

Belmont Christian College

ANNUAL REPORT 2022

Providing a dynamic, transforming,
Christ-centred education



Chairman's Report | Ian Livingstone



John 4 vs 34 Then Jesus explained: "My nourishment comes from doing the will of God, who sent me, and from finishing his work. 35 You know the saying, 'Four months between planting and harvest.' But I say, wake up and look around. The fields are already ripe for harvest".

With 844 children from prep to year 12 it is important for all of us to "wake up and look around. The fields are already ripe for harvest".

As we reflect on the College for 2022 it is good to be reminded of the journey over the previous 40 years.

Judges 2 vs 10 " After that generation died, another generation grew up who did not acknowledge the Lord or remember the mighty things he had

done for Israel".

When there becomes a generation who does not remember the mighty things God has done problems will arise as happened with the downfall of the nation of Israel. It was great that we were able to celebrate the 40th anniversary during the year and not only remember and celebrate what God has done in the life of the school over those 40 years but also to share with staff, parents, church folk and students what an amazing God He is and ensure that our next generation does remember the mighty things God has done. Sharon Sopher, Dave Gray and all those involved in the celebrations please take a bow, for what you have done is immensely important for the next 40 years.

The fundamentals of the school are good with a 12.3% increase in numbers over the previous year with 844 students currently enrolled. In the last 2 years we have seen an increase 151 students. The financial management of the school remains strong with a surplus in 2022 of \$541,00 and net cash in the bank of \$9.15 million. I would like to acknowledge both Principal Sharon Sopher and Business Manager Bill Truscott for all their efforts in achieving these results.

The College has embarked on a major building program over the next few years commencing with a new road through the school which will see the traffic flow issues improved. Then the building of a multi-purpose auditorium capable of housing the needs of our growing College into the future.

The College Board has been busy reviewing the strategic objectives of the school, we believe that it is important to review and renew our vision and mission and put in place the best strategies to achieve those goals.

The Board met 8 times during the year and I would like to thank the Board, Sharon Sopher, Nathan Baker, Shaun Hassall, John Betteridge, Philip Skipsey, Peter Donald and Pastor Mark Riethmuller for their contribution over this past year and particularly to Philip Skipsey who has done a great job as company secretary. He is leaving this year having served his three terms and must step aside for a short period.

Jesus's words about "Ripe for Harvest" is especially true about our College as we move into the future years. With an open enrolment policy now in place the number of unchurched children in our community is growing. A recent survey done by the team found that non-attendance at church has increased by 15% (22% in 2019 to 37% in 2022). We as a Board, Staff and Church communities must recognise and work together towards the harvest that is around us.

To Sharon Sopher, who has played a pivotal role over the seven years she has been Principal initially consolidating and now driving the growth and improvement in all aspects of the College, thank you. To Assistant Principal Steven Tidey who retired at the end of 2022 thank you, enjoy your retirement and to all the College staff who have understood the importance of the role they play in the lives of our students, thank you. You have done an amazing job of elevating the College to a position of being the school of choice in our local area.

Lastly, I would like thank the great creator and sustainer of the universe our Lord Jesus Christ who in John 1 vs 1 is "the word" (Logos) which is a Greek word meaning the reason why.

Ian Livingstone
Board Chairman

Principal's Report | Sharon Sopher



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

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

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

The year 2022 was our anniversary year!

Some events are so transformational, their memory is set in stone.

The Israelites did just this after crossing the river Jordan to finally enter the promised land after 40 years. They took 12 stones, one from each tribe, and piled them together in Gilgal. The rocks served as a memorial to a Time to Remember and as an encouragement to tell the story of God's faithfulness.

In 1982, visionary members of Belmont Baptist Church, built a school on the foundation stone of Christ. And after 40 years of faithfully serving God and the Lake Macquarie community, it was Time to Remember, because BCC had so many stories to tell!



As our 40th year approached, I was deeply convinced that as a community, we needed to place down our own markers, our own "memorial" so that our future would continue to be firmly established on the bedrock of truth. During 2022, the College produced 4 videos which can be found on the website, a commemorative book, "40 Stories for 40 Years", wrote a song and enjoyed a celebration dinner, all of which enabled us to capture our rich history. The videos and book introduce our pioneers and long-standing staff members as their stories are retold and now kept for the generations to come.

BCC launched a two-year induction course, "Transformative Christian Education" for all new staff to the College as a way of investing in holistic faith formation of staff. The course looks specifically at how to develop teaching practice from a Christian worldview.

2022 was the first year post COVID without a lockdown and both staff and students were tired. To that end, the Wellbeing team worked at building an intentional Wellbeing framework which could enable all students and their families to participate and flourish within our learning community, and to invite students into an understanding of the peace, comfort and love of their Heavenly Father. Wellbeing is the cultural heartbeat of the College and my deep hope is that all students will have a strong sense of belonging, of being known, and know what it is to believe in Jesus.

One of our significant community events for 2022 was the Junior School musical. "Ali Baba and the Bongo Bandits" concluded with a joyful applause from a packed house. Throughout the whole production,

Primary School students have upheld the spirit of what it means to work interdependently, as they honoured each other through the creative process of developing their God given gifts and abilities.

Another significant community event was the Coins for Compassion fundraiser. Long lines of coins, stalls, games and Radio Rhema broadcasting on site were just some of the highlights of the day. I am delighted to announce, but not surprised, that we raised \$10 650. The funds will cover the opening of a new project based in the Philippines. It is exciting that we, as a College, can have such a positive and life changing impact on hundreds of children in the Philippines. Our hope is that one day, we will be able to take a group of students to visit.

Moving ahead with the first stage of the Masterplan became a reality in 2022. Paynter Dixon, our master planners assisted in the first significant stage of implementing our Masterplan. This stage involves improved traffic access and parking, playfields and down the track, a multi -purpose building that will incorporate performing arts, sports and a community café. I am grateful to God for His continual provision as we look to the future of BCC.

With the growth of 81 students in 2022, the year concluded with 778 students. Continual growth in numbers, the recruitment of quality Christian Staff and a strong financial position, are just a couple of examples of God's continual faithfulness to our community. We did, however, farewell four loved and long-standing staff members; Mrs Vicki Quick of 30 years, Mrs Katrina Collyer of 31 years, Ms Melanie Melcum of 24 years and Mr Steven Tidey, our Executive Assistant Principal of 18 years. May God continue to bless the work of their hands.

What a privilege it has been to retell the BCC story and I believe we have remembered well, the pioneering spirit of our foundation members, however, it is now time that we position ourselves to be well-set, for the next generation, for our children's children and their children so that they will be able to claim their spiritual inheritance in Christ. Amen!

Sharon Sopher
Principal



Assistant Principal and Acting Head of Secondary | Alex Cameron



In my role as Acting Head of Secondary School, I am part of the Executive team at Belmont Christian College. This includes the management of significant areas such as the day-to-day operations of the Secondary School within the framework of the College's Strategic Plan, to ensure the effective operations, supporting our Christian distinctive. The management of operational needs and other functional areas involves understanding of our community and student needs, and the enacting of NSW educational policy and frameworks into appropriate programs to meet those needs while maintaining and promoting a distinctly Christian worldview, where all things fall under the headship of Christ. Every aspect of my role at the College is viewed through the lens of a Christian community that accepts the truth in Jesus and through Jesus, with hearts committed to the truth, which impacts on a distinct lifestyle.

