

Belmont Christian College

ANNUAL REPORT 2021

Providing a dynamic, transforming,
Christ-centred education



Chairman's Report | Nathan Baker



Belmont Christian College exists to transform lives by providing a dynamic Christ-centred education that nurtures children in a caring and faith orientated environment. It truly is the College's desire to educate the mind and nurture the heart of its students. Underpinning this purpose are four key strategic objectives:

- Providing a caring community
- Delivering dynamic teaching and learning
- Being connected to the community
- Leading with purpose

These objectives are in place to ensure the College continually strives to deliver quality outcomes for every single student. Throughout 2021, as the community continued to grapple with the challenges inflicted by the Covid-19 pandemic, be that sickness, isolation, lockdown or loss of income, I am extremely proud with the way the College continued to adapt and maintain a focus on delivering on its key objectives.

In looking back over what was an extremely demanding and challenging year, several items are worthy of noting:

- Students in the secondary school once again proved themselves to be a talented bunch of thespians. Under the guidance and direction of Chris Stewart and Naomi Stewart, audiences were whisked away to Neverland with an exciting, and extremely professional, performance of Peter Pan.
- Despite lockdowns and social distancing requirements, the College witnessed a pleasing growth in interest for college tours throughout 2021. This is no doubt a result of a desire for a quality alternative to mainstream public education and evidence of the strength of the College's marketing strategy. At the end of 2021 the College's student population reached almost 700 students.
- Whilst Covid-19 presented significant headwinds for the year 12 HSC student cohort, they should all be commended for the hard work and sacrifice they gave throughout the year. Despite the challenges presented there were some very pleasing results achieved with two students achieving ATAR results of 90+.
- In acknowledgement of the financial pressures placed on many families due to the Covid-19 pandemic, the College made the decision to not increase school fees in 2021. Despite this, the College maintained a healthy financial position throughout 2021, ably managed by the College's Business Manager, Mr Bill Truscott.

The College continues to be in extremely good hands and I would like to thank Ms Sharon Sopher for the capable and compassionate leadership she continues to display. I would like to further extend my deepest thanks to the entire staff of the College. Your dedication to your profession, be that teaching or administration, is admirable. The role of a teacher is such an important one – you are an educator, a diplomat, a carer, and an organiser – and the College is what it is because of you.

I would like to thank every parent/guardian for choosing to enrol your child/ren in Belmont Christian College in 2021. Your confidence in the College is greatly appreciated and inspires every staff and board member to deliver the best possible teaching and learning environment possible.

The 2021 Belmont Christian College board comprised of Mr Nathan Baker (chair), Mr Jared Gilkison (deputy chair), Mr Philip Skipsey (secretary), Ms Sharon Sopher (principal), Ps Mark Riethmuller, Mr John Betteridge and Mr Shaun Hassall. After serving on the board for three full terms (six years) Jared is required to resign his position. On behalf of the Board I would like to thank Jared for the invaluable contribution he made during his tenure. I would further like to express my deepest thanks to the entire Board for the expert governance and care shown for the College over the past year.

It is my privilege to present the 2021 Annual Report on behalf of the Board of Belmont Christian College.

God bless.

Principal's Report | Sharon Sopher



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, 2021 continued to stretch us in unimaginable ways. However, it was also a year where we had much to celebrate. The College moved once again to full remote learning at the end of Term 2 and the transition was as seamless as it could be with a continuum of learning maintained.

I 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.

Christian Distinctive and Wellbeing

Cultivating opportunities for improving biblical literacy is one of BCC's strategic objectives. Our CONNECT program where biblical literacy and Wellbeing is a focus, continues 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. The new Head of Wellbeing role, has assisted in lifting the profile of the Wellbeing program.

SLIP

SLIP is the College's Learning Improvement Plan and is a response to our Strategic Objective - "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. Literacy was our focus and data indicates growth in Literacy.

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.

2021 saw the continuation 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. Prospective parents had the opportunity to take a virtual tour online and the College website continued to evolve to cope with the changing virtual demands.

Staff

New Staff continue to be a blessing to the community. 2021 welcomed the following;

1. Sophie Neale – Primary Teacher
2. Brent Donaldson – Secondary Mathematics Teacher
3. Bronwyn Thomas – Secondary Science Teacher
4. Jacob Neale – Secondary Music Teacher
5. Kate Donaldson – Secondary English History Teacher
6. Nicole Walters – Learning Enrichment Coordinator
7. Sarah Bell – Administration
8. Trinity Maurer – TAS Aide
9. Monique Micallef – Learning Enrichment Aide
10. Caitlin Farnworth - Learning Enrichment Aide
11. Fraser Hannam – Secondary Mathematics teacher



Whilst we enjoy welcoming new staff into the community, it was sad to farewell Caitlin Farnworth, Fraser Hannam, Bronwyn Rappeneker, Michelle Hadson, Jacob Neal, Susan McCloskey, Alison Calderwood, Louise Bonsor and Sarah Bell. May God continue to bless the work of their hands.

Students

The College welcomed many new students into the community at the start of the year and grew by 32 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. Feedback after individual tours, enrolment interviews and information evenings etc, is always exceptionally positive and encouraging with comments focussed on our facilities and the beautiful, calm atmosphere in the College.

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.

Hebrews 12: 1- 2 Let us throw off everything that hinders and the sin that so easily entangles. And let us run with perseverance the race marked out for us, fixing our eyes on Jesus, the pioneer and perfecter of faith.



Assistant Principal | Steve Tidey



In my dual role as Assistant Principal and Head of Secondary School, I am part of an Executive team at Belmont Christian College. The management of significant areas, day-to-day operations of the College within the framework of the College's Strategic Plan to ensure the effective development, provision and evaluation of the education platform and the currency of programs that support our Christian distinctive is part of my primary responsibility. The management of operational needs and other functional areas involves understanding of our community and student needs, and the enacting of NSW educational policy and frameworks into

appropriate programs to meet those needs while maintaining and promoting a distinctly Christian worldview.

Much like the previous year, 2021 was a challenging one for educational communities. Once again, the extended period of remote learning necessitated the return to online, remote format teaching delivery 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, once again, staff, students and parents/carers missed a wide range of usual activities and opportunities normally on offer.

The College maintains a 'two-school, one campus' model consisting of Primary and Secondary Schools. This model continues to function well and has experienced numerical growth.

