



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.

Currently the College is forward looking, with strong 2018 HSC performance ensuring our candidates were able to secure their preferred placements at colleges and universities via excellent ATAR results. New initiatives such as "Future Fit" for yr 7 and a pro-active approach toward STEAM (STEM - Science Technology Engineering and Mathematics - integrated with an Arts approach) subjects ensure that the College doesn't just remain contemporary but looking to be ahead of the curve in preparing our students for future life and careers.

We strive to maintain 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. This positions us well to resist increasing challenges to freedom of religious expression and beliefs that all Christian institutions now face.

Staff continue to be developed with the "Transformation by Design" course providing critical thinking about programming from a biblical perspective, underpinning the College's ethos.

The future of the College continues to look optimistic with strong feeder streams such as flourishing pre-school and associated Playgroup.





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

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

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

2018 as expected saw many changes and upgrades. A restructure was implemented and the College ran with a Primary and Secondary School model. Whilst there was no longer a Middle School, the College remained committed to having a strong pastoral connection with students and appointed Stage Leaders. The restructure also brought with it, a couple of new positions. A Director of Teaching and Learning, Director of ICT and Integrator and a Head of Student Services and Wellbeing.

The year also saw a shift in the enrolment policy. BCC seeks to be “missional” and desires to present the gospel of the Lord Jesus Christ in the local and wider community through the education of children and the support of parents as they seek to raise their families. Parents need to be supportive of the College’s Statement of Faith and practices.

What we do at the College every day, is to prepare our students, to be world-changers for the glory of God and we do that, by making sure our students are future fit not just in the classroom, but for eternity. The College seeks to nurture and train young people to “grow up into Christ”. Students from Year 7 – 12 have been investigating God’s world and their place in it.

There were many significant moments for students and staff from Preschool right through to Year 12 that are already preparing students to be future fit.

The new website which was launched in 2018, portrays the many opportunities that our students experience at the College in readiness for their future. I’m thrilled with the site as it demonstrates that we are in the business of providing Christ centred education that transforms lives.

Academically our students have participated in amazing opportunities that have prepared them to be future fit. The College continues to strive to improve the academic rigour of the children in our care. Focusing on “Transformation by Design” remains our focus and approach to teaching from a biblical worldview. Our results from external exams are extremely encouraging, consistently above State average 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.

Creative Arts continues to provide outstanding opportunities for our students. Our production of Beauty and the Beast was a real celebration of the gifts and talents that God has given to our staff and students. Two students and a staff member secured prestigious National CONDA awards for acting and Choreography.

Sport is another area where students are discovering their gifts and abilities as we prepare them for their future. Both the Primary and Secondary School, we were extremely successful in Zone and State events. The College provided many representative opportunities for teams in 12 different competitions and Gala days. One student each represent us nationally for golf, fencing and Athletics.



Principal's Report (cont'd)

As a College, we've been busy. I'd like to thank our wonderful students for willingly participating in events that have allowed them to stretch and grow and prepare for their future.

I'd like to acknowledge the exceptional leadership provided by our School Captains, Ben Fryer and Bethany Wilson and Vice Captains Zac Davies and Gabby Maddison. Our student leaders including our prefects, have demonstrated servant leadership and in doing so, they have influenced our College in positive and meaningful ways.

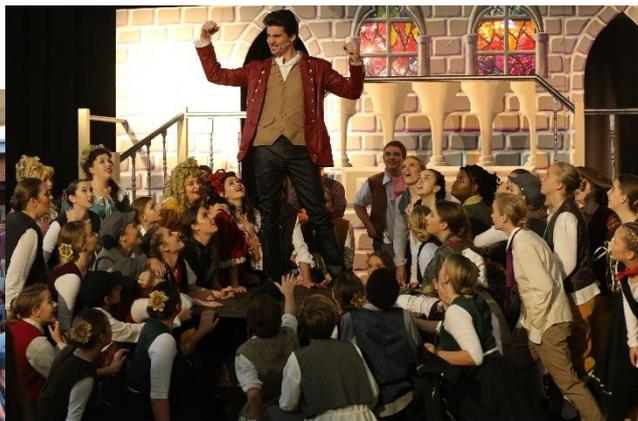
I express my deep gratitude to our Board of Governors who are a godly group that have volunteered their expertise to provide sound governance and considered leadership.

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

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

It has been rewarding to see parent, teacher and student satisfaction. 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.

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





Following the retirement of a long-serving Assistant Principal I took on the responsibility as Assistant Principal and Head of Secondary School with some duties taken over by a new Director of Teaching and Learning. The Executive and College Board approved the restructure of the College 'three schools' model and Executive positions for the beginning of 2018, and much of the year was dedicated to ensuring the best implementation of this restructure. A 'two-school' model consisting of Primary and Secondary Schools replaced what had been in existence prior to 2018. Year 7 have Core teachers, but also now experience the full variety of specialist teachers as well. Each of the Stages has a Stage Leader who oversees the Pastoral Care teachers in their

Stage in order to offer more focused welfare, support and overall co-ordination. Primary School adopted the Stage approach to allow students to work to their optimum within the two Year Groups that comprise each Stage.

Our **Vision Statement** proposes "... that we might be a Christian community which seeks to nurture and train young people to ...*grow up into Christ*". We aim to:

- Nurture each child's gifts, recognising that each child is a unique creation, loved by God
- Encourage students to love God and to live a life of obedience to Him
- Model Christ in our words and actions
- Care for, commend and censure with love and acceptance
- teach the required curricula with a Biblical focus allowing the students to formulate a Christian world view.

As Assistant Principal and Head of Secondary School I want to see these statements translated into daily action by College staff so that we:

- welcome students into a place of belonging,
- equip them for their journey of faith towards a personal understanding and
- enable them to become everything God has called them to be

My desire is to see BCC a Christ-focused school where students experience a tangible sense of **BELONGING**. Living in this community where our focus is deep personal relationships with God and others, my aim is for the College to help them explore aspects of faith and discover what it means to **BELIEVE** for themselves. In this context of faith and relationship we pray they will step towards God's design for them to **BECOME** the person God created them to be.