Unlike previous years, students saw a complete return to face-to-face learning, engaging in a wide range of 'usual' activities and opportunities.

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

- Year 7, and Year 8 are in Core classes and have Core teachers and a full variety of specialist teachers as well enabling a very settled transition into Secondary School expectations and routines.
- The three Secondary School Stage Leaders oversee Connect which comprises the wellbeing, pastoral care programs and the distinctively Christian studies programs. Stage Leaders work to assist teachers to provide focused wellbeing support and general curriculum coordination for students to better access their learning opportunities.



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

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

Disciplinary action of students has been of a lower level of intervention with few detentions and suspensions throughout 2022. Student management and discipline strategies focused on:

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

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

- the Safe and Supportive Environment suite of policies, (including Discipline and Behaviour Management Policy, Anti-Bullying Policy), Communication Policy, Complaints and Grievances Policy, Child Protection Policy (also incorporating the Child Safe Standards) and Digital Devices Policy.
- the College's Staff Handbook so that ongoing communication to all staff, including new staff, is consistent with our commitment to a relational teaching approach that promotes positive relationships (with clearly articulated professional boundaries). While teachers have a relational style of their own,

we ask them to adapt to the distinctive contexts of their classrooms and recognise the variation in relationships of students and with students. The College's ethos is for students to feel acknowledged and supported, listened to, and understood, and to have a sense of connection that fosters strong relational classroom contexts and engagement in, and ownership of their learning.

- Induction processes to be consistent with the College's Strategic Plan whereby new staff, (including casual teaching staff and practicum students) undergo a formal induction which outlines the College's history, Christian distinctive, relational approach, and the operational, enrichment, differentiation, wellbeing, pastoral and discipline measures.

Strategies of Improvement including:

- update of the Curriculum Handbook to include Sentral processes
- Connect and the Biblical studies/Christian studies content and modes of delivery
- reviews and reconfigured Year group/Stage group/gender group student assemblies and Chapels for a more intentionally relational priority to promote respectful relationships, restorative practices, resilience and responsibility
- adding more Connect groups to each year cohort to reduce Connect class sizes to encourage improved levels of natural engagement with the Bible and wellbeing initiatives, and bring into greater focus the importance of community, respectful behaviour, exploring ways to be involved in our local community, and undertaking specific class-based activities that foster positive values. To this end, Connect groups planned and participated fully in special activities such as The National Day of Action against Bullying and Violence, Naidoc and Reconciliation Weeks, Coins for Compassion Day, just to name a few
- Learning Assemblies to recognise positives of academic improvement and success, representation (cultural, social and sporting), sport participation, extra and co-curricular involvement, and so on
- ongoing review of assessment practices for Years 7-12, particularly evaluating the use of formative assessment, and feedback as a priority
- formal and informal occasions where student wellbeing is actively promoted in:
 - Chapel, Year Meetings, assemblies ,
 - Year group camps including our reimagined camp program from our Director of Camps planning for interest based camps for 2023, as well as new cohort camps for years 10 and 11 in term 4. Student leadership programs and camps eg. Prefects also in term 4



The following programs and activities brought further focus to the values of respect and responsibility which the College is intentional about prioritising:

- mentoring of student leaders by staff and by peers to enhance community life
- participation in an in-school class-focused ANZAC Day commemoration
- Incorporating 'Welcome to Country/Acknowledgement of Country' introductions at functions, including our Year 7 student information afternoon in term 4
- supporting Compassion and sponsoring Compassion children
- fundraising calendar targeting a range of College, local, national and international programs
- guest speakers from different organisations, College Chaplain and Counsellors supporting focus programs and meet with student groups proactively and reactively to promote respect and responsibility in relationships

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

- a whole School Learning Improvement Process focussing on aspects of the College's Strategic Plan objective to provide dynamic teaching and learning where rigour is cultivated and pursued, where individuals find a place to excel, and where our Christian distinctive is central
- Professional Learning Communities - the Director of Teaching & Learning continues the coordinated focused learning, particularly Explicit Instruction models
- Advice for students and their parents/carers regarding subject choices (Yr 8 for Yr 9-10, and Yr 10 for Yrs 11-12). The Director of Teaching & Learning and the Careers/VET/Distance Education Advisor facilitate this as well as relevant career and student/subject suitability information, interviewing, etc... This information precedes and follows subject selection information evenings.

- staff from four KLAs participated in HSC marking operations 2022
- KLA Coordinators meet with Head of Secondary School, Head of Primary School and the Director of Teaching & Learning for improvement planning and facilitation of professional learning
- Other online formats complemented teaching and learning for Yr 11 and 12 (Edrolo)
- Elevate Education provided scheduled study strategies advice sessions for students
- strengthening a shared vocabulary around student learning - classrooms displayed visual prompts to provide the 'third teacher', Learning Intentions and Success Criteria
- 'Future-Fit' was ongoing with growth in allocation Year 7 into Year 8. Students undertook activities that challenged a greater understanding of the connections between what they are learning in the school context and the 'real world' to hone in on 21st century skills (creativity, collaboration, critical thinking, communication and citizenship)

Secondary School continues to provide a range of new opportunities and an introduction of some new subjects.

- Mathematics classes in Years 7-10 are graded according to ability and need
- English and Science have mixed ability classes
- Chromebook laptop for all students in Years 7-10, with all classes using the Google suite (Classroom), and Year 11 and 12 having the choice to BYOD
- Connect is the College's twice weekly wellbeing, pastoral care and Biblical studies program contributing to the promotion of respect and responsibility across Yrs 7-12
- Community and service to others culminating in Year 10's end-of-year Service Days
- The Learning Enrichment and Wellbeing team worked with students requiring learning support as well as those requiring enrichment opportunities. Differentiation and learning improvement continued with intentional timetabling of super sessions for Years 9 and 10 classes where groups of students from different classes work together on similar programs and tasks with multiple teachers as presenters and facilitators
- The Prefect Team had their team-building retreat in Term 4 and planned practical ways to encourage student agency, raise funds for designated charities, plan assemblies and Chapels
- New 'Reconnect' camps for year 10 and 11 in term 4

It remains our priority to enable students to be equipped as life-long learners, committed to the truth in Christ and building lives and wrestling with subsequent choices throughout their lives in Him. Our high academic expectations, flexible course structure and learning pathways, optimum class sizes, distinctively Christian, relational approach and open communication with families promote a safe, positive, welcoming learning environment for all our students.



Head of Primary Report | Leoni McNeill



At Belmont Christian College, starting from Pre-Kindergarten in the Primary School, education, academic, social, and spiritual foundations are made that intend to prepare students for life. We remain committed to creating teaching and learning spaces that enable students to be healthy, happy, engaged and successful, all whilst growing in their relationship with God. We create an environment where families come together in an inclusive context where values, different backgrounds and beliefs are respected and celebrated. With a focus on developing excellence within teaching and learning, students thriving and growing in their faith remains at the forefront of our vision and mission. Our student-centred approach to learning embraces the development of each individual student. In Primary School, in order to achieve this, we focus on creating a positive school culture by providing opportunities for collaborative learning, encouraging a sense of belonging, and developing responsible citizenship. We also seek to foster respect for one another, develop a sense of responsibility and stewardship in our students, and promote Christian values such as forgiveness, compassion, love and service.