- Year 7, and Year 8 are in Core classes and have Core teachers who are generally allocated to a series of home rooms. Both year groups also experience the full variety of specialist teachers as well enabling a very settled transition into Secondary School expectations and routines.
- The three Secondary School Stage Leaders have again been allocated more time to oversee Connect which comprises the wellbeing, pastoral care programs and the distinctively Christian studies programs. The teachers with whom Stage Leaders work assist them to provide focused wellbeing support and general curriculum co-ordination for students to better access their learning opportunities.
- Primary School has had several years of the Stage approach to allow students to work to their optimum within the two Year Groups that comprise each Stage.

Working with the Head of Wellbeing and the Stage Leaders, in our joint responsibility for overseeing the College's pastoral care, wellbeing and Christian distinctive, we want to ensure:

- a child safe environment in accordance with child safe standards
- a safe and supportive environment where attitudes and behaviours are consistent with the culture of the College as expressed in the Codes of Conduct, policies and procedures
- general discipline and behaviour management beyond the day-to-day of classroom teachers, Stage Leaders and KLA Coordinators
- the tone of the College is monitored to maintain and grow its Christian distinctive
- biblically-based teaching/learning, wellbeing and discipline systems are robust and flexible enough to emphasise relationship, restoration, care, compassion, respect and responsibility.

Like 2020, there were again very few detentions and suspensions throughout 2021, largely because of the extended period of remote learning, targeted staffing, and allocated hours. As well, 2021 focused on:

- clear lines of recording and follow-up via greater access to, and understanding of Sentral (School Management System) modules
- clearer procedures by our Student Services and Wellbeing staff, including Counsellors and Chaplain
- closer partnership with parents/carers

Ongoing review of College policies and procedures was an area of focus ensuring legislative requirements were addressed, and that the College's ethos, values and Christian distinctive continue to be integrated into each of the reviewed documents. Reviews targeted:

- the Safe and Supportive Environment suite of policies, (including Discipline and Behaviour Management Policy, Anti-Bullying Policy), Communication Policy, Complaints and Grievances Policy, Child Protection Policy (also incorporating the Child Safe Standards) and Digital Devices Policy. Again, COVID-19 restrictions and lockdowns necessitated the applicable policies and procedures to be evaluated and reviewed.
- the College's Staff Handbook so that ongoing communication to all staff, including new staff, is consistent with our commitment to a relational teaching approach that promotes positive relationships (with clearly articulated professional boundaries). While teachers have a relational style of their own, we ask them to adapt to the distinctive contexts of their classrooms and recognise the variation in relationships of students and with students. The College's ethos is for students to feel acknowledged and supported, listened to, and understood, and to have a sense of connection that fosters strong relational classroom contexts and engagement in, and ownership of their learning.
- Induction processes to be consistent with the College's Strategic Plan whereby new staff, (including casual teaching staff and practicum students) undergo a formal induction which outlines the College's history, Christian distinctive, relational approach, and the operational, enrichment, differentiation, wellbeing, pastoral and discipline measures.
- Strategies of Improvement including:
 - update of the Curriculum Handbook to include Sentral processes
 - the expanding role and time allocation of Stage Leaders and Connect teachers
 - Connect and the Biblical studies/Christian studies content and modes of delivery
 - the reorganisation of the Wellbeing program with a renewed Scope and Sequence
 - reviews and reconfigured Year group/Stage group/gender group student assemblies and Chapels for a more intentionally relational priority to promote respectful relationships, restorative practices, resilience and responsibility
 - adding more Connect groups to each year cohort to reduce Connect class sizes to encourage improved levels of natural engagement with the Bible and wellbeing initiatives, and bring into greater focus the importance of community, respectful behaviour, exploring ways to be involved in our local community, and undertaking specific class-based activities that foster positive values. To this end, Connect groups planned and participated fully in special activities such as The National Day of Action against Bullying and Violence, Naidoc and Reconciliation Weeks, Coins for Compassion Day, just to name a few
 - Learning 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
 - ongoing review of assessment practices for Years 7-12, particularly evaluating the use of formative assessment, and feedback as a priority
 - 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 and student leadership programs and camps eg. Prefects (Term 4), Compass (pre-COVID)

Throughout 2021, apart from half of Semester 2 COVID restrictions, lockdowns and necessary cancellations, the following programs and activities brought further focus to the values of respect and responsibility which the College is intentional about prioritising:

- mentoring of student leaders by staff and by peers to enhance community life



- participation in an in-school class-focused ANZAC Day commemoration
- using 'Welcome to Country/Acknowledgement of Country' introductions at functions
- supporting Compassion and sponsoring Compassion children
- fundraising calendar targeting a range of College, local, national and international programs
- guest speakers from different organisations, College Chaplain and Counsellors supporting focus programs and meet with student groups proactively and reactively to promote respect and responsibility in relationships

The College continues to provide high-quality teaching and learning and has high expectations for the delivery of quality teaching and learning experiences. This focus has continued to be fostered and monitored for ongoing improvement through:

- S.L.I.P. – a whole School Learning Improvement Process (in its second year). This focus also 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 continues the coordinated focused learning, particularly Explicit Instruction models
- Advice for students and their parents/carers regarding subject choices (Yr 8 for Yr 9-10, and Yr 10 for Yrs 11-12). The Director of Teaching & Learning and the Careers/VET/Distance Education Advisor facilitate this as well as relevant career and student/subject suitability information, interviewing, etc... This information precedes and follows subject selection information evenings.
- staff from four KLAs participated in HSC marking operations 2021
- 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
- Other online formats complemented teaching and learning for Yr 11 and 12 (Edrolo)
- Elevate Education provided scheduled study strategies advice sessions for students
- strengthening a shared vocabulary around student learning - classrooms displayed visual prompts to provide the 'third teacher', Learning Intentions and Success Criteria
- 'Future-Fit' was ongoing with growth in allocation Year 7 into Year 8. Students undertook activities that challenged a greater understanding of the connections between what they are learning in the school context and the 'real world' to hone in on 21st century skills (creativity, collaboration, critical thinking, communication and citizenship)

Covid impacted many of the Semester 2 2021 sports events, but there were still some celebrated successes.