Culture shaping, helping our students to have a sense that they belong must be fostered by every staff member, every day in every classroom and in all our interactions with students. At BCC every student should enjoy the privilege of feeling valued and being treated as unique persons made in the image of God. We believe God created us as relational beings to share relationship with Him, and each other, and this is expressed through community. The College has the responsibility to ensure all our students are given opportunities to develop positive attitudes and values.

Stage Leaders and Pastoral Care teachers are aware of, and intentional about their role, and the College's organisation of Stages, Stage Leaders and Pastoral Care year groups is integral to our endeavours to promote respect and responsibility.

Many of the topical discussions in Year Meetings and Pastoral Care sessions centre on developing a better understanding of aspects of respectful behaviour, looking for ways to be involved in community service activities, and undertaking specific class-based activities that foster such positive values. These values are articulated in the College's Safe & Supportive Environment suite of policies and our Child Protection Policy.

For example, Pastoral Care in Secondary School: '*Acquaint*' (Stage 4), '*Connect*' (Stage 5) and '*Choices*' (Stage 6), Chapels and our Biblical studies programs (Thrive) work together to promote the cohesiveness of each year group and a better appreciation of their connection in the College community.



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

Staff model respectful behaviour and attitudes and foster students' feelings of connection, work to affirm their learning, and aid the development of closer relationships with their teachers and small groups of their peers. Over the last several years we have planned for the Pastoral Care teacher to remain with their group of students from Year 7-12

At BCC there are many formal and informal occasions where the pastoral care of each student is actively promoted. These occasions include:

- Weekly Chapel services
- Year Meetings
- Leadership meetings (Prefects, SRC, etc..)
- Class devotions
- College assemblies (Secondary and Primary)
- Activity days
- Camps

Throughout 2018 the following programs and activities promoted the College's stated values of respect and responsibility:

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

Of course, the tone of the College and maintaining its Christian distinctive are a key part of my responsibility and area of leadership as Assistant Principal and Head of Secondary School. The College's focus remains a Biblically based welfare and discipline emphasising care, compassion, respect and responsibility. Our policies and procedures aim to foster a safe and supportive environment where students' attitudes and behaviours are consistent with the culture of the College as expressed in the published Codes of Conduct. During 2018 there were again fewer detentions and suspensions than previous years largely as a result of the restructure to incorporate more time for Stage Leaders, the consistent, caring follow-up by our staff and positive support from our parents and caregivers. The Student Services and Wellbeing team continue to deliver outstanding emotional, spiritual and educational support to our students and enrich the tone of our College.

We are committed to continuing to provide a high quality teaching and learning environment, and have high expectations for the undertaking and delivery of quality teaching and learning experiences. A relational teaching approach fosters strong connections between teachers and students, enabling teachers to effectively monitor student issues and to know their students and how they learn.

We have pursued this through:

- A teaching staff growth and development program called **Impact** which enables KLA Coordinators and Primary School Stage Leaders to work with their staff to improve Teaching and Learning experiences, project commitments to change and target professional learning.



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

- Professional Learning Communities, coordinated by the Director of Teaching & Learning where staff meet on a weekday after school to do focused learning sessions on topics such as maintaining a Biblical distinctive in our teaching programs, using technology well, planning meaningful assessments and giving effective feedback, differentiating instruction and extension/enrichment opportunities, and so on.

We aim to keep on developing a strong culture of success and high achievement in all our classes and have implemented an intentional focus on learning intentions (descriptions of what learners should know, understand and be able to do by the end of a learning period) and success criteria (the measures used to determine whether, and how well, learners have met the learning intentions). 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.

The timetabling of fortnightly Year Meeting and daily Pastoral Care session contribute to the promotion of respect and responsibility across Years 7-12. Student diaries in Years 7-10 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.

Our Year 10 Marine Studies students raised funds for, and were able to enjoy their annual service and diving expedition to Vanuatu.

Some of our Year 12 students chose to attend the College 'schoolies' service trip to Thailand enabling them to share their faith while undertaking a life-changing cross-cultural experience. Strong links with the small community at Khao Lak and our sister school at New Light Foundation continue, and staff and current students have the preparation for the 2019 trip well underway.

The Student Prefect Team attended their annual team-building retreat to plan practical ways to raise funds for their designated charities, and to plan assemblies and Chapels. They assisted at various official functions such as the Lord Mayor's Prayer Breakfast and at the Compass National Leaders Conference in Canberra. Other leaders serve as House Captains taking on roles of responsibility to help in the smooth running of the variety of sport carnivals held throughout the year. Student leaders organised special focus days such as our involvement in such events as Coins for Compassion.



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

An important part of the College calendar is the camping program. Years 7 and 8 camp program is run by Crusaders and involves tent camping and a range of team building activities, Years 9 and 10 participated in an Urban Challenge at various venues in and around Sydney. Year 11's Discovery Camp at Elanora Heights focuses on preparation for study at the HSC level, and topics treated there were run by a team from Elevate Education. Excursions and visiting speakers were a regular feature of each term as our students continued to learn not just the necessary aspects dedicated to curriculum, but also important life lessons in a variety of ways.