Over the past year, there has been a steady increase in enrolment numbers enrolled for 2022. Belmont Christian College's student body is composed of a diverse and vibrant mix of students. Our students bring varying experiences and perspectives, giving each their own unique voice to add to the school atmosphere. The College offers an excellent opportunity for students to learn and grow with each other. We are pleased to be able to provide a safe, inclusive, and welcoming learning environment for students of all backgrounds to develop their skills and explore new interests. Most importantly, at Belmont Christian College, we model and teach our students to learn, understand, view and action their behaviour from a Christian perspective. In turn, the aim is to shape Christ-like characteristics of our student body. This focus on Christ allows us to provide an education that is rooted in faith and encourages our students to live life strongly rooted in biblical principles. We strive to develop young people of character who will go out into the world and make a positive impact with their God-given talents and abilities.

Belmont Christian College prioritises instilling respect and responsibility in students based on biblical principles. We teach values such as honesty, integrity, acceptance, and kindness while encouraging students to take ownership of their responsibilities. Positive reinforcement strategies such as praise and rewards are used to recognise and celebrate students' efforts and achievements. The College creates a positive learning environment, establishes clear codes of conduct, promotes inclusion and diversity, facilitates constructive feedback, and ensures accountability for all stakeholders. In 2022, Belmont Christian College provided additional staff training and implemented activities to foster positive relationships. Belmont Christian College values respect and responsibility as the foundation for a safe and nurturing educational environment.

In the area of Creative Arts, our 2022 Primary Musical, *Ali Baba and the Bongo Bandits* was a wonderful experience for everyone involved. The professionalism and heart behind our musical were a testament to the student's ability to work together to achieve a goal. Our students from Years 3 to 6 dedicated themselves to the process, taking risks and celebrating growth. Our school community enjoyed three sold-out performances held at The Warners Bay Theatre.



In the realm of sports, Belmont Christian College achieved remarkable success in multiple disciplines. All three teams competing in the Aerobics Nationals performed exceptionally well. The Girls' AFL team became Lake Macquarie Champions, showcasing their talent and dedication. The college claimed the title of Hunter

Zone Champions in Athletics, demonstrating their students' dedication and outshining competitors in the region. Two teams were recognised as finalists in the NSW CSSA Junior Boys and Girls Basketball Competition, with the Junior Boys' Basketball team becoming Zone Champions. Netball achievements included the Junior Macquarie Cup team as Runner Up and the Senior Macquarie Cup team reaching the semi-finals. The Senior Boys and Girls Oztag teams were crowned Hunter Zone Champions. Belmont Christian College also excelled in Swimming, earning the Hunter Zone Challenge Cup Champions title. Additionally, the Table Tennis teams reached the CSSA semi-finals, showcasing the dedication of both coaching staff and students to strive for excellence in all areas of sports.

Belmont Christian College's Annual Festival in December 2022 was a highly successful event. Students showcased their talents and received awards for outstanding achievements in categories such as Academic, Effort, Sports, Creative Arts, and Christian Values. Home Reader Medals were given for exceptional reading comprehension, while the Principal's Award recognised students with exemplary academic qualities. Merit Awards celebrated students who went beyond expectations in various aspects of their schooling. The ceremony was a meaningful occasion that celebrated students' accomplishments, dedication, and character.

In the Primary School in 2022, we provided our students with the opportunity to participate in a range of extra-curricular activities such as sports carnivals, incursions and excursions. Rise Up services, extracurricular activities for students such as Dance Clubs, Choir and activities such as football and netball each provided opportunities for students to serve the local community. We are passionate about developing our students' leadership skills and offered activities such as student-led assemblies and peer tutoring. We offered a variety of extension and enrichment opportunities for our students including Writing, Reading, Spelling, Mathematics, and Social Obligations (caring and service). We also continued to offer a range of clubs, including music, lego, chess and robotics. We continued to implement a range of initiatives that nurture the spiritual development of our students.

Camps in 2022 allowed us to further our mission of providing a Christ-centered education for the student body. They provided experiences in a unique learning environment that encouraged students to develop critical thinking skills, grow in spiritual maturity, and learn new life skills. Through fun activities, students were given opportunities to bond with each other and create lasting memories. They also enjoyed listening to their teachers who shared inspiring stories and teachings about their faith journeys. Camps included The Great Aussie Bushcamp, Camp Lutunda, Bathurst Gold Fields and Canberra for Stages 2 and 3.

In 2022, our students participated in a range of projects which saw them donating funds and items to Compassion, assisting with the community and visiting aged care homes. These activities are designed to teach our students the value of helping others and promote respectful behaviour. We will continue to provide these opportunities for our students into the future.



In the Primary School, we achieved significant progress in its priority areas over the previous year. We enhanced the curriculum with new courses including enrichment programs, provided professional learning for staff, supported diverse learning needs, prioritised student wellbeing and pastoral care, and engaged parents and the community. These achievements demonstrate the College's commitment to delivering a high-quality education that aligns with Christian values and creates a nurturing environment for students to thrive.

In 2022, the College committed to implementing a whole school Pre-K to Year 12 wellbeing initiative based on the Australian Wellbeing Framework, using evidence-based strategies for strength-based, preventative, and early intervention approaches. Staff development/professional learning remained a priority, with investments in training and professional development, particularly in literacy and numeracy.

Belmont Christian College's Strategic Plan is designed to strengthen our commitment to providing quality Christian education as well as reinforce the focus on our Graduate Attributes. Through careful monitoring and evaluation, we have implemented a number of key initiatives across all areas of the school, such as implementing teaching and learning programs via the Explicit Instruction model, introducing a range of enrichment activities for our students, and committing to refining our wellbeing programs.

School determined improvement targets include increasing student literacy and numeracy outcomes as measured against the NAPLAN assessments, improving wellbeing across our student population, and introducing new initiatives to support parental engagement. Our goal is to achieve significant strides towards meeting these goals.

Furthermore, to ensure that the College is at the cutting edge of educational technology, Information Technology has been heavily invested in. We continually update and refresh software and hardware to ensure our students can access the best tools available.

Belmont Christian College has experienced an increase in student enrolments attributed to improvements in student and parent satisfaction with the school's curriculum and activities. This positive trend is expected to continue, ensuring students receive an excellent educational experience. Student happiness has significantly improved, supported by verbal and written feedback from students and parents. Transitioning to straight classes in the Primary School structure positively impacted student social and emotional wellbeing, as well as teacher job satisfaction in terms of their ability to cater authentically to all students at an age and stage-appropriate level. Teacher satisfaction, in terms of observing the playing out of student success across the curriculum and socially, was notable. The College implemented initiatives to enhance learning and teaching, including Extension and Enrichment classes, technological upgrades, additional resources and facilities, and new courses and programs. Our commitment to providing a quality learning environment remains unchanged, and we strive for ongoing excellence in all aspects of College life.

Belmont Christian College acknowledges and appreciates the contributions of its four Primary School Leaders in 2022.