Secondary School continues 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
- English and Science have mixed ability classes
- 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
- Connect is the College's twice weekly wellbeing, pastoral care and Biblical studies program contributing to the promotion of respect and responsibility across Yrs 7-12
- Community and service to others culminating in Year 10's end-of-year Service Days
- The Student Services and Wellbeing team worked 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 Prefect Team had their team-building retreat in Term 4 and planned practical ways to encourage student agency, raise funds for designated charities, plan assemblies and Chapels

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

Design and Technology	Indonesian	Mathematics
English	Science	HSIE
PDHPE	Visual Arts	PBL (Interest Electives)

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	Marine Studies
Photographic and Digital Media		

Students in Years 11-12 choose from a 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, Investigating Science, Extension Science
Business Studies, Legal Studies, Ancient History, Modern History, History Extension, Society & Culture	PDHPE, Community & Family Studies, Sport Lifestyle & Recreation Studies, Sport Coaching
Design & Technology, Industrial Technology (Timber), Food Technology, Hospitality	Software Design and Development
Distance Education – Economics, Spanish Continuers, TVET – Animal Studies, Construction, Entertainment Studies, Health Services (SBAT), Retail Services	

It remains our priority to enable students to be equipped as life-long learners and to realise their potential in their life outside school to ultimately to serve God and selflessly serve others in whatever field, vocation or calling they enliven. Our high academic expectations, flexible course structure and learning pathways, optimum class sizes, distinctively Christian, relational approach and open communication with families promote a safe, positive, inclusive learning environment for all our students.



Director of Mission & Community | David Gray



As the Director of Mission and Community, my role is tasked with identifying new initiatives that best support our leadership, teaching and administrative teams to remain focused and build upon the Biblical vision and mission of the College. This support is primarily concentrated across the following areas:

1. External Marketing & Communications
2. Biblical perspectives within the classroom
3. Strategic Planning support
4. New enrolments & Registrar
5. Community engagement & partnership

Throughout 2021, our external marketing and communications strategy continued to evolve. Resources were directed towards the growth and improvement of the College website to clearly communicate with prospective families; the promotion and running of our Annual College Tour and other Tour options; further growing our social media presence, whilst also taking advantage of various 'traditional' media options including local signage, radio, print and sponsorships. Within each of these initiatives, the overarching communications narrative is to always align with the vision and mission of the College and unashamedly promote Christ as the heartbeat of the message. The year-on-year upward trend in relation to enrolments is one indicator that many families desire an authentic Christian education and as such, the strategies that were implemented through 2021 are returning their desired outcome. Investment in various social media platforms all pointed towards a strong return on investment along with positive engagement from both current and prospective families.

The College communications strategy is intentionally subservient to the actions taken by our educators in their classrooms. Ultimately, this is where authenticity of message is achieved because it is here that a biblical perspective on the government mandated curriculum overtly plays out. Backing up the external messaging in the day-to-day is crucial to growing the cultural narrative of the College. To this end, an ongoing focus remained throughout 2021 in supporting teachers in their classrooms to think deeply and biblically about their craft. Whilst the pandemic made certain discussions and teacher training more difficult, the structures and plans were set up and the challenging, yet highly rewarding work officially commenced. Planning towards an integrated teacher post graduate training program was also developed throughout 2021.

Throughout 2021, strategic planning support at a faculty level was another focus for the Director of Mission and Community. Working closely with department coordinators, work commenced with key personnel on further growing alignment across faculty departments in relation to their big picture goals. Part of the training is focused on building resource capacity in strategic planning for faculty coordinators, thus widening the base of leadership skills.

Working closely with the College Registrar, 2021 focused on embedding and improving the customer relations management (CRM) tool, known as Funnel. All new 'leads' enter via the online Funnel and this has significantly improved our College Registrars workflow and day-to-day efficiencies. Total count of new enrolment leads across all entry points throughout 2021 equalled 546. In 2020, this same metric was 214. This indicates in part that the various awareness campaigns from our marketing & communications plan are achieving their desired outcome of growing interest in the College as a viable schooling option. This is further backed up by the continual upward trend in enrolment numbers across this same period.

Another focus area for the Director of Mission and Community is to consider new ways to further engage both internal and external parties into the daily life of the College. This includes current parents, local business, local charities and churches and our BCC Alumni. Unfortunately, throughout 2021, the pandemic did not support the growth of face-to-face, onsite relationships with these groups and thus hampered movement in this space. However, much planning and work was achieved throughout 2021, with a range of new initiatives set up for the years ahead. This includes, but not limited to a range of new programs that help establish local business relationships and parent engagement alongside opportunities to further align and work with churches, charities and our BCC Alumni.



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 Pre-Kinder to Year 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 2021, there were 664 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 was one class of 37 children running each day of the week. 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), four 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 22 students. In Secondary School, (Years 7-10), there were three classes in Years 7, 8 and 10 and two classes in Year 9. There was an average of 71 students per grade. In Senior Secondary (Years 11 & 12) there was an average of 45 students per grade.

Enrolments			
	2019 (Aug Census)	2020 (Aug Census)	2021 (Aug Census)
K-6	281	279	290
7-10	245	248	285
11-12	91	98	89
TOTAL	617	625	664

*EXCLUDING Beginners, (Pre-Kinder), students

Student Attendance and Management of Non-Attendance

95% of students attended school on average each school day in 2021. 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/caregivers 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	96
Year 1	95
Year 2	96
Year 3	95
Year 4	95
Year 5	94
Year 6	95
Year 7	94
Year 8	92
Year 9	95
Year 10	94
Year 11	95
Year 12	94
Whole School for 2021	95

Retention of Year 10 to Year 12

There was a 63% retention rate from the 2019 Year 10 cohort who continued through to Year 12 in 2021. Of the students who left the College from Year 10, during Year 11 and 12 in 2019 to 2021, eighteen students left to attend TAFE and/or begin employment, three students left to attend another high school and one student is unknown.



Head of Primary Report | Leoni McNeill



We are a committed leadership team at Belmont Christian College. My role requires an in-depth understanding and implementation of Christian education. It entails a detailed knowledge and account of the K-6 curriculum and the operations and procedures I oversee 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 remain essential 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 is differentiated according 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 2021, while we believe we managed the COVID 19 as best as we could under the circumstances, the pandemic once again brought many unexpected challenges to the education of our students. Extensive restrictions on usual school practices were mandated, including cancelling school excursions, assemblies, sporting activities and large gatherings.

Many students were confronted with a range of environmental barriers and enablers to learning. This again included varying levels of parental supervision and differing access to the internet and devices required to sustain their education. However, feedback received from parents and the students themselves, on the whole, indicated that educational outcomes were well met.