Ongoing Strategies:

With the Director of Teaching & Learning and the Careers/VET/Distance Education Facilitator:

- Informing, interviewing and advising students regarding subject choices. The Enterprise program scheduled 2 hours every Wednesday afternoon and allocated hours to Careers/VET and Distance Ed ensures students and parents/caregivers are given every opportunity to make the best choices available to them. Information precedes and follows subject selection information evenings.
- Staff participating in HSC marking operations
- Regular Coordinators meetings with Head of Secondary School, Head of Primary School and the Director of Teaching and Learning for *Impact* updates, content planning and facilitation of PLC (Professional Learning Communities).
- Continuing Staff/Yr 12 Mentoring Program
- Continued use of online systems for teaching and learning (Years 11 and 12) such as Edrolo (<https://edrolo.com.au/>) to assist teaching programs with focused HSC type tasks, flipped classroom tutoring sessions and immediate feedback, etc...
- Continued involvement of outside study experts such as the team from Elevate Education (<http://au.elevateeducation.com/programs/senior>) to have timely, relevant follow up (eg. At the Year 11 camp program)
- Intentional integration of the *Learning Curve* diary resources into Yr 7-10 classrooms, Year Meetings and Pastoral Care sessions
- Extension and Enrichment Opportunities include differentiated teaching strategies that are integrated into programs to cater for the learning needs of all students and support their growth towards academic excellence, short term tasks for small groups of students who demonstrate readiness for challenge particularly arising from trialled 'super-sessions of year groups working on a range of tasks in a KLA area together, involvement in the da Vinci Decathlon, the Science and Engineering Challenge Days, EV Challenge competition, Mock Trial, debating competitions, ICAS competitions, and other specialist clubs and activities.

The range of consistent and selective professional development/learning programs has helped students have ongoing success in NAPLAN and the HSC.

Co-Curricular and Extra-Curricular Activities

BCC provides a wide range of opportunities for students to problem-solve, create, explore and engage in various activities. We continued to strengthen our commitment to the creative arts following the previous year's restructuring of the Creative Arts Faculty and saw gains in Visual Arts, Drama and Music, particularly with the success of the 2018 musical, *Beauty and the Beast*. With students being nominated for an award in the category *Excellence by a Female Actor Under 18*, and the show being nominated to participate in the Junior Theatre Celebration at the Civic Theatre, winning an award for Outstanding Acting.



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

In sport, the College has enjoyed great success in a variety of areas having a range of students reaching individual and teams representative levels at Zone and State in football, futsal, netball, golf, surfing, basketball, rugby union, rugby league, fencing, cross country, swimming gymnastics, and a range of athletics disciplines.

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

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 and Software Technology	Physical Activity and Sports Studies
Music	Industrial Technology (Timber)	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, Tourism	

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





Summary of Enrolment Policy

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 2018, there were 637 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 15 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 35 children attending across all days.

In Primary School, (K-6), there were two classes in Early Stage 1 (Kinder), three classes in Stage 1 (Years 1-2), 3 classes in Stage 2 (Years 3-4) and 4 classes in Stage 3 (Years 5 & 6). The average class size across Primary School was 23 students. In Secondary School, (Years 7-10), there were three classes in Years 7, 9 and 10 with Year 8 having two classes. There was an average of 64 students per grade. In Senior Secondary (Years 11 & 12) there was an average of 49 students per grade.

Enrolments			
	2016 (Aug Census)	2017 (Aug Census)	2018 (Aug Census)
K-6	339	322	277
7-10	296	244	261
11-12	106	110	99
TOTAL	741	676	637

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

Student Attendance and Management of Non-Attendance

92% of students attended school on average each school day in 2018. This included absences for sickness, medical appointments and approved leave.

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



Registrar’s Report (cont’d)

Years	Attendance %
Kinder	94
Year 1	93
Year 2	93
Year 3	93
Year 4	95
Year 5	92
Year 6	92
Year 7	93
Year 8	94
Year 9	87
Year 10	90
Year 11	91
Year 12	92
Whole School for 2018	92

There was a 64% retention rate from the 2016 Year 10 cohort who continued through to Year 12 in 2018. Of the students who left the College from Year 10 and 11 in 2016 and 2017 all but eight students left to attend TAFE and/or begin employment. The aforementioned eight students left to attend another high school.





The Primary School seeks an exemplary impact on its students by the quality of its teaching and leadership. Of most significance, the Christian distinctive is infused in the programs teachers prepare. In the classroom, from Preschool and Prep through to our Year 6 students, we are committed to ensuring that all students are well-equipped and engaged in meaningful, life-long learning. Classroom teachers are attentive in teaching of children so that learning 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.

In 2018, the Primary structure grew from a Kindergarten to Year 5 *Junior School*, to a Kindergarten to Year 6 *Primary School*. This allowed for the provision of 'Stage Classes'. Kindergarten stands alone as the foundational entry point for schooling. However, in 2018 Years 1 and 2 amalgamated to form Stage 1, Years 3 and 4 to form Stage 2, and Years 5 and 6, Stage 3. Research into the academic and social advantages and outworking of this structure was sought from local and nation-wide schools.

In 2018, although it was the first year to implement this structure at Belmont Christian College, the out-workings for the students proved to be highly beneficial. Socially, the structure has allowed more provision and a wider scope of friendships. It has been seen in other schools of a similar structure that this aspect of schooling can be an advantage academically as happy children in the classroom tend to succeed more so than children with less or little positive social interaction. Academically, the structure has allowed for the provision of authentic enrichment and extension opportunities, as well as remediation, as required. Stage outcomes are identical, however, KLA topics will alternate throughout odd and even years.

'Set' Literacy and Numeracy teaching periods continued for the second year in 2018. Structured teaching frameworks proved beneficial to students' academic progress with the ability to move students into learning groups that best suits their academic needs and abilities. This framework allowed for 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. Excellent NAPLAN results in Years 3 and 5 in 2018 at Belmont Christian College are one example of the high academic priority the College maintains, which in part could be attributed to the quality and structure of teaching.

