



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

The appeal of the school, its unapologetic emphasis on caring Christian teaching and quality education, has attracted children from an increasing geographical area and variety of churches - now numbering over 70. The broader context of the student body suggested the renaming to the current Belmont Christian College.

The College has matured in both facilities, from upgrading pre-existing accommodation to additional purpose built state of art buildings, and expansion of its scope to cover Pre-School and Kindergarten to Year 12 providing an ever broadening range of subject and curriculum choices. Blackboards have been replaced with interactive whiteboards and online learning via Chromebooks, and traditional didactic lessons have been supplemented with contemporary best practice learning strategies. While relying on employing qualified committed Christian staff, formal ongoing professional development ensures high quality education from a biblical world viewpoint with consistent Christian values and examples.

Specifically, facility-wise the College has during 2017 completed refurbishment of the Science block, and a commercial grade kitchen installation to enable quality education for Food Technology/Hospitality students. The Building Committee is preparing for the next round of works, with parking, and a roundabout to ease traffic congestion at drop-off/pick-up times the major projects. Staff have been refreshed with the "Transformation by Design" course providing critical thinking about programming from a biblical perspective.

The College maintains a strong financial position. Some of the greater challenges that the College currently anticipates are balancing the mounting threat to freedom of religious expression and beliefs, and satisfying the requirements of NESA fulfilling the government's educational and administrative demands; all the while maintaining an exemplary Christian distinctive within the College yet being empathetic and inclusive of (rather than discriminating against) students and/or their families in situations that may be potentially confronting to conservative Christian views.

Despite the foregoing the Board is optimistic of continued successful mission and growth.

Philip Skipsey
Board Chairman





Contextual Information

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

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

From the Christ-centred, biblically based curriculum, to the employment of dedicated Christian staff and the challenge of “looking to the interests of others” with our mission focus, 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 a range of sporting opportunities to Music, Dance, Drama, Design, Marine Studies and IT.

Rebranding

During 2017, BCC underwent a rebranding process. As the College was entering into a new season with a new Principal, we took the opportunity of designing a new logo that was fresh and contemporary. BCC never had its own identity and always relied on the original CCS (Christian Community Schools) branding. The process was thorough and involved research, input from designers and marketers and consultation with the Board, Executive, Staff and Students. Whilst our logo has changed, our message has remained the same, that we might be a Christian community that “seeks to nurture and train young people to *“grow up into Christ”*”. The new logo recognises and captures our deep Christian heritage and identity. The foundation of who we are and what we believe has not changed.

Academically

The College continues to strive to improve the academic rigour of the children in our care. Focusing on “Transformation by Design” remains our focus and approach to teaching from a biblical worldview. Our results from external exams are encouraging and reflect the commitment of our Staff and Students in achieving their best. Whilst I am pleased with our results, I am acutely aware that the results of these tests do not reflect the things that make each student unique and special. The writers of these tests do not know our students the way that their teachers do and certainly not the way that their families do. The tests scores tell us something, but they don't tell us everything.

In general...

2017 as usual, saw many changes and updates taking place. It was exciting to see the extra Science Laboratory and Hospitality Kitchen completed along with a major upgrade of Sound and AV equipment in the hall. The implementation of a Creative Arts Coordinator saw the commencement of a Middle School Vocal Ensemble, Senior School Contemporary Dance Group, Junior and Middle School Concert Band and Senior School Vocal Ensemble. A Revitalised Music Tutoring Program has



Principal's Report (cont'd)

been occurring. Extension and Enrichment Maths and English classes in the Junior School have really been a valuable initiative in the College. iSTEM classes continue to challenge our students in Information, Science, Technology, Engineering and Maths. Year 10 made planes with electric motors and were flying them, Year 9 researched bridge engineering and built bridges and Year 6 classes were programming and building robots. There are so many ways to challenge and create a culture of thinking. Parents and Staff focus groups were also implemented during 2017 which was a great way to learn the needs of the community and to also celebrate those things that the College are doing well.

Shalom

The focus for the Staff was Shalom. Eugene Petersen suggests that *Shalom* gathers together all the aspects of wholeness that result from God's will being completed in us. It is the work of God, that when complete, releases streams of living water in us that overflow to everyone around us. To me, this sounds like the goal of education in a Christian College. It's not just about the academics – though that matters. It's not just about the Arts – though they matter. It's not just about sport or service, or mission, although all of that matters. We celebrate every part of this student body.

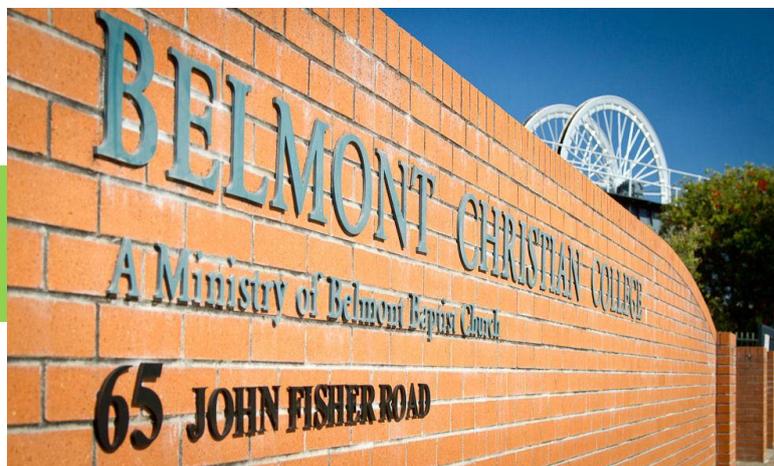
Ultimately, what we are really about, is seeing every student become truly whole, in the way that God intends. It is about every student experiencing wholeness in such a way that they overflow with streams of living water that would cascade out in their lives, and into our community. That every student would be refreshed, invigorated and made whole.

God not only wants to make us whole, but he wants us to become that city of light and peace that draws others into safety, refuge and wholeness. I believe that what God wants from this great College is that we would be a Shalom city; drawing people into God's light so that they, and we, can be made whole.

My prayer for the College is that we would become a place of *shalom* where we grow into the wholeness of all that God intends for us, and in the process, we become a beacon of light and hope for the whole community.

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

Shalom



Assistant Principal's Report



After serving as the Assistant Principal of Belmont Christian College for the past 22 years, I announced in first term that it was my intention to retire at the end of 2017. The Executive and Board saw this, along with other circumstances, as an opportune time to prepare for a restructure in 2018. After much research, discussion and prayer, it was decided to move forward with a two-school model and integrate Middle School into the Primary and Secondary Schools. Year 6 would re-join Year 5 in Primary School with Years 7 to 12 forming the more traditional Secondary School. To maintain the excellent transition strategies that were a feature of Middle School, Stage 4 would still have a selection of Core teachers as they began branching into the variety of subjects offered by specialist teachers. Stages 4, 5 and 6 would have Stage Leaders to offer greater welfare, support and co-ordination. Primary School would also adopt the Stage approach to allow students to work to their optimum within the 2 Year Groups that comprise each Stage. The Head of Secondary School would also fulfil the role of Assistant Principal, with some of his duties taken over by a new Director of Teaching and Learning. Much of the year was dedicated to ensuring the best implementation of this restructure for next year.

In the meantime, I would still oversee a wide variety of responsibilities, including welfare and discipline, policy development and review, Work Health and Safety and general administration. The tone of the College and maintaining its Christian distinctive are a key part of this area of leadership. Our focus was once again Biblically based welfare and discipline emphasising care, compassion, respect and responsibility. It was pleasing to see the excellent behaviour that has been a feature of the College for a number of years, grow even stronger this year. We had even fewer detentions and suspensions than the previous years and I attribute this to the quality of the leadership offered by our student leaders, clear and consistent policies caringly followed by our staff and pleasing support from our parents and families. Our Student Services team continue to provide outstanding emotional, spiritual and educational support to our students, also enriching the tone of our College.

Quality teaching and learning was again an area of focus with a determination to continue to strive for excellence. We pursued this through consistent and selective professional development programs and several indicators of success were our NAPLAN and HSC results. We continued to strengthen our commitment to the Arts through support and encouragement of our restructured Creative Arts Department. We have made excellent gains in the areas of Art, Drama and Music, with plans to stage one of our most ambitious Musicals in 2018. In Sport, our College continues to enjoy great success in a variety of areas. It remains our priority to produce students who are equipped to face the challenges of life through a quality Christian education and that they make a real difference in our world as they continue to "Grow Up Into Christ."