A message from one Primary School Leader on behalf of each: we were the four excellent Primary School Leaders at Belmont Christian College in 2022. We have had many fabulous opportunities at Belmont Christian College. Some of the opportunities we had were representing the school in the Belmont ANZAC Day March, presenting speeches to the entire Primary school, pledging our promises to the school that I would respect everyone and everything, getting to praise and see smiles on kids' faces, giving out Principal's Awards to students, giving a tour of our school in front of 80 kids and parents and getting a Community Citizenship Award from Yasmin Catley. Even though these are amazing opportunities, we would have to say none of these was as important as when we got to meet so many new people in our school that we didn't even know. Even still, now being in Secondary School we run into these kids all the time, and they brighten our faces whenever we see them. From one Primary leader: Another great opportunity I had was when I organised my own fundraiser for the Royal flying doctor service (RFDS). It was very successful and raised about \$700 for the RFDS.

Overall, 2022 was a fruitful year for our Primary Leaders, and we are proud of their commitment to making positive contributions to the College.



Director of Mission & Community | David Gray



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

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

Throughout 2022, our external marketing and communications strategy solidified the direction that had been crafted over the previous reporting period, thus building additional structures and processes that support the growth trajectory and overarching goals of the College. Tasks continued to focus around brand awareness, social media growth, website maintenance and development and targeted focus points that provide families with a smooth entry into the College e.g. Beginners, Kindergarten and Year 7. One particular highlight of the marketing and communications strategy throughout 2022 was celebrating 40 years of BCC operation via a celebration dinner, a reflective booklet charting 40 years of operations, and an updated online history webpage with supporting videography.

A review of the Annual College Tour approach was also instigated throughout 2022. Taking a portfolio approach to Marketing and Communications, our online presence was further supported with more traditional media options including local signage, radio, print and local business sponsorships. Within each of these initiatives, as with every year, the central thread of the external (and internal) communications narrative is to always align with the vision and mission of the College and unashamedly promote Christ as the heartbeat of the message. ie. The College DNA is built on its vision and mission and the marketing strategy reflects that accordingly.

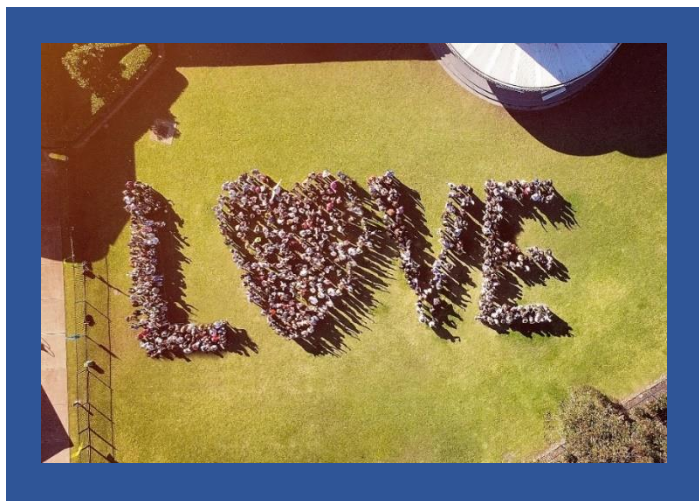
As evidenced in other sections of the Annual Report, student enrolment numbers across the College continue to trend upwards year-on-year, supporting the direction that has been taken within the marketing & communications department in recent years. Continued investment in various social media platforms all pointed towards a strong return on investment along with positive engagement from both current and prospective families.

Authenticity in external messaging is most clearly derived by what occurs within the 'four walls' of the classroom. The cultural 'heartbeat' of the College is built upon trained and equipped teachers who take the task and privilege of Christian education seriously. Throughout 2022, the College intentionally increased its focus on embedding new staff into this cultural heartbeat with greater clarity and direction. All new teaching staff, irrespective of their position or experience, commenced a 2 year induction program focused on outworking the vision and mission of the College within the classroom. Conversations and reflections within and across this specific group were both deep and challenging, and the College has now established a healthy cultural entry point for all new teaching staff, one that supports the outworking of the strategic vision and mission.

In addition, throughout 2022, strategic planning support at a faculty level was another focus for the Director of Mission and Community. Working closely with department coordinators, work was completed with both the Wellbeing and Creative Arts teams in further growing alignment across faculty departments in relation to their big picture goals. The training is focused on building resource capacity and financial acumen in strategic planning for faculty coordinators, thus widening the base of leadership skills for succession planning and future role expansion targets.

Working closely with the College Registrar, 2022 continued to focus on extracting the operational benefits of the College customer relations management (CRM) tool, known as Funnel. Total count of new enrolment leads across all entry points throughout 2022 equalled 744. In 2021, this same metric was 546 leads. In 2020, it was 214. This indicates (in part) that the various awareness campaigns from our marketing & communications plan are continuing to achieve its desired KPI of growing interest in the College as a viable schooling option. This is further backed up by the continual upward trend in enrolment numbers across this same period as mentioned previously.

Another focus area for the Director of Mission and Community is to consider new ways to further engage both internal and external parties into the daily life of the College. This includes current parents, local business, local charities and churches and our BCC Alumni. With the day-to-day impact of the pandemic subsiding (in part) throughout 2022, planning and strategy regarding a long term BCC partnerships strategy was established and presented. Drawing down on the vision and mission of the College in its 40th year of operation, the BCC partnerships plan set to establish a vision for the 'next' 40 years as it engaged with parents and others into the next season of College life.



Registrar's Report | Teena Knott



Summary of Enrolment Policy and characteristics of the student body

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

Student Population

In 2022, there were 735 students enrolled at the August Census date from Kindergarten to Year 12. These students were predominantly from the Lake Macquarie region and represent a mix of cultural backgrounds.

In Beginners, (Pre-Kinder), there were one class running over Mondays, Tuesdays, Wednesdays, Thursdays and Fridays of 43 children attending across all days. For Beginners, children may enrol for two, three or five days per week.

In Primary School, (K-6), there were two classes in each year level. The average class size across Primary School was 24 students. In Secondary School, (Years 7-10), there were three classes in each year level. There was an average of 75 students per grade. In Senior Secondary (Years 11 & 12) there was an average of 52 students per grade.

Enrolments			
	2020 (Aug Census)	2021 (Aug Census)	2022 (Aug Census)
K-6	279	290	332
7-10	248	285	299
11-12	98	89	104
TOTAL	625	664	735

*EXCLUDING Beginners, (Pre-Kinder), students

Student Attendance and Management of Non-Attendance

90% of students attended school on average each school day in 2022. This included absences for sickness, medical appointments and approved leave.

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

Years	Attendance %
Kinder	90
Year 1	91
Year 2	91
Year 3	91
Year 4	89
Year 5	91
Year 6	89
Year 7	91
Year 8	89
Year 9	87
Year 10	90
Year 11	88
Year 12	91
Whole School for 2022	90

Retention of Year 10 to Year 12

There was a 65% retention rate from the 2020 Year 10 cohort who continued through to Year 12 in 2022. Of the students who left the College from Year 10, during Year 11 and 12 in 2020 to 2022, ten students left to attend TAFE and/or begin employment, seven students left to attend another high school and two students are unknown.

Acting Director of Teaching & Learning Report | Andrew Kable



2022 was a year of growth and change as we developed new initiatives and refined existing practices, a few highlights of which are outlined below.