Student Achievements and Awards

In 2018, achievements in the sporting arena dominated once again. Examples of inter-schools' competition results were as follows:

AFL

Open Girls Lake Macquarie Runners Up
Open Boys Lake Macquarie semi
Champions League winners

Athletics

Hunter Zone Runners up

Basketball

Junior Girls Zone Semi Finals
Junior Boys Zone Semi Finals
Senior Boys Zone Semi Finals
Senior Girls Zone Semi Finals



Head of Primary Report (cont'd)

Netball

Junior Girls Zone Runners up
Senior Girls Zone Champions
CSSA Junior quarter-finalists
CSSA Senior quarter-finalists
Senior Girls Macquarie Cup semi Finalists

Rugby League

Paul Harragon Cup 5th

Soccer

Senior Boys Zone 3rd

Swimming

Hunter Zone Challenge Cup Winners
Hunter Zone Runners Up



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

In 2018, the Primary 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: AK18 (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; Primary School leader speech-giving Assembly; the introduction of the Student Representative Council (SRC), ICAS Competitions; NSW Permanent Maths Competition.

Excursions and Incursions: to name a few: Prep -6: 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-6.

Camps:

Stage 2, Lutunda; Stage 3, Canberra/Government

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

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.



Head of Primary Report (cont'd)

Areas of Improvement

The Primary School ensures that it leads in best pedagogical practice, researching, initiating and implementing current educational trends, revising teaching and learning practices in order to fill obligatory NESA standards and requirements for individual student growth and improvement. In 2018, there was continuing progression in the implementation and teaching of Creative Arts, and Information and Communication Technology. Technology, in particular was a significant focus, with the forthcoming mandatory implementation of NESA's new Science and Technology syllabus, along with the focus of ICT integration into all KLAS. These are examples of areas where the Primary School makes continual and relevant improvements to teaching and learning practice as a result of reflection and research.

Respect and Responsibility

Respect and responsibility, demonstrated by our Primary School teachers with each other and the students is a prime obligation. In the Primary 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 Primary School Leaders, as well as our Student Representative Council Leaders and House Leaders are expected to model exemplary behaviour in terms of respect and responsibility. In turn, we expect all students to respect others and be responsible for their behaviour and learning both in and outside the classroom, when on excursions and camps, or in the public eye on all occasions.

School determined improvement targets

Keeping abreast of the ever-changing demands 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. A 'Staged' approach to teaching and learning for the overall improvement of the operation of the Primary School will continue. Technology and Creative Arts will be pursued as well as the new and evolving syllabus requirements all other Key Learning Areas. The focus will be to prepare our students to be 'Future Fit' for the years to follow.



At Belmont Christian College we seek to provide a **rigorous and engaging learning environment** where all students have the opportunity to succeed. We believe that it is our role to **teach and nurture the whole child** and that **relational teaching** is most effective in helping young people to flourish.

As a Christian College, we seek to teach our students from a **Biblical Worldview**. Recently we have undergone training in *Transformation By Design*, a curriculum development resource that helps us to embed a Christian perspective into our programs in a more rich and authentic way, while still fulfilling the syllabus requirements effectively.

Research is constantly showing the importance of the individual teacher on student achievement. In light of this, we are constantly seeking to help our staff to ensure their knowledge of content is extensive, and that their skills and teaching approach reflect best practice and current trends. Regular professional development, both within the College and from outside providers helps with this process.

We recognise that collaborative learning is a critical skill for our students to develop to succeed in a rapidly changing and diverse world. We believe that our teachers need to engage in collaboration as well if they are to get the best from each other and their students. Our teachers meet regularly in faculties, stage groups and in Professional Learning Communities (PLCs) to engage in rigorous conversation about effective teaching practices and how to best apply these to the students they are teaching.

At BCC we want to be a community of lifelong learners, both staff and students. To encourage continual growth and development of our staff, our teachers undergo a regular review process based on the Professional Teaching Standards. This process enables them to reflect on their own practice and to receive helpful peer and student feedback. From the information gathered, staff are then able to celebrate their strengths and also formulate professional goals to work on to continue to strengthen and develop their teaching practice.

We have a strong desire to see our students thrive and impact the 21st century world with which they are engaged. Project Based Learning (PBL) continues to be an important focus to help our students do just that. The opportunities students have in PBL to design, create, problem solve, trouble shoot and work collaboratively, are critical in seeing them prepared for life beyond BCC.



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, three school-based trainees, our School Counsellor and our Chaplain. As a team we are focused on ministering to the needs of the whole child - academic, spiritual, mental and emotional and physical, 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 who will serve Christ with humility, sincerity and purpose.

Academic Support/Extension

- K-12 support for students with disabilities, learning difficulties and those who require extension and enrichment - both in-class and withdrawal opportunities
- Diagnostic Testing of Students K-12 - tracking of student progress through on-line PAT Tests in Reading, Numeracy and Writing
- Development of Individual Programs (IPs) for students with a Disability/Difficulty K-12
- Staff training in the Macquarie Literature Program - MultiLit and Minilit - identifying and working with students who require literacy intervention to help ensure consistent progress in developing their literacy skills
- 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, the DaVinci Decathlon and other subject-related competitions/extension opportunities

Wellbeing activities that promote a sense of respect and personal responsibility involve partnering with the Executive, the Stage Leaders in High School, the School Chaplain and the School Counsellor, we seek to create a proactive culture of care with opportunities for students to be involved in:

- Overseas missions - Vanuatu and Thailand
- Fundraising for local and overseas charities eg our annual Coins for Compassion fundraiser
- Participating in local community events eg the ANZAC Day March, the Lord Mayor's Prayer Breakfast
- Student led Chapel Services
- Pastoral Care Groups 7-12
- Social Skills Groups for those with social anxiety
- Student leadership opportunities across the College, including Prayer Groups, House Captains in each Stage, House Competitions at lunchtime, SRC in Primary School
- Year 12 travelling, post HSC, to New Light School in Thailand, to actively participate in practically helping, leading activities for students, and helping to upskill students for post-school workplace opportunities.



Head of Student Services & Wellbeing Report (cont'd)

Parent Evenings

Once a term we host an evening specifically for the parents of our students, to help equip them with confidence, and skills, as they raise their children in this ever-changing world. Topics such as Parenting in a Digital World, and Chromebook Skills, presented by visiting professionals, have been well received and the interaction with our parents has been positive and productive.