Summary of Enrolment Policy

Belmont Christian College is a supporting ministry of Belmont Baptist Church. It seeks to present the Gospel of the Lord Jesus Christ in the local community and further afield through the education of children and the support of parents as they seek to raise their families. It provides Preschool-12 education for the children of families in which Biblical principles and Christian values are supported providing an education of high academic standards that is based on an acceptance of the Lordship of Jesus Christ and an acceptance of the Bible as the revealed Word of God, as these are defined in the College's Statement of Faith. In operating the College, it is acknowledged that God has given to parents the prime responsibility for the nurture and education of their children. The role of the College is to work with parents and churches to bring children up in the knowledge of the Lord Jesus Christ. Parents need to be supportive of the College's Statement of Faith and practices, reinforcing at home the principles taught at the College.

Student Population

In 2017, there were 684 students enrolled at the August Census date from Kindergarten to Year 12. These students were predominantly from the Lake Macquarie region and represent a mix of cultural backgrounds.

In Preschool, (from 3 years of age), there were one class running over three days, Mondays, Tuesdays and Wednesdays, with 22 students attending across the three days.

In Prep, (Pre-Kinder), there were two classes split over Mondays, Tuesdays, and Wednesdays, and Thursdays and Fridays of 30 children attending across all days.

In Junior School, (K-5), there were two classes per grade. The average class size across Junior School was 20 students. In Middle School, (Years 6-8), there were three classes in Years 6 and 8 with Year 7 having two classes. There was an average of 62 students per grade. In Senior School over Years 9-10 there was an average of 61 students per grade and over Years 11 and 12 there was an average of 52 students per grade.

Enrolments			
	2015 (Aug Census)	2016 (Aug Census)	2017 (Aug Census)
K-6	358	339	322
7-10	300	296	244
11-12	113	106	110
TOTAL	771	741	676

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

Student Attendance and Management of Non-Attendance

92% of students attended school on average each school day in 2017. This included absences for sickness, medical appointments and approved leave.

Non-attendance is managed by an electronic attendance roll and mandatory attendance codes are used. If an explanation of the student's absence is not supplied on the day of absence, a text message is sent to parents alerting them to the student's absence requesting a note of explanation. If a student is absent for 3 days consecutively, the roll-call teacher will make a call home to check on the welfare of the student. If the student has been absent for 5 days consecutively, the Head of School will make a call home to offer support.



Registrar's Report (cont'd)

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	93
Year 1	92
Year 2	91
Year 3	94
Year 4	93
Year 5	92
Year 6	93
Year 7	93
Year 8	89
Year 9	91
Year 10	91
Year 11	92
Year 12	93
Whole School for 2017	92

There was a 68% retention rate from the 2015 Year 10 cohort who continued through to Year 12 in 2017. Of the students who left the College from Year 10 and 11 in 2015 and 2016 all but three students left to attend TAFE and/or begin employment. The aforementioned three students left to attend another high school.





The College's Vision Statement says that as a Christian community it "... seeks to nurture and train young people to "...grow up into Christ". As at census date, there were 226 students in Years 9-12 in the Senior School at Belmont Christian College for whom we aim to:

- nurture each child's gifts and talents, recognising their uniqueness
- encourage students to love God and to live in obedience to Him to serve others
- model Christ in our words and actions
- care for, discipline with love and accept each one as valued members of our community
- teach the required curricular with a Biblical focus in order for students to formulate a Christian world view

Culture shaping, helping our students to have a sense that they belong is fostered in every classroom and in staff interactions with students. Pastoral Care teachers have been more aware of, and intentional about, their role to not only monitor academic progress, but also to be proactive in promoting College expectations of respect and responsibility, encourage involvement in the wider community activities. The Pastoral Care program:

- encompasses year groups: "Connect" (Years 9 & 10) and 'Choices' (Years 11 & 12), Chapels and our Biblical Studies programs work together to promote the cohesiveness of each year group and their place in the College.
- fosters students' feelings of connection, affirm their learning, and aid the development of closer relationships with their teachers and small groups of their peers. Over the last several years the plan has been to keep the Pastoral Care teacher with the same group of students.
- continues to provide many formal and informal occasions when the pastoral care of each student is activity developed. These occasions include:

- Weekly chapel services
- Class devotions
- School assemblies
- Activity days
- School camps
- Mission trips



The 2017 school year saw implementation and embedding of the Australian Curriculum for the English, Mathematics and Science NSW syllabus. Year 7 and 9 English, Mathematics, Science and History syllabi were implemented through 2014, during 2015 Years 8 and 10 English, Mathematics, Science, and History came on line, and the familiarisation and planning for new Geography syllabus was undertaken in 2016.

Senior School continued to provide a range of new opportunities and an introduction of some new subjects. As well, there has been increased educational support and enrichment. English, Science and Mathematics classes in Years 9 and 10 are graded according to ability and need while the other subjects are mixed ability classes. ICT skills are integrated into all subject areas. All classrooms display a poster that provides an eye-catching reminder of the Visible Learning and Teaching model. Teachers focus their lessons using visible indicators displayed in each classroom to enable students to better see the process and outcomes of their learning and so teachers can more closely evaluate the impact of their teaching in order to better inform successive lessons. As well, a range of professional development sessions focusing on a curriculum resource called Transformation by Design (see <https://nice.edu.au/nice-resources/curriculum-development>) assisted in developing curriculum from a Biblical perspective. In the sessions, teachers were shown a model for developing curriculum that is used alongside the mandated curriculum, and programs written now have that distinctive perspective as an integral part of delivery.



Head of Senior School's Report (cont'd)

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

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

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

Year 11 and 12 students choose from a broad range of subjects (see table below):

English Standard, English Advanced, English Studies, English Extension 1 and 2	General Mathematics 2, Mathematics, Mathematics Extension 1 and 2
Visual Arts, Drama, Music 1	Biology, Physics, Chemistry, Earth and Environmental Science, Senior Science
Business Studies, Legal Studies, Ancient History, Modern History, Studies of Religion (1 and/or 2 Unit)	PDHPE, Community and Family Studies, Sport Lifestyle and Recreation Studies
Design and Technology, Industrial Technology (Timber), Food Technology, Hospitality	Software Design and Development, Information and Digital Technology
Distance Education - Society and Culture, German, Italian, Chinese TVET – Construction, Entertainment Studies, Early Childhood, Electrotechnology, Tourism	

Biblical Studies classes are compulsory for all students. It is always pleasing to see the work of our students on display at the various Music, Arts and Drama evenings and Showcase at which Drama, Visual Arts and Industrial Arts and Design and Technology students exhibit their Major Works.

Co-Curricular and Extra-Curricular Activities

Senior School at BCC provides a wide range of opportunities for students to problem-solve, create, explore and engage in various activities. Students who have sporting, dramatic, creative or academic talent were well catered for throughout the events of the year, and our timetabling of fortnightly Year Meeting and daily Pastoral Care session contribute to the promotion of respect and responsibility across Years 9-12. Student diaries in Years 9 and 10 are used to complement teacher programs relating to respectful behaviour, involvement in community and service to others. Much of this culminates in things such as specific end-of-year Service Days for Year 10, Marine Studies Service and Diving trip to Vanuatu and the Year 12 Schoolies/Service trip to our sister school in Khao Lak Thailand.

The annual swimming, cross-country and athletics carnivals which were all well attended saw students competing for their House for points. Following the College carnivals, strong individual performances were made by students at both CSSA (Christian School Sports Association) State Carnivals and at CIS State (Combined Independent School) State Carnivals. Zone and State gala day events in sports such as football, futsal, rugby league, netball, cricket, touch football, triathlon and basketball were also attended, enabling many students a variety of competitive and recreational sports. As well, other activities included beach walking, futsal, rock climbing and tennis. We provide a very unique PE/Sports program regularly travelling off site to use local sporting facilities. In the Senior School we aim to provide students with a selection of experiences in many different sports. To further enhance the academic experience of our Year 11 students we timetabled a program called Enterprise on their sport afternoon enabling students to choose from a range of sporting activities and specific study and mentor sessions.



Head of Senior School's Report (cont'd)

The Prefect team led assemblies and chapel services, and the Music team used their talents at most chapel services. They have also provided performances at after-school hours events such as the quarterly end-of-term concerts. Year 9 and 10 Drama students also held a special performance evening to showcase some of the work completed throughout the year. HSC performances again entertained parents and friends at the annual Showcase evening and students went on to achieve excellent individual and group performance results in the HSC.

Our Year 10 Marine Studies students raised funds for, and were able to enjoy their annual service and diving expedition to Vanuatu. Fundraising was undertaken in order to provide for the cost of building a simple dwelling for a local NiVanuatu family. Students worked together to erect the structure and add the finishing touches to the small house.

Year 12 had their most successfully attended year of the College 'schoolies' service trip to Thailand enabling them to share their faith while undertaking a life-changing cross-cultural experience. Strong links with the small community at Khao Lak and our sister school at New Light Foundation continue, and staff and current students have the preparation for the 2018 trip well underway.