The professional learning undertaken by teachers in 2022 demonstrated a strong commitment to our Christian distinctive and focused on various aspects of instructional improvement. One significant development was the further enhancement of the Instructional Waterfall and associated Best Practice Framework for teacher growth coaching. This framework provided teachers with a structured approach to improve their instructional practices. Feedback from students and

parents has been promising, and students are reporting increasing implementation in their classes, as well as higher engagement when these strategies are employed.

Further, we continued our efforts in the development of schoolwide literacy and numeracy initiatives by implementing testing and monitoring boards. These boards were instrumental in tracking and assessing students' progress in literacy and numeracy.

To foster a culture of ongoing improvement, we implemented data conversation routines focused on student progress. These routines allowed teachers to engage in meaningful discussions about student performance, identify areas for growth, and tailor their instruction to meet individual student needs.

A significant highlight of the year was the progressive implementation of explicit instruction across the College in an adaptive and flexible framework. This approach allowed teachers to effectively manage cognitive load while delivering explicit instruction in alignment with our Christian values. This will continue to be our focus in the coming year.

Looking ahead to the next academic year, we designed the curriculum implementation process for the new curriculum in 2023-24, and developed a new programming and planning template that integrated our explicit instruction and Christian education approaches. This template provided teachers with a structured framework to design lessons that promoted both academic excellence and the nurturing of Christian values. The implementation of new curriculum is an ongoing focus area for many of our staff across the College.

Our Learning Enrichment team has grown significantly this year, which has enabled a range of new and exciting initiatives for student support and opportunity. Literacy groups, structured interventions as well as extension classes have all been rolling out, with promising results and new opportunities for learning.

Finally, we organised an end-of-year Celebration of Learning, which served as a cultural marker and a warm welcome to families after a challenging period of disruption. This celebration provided an opportunity to acknowledge and celebrate the progress and learning of all our students and reflect our commitment to holistic education.





Wellbeing (7-12)

Guided by our Christian beliefs, we have long embraced a deep commitment to the wellbeing of our students. We firmly believe that when students feel connected to their community, feel well, and are functioning at their fullest potential, they thrive academically and personally.

While life is not always easy, God has given us the tools needed to navigate life's difficulties. Our policies and procedures are designed to help students be equipped for these moments. However, Jesus also offers us "abundant life, life to the fullest" (John 10). Therefore, our programs aim to see our students not only develop resilience but also flourish by drawing closer to God's purpose for their lives.

Our leadership team has continued to engage in reflective practices and policy reviews to continuously enhance and safeguard our safe and nurturing learning environment.

Actions undertaken to promote respect and responsibility

We recognise the profound influence of the school's social and cultural context on the learning process and the crucial role it plays in safeguarding the well-being of our students. It is our utmost aspiration that every student feels a sense of belonging, understanding that their distinct backgrounds and experiences contribute to the richness and cohesion of our community. In the year 2022, we have implemented a range of activities aimed at fostering a culture of respect and responsibility within our student cohort.

- Utilising our discipline system to teach prosocial behaviours and social skills
- Refining our ReConnect by strengthening our emphasis on the student's responsibility to repair broken relationships, reflect on personal choices and make amends
- Recognising and participating in Harmony Week, including fundraising for Common Grace
- Recognising and participating in Reconciliation Week
- Promoting 'peer check-ins' and teaching conversation starters about mental health during R U OK
- Teaching respectful relationships across 7-12 Connect, including participating in the National Day of Action against Bullying and Violence and Verbal Self Defence courses
- Celebrating International Women's Day through a female lead Chapel service
- Continuing to equip our student leaders to lead the College, including at whole school events, such as Chapel and Commissioning Services, and at community events, such as the Newcastle Lord Mayor's Prayer Breakfast
- Initiating and sustaining student lead groups which focus on inclusion and belonging

Priority areas of improvement and Achievement of Priorities for the previous year:

The year 2022 marked a significant milestone as our Primary and Secondary Schools embarked on a collaborative journey with the Association of Independent Schools (AIS) to develop a comprehensive whole school approach to student wellbeing. We take great pride in being selected as one of the few schools admitted into AIS's prestigious consultancy program. Over the past years, we have aspired to foster a cohesive connection between our Primary and Secondary Schools in the realm of wellbeing, while preserving the unique identities of each institution. The partnership with AIS has ignited our enthusiasm, and together, we are forging ahead to create a wellbeing continuum that spans from B-12.

Throughout the 12-month initiative, we have set forth key objectives that will support and empower us to achieve notable outcomes:

- Establishing new or reinforcing existing whole-school practices and processes to effectively monitor and develop student mental health and wellbeing that are tailored to our unique community.
- Prioritising professional learning opportunities that focus on equipping our staff with the necessary knowledge, understanding, and capacity to support student mental health and wellbeing.
- Deepening our understanding of evidence-based, age-appropriate interventions that have proven effective in nurturing student wellbeing.
- Cultivating networks and fostering supportive relationships with wellbeing specialists beyond our College and other independent schools to gain valuable insights and stay abreast of the latest advancements in student wellbeing practices.

In pursuit of these outcomes, our Stage Leaders will join forces with our Heads of School to form a cohesive team dedicated to streamlining policies and procedures between our Primary and Secondary Schools. By aligning our approaches, we aim to ensure a seamless transition and consistent support for students as they progress through different stages of their educational journey.

We are particularly excited about expanding our partnership with parents and the wider community. Through this initiative, we are eager to share the valuable insights and strategies we gain, fostering collaboration and enhancing the network of support surrounding our students.

As we continue to prioritise student wellbeing, we remain committed to fostering a safe, inclusive, and caring learning environment. Together with AIS, we are dedicated to constructing a holistic approach to wellbeing that empowers our students to thrive academically, emotionally, and socially. We extend our gratitude to our dedicated staff, parents, and community members for their unwavering support as we embark on this transformative journey.



Head of Learning Enrichment | Nicole Walters



In Learning Enrichment (LE), we have, like all areas of the College, been able to hand our department over to God. As a result, Our Lord has provided us with all we have needed, including a strong and diverse team that specifically meets our needs for that specific time. His hand has been felt over all processes and we are very grateful for the prayers of facilitation around this.

Two areas in directional leadership change have occurred over the first full year of my leadership. The first is the implementation of a targeted and individualised accountable focus on our support of students' literacy and our current changes to the same with numeracy. We are also in the process of adding a second tier to literacy support with additional literacy staffing. This incorporates feeding data to Teaching and Learning when large numbers of needed support are noted across a specific cohort, so reflections and adjustments can be made to teaching delivery.

The second change in directional leadership has been staggered and ongoing since I commenced over a year and a half ago. This relates to my strengths-based delivery focus within the team. Within this, considerations have been made regarding the amount and the speed of change occurring within the team, and ensuring maximum productivity. I estimate we currently sit at around 90% of the needed change to occur within the LE team.