Literacy and Numeracy timeslots continued throughout 2021 in the Primary School, which proved beneficial to students' academic progress with the ability to move students into learning groups that best suited their educational 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. Sound to above formative and summative class assessment results at Belmont Christian College are examples of the academic profile the College maintains, which could be attributed to the quality and structure of teaching and learning. Student Achievements and Awards In 2021, due to COVID, we were limited to what we provided regarding sporting events, activities and competitions.

The following Sporting events occurred throughout 2021:

AFL

Boys - Lake Macquarie Zone Runners Up, Regional Finalists
Girls - Lake Macquarie Zone Runners Up, Regional Finalists
Champions League cancelled

ATHLETICS

School athletics held, but Zone and beyond was cancelled

BASKETBALL, BIATHLON, CRICKET, OZTAG, RUGBY UNION

Cancelled

CROSS COUNTRY

Zone Cross Country held for first time in about 13 years due to restricted numbers allowed at

CSSA XC

30 competed at Zone

1 Age champion

22 went on to compete at NSW CSSA

1 qualified for NSW CIS (4th place at CSSA)



E-SPORTS - ROCKET LEAGUE

8 Teams (24 players) - 6 of the 8 teams made the Round of 16 finals

NETBALL

Zone Metro Cup - Juniors Runners up, Seniors 3rd place

CSSA Metro cancelled

Participated in Macquarie Cup until cancelled

RUGBY LEAGUE

Competed in U12 Blues 9's carnival (no placings at this event)

SOCCER

Zone Metro Cup Juniors and Seniors both 3rd place

Participated in Macquarie Cup until cancelled

CSSA Metro Cup Cancelled

SWIMMING

NSW CSSA Swimming - Hunter Zone Champions

20 students swam at NSW CSSA

1x CSSA Age Champion

10x students qualified and swam at NSW CIS Swimming



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

Towards the latter part of the year, the following were offered in modified formats following COVID 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 speeches; Year 6 Graduation Assembly, this time with a parent attendance limit. 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 and observation and participation in National Science Day. In Term 4, Stage 3 attended 'Camp Crusaders.

Our Primary students were blessed to be involved in our annual Coins for Compassion Day on the last day of Term 2. The students collected coins during the term and participated in a fun, longest line of coins competition. Along with Secondary, as a College we raised an impressive \$10124.14. The money covered the sponsorship of our Compassion children for two years and was also used to bless the children and families and projects to which they belong. Many third-world countries are still struggling with the effects of COVID, so we are honoured to be able to bless our Compassion children's projects with funds that will help them feed and bless many children in the community. As a College, we love that our students can look beyond themselves and put so much effort and enthusiasm into a day that blesses others.

In terms of areas of improvement and future directions at Belmont Christian College in 2021, we continued implementing the SLIP program - 'School Learning Improvement Plan'. The program intends to enhance the quality of education in terms of teaching and learning, intertwined with mandatory curriculum outcomes, which should impact the quality of higher education. Historically, school NAPLAN results at Belmont Christian College have exceeded the National Benchmark in many cases. However, we aim 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 access devices in an appropriate age/Stage based ratio. The integration and implementation of technology continue to enhance student learning across chosen areas of the curriculum.

Primary School teachers at Belmont Christian College must live a committed Christ-centred life and demonstrate respect and demeanour in all their interactions with their students, colleagues and parents. In support and partnership with parents and all staff, our four Primary School Leaders and eight Student House Leaders are expected to model exemplary behaviour in respect and responsibility. We expect students to respect themselves and others and be responsible for their behaviour and learning in and outside the classroom and in the public eye. We believe that respect fosters respect. Good manners are taught explicitly to students, and partnership with parents is essential. Embedded throughout the curriculum are opportunities for 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.

Acting Director of Teaching & Learning Report | Andrew Kable



As Acting Director of Teaching and Learning my focus has been on consolidating our approach across the College and developing school-wide policies, procedures and approaches to teaching and learning.

Over the last twelve months we've been able to develop and refine our approach to teaching and learning across the College. This has been articulated through three main pillars, or shared understandings, that outwork themselves daily in our teaching and learning practice:

1: High growth expectations for students and staff

We expect every student to grow, to always do their best and participate continually in the learning process. We expect that every student can learn given the right circumstances, encouragement and expectation, and we actively hold students to this standard. We also expect every teacher to be actively involved in professional learning, to be open to growth, coaching, change, and collaboration.

2: Every student's progress is visible and supervised by the learning team

Results are continually monitored and reported using regular standardised assessment as well as teacher interpretation. They are reported on using data walls, in collaboration with the learning team, and results are used to refine, adjust or improve teaching practices. Students having difficulty making progress are identified for short-term intervention, or longer term interventions where required. Students who require extension are reached first through differentiated practice, then through custom or accelerated programs and opportunities.

3: Research-Supported Teaching Practice

Teachers are trained in best practices based on the most current available research consensus. We work towards continuous improvement so that subject knowledge is up to date and teachers become experts in their fields. Coaching groups have been formed for all staff to peer-coach and encourage, as well as to provide regular improvement practice, and individual coaching is available for staff who would like extra support applying these practices, or those wishing to refine or improve their practice.

Professional learning has been focussed around integrating review and retrieval practices into our teaching. It has been encouraging to see these practices emerging across the College, and this momentum will continue. A staff coaching program and best practice framework are now in development.

Our Learning Enrichment team have been hard at work reinvigorating our support and extension structures, and a huge amount of time and energy has been funnelled into developing IPs and making sure that no student slips through the gaps. Moving forward, we're confident that as we increase our staffing capacity and education around differentiation approaches, the outcomes for our enrichment students will continue to climb. Extension programs have also been piloted in several areas, with significant student uptake.

As our approach to teaching and learning begins to be conveyed to our broader community, feedback from parents and students has been encouraging. Anecdotal surveys of students suggest that our newly integrated practices are working, and students are finding their retention of information improving. Staff have found collaborative time valuable, and are continuing to develop and refine their approaches to review and retrieval across their key learning areas. This will continue to be our main focus moving forward.



Head of Wellbeing Report | Nate Miller



Area of Leadership

Wellbeing is defined as feeling good and functioning well. We believe this is best achieved when a child knows they belong, contributes meaningfully to their community using their unique gifts and has a strong sense of their purpose and direction. Partnering with families to work through socio-emotional challenges and barriers, our Secondary Wellbeing team (comprised of our counsellors, Chaplain, Stage Leaders and teachers) seeks to enable all students to participate and thrive in our learning community. Our wellbeing initiatives holistically draw on a gospel mindset whilst being welcoming for all.