The Student Prefect Team again had their annual team-building retreat scheduling their year to come, thinking about practical ways to raise funds for their designated charities, and planning assemblies and Chapels. They have furthered and developed their leadership skills assisting at various functions such as the Lord Mayor's Prayer Breakfast and at the Compass National Leaders Conference in Canberra. Other leaders have stepped up as House Captains taking on roles of responsibility to help in the smooth running of the variety of sport carnivals held throughout the year. Student leaders organised special focus days such as our involvement in selling beanies raising funds for the Mark Hughes Foundation and bringing some awareness about brain cancer in particular.

An integral feature of College life and an important part of the school calendar is the camping program. Years 9 and 10 participated in an extremely well-run Urban Challenge at various venues in and around Sydney. Year 11's Study Skills Discovery Camp at Elanora Heights is aimed at preparing them for study at the HSC level, and topics treated there were reiterated towards the end of the year by a team from Elevate Education. Year 11 Biology and Physics classes also had a special focus camp to extend students with a passion in these areas. Excursions and visiting speakers were a regular feature of each term as our students continued to learn not just the necessary aspects dedicated to curriculum, but also important life lessons in a variety of ways.





The Middle School at Belmont Christian College is comprised of students from Years 6-8. The College Vision Statement states “that we might be a Christian community which seeks to nurture and train young people to ‘...grow up into Christ’”. In Middle School we feel that this carries a unique mandate as we help students navigate their intense periods of physical and emotional growth throughout adolescence.

The model adopted in Middle School partners students with a Home Room Teacher who gets to know them personally, as well as academically, allowing our students to learn in a supportive, relational environment, where they are pastorally cared for and where our students are encouraged to take risks and explore new opportunities in their learning.

Approach to Teaching and Learning

In Middle School, while delivering the required curriculum content, we look for opportunities to cater to the specific developmental needs of this age group. To allow students some choice and flexibility in their learning, a deep need of students at this age, as part of our teaching program we run ‘Super Sessions’ where the whole cohort will come together for a lesson. This allows for some diversity in the lesson where the same content can be learnt differently, facilitated by the teachers involved, for example, according to the students’ learning styles (Gardner’s Multiple Intelligences). Our flexible learning spaces also help to facilitate this style of teaching and learning.

Technology is also an integral part of our teaching practice. This year all of Year 7 began working on personal Chromebooks. The introduction of this new technology has enhanced learning and engagement. Staff have worked hard to create lessons that use technology to enhance their already rich programs. Together staff and students have been learning to take risks, to explore and experiment with this new technology. It has been exciting to see the collaborative nature of learning that is fostered by the use of Chromebooks as students share documents and ideas to create interesting and innovative products.

Extension and Enrichment Opportunities

Providing opportunities to extend and enrich our students is an important priority in Middle School. ICAS competitions are run regularly which allows our students to be independently tested and recognised. Our students also had opportunity to participate in the University Science and Engineering Challenge and the ‘Build a Future’ day. Some students were selected to compete in a local chess competition and in many sporting gala days. Each week students can participate in a lunchtime bible study program called LIGHT, allowing students the opportunity to deepen their knowledge of God’s word.

Student achievements and awards

Many students have participated successfully in sporting gala days throughout the year, with a number of our students representing us at the highest level, both at CSSA (Christian School Sports Association) State Carnivals and at CIS State (Combined Independent School) State Carnivals. We had a student who was finalists in a national writing competition and another who won an award in a local film competition.

Co-curricular, Extra-Curricular Activities and Camps

‘Energise’, our morning exercise program, continues to be a positive feature in our timetable. The provision for students to exercise three mornings a week allows them to expel some energy before heading into class, but also places an important emphasis on making healthy choices. At the end of each term we run Energise Championships where students participate in a series of challenges in their House groups. This is always a wonderful time of teamwork and healthy competition.



Head of Middle School's Report (cont'd)

Adolescents thrive when given choice and when given time to delve into an area of skill or interest. Our Project Based Learning (PBL) program continues to provide this opportunity for our students. This program runs once a week, allowing students across Middle School to choose a project of interest to them. It allows them the opportunity to explore, investigate, problem solve and finally to produce a product that they can be proud of.

School Camp continues to be a highlight for all Middle School students. Year 6 Camp was held in Canberra and it helped to bring to life their 'Government' topic. Year 7 enjoyed their time at Crusaders Campsite in Galston Gorge. They were challenged to overcome their fears and to work together in teams. Year 8 'went bush' camping out in Galston Gorge, getting back to nature and learning to build resilience through a range of practical and challenging experiences. Camps is always a wonderful time for students to be challenged, to be encouraged in their faith and to strengthen relationships with their cohort and teachers.

Priority areas of improvement

Increasing academic rigour continues to be a priority in Middle School. One area of particular focus continues to be 'Growth Mindset'.

This growth mindset is based on the belief that your basic qualities are things you can cultivate through your efforts. Although people may differ in every which way — in their initial talents and aptitudes, interests, or temperaments — everyone can change and grow through application and experience. Carol Dweck

As a result, giving regular feedback to students on tasks before they were due and then helping students to develop the skills to reflect on this to then improve on their current standard became a focus of lesson time and was also reflected in the marking criteria of tasks.

Respect and responsibility

There has always been a strong sense of 'community' in Middle School and it is something that we regularly speak of and encourage amongst the students. We love to celebrate together. Each term we hold a Celebration of Learning Assembly where students are awarded with Outstanding Effort Awards and where they perform and present what they have been working on in class. We hold dress up days to raise money for our sister school in Thailand and we meet and pray together 4 times a week. We endeavour to follow the biblical model of 'Peacemakers' where we try to work out our problems with each other in a God-honouring way. Year 7 continues to study the 'Peacemakers' program in Foundations to help educate our students in these processes.

Contributing to the College community is something we value highly in Middle School. House Captains are elected to each House and students could also elect to be a part of our Prayer & Praise Team, the Teach Team or the Events Team. We also have an Energise Set up Team which students could be a part of. These teams allow our students to develop the skills of leadership, responsibility, initiative and respect.



Contributing to our global community has always been a signature aspect of Middle School. This year, we continued our partnership with Compassion sponsoring students in Kupang, West Timor. We had a Challenge Day where our students 'did it tough for a day', completing a number of challenges, on little food, to help them deepen their understanding of what life is like for a child in that region. The students raised \$4500 for special projects in that area. The students continue to raise money each week to support their sponsor child, they write letters and learn about each other. This year some of our staff and students actually visited our sponsor children and took gifts and letters that our children had prepared.

What an amazing connection!





The Junior School, through its leadership and teaching staff, seeks to ensure an exemplary impact on its students by the quality of its teaching and leadership in education. From Preschool and Prep through to our Year 5 students, we are committed to ensuring that all students are well-equipped and engaged in meaningful, life-long learning. As well as the mandatory curriculum, the Christian distinctive is infused in the programs teachers prepare. The introduction of Transformation by Design (TBD) in 2017, a Christian curriculum development planning program, focusses intentionally on infusing the Christian distinctive into the planning and execution of teaching programs in the classroom. TBD helps provide a detailed framework to guide teacher's approach to planning the practical side of teaching and delivering the Christian message into the classroom and beyond. Classroom teachers are attentive in making sure that the teaching of children is differentiated according to each student's capability and level of learning. Catering to the 'whole child', academically, socially, spiritually, physically and emotionally has proven to be an essential component and we intend to continue to strive ahead in developing each child in this way.

The introduction of 'set' Literacy and Numeracy teaching periods took place during 2017. The purpose and design of this program was to implement structured teaching frameworks with the ability to move students into learning groups that best suits their academic needs and abilities. This framework allows for excellent extension and enrichment opportunities for those students who may be working outside the mainstream level of learning of a child typical at a particular stage of learning.

Student Achievements and Awards

In 2017, achievements in the sporting arena dominated once again. Examples of inter-schools' competition results were as follows:

AFL - Open Boys/Hunter Central Coast All Schools Champions; Open Boys NSW State Finalists. Basketball - Junior Boys Zone Champions; Senior Boys Zone Champions; Senior Girls Zone Champions; Senior Girls NSW CSSA Champions; Senior Boys NSW CSSA 3rd. Netball – Junior Girls Zone Champions; NSW CSSA Junior Semi-finalists; NSW CSSA Senior Semi-finalists; Senior Girls Macquarie Cup Finalists. Soccer – Senior Boys Zone Champions; CSSA Senior Semi-finalists. Swimming – Hunter Zone Challenge Cup Winners; Hunter Zone Runners Up.