With God's provision, our Learning Enrichment team has grown to a large, hard-working team of 20. The current support we deliver includes:

- 2 teachers (shared role over the week) working in well-being support in a transition class for students who are unable to access the mainstream classroom on a full-time basis
- wellbeing support through aides for students with behavioural need across the school.
- a team delivering daily targeted literacy intervention classes in Secondary School for students who are well-below stage level.
- primary school targeted literacy programs from K-6. MiniLit, etc.
- We are currently launching Maths high school support groups in individual delivery 3 days per week. Targeting weak areas and focused basic skills and drills to increase understanding.
- Maths support in the Primary School in small groups
- writing support groups in Primary
- we are currently bringing formality to the current writing support in Secondary School, by scheduling 3 x per week support for students needing intervention
- in-class support across the school
- individual pull-out support (where appropriate) and drop-in support
- teacher support re differentiation
- Professional development for teachers and aides
- meeting with parents and student teams (including OT's, psychologists) to discuss progress and need
- testing
- exam provisions
- HSC special provisions (which has increased by 5 x over the last year)
- extension classes
- classroom observations to ascertain need and support teachers
- teacher compliance support
- currently all student need is identified through Individual plans and fine tuning of this support is now occurring.
- all new enrolments for extension students and students requiring support come through an interview with me (including wellbeing that have a joint need), so new student need is supported and the school is compliant.

The LE team follow the College and individual teacher delivery approach to Teaching and Learning. Within the LE team and from a leadership perspective, as mentioned, I follow a strengths-based approach to learning for staff within the team. This assists in effecting appropriate placements and redirections when staffing roles are expectations could better serve the school. On an individual student level, our approach is to meet the student where they are at and then consolidate, scaffold and structure a path forward at a pace and density commensurate with their need.

Exam Provisions- This year, we have seen a dramatic increase in self-nomination for exam provisions and involvement in the learning enrichment assessment support. Rather than seeing a stigma related to utilizing our services, students are seeing the benefit of this intervention and the improved outcomes resulting from this individualized attention.

Funding- The projected outcome has been far surpassed and steep growth is expected to continue over the coming year, with an initial increase times 5 to 2M of funding and for the current funding period, a 14% increase in funding application from 2M to 2.8M.

Staffing- The LE team has encountered a dramatic increase in staff, with now a medium-sized team of what is just under the equivalent of 8 FT aides across wellbeing and learning support and 3.2 teachers including myself across the school, with 1.0 of these teachers in the newly-formed wellbeing classroom.

Improvement- Due to the newness of our structure, improvement in all areas has occurred within our team. For example, compliance both within our team and externally; improved structures to support LE delivery; and extension provision; is constantly streamlining.

NCCD

Our expectations of funding increase of around \$500 000, were far increased for the 21/22 period when we were blessed with evidence to receive over 2 Million dollars in supported funding. This amount has recently been the target of a 3-day audit that was covered in prayer and as a result, finalised within $\frac{3}{4}$ of a day, with excellent reviews and, no loss of funding.

The day we completed audit, I moved directly into finalising the current NCCD collection period. As mentioned, this has come in at 2.8 Million. Therefore we expect another audit next year. The departmental finalising of evidence in preparation for this has occurred.

Extension and Enrichment opportunities

In addition to the ongoing extension groups of comprehension, spelling, reading, writing, Maths, Science and social obligation which continue to extend and grow our higher-academic students, we have engaged with ICAS assessments and competitions to extend and challenge our students into the global top 10% of achievement.

Our Social Obligation dinner is coming up on the 8th Sept, with a group of 77 students working together to cook, clean, serve and entertain their parents and friends. They have already raised thousands of dollars for Ronald McDonald and are looking to increase this tally substantially on the evening.

Parent feedback has been 99.9% positive across both fields. Parents of extended students have appreciated the support and direction given to their children, having expressed their thanks for the emphasis the school is placing on academic excellence. The following is an excerpt from a parent email *"Just wanted to share something nice and express some gratitude to you and what you do for our kids. Yesterday afternoon Ollie was telling me all about how exciting school was. Science was a clear winner judging by his enthusiasm. He ended the conversation by saying 'I highly recommend BCC .You would love it if you were a kid'.Honestly this time last year we were contemplating home schooling. This year is so very different. Thank you for the massive role you have played in this turn around. Thank you."*

Introducing families to adjustment and support has been a constant and heavy need until recently. These interactions have found parents open and thankful for the care and support the LE team are giving and for noticing the need.

Students are engaging eagerly with support and extension in the multiple learning environments, with noted increases in both student involvement in IP's (individual plans) and self nomination for special provisions.

Teachers. Some teachers have found the change to structured compliance difficult, although multiple training sessions and outlined expectations have been delivered. To elaborate, without previous expectation of having *all* correspondence with parents recorded and all adjustments noted on programs, this change has meant more work for a few teachers. Most teachers have embraced the new level of compliance and understand the need to increase our professional standards. All teachers are enjoying the increased support and are taking advantage of having the LE team to observe need in their students.

Parent Satisfaction

Summary of the results of the Christian Schools Australia Community Profile Survey show that;

1. 57% of BCC parents chose the College because our values align with their own and 40% of our parents chose BCC because of the quality of teacher/student relationships and Christian curriculum.
2. The top 6 words that BCC families use to describe the College are; Nurturing, Safe, Christ-centre, Supportive, Respectful and Professional
3. Families' satisfaction with their experience at BCC scored the highest in the following three areas;
 - Quality of buildings and classroom learning spaces
 - Safety and supportiveness of the College
 - Quality of relationships with your child's teachers
4. The top three Parents' ratings of school performance are;
 - Contributing to the common good within society
 - Finding a sense of meaning, purpose, and direction in life
 - Interacting with the society and culture around them
5. The top three Parents' perception of school's community and relationships are;
 - The school has good systems and processes which make communication with teachers and leaders easy
 - The school has the same priorities as parents with respect to what a good school and a good education look like
 - Decisions are made fairly and consistently



Key Policy Outline

ENROLMENT POLICY

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

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

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

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

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

RATIONALE

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

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

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

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

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

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

ENROLMENT PROCESS

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

Priorities for acceptance of enrolments:

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

Special Consideration may be given to applications where:

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

Minimum Age Requirement:

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

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

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

CONDITIONS OF ENROLMENT

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

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

POLICY SUMMARIES

In maintaining our Registration and Accreditation, some of the College policies and procedures were reviewed during 2022; the Professional Experience Placement Agreement Policy, the Discipline Policy and Procedural Fairness Policy, Social Networking Policy, Teacher Accreditation Policy, Employment and Recruiting Policy, Codes of Conduct Policy, Complaints and Grievances Policy and the Child Protection Policy. The reviews and minor updates not only ensured current legislative requirements were met, but also that the College's ethos, values and Christian distinctive continue to be integrated into each of the reviewed documents.

Safe & Supportive Environment Policies - Includes Student Wellbeing, Anti-Bullying Policy and Behaviour Management (Discipline) Policy

Belmont Christian College is committed to the wellbeing of each of its students and of the whole school as a community. A Christian view of the human person as created in the image of God is the foundation of our wellbeing and discipline/behaviour management approaches. Our wellbeing programs are devised and enacted to help students to build a positive sense of self as belonging in community. Wellbeing and discipline/behaviour management programs and procedures are intended to assist students to understand the interdependence of those in any community and thus their role as part of a whole.

The College's Codes of Conduct Policy which is referred to in the Safe & Supportive suite of policies, emphasises expectations of relationship, restoration, care, compassion, respect and responsibility. These Codes are intended as a guide, not only for students, but also staff, into positive behaviours. Reviews have intentionally sought to bring to the fore our approach and associated processes to help shape resilient, compassionate, community-minded young people with enquiring minds and the tools to think clearly about issues.