Initiatives for 2019-2020

Establishment of a Development Team, lead by our College Chaplain, to plan and oversee Stage One of the development of a whole-school approach to Biblical Studies, leading to the implementation of an innovative, integrated and engaging Biblical Studies Program K-12.



Area of leadership

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

Approach to Teaching and Learning

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

Comments on achievement

Systems

- Conducted ICT review with Net Strategy to inform future direction
- Improved adoption of Chromebooks in Year 7 and new payment strategy implemented
- Successful administration of NAPLAN online test on Chromebooks and iPads
- Improvement in Internet speed and digital traffic management
- Rolled out eForms for leave, VOR etc
- Digital system to track staff PD and automate approval emails from Assistant Principal
- Set up Parent portal on Spider and enabled services such as parent/teacher interview bookings
- Developed and launched new web page
- New audio visual systems installed in M6,7 and 8.

Staff

- (Aug 2017) Appointment of Technical Support Officer
- (Jan 2018) Appointment of Director of ICT and Integrator to oversee ICT and work alongside teachers
- Staff training for 15 staff in the Google for Education suite
- All K – 6 staff - NESA accredited Professional Development in robotics
- One on one training – e.g. digital game development, curriculum development
- Shifting staff and student mindsets around the use of technology
- Steadily increasing confidence, competence and integration of ICT

Curriculum and teaching

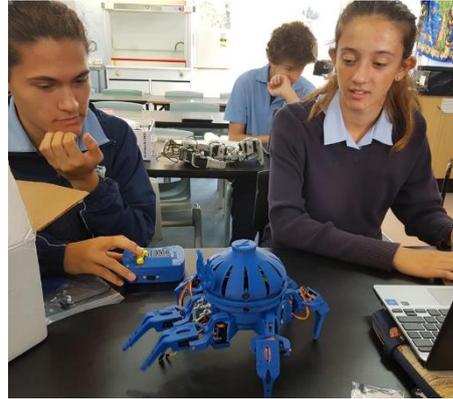
- Increased number of iPads available to K - 2
- Deployed Chromebook trolley for Primary School for use with robotics
- Drafted new skills based scope and sequence for K-6
- New initiatives introduced in Secondary – e.g. iStem 3D modelling, Robotics in Year 7
- Rolled out VR technology to support curriculum, e.g. "Discover Ancient Egypt"
- Launched ICT lessons in Prep
- Installed four large monitors in library
- Installed 3D printer in library and supported teachers to use it



ICT Report (cont'd)

Future Priority Areas

- Development of a strategic plan for ICT in the college (including addressing of SMS, FMS, LMS etc.)
- Ensure data recovery and security systems are resilient and compliant with new legislation
- Continue to develop competence and mindset of staff, support champions
- Continue to increase the profile of technology in the library
- Upgrade school management system from PC Schools to Sentral
- Upgrade bell, evacuation, lockdown and announcement system
- Develop uniformity and currency in audio and visual tools in classrooms, theatre and MPC.



Belmont Christian College

Key Policy Outline

ENROLMENT POLICY

BIBLICAL BASIS

Therefore go and make disciples of all nations, baptizing them in the name of the Father and of the Son and of the Holy Spirit, and teaching them to obey everything I have commanded you. Matt 28:19, 20

He said to them, "Go into all the world and preach the good news to all creation. Mark 16:15

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

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

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

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

RATIONALE

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

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

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

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

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

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



ENROLMENT PROCESS

- Parents and students will be interviewed prior to being accepted for enrolment.
- Parents are required to complete the appropriate "College Enrolment Forms".
- Parents are required to sign the "Conditions of Enrolment", this includes agreeing to support the ethos and practice of the College.
- Parents are required to sign the College's "Statement of Faith".
- Parents (at least one) are required to provide evidence of their Christian faith (Church reference etc).
- Those parents unable to provide evidence of their Christian faith are required to under-take the College's Introduction to Christianity Course - explaining the Christian.
- The Board has the ultimate authority to accept or reject applications.

Priorities for acceptance of enrolments:

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

Special Consideration may be given to applications where:

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

Minimum Age Requirement:

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

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.



Enrolment Policy (cont'd)

CONDITIONS OF ENROLMENT

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

1. The parents will agree to allow the child to share fully in the life and programme of the College, including Devotions, Chapel, Rise Up and Biblical Studies lessons.
2. 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. The parents 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.
5. 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.
6. The parent must not use social media to denigrate the College, staff, students or other members of the College community.
7. The parents 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.
8. The parents 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.
9. The parents 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.
10. The parents 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.
11. 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.
12. 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.
13. That a Fee Deposit of \$500 per child or \$1000 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.

REVIEW OF ONGOING ENROLMENTS.

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



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 Wellbeing 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/caregivers 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.

ANTI-BULLYING 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 honouring 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.

NB: Changes made to our Anti-Bullying and Harassment Policy during the reporting year included an additional level of support from Student Services and Wellbeing staff.



DISCIPLINE POLICY SUMMARY

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

All for the glory of God.

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.

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.



Discipline Policy Summary (cont'd)

Classroom management and solutions to day-to-day behavioural difficulties are best put into place by the 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 Stage Leaders, Coordinators, Heads of School, the Assistant Principal and in the most serious cases, the Principal.

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

NB: Changes made to the Discipline Policy during the reporting year included an additional level of support from Student Services and Wellbeing staff and Stage Leaders as a result of the restructuring of the Executive and Management teams.

COMPLAINTS AND GRIEVANCES POLICY SUMMARY

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.



Complaints & Grievances Policy Summary (cont'd)

- **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.

These policies (in summary) are disclosed publicly on the College website as part of this Annual Report and made available in full on request.



Belmont Christian College

Staffing

Professional learning and teacher standards

In 2018, 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:

Growth Mindsets, Reflective Practice, Teaching Boys in the 21st Century, Child Protection Training, 3D Printing Using Computers in the Primary Classroom, Differentiation in the Classroom, STEM Success with Digital Technologies, Macqlit Training, Leading Learning.