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

In 2017, the Junior School provided students with extra areas of interest activities educational and sporting opportunities to enhance their personal and academic growth. Examples of this comprised of the following:

- Extra and Co-Curricular Activities: AK17 (Outreach/acts of Kindness program); Power Prayers; Junior Choir; Chess Club; Lego Lunch; Science Club; Junior Soccer; Senior Soccer; Junior Netball; Senior Netball; AFL; Junior School Swim Program; Junior School Gymnastics Program; 'Gallery' Art Exhibition; Junior School leader speech-giving Assembly; ICAS Competitions; NSW Permanent Maths Competition.
- Excursions and Incursions: to name a few: Prep -5: Reptile Park; Blackbutt Reserve; Shark and Ray Centre, Hunter Wetlands, Sydney Aquarium, to name a few; Musica Viva (K-6), Chicken Hatching, Grandparents Day, Pyjama Day, Kings and Queens Day; Robotics; Literacy Day; Premiers Reading Challenge; Christmas Musical – K-5.
- Camps: Year 4, Lutunda; Year 5 - Jenolan Caves and Bathurst Gold Fields.
- Athletics Carnivals: School, Zone, NSW CSSA, NSW CIS, NSW PSSA, SSA
- Swimming Carnivals: School, Zone, NSW CSSA, NSW CIS, NSW PSSA, SSA
- Cross Country Carnivals: School, NSW CSSA, NSW CIS, NSW PSSA, SSA



Head of Junior School's Report (cont'd)

- Gala Days: Soccer Gala Day; Girls Soccer; Netball.
- Special Sporting Events: Paul Kelly Cup AFL; Champions League AFL; Zone Basketball; NSW CSSA Basketball; Milo Cricket; School Cricket; School Rugby League.

Areas of Improvement

The Junior School ensures that it keeps abreast of best pedagogical practice, current trends and educational outcomes, revising teaching and learning practices in order to fill obligatory NESA standards and requirements. The need for improvement was identified in specific areas of the curriculum in the previous year, particularly in the areas of Creative Arts and Technology. In 2017, due to the identification of these needs in 2016, there was a significant shift and improvement in the implementation and teaching of Creative Arts, particularly Music. This in part was due to the determination of the newly appointed K-12 Creative Arts Coordinator at the College. Technology also a focus in 2017, involved the research of being 'ahead of the game', educationally for 21st Century education. Part of this involved the purchase of a class set of 'robots' so that students and teachers could be immersed in this technology in preparation for the new Science and Technology syllabus and some of its components for the following year. These are two of many areas where the Junior School makes continual and relevant improvements to teaching and learning practice as a result of reflection and research.

Respect and Responsibility

Respect and responsibility, demonstrated by our Junior School teachers with each other and the students is a prime obligation. In the Junior School, good manners are taught explicitly. Embedded throughout the curriculum are opportunities for teaching and learning that allow teachers to guide their students towards appropriate behaviour. Grace is allowed when children make mistakes. We seek to encourage children to restore broken relationships, especially where disrespect has been the cause. We believe that respect fosters respect.

Further, our Junior School Leaders are expected to model exemplary behaviour in terms of respect and responsibility. In turn, we expect all students to respect others and be responsible for their behaviour and learning both in and outside the classroom, when on excursions and camps, or in the public eye on all occasions.

School determined improvement targets

Keeping abreast and ahead of 21st Century education in the area of best pedagogy and educational practice in current future educational climates will maintain a focus. Identifying specific student abilities, needs and interests will continue to be a priority. In 2017, research undertaken to best meet the needs of the students within the climate of the College determined that a 'Staged' approach to teaching and learning would be beneficial for the overall improvement of the operation of the Junior School. Technology and Creative Arts are two areas of the curriculum that were targeted as required growth and improvement areas, and will be continue to be pursued.





We are privileged to have the opportunity for ministry to the students of our College through the work of the team in Student Services. Our Student Services Team consists of trained teachers, teachers' aides, a School Counsellor and our Chaplain. As a team we are focused on ministering to the needs of the whole child - spiritual, physical, mental and emotional, so that they can flourish in all aspects of their school life.

In Ephesians 2:10 it says, 'For we are his workmanship, created in Christ Jesus for good works, which God prepared beforehand, that we should walk in them.'

At BCC we seek to nurture, challenge and celebrate our students as they embrace every opportunity to develop their unique, God-given abilities, helping prepare them to become young people of purpose and influence.

Academic Support/Extension:

- K-12 support for students with disability, learning difficulties and those who require Extension and Enrichment - both in-class and withdrawal opportunities for support
- Diagnostic Testing of Students K-12 - tracking of student progress
- Development of Individual Programs (IPs) for students with a Disability/Difficulty K-12
- Development and monitoring of classroom teachers in providing support for students with disability/difficulties
- Opportunities for students to participate in a wide range of extracurricular activities
- Opportunities for students to participate in ICAS Competitions and other subject-related competitions/extension opportunities

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

- Partnering with the Executive, the School Chaplain and the School Counsellor to create a proactive culture of care with opportunities for students to be involved in:
 - Overseas missions - Vanuatu and Thailand
 - Hosting overseas students eg from Hong Kong
 - Fundraising for local and overseas charities eg Compassion
- Participating in local community events eg the ANZAC Day March, attending the Lord Mayor's Prayer Breakfast
- Student led Chapel Services
- Pastoral Care Groups 7-12
- Social Skills Groups for those with social anxiety
- Student leadership opportunities across the College, including Bible Studies, House Captains in each Stage, House Competitions at lunchtime, SRC in Primary School
- Student led initiatives eg 'Tasty Tunes', a lunchtime musical interlude with students performing and helping to create an atmosphere of joy as K-12 students enjoy the music and the sense of fun
- Year 12 travelling, post HSC, to New Light School in Thailand, to actively participate in practically helping, leading activities for students, and helping to upskill students for post-school workplace opportunities.



Parent, Student and Teacher Satisfaction

Parent Satisfaction

1. We are very grateful for the quality of our daughter's teachers in Y12, they are each great people and teachers; they are a major credit to the school. Thanks for all you are doing and I hope BCC remains safe to operate as a genuine Christian school in the coming decades; it has been a great school for my children.
2. This is wonderful news. We're very happy about this change as I know these smaller class sizes will allow all the children to flourish ever further. Thanks for your leadership, care and love for our children.
3. Just a note of thanks regarding the senior parent teacher night this week; it was a wonderful night. I was just so impressed by the professionalism, personal approach and evident faith of the teachers. It is all about the integrity of people's lives and the integrity of their relationships with others; every school has issues, I'm just so glad BCC is truly a Christian school. What you have at that school is very special and I hope you are able to further develop this and keep it from becoming anything else. I have nothing but the highest praise for those teachers, thanks to them and please look after them, as I hope others are looking after you in your role.

Staff Satisfaction

1. As a KLA Coordinator, I am very satisfied with the level of support and my allocation to complete duties required in 2018. The Christian community is continuing to grow in the College (for both staff and students), of which I am grateful to be a part. Notwithstanding the complexity of relationships and the management of staff and students, I am very satisfied.
2. I love that Belmont Christian College seeks to see every child come to faith in Jesus Christ, transforming them into His image to serve Him in everyday life. Students are welcomed into a place of belonging, are guided by staff towards belief and are equipped to become everything God has intended. To highlight their gifts and talents, students are exposed to a well-rounded curriculum and are encouraged to participate in activities encouraging academic rigour, competitive sport and the creativity of the arts.
3. I feel highly valued and respected as a member of staff. I am grateful that my gifts are recognised, nurtured and encouraged. I especially appreciate that I am given opportunities and the trust to exercise my areas of interest and strength for the overall benefit of the College.

Student Satisfaction

1. is a kind and caring teacher that puts all his efforts into teaching us school work and life skills. Without his help I would not have performed as well in class and in my walk with God.
2. ... has a good attitude towards students, show they genuinely care about students and their learning etc also they give good advice and seem very level headed about life and experiences also very understanding
3. ... has been an inspiration to my life through his constant reminders of how God can impact a person who has stuffed up many times and influence the way they live.
4. ... is a genuine, excellent teacher, kind to all - doesn't show favouritism.
5. ... has a big heart and really cares about her students. She believes in them and will push them when necessary.
6. ...is a kind hearted soul who always knows what to say whether it is constructive criticism or making you feel better when down. I have had the pleasure of having her as a mentor this year and although we don't get to meet very often, each time we meet, I come out of her office feeling energised and ready to continue with my studies and to try to do well in my schooling life.



