delivery of a quality education.

The College's Discipline and Behaviour Management Policy is 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.

Discipline is a God-given responsibility of parents/caregivers and is an essential part of developing the whole child. It is understood to encapsulate **all** that acts to train a child in what is acceptable and wise behaviour. It will involve both commendation and censure. Basic principles of the College policy:

- 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
- 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 of communion in Christ, reflection of His will for us and service to others, should never be broken or withdrawn.
- Discipline of children at College is implemented under the delegated authority of parents/caregivers
- Discipline is directed towards the goal of self-discipline with the development of mutual respect, consideration of others and compassion
- Discipline as practised at Belmont Christian College is based on the two tenets of respect for authority and proper use of authority. Thus, discipline will be administered justly and fairly, and should involve obvious due process under the responsibility of the Principal
- Discipline by censure may involve exhortation, guidance, instruction, training and the implementation of consequences. All parties need to be committed to listening to each other in order to achieve repentance, restitution, resolution and reconciliation
- The College Counsellor, Chaplain or professionals from outside agencies may be accessed to speak to student/students if the Principal deems it necessary

The complete versions of policies are available on request to the Principal.

COMPLAINTS AND 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 provide 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. The College's policy for dealing with complaints and grievances includes processes for raising and responding to matters of concern identified by community members, parents/caregivers and/or students.

These processes incorporate, as appropriate, principles of procedural fairness. Parents/caregivers are able to raise concerns with the staff member directly responsible and if no resolution is reached can refer the matter to a supervisor and ultimately to the Principal.

The full text of the school's policy and processes for complaints and grievances resolution, "Complaints Resolution – Policy and Procedures", is available on the parent portal, *Parent Lounge*.



Staffing

Professional learning and teacher standards

In 2020, COVID19 restrictions and government guidelines brought with it limitations in terms of how Professional Development was undertaken at the College. Much attendance was via Zoom or online webinar training. However, 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.

Summary of Professional Development courses undertaken in 2020:

TAFE Northern Region Virtual Careers Advisors Day; Teaching English, Grammar and Vocabulary for Writing and Reading; TEC Science - teaching the syllabus from a Christian context; 2020 Careers Advisor workshop; Lawsense School NSW; Stage 6 Standard Mathematics; Interpersonal Intelligence; Association Independent Schools Leadership Day; Association Independent Schools Senior Leadership Days; TAFE - Certificate 4 in Workplace Assessment; Heritage Leaders Conference; Lawsense Child Protection update; First Aid; Best practice Child protection Education in PDHPE - K-10 webinar; FLAME - Female Leadership and Mentor Exchange webinars; ASPIRE - Leadership training.

In addition, a number of teachers continued with post graduate university studies in education. Courses include Masters in Special Education; Masters in Educational Leadership.

Workforce Composition

In 2020 there were 98 staff members, of whom 62 were teaching staff and the remainder administrative or ancillary staff. There were 23 part-time and 39 full time teaching staff. There was 1 staff member who identifies as indigenous. The retention rate for staff was 93.9%.

The following staff joined the College in 2020:

Name	Position	Date Employed
Andrew Pearson	Teacher - Primary	20/01/2020
Mark Carthew	Teacher - Secondary	20/01/2020
Sophie Gialouris	Teacher's Aide - Beginners	20/01/2020
Tralee McNamara	Teacher - Beginners	20/01/2020
Bronwyn Moulds	Counsellor	3/08/2020

The following staff left the College in 2020:

Name	Position	Date Employed
Mark Carthew	Teacher - Secondary	7/08/2020
James Tidey	Bus Driver	2/10/2020
Roslyn Bromley	Cleaner	2/10/2020
Jed Mosely	Teacher - Secondary	31/12/2020
Merrilyn Livingstone	Teacher - Secondary	31/12/2020
Nathanael Armsberry	Teacher - Secondary	31/12/2020

Details of Teaching Staff for 2020

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 Y11, 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 III 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
Carthew	Mark	Proficient Teacher	Secondary, Maths	B Music Ed 1994, Dip Bus Studies 1998, M Ed Studies 2010	University of Sydney, Nth Sydney TAFE, University of Newcastle

Surname	Given Name	Accreditation Status	Subjects Taught	Qualification	From
Collyer	Katrina	Proficient Teacher	Primary, Stage 1	Dip Ed 1980	University of Newcastle
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 Lutheran/Aust Catholic College
Horton	Debbie	Proficient Teacher	Primary, Stage 3	B Teach 1992, Grad Dip Primary Music 1995	University of Technology Sydney – Kurring-Gai Campus
Johnston	Leanne	Proficient Teacher	Primary Stage	B Teach (Prim) 1997, B Ed (Spec Ed) 1998	University of Technology Sydney, Newcastle University

Surname	Given Name	Accreditation Status	Subjects Taught	Qualification	From
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
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
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
McNamara	Tralee	Proficient Teacher	Beginners	B Teach (Prim) 2003, Dip Early Childhood 2017, B Arts (Dance) 2002	University of Western Sydney, TAFE NSW
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	Phillip	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

Surname	Given Name	Accreditation Status	Subjects Taught	Qualification	From
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
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,
Pearson	Andrew	Conditional Teacher	Primary Stage 1	B.Ed (Prim) 2020, B Arts (Psychology) 2017	Charles Sturt University
Potapzcyk	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

Surname	Given Name	Accreditation Status	Subjects Taught	Qualification	From
Stafford	Taylor	Conditional Teacher	Primary Stage 3	B Ed 2019	Avondale College
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
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) 2017	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

School Performance

HSC Report

Whilst 2020 presented a number of significant challenges for our Year 12 students, we are so pleased that many of our students finished the year well and have since moved into their chosen area of study or work. Many have accepted University offers and have started degrees in everything from Science and Medicine to Law and Early Childhood Studies. Others have started apprenticeships and traineeships and are thriving in those areas.