Preparing for 2019 - Programming the K-10 Languages Syllabuses, Physical Computing with the Micro:bit and Arduino, Youth Suicide Prevention Training, Developing Digital Literacy Through Game Development, ETA English conference.

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

Workforce Composition

In 2018 there were 108 staff members, of whom 63 were teaching staff and the remainder administrative or ancillary staff. There were 23 part-time and 40 full time teaching staff. There was 1 staff member who identifies as indigenous. The retention rate for staff was 86.2%.

The following staff joined the College in 2018:

Name	Position	Date Employed
Carly Brown	Teacher's Aide	22/01/2018
Cody Bros	Chaplain	11/04/2018
Douglas Town	Teacher's Aide	23/07/2018
Gianni Mazzantini	Laboratory Technician	23/07/2018
James Tidey	Bus Driver/Cleaner	23/07/2018
John Betteridge	Teacher – re-employed	08/02/2017
Joseph Haig	Director ICT & Integration	22/01/2018
Rachelle Boyce	Became Teacher	23/07/2018
Selina Stewart	Temp Teacher	23/01/2018
William Truscott	Business Manager	07/05/2018

The following staff left the College in 2018:

Name	Position	Date Employed
Carly Brown	Teacher's Aide	07/12/2018
Cody Bros	Chaplain	11/04/2018
Dana Leon Oakley	Cleaner	13/02/2017
Dianne Davis	Teacher's Aide	23/01/2012
Elizabeth Reid	Prep Assistant	31/05/2016
Jacob Ludwig	Learning Support Teacher	23/01/2017
Jenny Davies	Prep Assistant	31/10/2016
John Betteridge	Teacher	08/02/2017
Kim Butt	Uniform Shop Manager	12/05/2011
Kylie Bird	Cleaner	31/05/2012
Lauren Scott	OOSH Assistant	18/07/2017
Malcolm Elston	Business Manager	03/07/2006
Naomi Carthew	OOSH Co-ordinator	16/05/2016
Ross Bowerman	Teacher	19/01/2004
Shane Davis	Laboratory Technician	21/01/2008
Vanessa Tidey	OOSH Assistant	30/11/2015



Details of all Teaching Staff for 2018

Teaching Staff	Accred. Status	Subjects Taught	Qualifications	From
Nathaniel Arms	Provisional	Biblical Studies, HSIE, S of R, Maths	B Theology, B of Teaching (Secondary)	Sydney Missionary and Bible College, Avondale College
Paul Barnes	Proficient	English, History, S of R	B Teaching, B Arts (Humanities), Cert III Outdoor Recreation	Australian Catholic University
John Betteridge	Proficient	Assistant Principal, Modern History	B Arts, Dip Ed	University of Newcastle
Ross Bowerman	Proficient	Chemistry, Physics, English Studies, Biblical Studies	B Arts, Dip Ed, Grad Dip Counselling, Dip Div & Mission	Sydney University, SMBC
Ben Boyce	Proficient	Chemistry, Senior Science. Geology, Science & Marine Studies	B Science, Dip Ed	University of Newcastle
Rachelle Boyce	Proficient	Kindergarten	B Ed, B Social Science, M Ed (Teacher Librarian)	Newcastle University, Charles Sturt university
Ian Brown	Proficient	Maths, Music, Music Coordinator	B Music, A Mus. A, Dip Ed	NSW Cons Music, University of Sydney
Alison Calderwood	Proficient	Textiles Technology, Design Technology	B Arts, Dip Ed	University of New England
Alexander Cameron	Proficient	Science Coordinator, Marine Studies, Biology	B Science, Masters - Teaching Science, Rescue Scuba Diver	University of Sydney
Elizabeth Cameron	Provisional	Middle School Teacher, HSIE	B Arts, B Teaching (Secondary)	Charles Sturt University, Avondale College
Rod Campbell	Proficient	Middle School Teacher, Science, D&T Computers, Geography	B Info Science, Grad Dip Ed, M Digital Media, Cert II in ICT, Cert IV in Training and Assessing	University of Newcastle, Wesley Institute, University of Newcastle, TAFE NSW, TAFE NSW
Susan Carter	Proficient	Health, CAFS, SLR, PASS, PE, Sport	B Teaching, B Health & PE	University of Newcastle
Katrina Collyer	Proficient	Junior School Teacher	Dip Ed	University of Newcastle
Chris Denzin	Proficient	Visual Arts, Digital Imaging, Design & Technology	B Arts Visual Art , Dip Ed	University of Newcastle, Southern Cross University
Janine Ferreira	Proficient	Middle School Teacher	B Ed	University of Port Elizabeth (South Africa)
Susan Fryer	Proficient	Prep & Preschool Co-ordinator	Dip Teach Early Childhood	University of Newcastle
Erin Goodman	Proficient	Junior School Teacher	B Arts, B Teach, COGE, Masters Ed Admin	University of Newcastle, University of NSW
Jessica Grew	Proficient	Middle School Teacher	B Teach (Prim), B Arts	University of Newcastle
Hannah Haggerston	Proficient	Health, CAFS, SLR, PASS, PE	B Ed (Sec) PDHPE	Avondale College
Joseph Haig	Proficient	Director ICT & Integration	B Arts (Hons), Dip Ed, Cert Christian Studies	University of Newcastle
Mark Hall	Proficient	Sports Co-ordinator, PDHPE, SLR, PASS,	B Ed (Physical Education)	University of Newcastle
Bradley Hallett	Proficient	Junior School Teacher	B Teach, B Arts (Prim)	University of Newcastle