Parent, Student and Teacher Satisfaction (cont'd)

Visitor's Satisfaction

1. I felt most connected to the spirit and ethos of BCC out of all the schools I have visited in Australia. I feel that you have a distinctively Christian teaching community. I saw consistent expressions of faith in the classroom, with teachers modelling Christ and talking about faith in all contexts and classes. I also loved the 'active' things you do from doing Chapel in a really engaging way for Primary through to hands on music and sport. In Uganda, a lot of the education is very passive so I loved seeing lots of ideas that would make students want to come to school. I appreciated that every teacher was happy to give me time and were passionate about doing Christian education well. I feel that the heart of this College really resonates with what I want to see in my school and in Uganda.
2. I was at your school yesterday presenting a talk year 12 Legal Studies on domestic violence and court processes. I wanted to let you know what a wonderful bunch of young people they are. I was very impressed with them and the relationship they have with Mr Urane. I thoroughly enjoyed my time and was grateful to have that interaction with them. Far too often we forget to comment on our positive experiences. If you could please let Mr Urane and his Legal Studies class know how much I enjoyed my time there and how very impressed I was with my whole experience. It was really wonderful. I just wanted to write you both a quick note to say Thankyou for taking us on a tour of your wonderful college yesterday! My husband and I both thoroughly enjoyed meeting you and many other members of your valuable staff and were both very impressed with the facilities and opportunities your college offers. We were also very impressed with how polite and settled your students were and how loving the staff all seemed. We definitely felt like it would be a wonderful fit for our children and look forward to bringing them with us to the next open day to show them around.



Key Policy Outline

ENROLMENT POLICY

Belmont Christian College, a ministry of Belmont Baptist Church, provides Preschool - 12 education for the children of Christian parents 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 Statement of Faith. In operating the College, we acknowledge that God has given to parents the prime responsibility for the nurture and education of their children. Our role as a College is to work with Christian parents, and their church, to bring their children up in the knowledge of the Lord Jesus Christ. Parents need to be supportive of the College's Statement of Faith, reinforcing, at home, the principles taught at the College.

Enrolment Criteria

Parents seeking to enrol a child in the College must satisfy the Board that:

- one, or both, of the parents of the child are committed Christians who strive to have homes where Christian values are practised;
- they agree to support the principles taught at BCC, as set out in the Statement of Faith; and
- they will support the College in the ways outlined on the Enrolment Application Form, which the parent/s must sign.

It is the College's desire that all children who wish to join the College community, are given the opportunity to do so. All non-Christian parents will be encouraged to undertake "*Christianity Explained*", or other programme approved by the Board, and commit their lives to Christ. Should a parent make that commitment, the normal application procedure applies.

Special Consideration may be given to applications where:

- the child is a committed Christian, involved in regular Church activities.
- the child is sponsored by a close relative, who is a committed Christian and who agrees to take an active discipling role.

Where Special Consideration is given, the parent/s seeking to enrol a child in the College must satisfy the Board that:

- any non-Christian parent/s must agree to undertake "*Christianity Explained*" or other programme approved by the Board;
- the parent/s must agree to support the principles taught at Belmont Christian College as set out in the Statement of Faith; and
- they will support the College in the ways outlined on the Enrolment Application Form, which the parent/s must sign.

These applications require a reference from the appropriate pastor/minister and an interview with four members of the board (that group must include the Principal and Pastor).

Currently (from 18/10/05) the Board has delegated the interviewing process to the Principal, with the following conditions:

- It is only for the student selection criteria specified above
- The Principal provides reports as required by the Board



Key Policy Outline (cont'd)

In Extraordinary Circumstances Special Consideration may also be given where:

the application is supported by both the Principal and the Pastor.

Where Special Consideration is given in Extraordinary Circumstances the parent/s seeking to enrol a child in the College must satisfy the Board that:

- any non-Christian parent/s must agree to undertake “*Christianity Explained*” or other programme approved by the Board;
- the parent/s must agree to support the principles taught at BCC as set out in the Statement of Faith;
- they will support the College in the ways outlined on the Enrolment Application Form, which the parent/s must sign; and
- they will fulfil any other conditions set out by the Board.

These applications must be brought to the Board and be approved by a majority Board decision.

The Board encourages all siblings to be enrolled.

Minimum Age Requirement

The minimum age requirements are as follows:

- New children in Kindergarten must have reached the age of 5 by 30th April of the year in which they commence school.
- Children who will turn 5 in May, 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.

Conditions of Enrolment

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

1. That the parents will agree to allow the child to share fully in the life and programme of the College, including the devotional and Biblical Studies lessons.
2. That the parents 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. The parents 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.
4. That the parents 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.
5. That the parents accept the right of the College to employ such discipline as it deems wise and expedient for the child and agree to uphold, in every way possible, the College's authority and right to administer appropriate discipline in accordance with the policies of the College.
6. That all fees are payable in advance on the first day of each term and where payment is not made within 7 days of the due date, a late payment fee will be charged. (Note: in cases where this requirement would cause hardship, alternate arrangements may be discussed with the Business Manager.)
7. That the parents will give at least one term's notice of termination of enrolment and failure to do so may render them liable for one term's fees.
8. 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.
9. That a Fee Deposit of \$250 per child or \$450 per family, shall be paid on acceptance of a position at the College. This shall be refunded in full at the completion of schooling provided that all outstanding liabilities have been met by the parents.



Key Policy Outline (cont'd)

Prerequisites for continued enrolment

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

POLICY REVISION AND UPGRADES

Overseeing policy reviews and maintaining current best-practice procedures has been part of role at BCC. The Discipline Policy is regularly being monitored and a full revision will be required in 2018 to reflect the new College structure. The Anti-Bullying and Harassment and Counselling Policies are central to our commitment to student welfare and summaries of the latest revisions are outlined below. The full policies are available on our website.

BCC STUDENT WELFARE - COUNSELLING POLICY SUMMARY

"Brothers, if a man is overtaken in any trespass, you who are spiritual restore such a one in a spirit of gentleness...Bear one another's burdens, and so fulfil the Law of Christ." Gal 6:1-2

At Belmont Christian College, we seek to nurture our students within a Christian Community as they 'Grow up into Christ'.

We recognise that the journey, through school, can be challenging and at times students can be vulnerable as they transition from childhood to adolescents and adulthood in senior years.

We have established a Student Services Unit to help meet the needs of our students across the College – Prep – Year 12. We have a Head of Student Services and Welfare K-12 based in the Student Services facility situated in the centre of our College playground - readily accessed by students during all times of the day. We have a Chaplain at the College on Thursdays and Fridays each week. The Chaplaincy room is adjacent to the Senior School playground.

To support our students we have a full-time Counsellor who is an integral part of our Community. Recognising that at some time, every member of the Community may need support the Counsellor is also available for consultation with parents and staff regarding College based issues.

The aim of our Counselling Policy/Procedures is to explicitly offer trusted and professional support to the students on their journey through Belmont Christian College. To also offer support to parents and staff regarding the needs that arise within our community and to be as clear as possible about the guidelines.



Key Policy Outline (cont'd)

ANTI-BULLYING AND HARASSMENT POLICY SUMMARY

At Belmont Christian College we seek to form a school community based on the clear principles of love and forgiveness, as exemplified by the life of Jesus, and as we are implored to do in God's Word.

'Lay aside bitter words, temper tantrums, revenge, profanity, and insults. But instead be kind and affectionate toward one another. Has God graciously forgiven you? Then graciously forgive one another in the depths of Christ's love.' Ephesian 4:31-32 TPT

In seeking to train our children to 'Grow up into Christ', among other values, we must teach them not to intimidate or bully others, and how to respond to any bullying they are experiencing or observing, in a way that is honoring unto God.

As a Christian College, we must work together - families, churches, staff and students - to make it clear that bullying is not tolerated and that our school is able to provide a safe physical, emotional and spiritual environment for everyone.

Belmont Christian College fully supports the rights and opportunities of students and adults to be a part of this Community without any harassment. Harassment is an ongoing conduct which is unwanted or offensive to the recipient whether on the basis of gender, sexual preferences, race or disability or discrimination of any kind including whether it takes the form of bullying in a more nonspecific defamatory nature

We are compelled by our commitment to Christ; our Christian ethos and our awareness of our duty of care to have zero tolerance to bullying.

Despite the size and complexity of the problem, we have the support of an all-powerful God who cares for all our students and enables us to also care for them.

Changes made to our Anti-Bullying and Harassment Policy during the reporting year:

1.2	13/6/17	Anti-harassment expanded
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DISCIPLINE POLICY - Principles and Procedures

Principles

This Discipline Policy is designed to operate in conjunction with the College's Vision and Mission Statements and therefore present a unified and complementary process and set of practices to assist our staff and students to follow Biblical principles of discipline.

The Vision of Belmont Christian College is that we might be a Christian community that seeks to nurture and train young people to "Grow up into Christ".

Aim of the Policy

The College's policies and procedures related to the discipline of students (including, but not limited to, the suspension, expulsion and exclusion of students) is based on procedural fairness.

In practice, the process of discipline at Belmont Christian College aims to train the **whole person through instruction, example, correction and experience**. This is carried out in the light of the teaching of God's Word and in the context of a loving community, toward perceptive understanding and judgement, spiritual maturity and effective membership of the body of Christ. This can simply be described as 'the getting of Godly wisdom'.