Anti-Bullying Policy

In its intention to provide a safe and supportive environment for all students and to respond in a caring and procedurally fair manner for all concerned when bullying is reported or alleged, this policy remains consistent with our Vision Statement. It operates in conjunction with our Wellbeing Policy, Discipline and Behaviour Management Policy and our Child Protection Policy.

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

In our responses to bullying, we seek to:

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

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

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

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

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

Discipline and Behaviour Management Policy

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

Staff are committed Christians whose lives are to reflect the character of Christ and they support the College's culture by implementing the College's policies in relation to a safe and supportive environment. Behaviour Management and Discipline are an integral part of pastoral care in fostering caring and supportive relationships that support the well-being of the students and the delivery of a quality education.

The College's Discipline and Behaviour Management Policy is based on procedural fairness - ie related to the right of a fair hearing; the right of an unbiased decision; and the right of appeal. In conformity with the requirements of the NSW Legislation, corporal punishment is not used at Belmont Christian College. Corporal punishment is not sanctioned nor practiced by a staff member or a non-College person.

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

- Commendation is the formal positive recognition of behaviour that is exemplary in terms of the values of the community and that constructively builds the relationships within and the effectiveness of that community
- Censure is focused upon dealing with behaviour that is harmful to self or to others or that is unhelpful to the development of Christian community. However, in dealing with such behaviour the relationship with individuals, encompassed by the pastoral care principles of communion in Christ, reflection of His will for us and service to others, should never be broken or withdrawn.
- Discipline of children at College is implemented under the delegated authority of parents/carers
- Discipline is directed towards the goal of self-discipline with the development of mutual respect, consideration of others and compassion, and is always directed towards restitution and restoration
- Discipline as practised at Belmont Christian College is based on the two tenets of respect for authority and proper use of authority. Thus, discipline will be administered justly and fairly, and should involve obvious due process under the responsibility of the Principal
- Discipline by censure may involve exhortation, guidance, instruction, training and the implementation of consequences. All parties need to be committed to listening to each other in order to achieve repentance, restitution, resolution and reconciliation
- The College Counsellor, Chaplain or professionals from outside agencies may be accessed to speak to student/students if the Principal deems it necessary

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

Complaints and Grievances Policy

The promotion of a safe, positive and supportive environment leading to relationships that reflect Christian values is a core principle of our approach. Effective communication within the community is an important element of the College's culture and is the key to the prevention of grievances and the resolution of grievances that do occur.

The College encourages students, parents/carers, staff and members of the wider College community to express any grievances they may have in accordance with this policy to an appropriate member of staff with courtesy and respect. When this happens, the grievance should be considered a complaint, whether identified as such by the complainant or not.

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

The College promptly investigates complaints, and seeks to manage them effectively to expedite their satisfactory resolution in accordance with the principles of procedural fairness, incorporating the right to be treated without bias, the right to be informed of allegations being made, the right to respond to an allegation and the right to information regarding the status of the complaint. The College's policy for dealing with complaints and grievances includes processes for raising and responding to matters of concern identified by community members, parents/carers and/or students.

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

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



Professional learning and teacher standards

In 2022, teachers engaged in a wide range of professional learning activities that focused on the enhancement of their instructional practices. The central theme for the year was Explicit Instruction, with particular emphasis on the review and retrieval process and its connection to cognitive load.

Workshops and training sessions were organised to deepen teachers' understanding of the explicit instruction framework, its principles, and its impact on student learning outcomes. These sessions were designed to provide teachers with practical strategies and techniques to engage students in meaningful review and retrieval activities that facilitate the consolidation and retention of knowledge. Teachers learned to incorporate techniques such as frequent review, spaced practice, and interleaving to optimise learning and minimise cognitive overload. A major focus for Primary teachers was training for the introduction of MultiLit, a systematic synthetic phonics program that is being rolled out across the junior years.

In addition to workshops and training sessions, teachers actively participated in professional learning communities and collaborative networks. Throughout the year, teachers also engaged in self-directed professional learning activities. They pursued further research, attended conferences, and explored relevant literature to deepen their knowledge and stay updated with current research and best practices.

Workforce Composition

In 2022 there were 106 staff members, of whom 68 were teaching staff and the remainder administrative or ancillary staff. There were 27 part-time and 41 full time teaching staff. There was 1 staff member who identifies as indigenous. The retention rate for staff was 89.7%.

The following staff joined the College in 2022:

Name	Position	Date Employed
Alla O'Regan	Teacher – Secondary	12/8/22
Benjamin Prozinski	Teacher - Secondary	24/1/22
Beverly Eastaway	Finance Officer	17/1/22
Brooke Gilkinson	Learning Enrichment Aide	10/10/22
Catherine Melbourne	Learning Enrichment Aide	26/8/22
Celeste Gill	Learning Enrichment Aide	26/4/22
Danielle Prozinski	Teacher – Secondary	7/2/22
Emily Shield	Teacher – Secondary	28/2/22
Emmeline Crosher	Learning Enrichment Aide	10/10/22
James Scheepers	Learning Enrichment Aide	16/5/22
Jessica Bernard	Learning Enrichment Aide	7/6/22
Jessica Brown	Teacher – Secondary	24/1/22
Joel Procter	Teacher – Secondary	24/1/22
Judith Wall	Learning Enrichment Aide	10/8/22
Julie Tibbs	Learning Enrichment Aide	18/7/22
Katrina Henningham	Learning Enrichment Aide	11/10/22
Laura Ioannides	Receptionist	24/1/22
Maisey Chaffe (Burgess)	Teacher – Primary	24/1/22
Rayanne McLean	Learning Enrichment Aide	23/2/22
Rochelle Scoular	Teacher – Secondary	24/1/22
Sarah Taylor	Learning Enrichment Aide	24/1/22
Suzanne Chesterfield	Learning Enrichment Aide	9/8/22

The following staff left the College in 2022:

Name	Position	Date of Termination
Caleb Reed	Teacher – Primary	31/12/22
Christopher Denzin	Teacher – Secondary	16/2/22
Elizabeth Troyer	Learning Enrichment Aide	1/7/22
Joseph Haig	Director ICT	1/4/22
Judith Wall	Learning Enrichment Aide	10/8/22
Melanie Melcum	Teacher – Secondary	31/12/22
Monique Micallef	Learning Enrichment Aide	30/6/22
Stephen Lumley	Teacher – Secondary	18/10/22
Steven Tidey	Assistant Principal	31/12/22
Trinity Maurer	TAS Aide	9/12/22
Vicki Quick	Teacher – Secondary	31/12/22