Teaching Staff	Accred. Status	Subjects Taught	Qualifications	From
Paul Hendriks	Proficient	English Co-ordinator (6mths)	B.Ed (English/History), Grad Cert Ed Leadership	University of Newcastle, Aust Lutherin/Aust Catholic College
Debbie Horton	Proficient	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	Proficient	English	B Fine Arts / M Teach	University of Newcastle
Okke Klaassen	Proficient	Music	Dip Teach, B Ed	Nedlands Coll. Of Adv Ed. WA Coll of Adv. Ed.
Merrilyn Livingstone	Proficient	Maths Co-ordinator	Dip Ed, Dip Teach (Prim)	Newcastle University
Jacob Ludwig	Proficient	Student Support Teacher	B Teach (Science) Hon, Cert IV Ministry & Theology	University of Newcastle, Unity College
Karen Lumley	Proficient	Learning Support Teacher, Early Intervention Literacy	B Arts Visual Art, Dip Ed (Secondary), Dip Ed (Prim & Early Childhood)	University of Newcastle
Stephen Lumley	Proficient	Maths	B Ed, B Maths, Dip Ed	Sydney University, Wollongong University, CSU
Teresa MacPherson	Proficient	Visual Arts, Digital Imaging, D&T	B Arts Visual Art, Dip Ed	University of Newcastle
Ken Mascord	Proficient	Ext Maths	B Science, Dip Ed, Grad Dip Comp Ed, Teaching Cert	University of Newcastle, CSU
Leisa McDonald	Proficient	Junior School Teacher	B Ed	University of Newcastle
Alison McGufficke	Proficient	Junior School Co-ordinator	Dip Teach, B Ed	University of New England
Emma McLennan	Proficient	Middle School Teacher	B Teach, B Arts, M Special Ed	University of Newcastle
Leoni McNeill	Proficient	Head of Junior School	Dip Teach, B Ed, Dip Ed (Prim), M Ed (Leadership)	University of Technology Sydney, University of Newcastle
Melanie Melcum	Proficient	Head of Middle School, HSIE	BA (Eng/Hist) Dip Ed	University of Newcastle
Phillip Melcum	Proficient	Middle School Teacher, Music	B Ed (Prim)	Avondale College
Nathaniel Miller	Proficient	English, Society & Culture	B Ed, Dip Teach	Macquarie University
Jed Mosely	Proficient	Science, Geology, Physics, Biology	B Science, Dip Ed	University of NSW, Sydney University, University of Newcastle
Sarah Newton	Proficient	Learning Support Teacher	B Arts, Dip Ed (Prim)	Macquarie University
Louise Osborn	Proficient	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	Proficient	PE, Sport, PDHPE, CAFS	B Teach, B. PDHPE	University of Newcastle
Vicki Quick	Proficient	Hospitality, Food Tech, D & T	B Ed Home Science/DT, Cert IV Assess & Workplace Training, Cert II Hospitality F&B	University of Newcastle, AIS, TAFE



Teaching Staff	Accred. Status	Subjects Taught	Qualifications	From
Bronwyn Rappeneker	Proficient	Head of Student Services	Dip Teach, Grad Dip Ed, M. Ed	ACAE, Southland,
Caleb Reed	Proficient	Junior School Teacher	B Teach, B Arts	University of NSW, University of Newcastle
Benjamin Robins	Proficient	JS Sport, SLR, PDHPE	B HSC (PDHPE), Dip Ed PDHPE, Cert IV Workplace Training	University Western Sydney
Brooke Robins	Proficient	Middle School Teacher, Indonesian	B Teach (Prim) B Ed (LOTE-Indonesian)	Charles Sturt University
Cain Sanchez	Proficient	D&T Co-ordinator, Timber	B Teach, B D & T	University of Newcastle
Trudi Sanchez	Proficient	Hospitality, Food Tech, D & T	B Teach, B D & T	University of Newcastle
Sharon Sopher	Proficient	Principal	B Ed Art Education, A Mus A (Piano)	University of Newcastle
Annelise Stewart	Proficient	Junior School Teacher	B Teach, B Arts	University of Newcastle
Christopher Stewart	Proficient	CAPA Co-ordinator	B Creative Arts, M Teach	The Wesley Institute, University of Western Sydney
Naomi Stewart	Proficient	Drama Teacher	Dip Ed (Sec), B Creative Arts (Drama), Dip Dance Studies	Wesley Institute (Excelsior), LABAN, Trinity London
Selina Stewart	Proficient	Junior School Teacher (Temp)	Dip Teach (Prim), B Ed (Prim)	Charles Sturt University, Australian Catholic University
Kaylene Taylor	Provisional	Student Support Teacher	Dip Teach, B Ed (Special Ed)	Armidale College of Adv Ed, University of New England
Steven Tidey	Proficient	Head of Senior School, English	B Ed, Dip Teach	University of Newcastle
Kirsty Turner	Proficient	Junior School Teacher	B Ed	University of Newcastle
Emma Urane	Proficient	Middle School Teacher	B Ed (Prim)	Charles Sturt University
Ross Urane	Proficient	Business Studies, HSIE	B Econ, Dip Fin Planning, Grad Dip Ed	University of Newcastle, Deakin University, University of New England
Gail Vine	Proficient	Maths	Dip Civil Engineering, B Sc, Dip Ed	Sydney TAFE, Macquarie University, University Western Sydney
Alan Watts	Proficient	Junior School Co-ordinator	B Ed (Prim), Dip Ed (Prim)	University of Newcastle



Belmont Christian College

School Performance

In reviewing our HSC and NAPLAN results we emphasise to parents/caregivers that marks alone do not show a student's full achievement. Please be reminded that while we exist as an educational facility, we are here for so much more than just academic outcomes. The following information is a summary of external exam results. It outlines some key trends in performance across the subjects offered at the College. The Director of Teaching and Learning along with KLA 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 College's programs all aim to encourage students to see that achieving their best is a response to the opportunity given to them to learn, and 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.

Our Year 12 students have achieved exceptional results in the 2018 HSC, continuing a pattern of improvement that is very encouraging to see. Fourteen (14) of our 57 students in Year 12 attained a Year 12 certificate or equivalent VET qualification (24.56%).