The Code of Conduct

At Belmont Christian College I will:

- Seek to honour the Lord in all that I think, do and say
- Learn all I can
- Respect my fellow pupils
- Respect adults
- Respect the truth
- Respect the property of others
- Look after my College
- Earn my family, myself and my college a good name
- Be in the right place at the right time
- Move and play safely

For the glory of God.

The Policy Correction

Strategies

Correction strategies are based on a relational model. We seek to develop a strong relationship between the students and their Teacher/s. Teaching in a relational model puts the emphasis on mutual respect, genuine care and restorative discipline – bringing a student back into positive and effective teacher/student/peer relationship through consistent positive example, fair rules, reasonable standards and appropriate and reasonable consequences for negative behavior with the over-riding concern being for the well-being of the child. As part of our approach to equipping students to work through conflict effectively we have integrated the teaching of the Peacemaking Principles to help equip students to work through conflict in a God-honouring and peacemaking way.

When disciplining a student correction needs to be done once the student has a clear understanding of what he/she has done wrong and will be most effective when the student accepts responsibility for their behaviour. Correction will be based on the principles of procedural fairness, with the student having the opportunity to hear what they have been found responsible for and given the opportunity to respond.

Classroom management and solutions to day-to-day behavioural difficulties are best put into place by the Home Room/Classroom teacher.

- Correction will need to take place if one of the Codes of Conduct is broken.
- Correction will involve helping the student to understand how their behaviour has affected the community (the staff and other students). Correction is an integral part of the reconciliation/restitution process.
- Correction needs to be (and be seen to be) equitable and fair, appropriate for the offence and fulfilling the requirements of procedural fairness.
- Correction needs to be appropriate to the misdemeanour not an emotional response to a difficult situation
- It is expected that the more serious behavioural difficulties will be the responsibility of the Coordinators, Heads of School, the Assistant Principal and in the most serious cases, the Principal.

We work in partnership with our students' parents and they are to be informed of problems, and the procedures in operation to help overcome those problems.



Key Policy Outline (cont'd)

COMPLAINTS POLICY

Introduction

In order to operate effectively as a community it is important that all members of the community including parents, staff and students, understand the basis on which the community operates. As a ministry of the church the principles upon which the school operates must be grounded in Biblical truth. As a community it must also be remembered that relationships are vitally important.

Scripture warns, 'The tongue has the power of life and death' (Proverbs 18:21 NIV.) The words that we say (or write) are very powerful and can cause considerable damage. In the event of a grievance occurring (including words and/or actions) resulting in a complaint from a parent, student or staff member, to minimise the potential for damage to the school and the members of the school community the principles set out in Matthew 18 should be followed not in a legalistic way but as a model given by Christ himself for us to follow. This process is contained in the "Peacemaker" program that staff and students have been trained to follow.

Policy

Within the community of the school there is a great deal of formal and informal communication and it is not the intention of the school to restrict the relationships that are an important part of the life of the school.

The main elements of our policy are:

- Follow the main avenues for communication between the College and the students, staff, parents and the broader community
- **First Principle** - Follow the Procedures that have been set in place – direct complaints/compliments or any other suggestions to the relevant staff member in the first instance so that the situation can be resolved under the Matthew 18 principal. Pray about an issue before trying to resolve it, be ready to forgive and to accept the responsibility to live at peace with others as far as it is our responsibility.
- **Second Principle** - If you can't resolve the problem take a wiser person with you. If it is prayerfully considered that the matter needs to be taken before witnesses it is generally appropriate that this be the person most directly responsible for the person against whom the complaint is made. If the matter cannot be resolved at the lowest level of the authority structure within the school it should then be referred to the Principal.
- **Third Principle** - Only refer matters to the Board when the prior steps have been tried. In the event that a matter is referred to the School Board this should be done in writing and addressed to the Chairman.
- **Fourth Principle** - Preserve unity as much as on your part you can do. The Body of Christ, which is in effect Christ himself is hurt when we gossip about problems or when we talk to others about issues that they do not need to know about.



2016 Staff

Professional learning and teacher standards

In 2017, teachers at Belmont Christian College throughout Prep to Year 12, undertook a variety of Professional Development courses during the year to enhance professional learning. Professional Development courses undertaken were varied, with information learnt shared with colleagues within the relevant teaching faculties. Teachers qualified as both Proficient and Pre2004 (NESA) undertook these courses. Examples of the courses attended throughout the year were as follows:

Documenting Children’s Learning; Supporting Historical and Geographic Inquiry Skills in the K-6 Classroom; Art in the Primary Classroom; Assessing Student Progress in English, K-6; Differentiation in the Classroom (Learning Styles); Creative Arts/Music/Drama/Visual Arts studies K-12; Fast and Effective Feedback; Business Studies in Secondary; Legal Studies; Mathematics; Lifting Languages, a focus on quality teaching; Reading and Writing Strategies; AIS Head of Sport; Christian Schools Library Conference.

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

Details of all Teaching Staff

Teaching Staff	Subjects Taught	Qualifications	From
Nathaniel Arms	Biblical Studies, HSIE, S of R, Maths	B Theology, B of Teaching (Secondary)	Sydney Missionary and Bible College, Avondale College
Paul Barnes	English, History, S of R	B Teaching, B Arts (Humanities)	Australian Catholic University
John Betteridge	Assistant Principal, Modern History	B Arts, Dip Ed	University of Newcastle
Ross Bowerman	Chemistry, Physics, English Studies, Biblical Studies	B Arts, Dip Ed, Grad Dip Counselling, Dip Div & Mission	Sydney University, SMBC
Ben Boyce	Chemistry, Senior Science. Geology, Science & Marine Studies	B Science, Dip Ed	University of Newcastle
Ian Brown	Maths, Music, Music Coordinator	B Music, A Mus. A, Dip Ed	NSW Cons Music, University of Sydney
Michelle Budden	Junior School Teacher	Dip Teach	Newcastle College of Advanced Education
Alison Calderwood	Textiles Technology, Design Technology	B Arts, Dip Ed	University of New England
Alexander Cameron	Science Coordinator, Marine Studies, Biology	B Science, Masters - Teaching Science, Masters - Teaching, Rescue Scuba Diver	University of Sydney
Elizabeth Cameron	Middle School Teacher, HSIE	B Arts, B Teaching (Secondary)	Charles Sturt University, Avondale College
Rod Campbell	Middle School Teacher, Science, D&T Computers, Geography	B Info Science, Grad Dip Ed	Wesley Institute
Susan Carter	Health, CAFS, SLR, PASS, PE, Sport	B Teaching, B Health & PE	University of Newcastle
Katrina Collyer	Junior School Teacher	Dip Ed	University of Newcastle
Bruce Dean	IST, SDD, VET Cert III Information Technology	B Arts, Dip Ed (Maths, Computing, SDD, Info Processing & Teach), Cert IV VET, Cert II IT, Cert II e-learning, CISCO PC Essentials, Cert III IDT	Macquarie University, CISCO Academy