Actions undertaken to promote respect and responsibility

We know that the social and cultural context of the school is an important driver of learning and plays a significant role in safeguarding the socio-emotional health of our students. We desire all students to feel included, and for them to know that their unique backgrounds and experiences enrich and strengthen our community. In 2021 we have included the following activities to promote respect and responsibility within the student cohort:

- Recognising and participating in Harmony Week, including fundraising for Zara's House
- Recognising and participating in Reconciliation Week
- Promoting 'peer check-ins' and teaching conversation starters about mental health during R U OK Day
- Teaching respectful relationships across 7-12 Connect, including participating in the National Day of Action against Bullying and Violence
- Renaming and refocusing our detentions to ReConnect, moving towards an emphasis on the student's responsibility to repair broken relationships, reflect on personal choices and make amends
- Continuing to equip our student leaders to lead the College, including at whole school events, such as Chapel and Commissioning Services, and at community events, such as the Newcastle Lord Mayor's Prayer Breakfast and Lake Macquarie Lord Mayor's Prayer Evening

The achievement of priorities for the previous year

Despite the challenges of Covid 19 lockdowns, the Wellbeing Team was able to achieve several priorities made in the previous year:

- Appointing a Head of Wellbeing for Secondary for 7-12
- Delineating the roles of Head of Wellbeing 7-12 and Coordinator of Learning Enrichment to allow greater focus and resources into both areas
- Maintaining pastoral and wellbeing check-ins during lockdown, including a daily MiniConnect focus, Prefect devotions and words of encouragement, weekly pastoral talks with our Chaplain and biweekly meetings with Connect teachers
- Utilising our counsellors' expertise to write Individual Plans for students with additional socio-emotional needs
- Streamlining the Counselling referral process to make it easier for Secondary student to access services
- Contacting and supporting families of students with socio-emotional needs during Covid 19 lockdown and supporting re-engagement to the College when students returned
- Consolidating and strengthening the 7-12 Connect program, embedding an evidence-based wellbeing focus

Priority areas of improvement

The 2022 Wellbeing Strategic Plan is set to be ratified. It will have four guiding principles for wellbeing at Belmont Christian College. It will ensure that wellbeing is –

1. Designed and integrated for the whole College community
2. Distinctively Christian
3. Evidenced based
4. Proactive and sustainable

The Wellbeing Strategic Plan will be used as a tool to re-evaluate some of our practices, refine our current initiatives and continue to grow in reflective practices. We seek to accomplish this through evidence-based research and a deep reliance and respect to our distinctive Christian ethos. We also seek to establish stronger relationships with our parents/caregivers and students and ensure that their voice is heard in the development of wellbeing programs.

While the Wellbeing Strategic Plan will contain a detailed vision for 2022 and beyond, the following areas are some of the priorities for continued improvement for 2022:

- Investigate '3rd party' options for a Wellbeing survey to grow a longitudinal assessment of student Wellbeing needs
- Creation of a new Year 10 and Year 12 camp which helps students transition to a new stage of learning
- Contextual audit (and recommendations) of Secondary School physical spaces to enhance student wellbeing
- Investigate a cross-cultural relationship with a community and pursue next steps
- Investigate and propose other forums for greater student voice and agency into Wellbeing programs
- Train Connect Teachers in Mental Health 'First Aid'





It is a pleasure to add to the Annual Report as the new Teaching and Learning Coordinator. Learning Enrichment at Belmont Christian College embraces the College Vision as a Christian community which seeks to nurture and train people to grow up in Christ (Ephesians 4:15). We encourage each other and our students to see themselves in the perfection in which they have been created, have high expectations, be engaged learners who seek to develop the whole child through Christ-centred education, and strive for mastery as they understand God and the world around them.

As a Christian Learning Enrichment Team, we understand God has placed us in our roles; we take our direction from God and share with each other what He has revealed to us to enable holistic departmental strengthening.

What our role currently looks like

Our team is a fast-growing faculty that has doubled in size over the last 6 months. Across the school, we have a teacher providing support in Secondary another in Primary and an additional teacher over our Learning Enrichment room. This space is where students withdraw for sensory deprivation and a smaller learning space when the mainstream classroom is not appropriate. In addition, our team has multiple aides who provide early intervention for literacy and numeracy and intense support for our students who require that little extra support with learning.

Our space is also where students engage with HSC Special Provisions including extra time for anxiety-related supports or generalised learning supports. Physical supports are also catered to within this department, including tables and seating. Students come to us during breaks for sensory deprivation when social interaction becomes overstimulating. We also engage with extension support for students needing increased academic rigour or extension support that will be further-detailed below.

What has the last year looked like for Learning Enrichment?

As a Learning Enrichment Team, we have undertaken improvement to procedures and collection of evidence. We have also identified greater support systems for students across the school who have barriers to their learning. These students include those who have now been referred to external supports (OT's, physios, paediatricians, psychologists, behavioural optometrists, etc) where necessary to enhance their educational outcomes. Our Individual plans have been adjusted to reflect our current procedures and student need including diagnoses. Within these new procedures, we have regular parent meetings that keep abreast of changing supports and individual student learning requirements. Our High-Achieving Enrichment Education Plan has also been a targeted focus of change.

Current Activities and Upcoming Events

- A current focus is on identifying outstanding learning barriers and then supporting families in the process to formal identification. This includes support for new students already enrolled in our college who are struggling with learning, or engagement. Other current activities include streamlining and engaging support for new enrolments to our College.
- The operational approach to LE has changed from one of withdrawing students when they need differentiation, to us educating teachers on this adjustment and where appropriate, working with the students and teachers in class on the most appropriate way to lower barriers to their learning. We still withdraw students when it is best practice.
- The team are continuing to refine the learning hub/space where students who have sensory overload and would otherwise be unable to engage with their learning, can learn with a teacher in a secure space, with low sensory stimulation.
- LE has been supporting effective program differentiation, so assisting teachers to adjust what they are teaching when a student needs simplified language or extension work. We have provided multiple professional developments with individuals, at departmental level and whole school.

- Behavioural Optometry need is an area often overlooked or not fully understood by teachers and parents. At Belmont Christian College we are adept in identifying this concern. This year we have viewed work samples from all students and identified areas of need that has been recommended for further investigation around visual convergence issues and more. This is resulting in improved student vision and increased academic engagement.
- Blocks of specific professional development for the LE team have occurred and is planned on a yearly basis, in addition we have a weekly meeting where minor PD occurs.