Belmont Christian College had 49 ATAR eligible Year 12 students sitting the HSC in 2018.

- There were 105 Band 5 and 27 Band 6 (including notional Band 6) results (250 exams sat by ATAR eligible students).
- In approximately 53% of exams sat our students achieved marks of 80+ (ie Band 5/Band 6 or equivalent).
- 44 of the 49 ATAR eligible students received at least one Band 5 or 6 result (ie 90% of the cohort).
- 52% of the HSC subjects we offer at BCC (ie 15 of the 29) had students who scored results that were equal to or better than the NSW State average in Band 5 and 6's (see figures in the table below)
- BCC ranked 7th in Maitland/Lake Macquarie/Newcastle areas (approx. 50 schools) and 188th in NSW (581 schools)
- 16 of our ATAR eligible students achieved results that placed them on the NSW HSC Honour Roll (for all-round achievement) as Distinguished Achievers.
- Our highest reported ATAR was 99.65 with the next in the 90's being 97.7, 96, 95.7, 90.5 (Georgia Hammond). Many others achieved outstanding ATARs in the 80's enabling entry into a wide range of courses in a variety of tertiary institutions
- UAC data shows **97%** of our students eligible to receive an ATAR who applied for university entrance were offered a place in the first or second round offers at a range of universities, and some were offered multiple places. Courses offered included: Arts, Biomedical Science, Biotechnology, Business Analytics, Business (Leadership), Commerce & Media (Sports), Communication, Construction Management, Creative Industries (Innovation and Entrepreneurship), Design (Architecture), Education (Early Childhood), Education (Primary), Education (Secondary), Education (STEM), Engineering, Exercise and Sports Science, Law/Arts, Laws, Double Law, Mathematics/Science, Medical Radiation Science, Nursing, Occupational Therapy, Psychological Science, Social Work, Speech Pathology, Theology, and so on...



Table 1: Success Rate Comparisons

HSC Year	2018	2017	2016
High Scores:	27	14	20
Entries:	250	202	240
Students (ATAR eligible):	49	40	43
Success Rate %	8.6	6.93	8.33
Rank (NSW schools)	188	267	211

Table 2: Comparison of some subjects in the 2016 - 2018 HSC Examinations

Subject	2018		2017		2016	
	% 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.	45.45%	36%	29%	36%	44.44%	31%
Bus. Stud.	25%	37%	100%	36%	45.45%	34.33%
CAFS	50%	29%	66%	30%	53.84%	30.53
Design & Technology	100%	47%	33.32%	43%	N/A	N/A
Drama	61.53%	42%	N/A	N/A	N/A	N/A
English Ext 1	100%	95%	75%	93%	100%	95%
Maths – Gen	70.58%	26.64%	27%	25%	60%	26%
Maths Ext 1	100%	79.6%	100%	82%	100%	79%
History Ext.	100%	79%	N/A	N/A	N/A	N/A
Senior Science	50%	21.48%	43%	24%	33%	29%
Society & Culture	75%	47%	N/A	N/A	67%	48%
Visual Arts	70%	53%	33%	55%	57%	54%
Hospitality	80%	19%	67%	22%	67%	22%
IDT	N/A	N/A	40%	9%	29%	14%

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 2018, 3 students applied for and were eligible for their ROSA, 15 students withdrew and 6 transferred to other schools.

National Assessment Program – Literacy and Numeracy (NAPLAN)

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



School Performance (cont'd)

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

2018 NAPLAN Results

2018 NAPLAN RESULTS		Reading	Persuasive Writing	Spelling	Grammar and Punctuation	Numeracy
Year 3	BCC	470	420	432	462	437
	National	434	407	418	432	408
Year 5	BCC	546	468	514	533	525
	National	509	465	502	504	494
Year 7	BCC	562	505	548	565	563
	National	542	505	545	544	548
Year 9	BCC	599	544	588	601	611
	National	584	542	583	581	596

2017 NAPLAN Results

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

2016 NAPLAN Results

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



School Performance (cont'd)

2018 NAPLAN - School versus National Scores

- In all areas in Year 3 – BCC scored substantially above the National average
- In Year 5 - BCC scored above the National average, with Reading, Spelling, Grammar/Punctuation and Numeracy scores substantially higher for BCC students.
- In Year 7 - BCC scored above the National average in Reading, Grammar/Punctuation and Numeracy.
- In Year 9 - BCC scored above the National average in Reading, Writing, Spelling, Grammar/Punctuation and Numeracy with substantially higher scores in Grammar/Punctuation and Numeracy
- There has been overall notable improvement in BCC scores over the indicated years.





The College has been blessed with financial provision during the 2018 financial year and is well placed with sufficient reserves to cover liabilities as they fall due.

Income and expenditure have been recorded showing 63% of income coming from government grants, and 32% from fee income. These funds have been invested in providing quality teaching with 74% utilised for salaries and related staff expenses.

INCOME

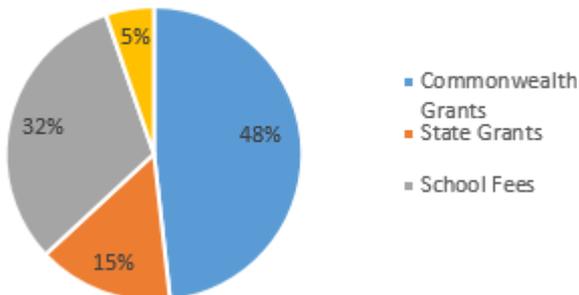
Commonwealth Grants	5,330,843	48%
State Grants	1,633,760	15%
School Fees	3,501,915	32%
Other Income	579,657	5%
Total Income	11,046,175	

EXPENDITURE

Salaries and Staff Expenses	8,322,134	74%
Non-Salary Expenses	2,697,977	24%
Capital Expenditure	198,890	2%
Total Expenditure	11,219,001	100%

Total Recurrent Expenditure (excludes capital expenditure) 11,020,111

Income



Expenditure