Teaching Staff	Subjects Taught	Qualifications	From
Chris Denzin	Visual Arts, Digital Imaging, Design & Technology	B Arts Visual Art , Dip Ed	University of Newcastle, Southern Cross University
Janine Ferreira	Middle School Teacher	B Ed	University of Port Elizabeth (South Africa)
Susan Fryer	Prep & Preschool Co-ordinator	Dip Teach Early Childhood	University of Newcastle
Erin Goodman	Junior School Teacher	B Arts, B Teach, COGE, Masters Ed Admin	University of Newcastle, University of NSW
Jessica Grew	Middle School Teacher	B Teach (Prim), B Arts	University of Newcastle
Hannah Haggerston	Health, CAFS, SLR, PASS, PE	B Ed (Sec) PDHPE	Avondale College
Mark Hall	Sports Co-ordinator, PDHPE, SLR, PASS,	B Ed (Physical Education)	University of Newcastle
Bradley Hallett	Junior School Teacher	B Teach, B Arts (Prim)	University of Newcastle
Paul Hendriks	English Co-ordinator (6mths)	B.Ed (English/History), Grad Cert Ed Leadership	University of Newcastle, Aust Lutheran/Aust Catholic College
Debbie Horton	Junior School Teacher	B Teach, Grad Dip Primary Music	UTS – Kurring-Gai Campus
Matthew Johnson	Middle School Teacher, IT	B Ed	University of New England
Andrew Kable	English	B Fine Arts / M Teach	University of Newcastle
Okke Klaassen	Music	Dip Teach, B Ed	Nedlands Coll. Of Adv Ed. WA Coll of Adv. Ed.
Matthew Koutnik	Junior School Teacher	B Teaching, B Arts	University of Newcastle
Merrilyn Livingstone	Maths Co-ordinator	Dip Ed, Dip Teach (Prim)	Newcastle University
Jacob Ludwig	Student Support Teacher	B Teach (Science) Hon, Cert IV Ministry & Theology	University of Newcastle, Unity College
Karen Lumley	Learning Support Teacher, Early Intervention Literacy	B Arts Visual Art, Dip Ed (Secondary), Dip Ed (Prim & Early Childhood)	University of Newcastle
Stephen Lumley	Maths	B Ed, B Maths, Dip Ed	Sydney University, Wollongong University, CSU
Vijitha Lyne	Junior School Teacher	B Arts, B Teach major PDHPE minor HSIE	University of Newcastle
Teresa MacPherson	Visual Arts, Digital Imaging, D&T	B Arts Visual Art, Dip Ed	University of Newcastle
Ken Mascord	Ext Maths	B Science, Dip Ed, Grad Dip Comp Ed, Teaching Cert	University of Newcastle, CSU
Leisa McDonald	Junior School Teacher	B Ed	University of Newcastle
Alison McGufficke	Junior School Co-ordinator	Dip Teach, B Ed	University of New England
Emma McLennan	Middle School Teacher	B Teach, B Arts, M Special Ed	University of Newcastle
Leoni McNeill	Head of Junior School	Dip Teach, B Ed, Dip Ed (Prim), M Ed (Leadership)	University of Technology Sydney, University of Newcastle
Melanie Melcum	Head of Middle School, HSIE	BA (Eng/Hist) Dip Ed	University of Newcastle
Phil Melcum	Middle School Teacher, Music	B Ed (Prim)	Avondale College
Nathaniel Miller	English, Society & Culture	B Ed, Dip Teach	Macquarie University
Jed Mosely	Science, Geology, Physics, Biology	B Science, Macro Bio, Dip Ed	University of NSW, Sydney University, University of Newcastle
Sarah Newton	Learning Support Teacher	B Arts, Dip Ed (Prim)	Macquarie University
Louise Osborn	Librarian	B Ed, Grad Dip Ed, Cert D&T, Cert III IT, Cert IV Workplace Training & Assessment, Cert II Business Services	Kuringai Teacher's College, Sydney University, TAFE,
Nyssa Potapczyk	PE, Sport, PDHPE, CAFS	B Teach, B. PDHPE	University of Newcastle
Vicki Quick	Hospitality, Food Tech, D & T	B Ed Home Science/DT, Teacher Training VET Hospitality, Cert IV Assess & Workplace Training, Cert II Hospitality F&B	University of Newcastle, AIS, TAFE
Bronwyn Rappeneker	Head of Student Services	Dip Teach, Grad Dip Ed, M. Ed	ACAE, Southland,



Teaching Staff	Subjects Taught	Qualifications	From
Caleb Reed	Junior School Teacher	B Teach, B Arts	University of NSW, University of Newcastle
Ben Robins	JS Sport, SLR, PDHPE	B HSC PDHPE, Dip Ed PDHPE	University Western Sydney
Brooke Robins	Middle School Teacher, Indonesian	B Teach (Prim) B Ed (LOTE-Indonesian)	Charles Sturt University
Hailey Ronald	Middle School Teacher	Dip Ed Prep-12, Nature/Tourism	Latrobe University
Cain Sanchez	D&T Co-ordinator, Timber	B Teach, B D & T	University of Newcastle
Trudi Sanchez	Hospitality, Food Tech, D & T	B Teach, B D & T	University of Newcastle
Deborah Sherwood	Music	Dip Mus Ed, B Music Ed, M ED	Newcastle CAE, HIHE
Sharon Sopher	Principal	B Ed Art Education, A Mus A (Piano)	University of Newcastle
Annelise Stewart	Junior School Teacher	B Teach, B Arts	University of Newcastle
Christopher Stewart	CAPA Co-ordinator	B Creative Arts, M Teach	The Wesley Institute, University of Western Sydney
Naomi Stewart	Drama Teacher	Dip Ed (Sec), B Creative Arts (Drama), Dip Dance Studies	Wesley Institute (Excelsior), LABAN, Trinity London
Selina Stewart	Junior School Teacher (Temp)	Dip Teach (Prim), B Ed (Prim)	Charles Sturt University, Australian Catholic University
Kaylene Taylor	Student Support Teacher	Dip Teach, B Ed (Special Ed)	Armidale College of Adv Ed, University of New England
Steven Tidey	Head of Senior School, English	B Ed, Dip Teach	University of Newcastle
Gabrielle Turnbull	English, Drama (6mths)	B Arts, B Teach	Charles Sturt University, Avondale College
Kirsty Turner	Junior School Teacher	B Ed	University of Newcastle
Emma Urane	Middle School Teacher	B Ed (Prim)	Charles Sturt University
Ross Urane	Business Studies, HSIE	B Econ, Dip Fin Planning, Grad Dip Ed	University of Newcastle, Deakin University, University of New England
Gail Vine	Maths	Dip Civil Engineering, Bach Sc, Dip Ed	Sydney TAFE, Macquarie University, University Western Sydney
Alan Watts	Junior School Co-ordinator	B Ed (Prim), Dip Ed (Prim)	University of Newcastle

Workforce Composition

In 2017 there were 116 staff members, of whom 68 were teaching staff and the remainder administrative or ancillary staff. There were 22 part time and 46 full time teaching staff. There was 1 staff member who identifies as indigenous. The retention rate for staff was 87.1%.

The following staff joined the College in 2017:

Name	Position	Date Employed
Alice Gerty	OOSH Assistant	23/1/2017
Christopher Stewart	CAPA Co-ordinator	23/1/2017
Dana Leon Oakley	Cleaner	26/4/2017
Elizabeth Reid	Prep/Preschool Aide	23/1/2017
Hayden Gribble	IT Network Support	7/8/2017
Jacob Ludwig	Student Support Teacher	23/1/2017
Janet Green	Middle School Teacher	26/4/2017
Kaylene Taylor	Student Support Teacher	23/1/2017
Ken Mascord	Ext Maths Teacher	23/1/2017
Lauren Scott	OOSH Assistant	17/7/2017
Matteo Mazzantini	Cleaner	12/10/2017
Naomi Stewart	Drama Teacher	23/1/2017



Name	Position	Date Employed
Pamela Connell	OOSH Assistant	26/4/2017
Paul Hendriks	English Co-ordinator	19/1/2017
Rachelle Boyce	Library Assistant	23/1/2017
Sally Melcum	School Administrator	23/1/2017
Selina Stewart	Temp Junior School Teacher	26/4/2017

The following staff left the College in 2017:

Name	Position	Date Employed
Alice Gerty	OOSH Assistant	30/6/2017
Bruce Dean	IST/SD Teacher	8/12/2017
Deborah Sherwood	Music Teacher	8/12/2017
Gabrielle Turnbull	English/Drama Co-ordinator	30/6/2017
Graham Cooke	Cleaner/Bus Driver	8/12/2017
Hailey Ronald	Middle School Teacher	8/12/2017
Janet Green	Middle School Teacher	8/12/2017
John Betteridge	Assistant Principal	8/12/2017
Matthew Koutnik	Junior School Teacher	8/12/2017
Matthew Wilesmith	Chaplain	8/12/2017
Michelle Budden	Junior School Teacher	8/12/2017
Selina Stewart	Temp Junior School Teacher	8/12/2017
Timothy McGufficke	IT Network Support Trainee	16/8/2017
Victoria Bonsor	PDHPE Teacher	22/9/2017
Vijay Lyne	Junior School Teacher	7/4/2017



Belmont Christian College

School Performance

In reviewing HSC and NAPLAN results we emphasise to parents in our school community that marks alone do not show a student's full achievement. We endeavour to remind them that while we exist as an educational facility, we are here for so much more than just academic outcomes students receive at the end of their schooling. The following information is a summary of external exam results from 2016 and 2017. In the information below an outline of some key trends in performance across the subjects offered at the College is available. Coordinators have worked together to recommend ways to continue to raise standards and levels of excellence. The evaluation of results guides the planning for professional development of our teaching staff. The teaching, the Biblical Studies and Pastoral Care programs all aim to encourage students to see that achieving their best is a response to both the opportunity given to them to learn, and in being faithful to God with their gifts and abilities.

As a comprehensive co-educational school, our results reflect the high standards and hard work of our staff and students and the prayerful support of our community.

The College is still doing well when compared to other high schools in the region.