Extension and Enrichment opportunities

Enrichment is a College focus, with differentiation, extension, and acceleration provided across the College. In Secondary School, students are delivered open-ended tasks and enriched with other individual adjustments including, acceleration, subject acceleration, where appropriate. There is also opportunity for external competitions, extension excursions and camps. The Learning Enrichment Coordinator meets with families to individually plan an appropriate learning path.

In Primary School, the following groups will officially commence T4 and support students requiring differentiation that is best delivered at a faster pace and greater density than within the regular classroom setting.

K-6 Spelling Group This group entails weekly support with extension words and concentrates on superior syntactical application. There is a focus on morphology and entomology and how this knowledge impacts future learning and application.

K-2 / 4-6 Writing Groups These groups focus on appropriate structure and incorporates constructive peer feedback. Students build and extend a main character for use across fantasy writing. We discuss time-saving tips, the building of mind maps for character development, sizzling starts, etc and reflect on how some of the best authors use their beginnings to engage the reader.

K-2/3-6 Advanced Reader Comprehension Groups We investigate appropriate texts to extend and engage the reader. This group is also one during which students are challenged with their comprehension by undertaking extension questions in a competitive, yet reflective manner, encouraging thorough understanding of texts.

Mathematics Group Individual programming and support is delivered to the high-achieving student where they engage with learning at a fast and deep pace. Students come together for group learning, challenge tasks and ongoing battles.

K-6 Science Science competitions and scientific concept discussions are focused on within the Science group. Recently, we supported Yr 2-6 students through a 4-week National competition where they worked on a film that outlined a scientific concept.

Creative Arts External competitions are worked on during our time together.

Social Obligation This group is for the servant hearted, who may or may not be highly academically able. Selected students are those who put extra time and resources into goal orientations. They have high-capacity problem-solving skills and understand aspects of design and progression. Undertaking and building on this extra work in their own time, improves self-esteem and confidence. Students who engage effectively in this group are able to communicate their role well and are highly motivated and independent.

These programs, supports and adjustments culminate as overall departmental improvement of holistic education at Belmont Christian College.



At Belmont Christian College, we believe that technology is a gift from God. As good stewards of the resources that God has blessed us with, we aim to align our students with a healthy engagement of technology where each student can use it as a tool to further their education in a positive Biblical way. This Biblical approach is initiated with our Digital Discipleship course. All new students complete our Digital Discipleship course as a way of equipping students to better understand how to be respectful learners and communicators within the digital technologies that are available to us.

With 2021 being the second year of pandemic disruptions, a continued emphasis was placed on both staff and students leveraging technology to help continue the students' education. Work completed in previous years in strengthening a robust infrastructure around content delivery and staff to student communications has meant that when the time came to revert to online learning there was minimal effort needed to be educating via our online platforms once again.

Even though we see lockdowns as a thing of the past, there is a continued aim to keep refining our overall classroom and office processes that not only allow for flexible delivery approaches, but also helps staff and students to think about how innovation could be part of our operation and educational landscape.

In 2021 there were a range of technologies implemented across the College:

A continued emphasis on information securities has been a focus with the continual rollout of multifactor authentication to staff services that utilise this feature. Reviewing and altering access to critical data is also underway to make sure critical information assets are continually secured.

Sentral has continued to be blended into College educational and operational requirements, specifically focusing on Wellbeing and the Parent Portal. The Parent Portal has continued to bring together multiple avenues of information into one place for parents to reference when needed. Information such as student reports, timetables and wellbeing comments are included. The Parent Portal also allows for parents to book parent teacher interviews in key calendar terms and submit student absences.

Primary School received all new front of house presentation equipment allowing for greater staff and student collaboration. The new equipment also allows for recording of class lessons when required.

Secondary teaching staff received a new allocation of staff laptops, cycling out their previous laptops to different roles around the College. Our laptop fleet totals over 100 devices and covers all teaching staff and majority of non-teaching staff. The remaining laptops are kept as a bookable resource in the Learning Hub, enhancing the classroom experience as needed.

Additional Chromebooks have also been purchased for the Primary school equipping Stage 2 even further in classroom technology integration. With this purchase, between the College and BYOD program, the College has now over 700 Chromebooks in operation for student use.

Core server upgrades have also been completed ensuring resiliency in College operations. This core backup component is key to ensuring backups onsite and between the data centre remain operational and fulfil weekly testing requirements

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 indicate that they either agree to, OR recognise the College's "Statement of Faith" on the application form.
- 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 enrol 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 Registration and Accreditation, some of the College policies and procedures were reviewed during 2021, particularly aspects of the Safe and Supportive Environment suite of policies, (including Discipline and Behaviour Management Policy, Anti-Bullying Policy), and the Complaints and Grievances 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 reviewed from 2020. (including Online Teaching & Learning Policy, Staff Working from Home Policy).

Safe & Supportive Environment Policies - Includes Student Wellbeing, Anti-Bullying Policy and Behaviour Management (Discipline) 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 devised and enacted 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 Policy which is referred to in the Safe & Supportive suite of policies, emphasises expectations of relationship, restoration, care, compassion, respect and responsibility. These Codes are intended as a guide, not only for students, but also staff, into positive behaviours. Reviews have intentionally sought to bring to the fore our approach and associated processes to help shape resilient, compassionate, community-minded young people with enquiring minds and the tools to think clearly about issues.

Anti-Bullying Policy

In its intention 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 policy remains consistent with our Vision Statement. It 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 bullying is evident, 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.

Additions and reviews to this policy have included elements of the Child Safe Standards. The full text of this policy is available on request.

Discipline and Behaviour Management Policy

The Bible is very clear in its articulation 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 College 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 positive 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/carers
- Discipline is directed towards the goal of self-discipline with the development of mutual respect, consideration of others and compassion, and is always directed towards restitution and restoration
- 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

Additions and reviews to this policy have included elements of the Child Safe Standards, revision of aspects of procedural fairness, review of detentions to be reframed as 'Reconnect' sessions, rewritten restorative practices self-reflection questions, and better lines of communication with parents/carers. The full text of this policy is available on request.

Complaints and Grievances Policy

The promotion of a safe, positive and supportive environment leading to relationships that reflect Christian values is a core principle of our approach. 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/carers, 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 promptly investigates complaints, and seeks 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/carers and/or students.