In reviewing these results, it serves to remember that BCC is a comprehensive co-educational school. This particular cohort have had mixed academic success throughout their time here at the College and while, as teachers, we use this opportunity to reflect on the areas in which we'd like to improve, each piece of data has a story attached and with each student there is always something to celebrate.

While academic outcomes and the HSC and ATAR results that students receive at the end of their schooling are important, it is also worthwhile to reflect on the eternally significant purposes to which we've been called. At BCC it is our desire to ensure that we are faithful in doing all we can to enable students to do their best, and to see them achieve their God-given potential. This is a task we do not undertake lightly and each year, as we reflect on those students who have left us, we are grateful to God for the opportunities we had with them and we rejoice with them as they step into the next phase of their journey.

Areas to Celebrate

Belmont Christian College had 40 ATAR eligible Year 12 students sitting the HSC in 2020 with 209 exams sat by ATAR eligible students.

- There were 44 Band 5 and 10 Band 6 results (including notional Band 6)
- In approximately 26% of exams sat our students achieved marks of 80+ (ie Band 5 and 6 or equivalent)
- 21 of the 40 ATAR eligible students received at least one Band 5 or 6 result
- Approximately 27% of the HSC subjects we offer at BCC (ie 8 of the 30) 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)
- Every student in the Music class and the Extension 2 Mathematics class achieved a Band 6, or a notional Band 6 result
- Four students achieved ATARs of 85+
- Eight students were name on the HSC Distinguished Achievers List (Students achieving over 90% in their courses)

Band 5 and 6 Subject Information- Subjects that performed above the state are highlighted:

Subject	% of BCC Students 80+	% NSW Students 80+
Ancient History	25	33
Biology	14	31
Business Studies	12.5	35
Chemistry	0	43
CAFS	20	33.5
D&T	22	47
Drama	100	47
English Standard	0	11.5
English Advanced	53	63
English Ext 1	100	93
English Ext 2	100	82
Industrial technology	0	24
Investigating Science	33	26
Legal Studies	0	39
Mathematics -Standard 2	11	24.5
Mathematics - Advanced	40	52.5
Mathematics - Ext 1	100	74
Mathematics - Ext 2	100	84
Modern History	11	37
History Ext	0	76
Music 1	100	64
PDHPE	18	34
Physics	0	40
Science Ext	0	74
Society and Culture	56	44
Software Design and Development	0	37

	2020	2019	2018	2017	2016
High Scores:	8	16	27	14	20
Entries:	209	210	250	202	240
Students (ATAR eligible):	40	40	49	40	43
Success Rate %	3.83	7.62	8.6	6.93	8.33
Rank	366	208	188	267	211

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.

Six of our subjects offered performed above the state average overall. Some subjects that performed particularly well were:

Subject	School Mean	State Mean	Variation
Investigating Science	80.74	70.79	6.48
Mathematics Ext 1	84.73	78.49	6.24
Music	93.00	81.56	11.44

Many other students achieved outstanding ATARs enabling entry into a wide range of courses in a variety of tertiary institutions while many were offered early entry to university courses.

Senior Secondary Outcomes

- 65% of our 2020 HSC students eligible to receive an ATAR were offered 1st or 2nd round university places through UAC
- 15.5 percent of BCC students in Year 12 undertook vocational or trade training
- 100 percent of BCC students in Year 12 attained a HSC or equivalent VET qualification
- Post-school destinations:
- 65% of ATAR eligible BCC students accepted university offers and either started their courses or deferred
- 11% of BCC students began apprenticeships or traineeships
- Other students either continued in their part time or casual workplaces or took up full time work

Record of Student 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 2020:

- Four Stage 5 (Year 10) students were awarded RoSA end of 2020 and did not continue onto Stage 6 courses
- Eight Stage 6 (Year 11) students were awarded RoSA in 2020 and left before finishing the Preliminary Course
- Three Stage 6 (Year 12) students were awarded RoSA in 2020 and left before finishing the HSC Course



The College has performed well even during the challenges of 2021 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

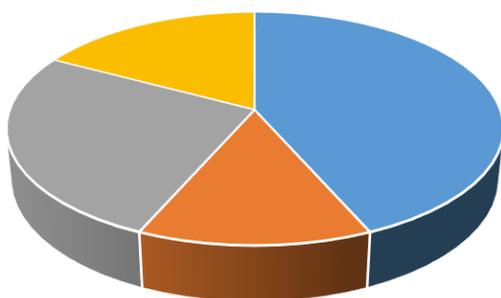
Commonwealth Grants	5,586,092	43%
State Grants	1,663,702	13%
School Fees	3,400,360	26%
Other Income	2,249,932	17%
Total Income	12,900,086	

EXPENDITURE

Salaries and Staff Expenses	8,926,756	77%
Non-Salary Expenses	2,221,664	19%
Capital Expenditure	520,015	4%
Total Expenditure	11,668,435	

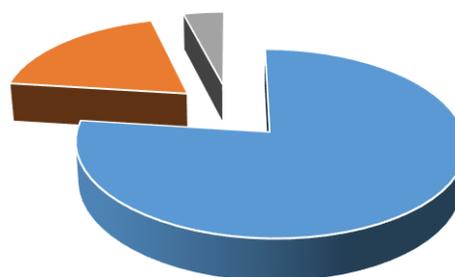
Total Recurrent Expenditure (excludes capital expenditure) 11,148,420

Income



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

Expenditure



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