- Belmont Christian College had 44 Year 12 students, 40 of whom sat the HSC in 2017
- Every one (100%) of the Year 12 students received a Year 12 qualification including those studying for associated VET qualification.
- 4 of the 44 (9.1%) were non-ATAR students doing a suitably chosen pattern of study
- 5 of the 44 (11.4%) undertook vocational or trade training subjects as part of their pattern of study
- There were 77 Band 5+ results in 2017 HSC (202 exams sat)
- In approximately 38% of exams sat our students achieved marks 80+ (ie Band 5/Band 6)
- 28 of the 40 HSC students received at least one Band 5 or 6 result (ie 70% of the cohort)
- 44% of the HSC subjects we offer at BCC (ie 12 of the 27) had students who scored results that were equal to or better than the State average in Band 5 and 6's. See figures in the tables below

Table 1: Success Rate %

HSC	2017	2016
High Scores:	14	20
Entries:	202	240
Students:	40	43
Success Rate %	6.93	8.33

NB: The median success rate for schools in NSW was 5.47%



School Performance (cont'd)

Table 2: Comparison of some subjects in the 2015 - 2017 HSC Examinations

Subject	2015		2016		2017	
	% of BCC students 80+	% of NSW students 80+	% of BCC students 80+	% of NSW students 80+	% of BCC students 80+	% of NSW students 80+
Ancient Hist.	0%	31.6%	44.44%	31%	29%	36%
Bus. Stud.	6.66%	35.8%	45.45%	34.33%	100%	36%
CAFS	14%	32%	53.84%	30.53	66%	30%
Design & Technology	89%	36%	N/A	N/A	33.32%	43%
English Ext 1	100%	94%	100%	95%	75%	93%
Maths – Gen	54%	26%	60%	26%	27%	25%
Maths Ext 1	100%	84%	100%	79%	100%	82%
Music	100%	62%	80%	63%	86%	65%
Senior Science	60%	28%	33%	29%	43%	24%
Society & Culture	N/A	N/A	67%	48%	N/A	N/A
S of Relig 1	N/A	N/A	100%	50%	N/A	N/A
S of Relig 2	12.5%	40%	62.5%	48%	40%	47%
Visual Arts	80%	53%	57%	54%	33%	55%
Hospitality	83%	22%	67%	22%	67%	22%
IDT	33%	13%	29%	14%	40%	9%

Our highest reported ATAR was 98.1 with the next highest at 95.8 (and that student incidentally scored 6th in the State in Mathematics General Course). Several other students also achieved outstanding ATARs in the 90's and 80's enabling entry into a wide range of courses in a variety of tertiary institutions.



School Performance (cont'd)

Further news of HSC successes saw students being nominated for various exhibitions. Two were nominated for possible inclusion in *Shape 2017*, the annual exhibition of a selection of exemplary Major Projects developed by HSC Design and Technology, Industrial Technology and Textiles and Design students. Their teachers are to be commended for their tireless efforts helping the students maintain the timeframes for their projects. Another student was nominated for *Encore* for HSC Music.

Two Visual Arts students had their HSC Visual Arts Body of Works selected for the exhibition *First Class 17*, a Lake Macquarie City Art Gallery project (31 March – 20 May 2018). The exhibition is curated by Lisa Who and Helen Willis.

UAC data shows 92% of our students eligible to receive an ATAR were offered a place in the first or second round offers at a range of universities, and some were offered multiple places. Quite a few were offered early entry to courses based on other criteria. Chosen courses include: Criminal Justice, Arts, Clinical Practice (Paramedics), Health Science, Engineering, Exercise and Sports Science, Primary Education, Secondary Education, Information Technology, Medical Sciences, Construction Management, Nursing, Occupational Therapy, Fine Arts, and other courses.

Implications and Strategies for action:

The following are a sample of focus areas further implemented to continue to improve student performance:

- Subject choices information sessions including whole cohort, small groups and individual interviews. This follows on from subject selection information evenings with parents to help students ascertain their suitability in certain courses.
- Professional development of staff in targeted areas.
- Renewed strategies for quality teaching and learning such as Visible Learning initiatives.
- Encouraging more staff to participate in HSC marking operations.
- Ongoing, integrated Teacher Performance reviews involving regular role clarification, a mid-year review, an end-of-year review, and goal setting for each year. These reviews are linked to the National Professional Standards for Teachers and create professional conversations.
- Monthly meeting of Coordinators and Head of Senior School to discuss teaching/learning, planning, facilities, assessments.
- Facilitation of PLC (Professional Learning Communities) meetings with staff which are now on a regular rotation.
- Enterprise – an initiative to enhance Year 11 engagement with curriculum.
- Pastoral Care sessions and Year Meetings used to intentionally and systematically address the issue of personal responsibility, emotional and spiritual health, academic progress, application, effort, organisation etc...
- Staff/Year 12 Mentor Program.

We thank God for the energy and effort of our Year 12 class of 2017. Their leadership and academic intent contributed positively to the life of the school, and we pray God's direction for them as they enter the next phase of life.



School Performance (cont'd)

Record of School Achievement (RoSA)

Eligible students who leave school before receiving their Higher School Certificate (HSC) will receive the NSW Record of School Achievement (RoSA). The RoSA records completed Stage 5 (Year 10) and Preliminary/HSC Stage 6 (Year 11 & 12) courses and grades, and participation in any uncompleted Preliminary/HSC Stage 6 courses. In 2017, 16 students who did not complete Year 11 or 12 were eligible for the RoSA via NESAs, though to date only one has requested nomination to be completed.

National Assessment Program – Literacy and Numeracy (NAPLAN)

NAPLAN (National Assessment Program - Literacy and Numeracy) as an annual assessment for all students in Years 3, 5, 7 and 9 tests the types of skills that are essential for every student to progress. Students in Year 9 received a NAPLAN report for their test results in Reading, Writing, Spelling, Grammar and Punctuation, and Numeracy. While NAPLAN test results are not the main focus of learning outcomes at Belmont Christian College, it is pleasing to see our students achieving at levels consistently equal to or above published Australian averages (see tables below). Individual students who scored below the benchmarks have been identified by the Student Services staff and extra teaching support has been planned and provided. Coordinators of the relevant KLA's are consulted so they are aware of the issues and can establish teaching structures and strategies relevant to those student needs.

NAPLAN Results 2015-2017: see tables below

2015 NAPLAN RESULTS		Reading	Writing	Spelling	Grammar and Punctuation	Numeracy
Year 3	BCC	459	442	431	476	429
	National	426	416	409	433	398
Year 5	BCC	494	482	505	494	493
	National	499	478	498	503	493
Year 7	BCC	547	507	544	540	540
	National	546	511	547	541	543
Year 9	BCC	595	550	590	577	617
	National	580	547	583	568	592

2016 NAPLAN RESULTS		Reading	Writing	Spelling	Grammar and Punctuation	Numeracy
Year 3	BCC	453	443	455	464	443
	National	426	421	420	436	402
Year 5	BCC	522	480	494	525	505
	National	502	476	493	505	493
Year 7	BCC	568	531	555	566	574
	National	541	515	543	540	550
Year 9	BCC	610	574	587	591	626
	National	581	549	580	569	589



2017 NAPLAN RESULTS		Reading	Writing	Spelling	Grammar and Punctuation	Numeracy
Year 3	BCC	483	444	443	475	445
	National	431	414	416	439	409
Year 5	BCC	549	477	515	540	527
	National	506	473	501	499	494
Year 7	BCC	560	520	552	557	567
	National	545	513	550	542	554
Year 9	BCC	585	573	591	588	606
	National	581	552	581	574	592

2017 NAPLAN - Years 3 and 5 – School versus National Scores

- In all areas in Year 3 – BCC scored substantially above the National average
- In all areas in Year 5 - BCC scored above the National average, with Reading scores substantially higher for BCC students.
- In 2016 and 2017, NAPLAN scores remained consistently high and above the National average scores. There was a notable improvement in BCC scores in comparison to the National scores in 2015. There has been growth and improvement overall, in BCC scores since 2015.

2017 NAPLAN Years 7 and 9 – School versus National Scores

- In all areas in Year 7 and 9 – BCC scored substantially above the National average
- In 2016 and 2017, NAPLAN scores have improved and remained consistently high and above the National average scores. There was a notable improvement in BCC scores in comparison to the National scores in the past two years.



Belmont Christian College

Financial Report



The College has been blessed again with financial provision during the 2017 financial year and is well placed with sufficient reserves to cover liabilities as they fall due.

Two major building works were completed during the year. The science block receiving a well needed expansion to accommodate a range of teaching supplies and marine studies equipment. The expansion of the food technology teaching space has seen industry class facilities available to students.

Income and expenditure have been recorded showing 64% of income coming from government grants, and 35% from fee income. These funds have been invested in providing quality teaching with 75% utilised for salaries and related staff expenses.

INCOME

Commonwealth Grants	5,475,527	49%
State Grants	1,741,679	15%
School Fees	3,514,791	31%
Other Income	548,178	5%
Total Income	11,280,175	

EXPENDITURE

Salaries and Staff Expenses	8,319,347	75%
Non-Salary Expenses	2,177,710	20%
Capital Expenditure	599,656	5%
Total Expenditure	11,096,713	100%

Total Recurrent Expenditure (excludes capital expenditure) 10,497,057