These processes incorporate, as appropriate, principles of procedural fairness. Parents/carers 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.

Review of the policy has included sections added re: related codes and policies, particularly aspects of the Codes of Conduct Policy, Child Safe Standards , procedural fairness updates, and how to deal with Conflict according to Biblical principles. The full text of the policy and processes for complaints and grievances resolution, "Complaints Resolution – Policy and Procedures", is available on request.



Staff

Professional learning and teacher standards

Primary and Secondary School teachers at Belmont Christian College continued professional learning throughout 2021. In alignment with Teacher Accreditation requirements and a desire for personal and professional growth of individual teachers, the following professional learning courses were undertaken.

A summary comprises the following:

Kodaly, music methodology; Heggerty's Literacy Training Day; Christian Schools Library Conference; Understanding Autism Spectrum Disorder VIRTUAL - Teaching Strategies and Behaviour Support with Sue Larkey; What Works Best Maximising Learning and Impact John Hattie and Shane Crawford; Creative Arts Vision/Philosophy Day; Creative Arts Vision Planning; TAFE Virtual Careers Day; AIS NSW History Conference 2021; IEU Reps Training Day; Developing Students' Reflective Practices in English: 7-12; Industry Field Day for VET teachers; An Intro into circles as pedagogy for student wellbeing; AIS NSW Wellbeing Conference 2021 - 2021: Your Wellbeing Vision; HTANSW HSC History Study Days; PD2 HSC Physics: Experiments and Investigations 2 - Modules 7, 8. ONLINE TAFE Virtual Careers Advisor Update; Inspiration in teaching Business Studies; Inspiration in teaching Legal Studies; Data-Informed Evidence-Based Teaching; EquiEnergy Youth Coach 2 Cope Responder Toolkit; Improving Student Performance in Stage 6 PDHPE; Your Role in Building a Child Safe School Webinar; What Works Best Maximising Learning and Impact; Triathlon Foundation Coaching Course.

In addition, some teachers continued with post-graduate university studies in education. Courses include Masters in Special Education and Masters in Educational Leadership.



Details of all Teaching Staff including accreditation

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
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 Lutherin/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
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

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
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	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,
Pearson	Andrew	Conditional Teacher	Primary Stage 1	B.Ed (Prim) 2020, B Arts (Psychology) 2017	Charles Sturt University
Potapczyk	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	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

Surname	Given Name	Accreditation Status	Subjects Taught	Qualification	From
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

Workforce Composition

In 2021 there were 107 staff members, of whom 66 were teaching staff and the remainder administrative or ancillary staff. There were 25 part-time and 41 full time teaching staff. There was 1 staff member who identifies as indigenous. The retention rate for staff was 92.5%.

The following staff joined the College in 2021:

Name	Position	Date Employed
Trinity Maurer	Teacher's Aide – Food Tech	15/11/2021
Nicole Walters	Learning Enrichment Coordinator	9/08/2021
Monique Micallef	Learning Enrichment Aide	12/07/2021
Caitlin Farnworth	Learning Enrichment Aide	8/02/2021
Sophie Neale	Teacher - Primary	18/01/2021
Brent Donaldson	Teacher - Secondary	18/01/2021
Bronwyn Thomas	Teacher - Secondary	18/01/2021
Katherine Donaldson	Teacher - Secondary	18/01/2021
Jacob Neale	Teacher - Secondary	20/11/2020
Fraser Hannam	Teacher - Secondary	18/01/2021
Victoria Bonsor	Teacher - Secondary	26/04/2021
Sarah Bell	Administration	18/01/2021

The following staff left the College in 2021:

Name	Position	Date of Termination
Caitlin Farnworth	Learning Enrichment Aide	25/06/2021
Fraser Hannam	Teacher - Secondary	9/07/2021
Bronwyn Rappenecker	Head of Learning Support	9/07/2021
Michelle Hadson	Teacher's Aide – Food Tech	3/09/2021
Jacob Neale	Teacher - Secondary	3/12/2021
Susan McCloskey	Learning Enrichment Aide	10/12/2021
Alison Calderwood	Teacher - Secondary	10/12/2021
Louise Bonsor	Finance Officer	31/12/2021
Sarah Bell	Administration	10/11/2021

School Performance

HSC Report

Whilst 2021 again presented significant challenges for our Year 12 students, we are pleased that many of them 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.

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. Of note is the large number of students achieving early entry offers into university, displayed in table 6.

In reviewing these results, it is helpful 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 we know we'd like to see improve, each piece of data has a story attached and with each student there is always something to celebrate.

Areas to Celebrate

Belmont Christian College had 40 ATAR eligible Year 12 students sitting the HSC in 2021 with 199 exams sat by ATAR eligible students.

- There were 56 Band 5 and 14 Band 6 results (including notional Band 6)
- In approximately 35.5% of exams sat our students achieved marks of 80+ (ie Band 5 and 6 or equivalent)
- 26 of the 40 ATAR eligible students received at least one Band 5 or 6 result
- Approximately 50% of the HSC subjects we offer at BCC (ie 11 of the 22) had students who scored results that were equal to or better than the NSW State percentage of Band 5 and 6's (see figures in the table below)
- Every student in the Design & Technology class and the Extension 2 Mathematics class achieved a Band 6, or a notional Band 6 result
- Three students received an ATAR over 90, the highest being 98.3



Table 1: Band 5 and 6 Subject Information

Subjects that performed above the NSW State are highlighted in **Table 1** below.

Table 1

Subject	% of BCC Students 80+	% NSW Students 80+
Ancient History	50	34
Biology	0	31
Business Studies	20	36
Chemistry	37.5	40
CAFS	16.66	31.5
D&T	100	54.47
Drama	0	45.47
English Standard	5.26	16.52
English Advanced	52.37	68.65
English Ext 1	75	93.68
English Ext 2	33.33	83.85
Hospitality	40	21
Industrial technology	50	25
Mathematics -Standard 2	24	24.5
Mathematics - Advanced	50	50
Mathematics - Ext 1	83.33	74
Mathematics - Ext 2	100	86.48
Modern History	29.4	37.6
History Ext	0	77
PDHPE	22.22	31
Physics	42.85	40.4
Society and Culture	20	45
Software Design & Development	50	36
Visual Arts	83.33	63

Table 2: Subjects Bands 5 and 6 BCC vs State Comparisons

Subject	BCC vs State: % of students in Band 5/6		
	2021	2020	2019
English Adv	52 vs 69	53 vs 63	38 vs 62
English Std	5 vs 17	0 vs 11.5	5 vs 12
Mathematics Adv	50 vs 50	40 vs 52.5	56 vs 49
Mathematics Std	24 vs 24.5	11 vs 24.5	26 vs 24
Mathematics Ext 1	83 vs 74	100 vs 74	73 vs 80
Mathematics Ext 2	100 vs 86.5	100 vs 84	100 vs 86
Biology	0 vs 31	14 vs 31	28 vs 31
Chemistry	37.5 vs 40	0 vs 43	9 vs 46
Physics	42.85 vs 40.4	0 vs 40	57 vs 37
Visual Arts	83 vs 63	29 vs 65	50 vs 63
Music 1	N/A	100 vs 64	100 vs 66

Table 3: Year Comparisons

	2021	2020	2019	2018	2017	2016
High Scores:	13	8	16	27	14	20
Entries:	199	209	210	250	202	240
Students (ATAR eligible):	40	40	40	49	40	43
Success Rate %	6.44	3.83	7.62	8.6	6.93	8.33
Rank	296	366	208	188	267	211

<https://www.smh.com.au/national/nsw/see-where-your-school-ranked-in-the-2021-hsc-20220117-p59oto.htm>

https://bettereducation.com.au/CompareSchools/year_12/nsw/compare_secondary_schools_by_hsc.aspx?yr=2021

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.

Table 4: Subjects above State Mean 2021 HSC:

Subject	School Mean	State Mean	Variation
Ancient History	76.20	71.06	5.14
Design & Technology	86.80	79.11	7.69
Industrial Technology	80.70	69.42	11.28
Mathematics Ext 2	88.67	83.07	5.60
Physics	80.57	75.34	5.23
Hospitality	78.00	71.85	6.15

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. (UAC information about university offers will be available at the end of February or early March).

Table 5: HSC Distinguished Achievers

These students achieved over 90% in these courses

Student	Subject - Band 6/E4
Jonathan Bateman	Design & Technology
Amy Benn	PDHPE
Heath Brown	Chemistry, Mathematics Extension 1 and 2
Thomas Davies	English Advanced
Kate Langejans	Design & Technology
Gerhardus Liebenberg	Design & Technology
Blythe Merry	Mathematics Standard 2
Sophie Vuillemin	English Advanced, Mathematics Ext 1 and 2, Physics

Table 6: University Applications and Early Offers

University applications	33 of 41 students	80% of cohort
Recommendation Scheme Early Offers	27 of 33 students	81.8% of those who applied
1st preference offers	21	77.8% of early offers
2nd preference offers	3	11.1% of early offers
3rd preference offers	3	11.1% of early offers

Post Schools Destinations

Many year 12 students have accepted University offers and have started degrees in fields such as, Science, Medicine, Law, and Early Childhood Studies. Others have started apprenticeships and traineeships and are thriving in those areas. 27 of 33 students applying for university received early round offers. Students leaving earlier than Year 12 went into a range of TAFE courses and apprenticeships.

RoSA - the granting of Records of School Achievement

83 students received their RoSA at the end of Year 10. This represents 100% of the 2021 Year 10 finishers.

NAPLAN

After the cancellation of NAPLAN in 2020 due to the pandemic, in 2021, NAPLAN was picked up again and undertaken in dual mode (online and paper) with online test results equating with the paper tests. Results for both tests were reported on the same NAPLAN assessment scale. For further information specific to Belmont Christian College and other schools, the following link provides access to the My School website: <http://www.myschool.edu.au>

Year 3 NAPLAN results in 2021 reflect above National average and of Similar Schools scores across each domain. Year 5 results reflect a similar pattern with the exception of Numeracy which were slightly below both National and Similar Schools results. Both Year 3 and Year 5 results in Writing were diagnosed as 'above' (light green) on the assessment scale.

Students in year 7 and 9 demonstrated growth in a range of NAPLAN dimensions. Students in year 7 performed in the same range as similar schools across all dimensions of NAPLAN. This translates as above all Australian averages in every area. Writing in particular demonstrated significant student progress. Students in year 9 performed above similar schools in Reading and Numeracy, and the same as similar schools in all other areas. This translates as well above all Australian averages in Reading and Numeracy, and above all Australian averages in all other areas. Year also demonstrated significant to exceptional progress in all areas except spelling, which needs further focus. These results are much improved from the 2019 NAPLAN results which showed some areas below similar schools with the rest close to average.

NAPLAN RESULTS		Reading	Persuasive Writing	Spelling	Grammar and Punctuation	Numeracy
Year 3	BCC	456	448	444	462	425
	National	438	425	421	433	403
Year 5	BCC	526	503	531	513	491
	National	511	480	504	503	495
Year 7	BCC	558	550	557	553	565
	National	542	522	548	533	550
Year 9	BCC	624	585	586	597	627
	National	577	551	580	573	588





The College has again performed positively during the 2021 financial year and is well placed with sufficient reserves to cover liabilities as they fall due.

Income and expenditure have been recorded showing 68% of income coming from government grants, and 30% from fee income. These funds have been invested in providing quality teaching with 76% utilised for salaries and related staff expenses.

INCOME

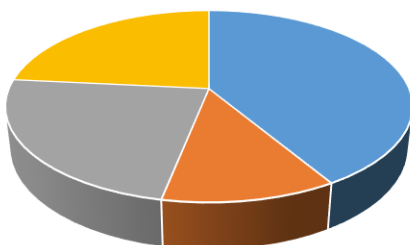
Commonwealth Grants	6,565,009	53%
State Grants	1,819,851	15%
School Fees	3,710,612	30%
Other Income	385,774	3%
Total Income	12,481,246	

EXPENDITURE

Salaries and Staff Expenses	9,032,069	76%
Non-Salary Expenses	2,447,195	21%
Capital Expenditure	445,976	4%
Total Expenditure	11,925,240	

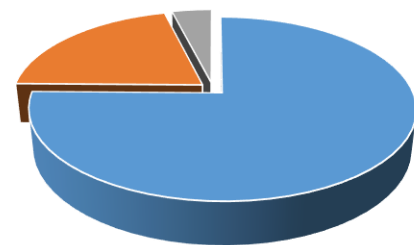
Total Recurrent Expenditure (excludes capital expenditure) 11,479,264

Income



- Commonwealth Grants
- State Grants
- School Fees
- Other Income

Expenditure



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