Surname	Given Name	Accreditation Status	Qualification	From	Subjects Taught
Barnes	Paul	Proficient Teacher	B Teach, B Arts (Humanities) 2012, Cert III Outdoor Recreation 2007	Australian Catholic University	Secondary HSIE, Bib Studies
Bonsor	Victoria	Proficient Teacher	B Ed (Health & PE) Hons	University of Newcastle	Secondary PDHPE
Boyce	Benjamin	Proficient Teacher	B Science 2001, Dip Ed 2002	University of Newcastle	Secondary Sciences
Boyce	Rachelle	Proficient Teacher	B Ed, B Social Science 2002, M Ed (Teacher Librarian) 2015, Mer of Ed (Spec Ed) 2021	University of Newcastle, Charles Sturt University, Wollongong University	Stage 1
Brown	Jessica	Provisional	B Teach (Science) (Hon) 2020	University of Newcastle	Secondary Sciences
Brown	Ian	Proficient Teacher	B Music 1995, A Mus. A, Dip Ed 1996	NSW Cons Music, University of Sydney	Maths Coordinator, Secondary Maths
Burgess	Maisey	Conditional	B Ed (primary) 2022	University of Newcastle	Primary Stage 2
Cameron	Alexander	Proficient Teacher	B Science, M Teach (Science) 2003, M Ed (Leadership) 2023	University of Sydney, Alphacrucis	Science Coordinator, Secondary Sciences
Cameron	Elizabeth	Proficient Teacher	B Arts (Art History/History/English) 2011, B Teach (Secondary - Visual Arts/History/English) 2015	Charles Sturt University, Avondale College	Secondary HSIE & English
Campbell	Rodney	Proficient Teacher	B Info Science 2005, Grad Dip Ed 2007, M Digital Media 2014, Cert III in ICT 2018, Cert IV in Training and Assessing 2018	University of Newcastle, Wesley Institute, University of Newcastle, TAFE NSW, TAFE NSW	Secondary SDD, Sciences & D&T
Carter	Susan	Proficient Teacher	B Teach, B Health & PE 1999	University of Newcastle	Secondary PDHPE, CAFS, VET Co-ordinator
Collyer	Katrina	Proficient Teacher	Dip Ed 1980	University of Newcastle	Primary Stage 1
Denzin	Christopher	Proficient Teacher	B Arts VA 1995, Dip Ed, 1997	University of Newcastle, Southern Cross University	Secondary Visual Arts & IT Wood
Donaldson	Brent	Proficient Teacher	B Teach/ B Health & PE 2000, M Ed (Maths) 2019	University of Newcastle	Secondary Maths
Donaldson	Katherine	Proficient Teacher	B Creat Arts (Drama) 1998, B Arts Dip Ed 2002	Wesley Institute (Excelsior), LABAN, Trinity London	Secondary HSIE & Drama
Ferreira	Janine	Proficient Teacher	B Ed 1988	University of Port Elizabeth (South Africa)	Secondary Sciences & D&T, Camp Co-ordinator, Stage 4 Leader
Fryer	Susan	Proficient Teacher	Dip Teach (Early Childhood) 1989	University of Newcastle	Primary Early Stage 1

Surname	Given Name	Accreditation Status	Qualification	From	Subjects Taught
Goodman	Erin	Proficient Teacher	B Arts, B Teach 2000, Cert Gifted Ed 2005, Mers Ed Admin 2006	University of Newcastle, University of NSW	Primary Stage 3
Gray	David	Proficient Teacher	B Business 1999, Dip Ed 2000, M Ed (Leadership) 2013	UTS, Macquarie University, National Institute for Christian Education	HSIE Co-ordinator, Director of Mission & Community
Grew	Jessica	Proficient Teacher	B Teach (Prim), B Arts 2009	University of Newcastle	Primary Stage 2
Haggerston	Hannah	Proficient Teacher	B Ed (Secondary PDHPE) 2012	Avondale College	Secondary PDHPE
Hall	Mark	Proficient Teacher	B Ed (Physical Education) 1998, Cert IV Train & Assess 2020	University of Newcastle, Aust Forensic Services	Sports Co-ordinator, Secondary PDHPE
Hendriks	Paul	Proficient Teacher	B Ed (English/History) 1995, Grad Cert Edu Leadership 2010	University of Newcastle, Aust Lutherin/Aust Catholic College	English Co-ordinator, Secondary English
Horton	Debbie	Proficient Teacher	B Teach 1992, Grad Dip Primary Music 1995	University of Technology Sydney – Kurring-Gai Campus	Primary, Stage 3
Johnston	Leanne	Proficient Teacher	B Teach (Prim) 1997, B Ed (Spec Ed) 1998	University of Technology Sydney, University of Newcastle	Primary Stage 3
Kable	Andrew	Proficient Teacher	B Fine Arts 2007, M Teach 2011, M Ed (International Education) 2018	University of Newcastle, University of Sydney	Director of Teaching & Learning
Lumley	Karen	Proficient Teacher	B Arts (Visual Arts) 1986, Dip Ed Secondary, Dip Ed Primary & Early Childhood 1987	University of Newcastle	Primary Learning Enrichment Teacher
Lumley	Stephen	Proficient Teacher	B Ed, B Maths, Dip Ed 1991	Sydney University, Wollongong University, CSU	Secondary Maths
MacPherson	Teresa	Proficient Teacher	B Arts (Visual Arts), Dip Ed 1991	University of Newcastle	Secondary Visual Arts
McDonald	Leisa	Proficient Teacher	B Ed 1993	University of Newcastle	Primary Stage 2
McGufficke	Alison	Proficient Teacher	Dip Teach 1993, B Ed 1998	University of New England	Primary, Stage Leader, Stage 1
McLennan	Emma	Proficient Teacher	B Teaching, BA 2008, Mers of Special Education 2012	University of Newcastle	Primary Stage 2
McNamara	Tralee	Proficient Teacher	B Teach (Prim) 2003, Dip Early Childhood 2017, B Arts (Dance) 2002	University of Western Sydney, TAFE NSW	Beginners
McNeill	Leoni	Proficient Teacher	Dip Teach 1987, B. Ed 1991, Dip.Ed (Primary)2000, Masters E (Leadership) 2013	University of Technology Sydney, University of Newcastle	Head of Primary/Wellbeing Pre-K-6
Melcum	Melanie	Proficient Teacher	B Arts (Eng/Hist), Dip Ed 1998	University of Newcastle	Secondary HSIE

Surname	Given Name	Accreditation Status	Qualification	From	Subjects Taught
Melcum	Philip	Proficient Teacher	B Ed (Primary) 2000	Avondale College	Secondary HSIE, Music, PE, Stage 5 Leader
Miller	Nathaniel	Proficient Teacher	B Arts Dip Ed 2012	Macquarie University	Head of Wellbeing
Neale	Sophie	Proficient Teacher	B Teach (early Childhood & Prim) 2017	University of Newcastle	Primary Stage 2
Newton	Sarah	Proficient Teacher	B Arts, Dip Ed (Primary) 2009, M Spec Ed 2019	Macquarie University	Learning Enrichment Teacher
O'Regan	Alla	Provisional	B Engineering 1998, M Teach 2021	Russian State Hydrometeorological University, University of Newcastle	Secondary Sciences
Osborn	Louise	Proficient Teacher	B Ed, Grad Dip Ed 1986, Cert D&T 1988, Cert III IT 1994, Cert IV Workplace Training & Assessment 1997, Cert II Business Services	Kuringai Teacher's College, Sydney University, TAFE,	Librarian
Pearson	Andrew	Conditional Teacher	B.Ed (Prim) 2020, B Arts (Psychology) 2017	Charles Sturt University	Primary Stage 1
Potapczyk	Nyssa	Proficient Teacher	B Teach, B PDHPE 2006	Charles Sturt University, University of Newcastle	Secondary PDHPE
Proctor	Joel	Proficient Teacher	B Music 2014, M Teach 2019	University of New England	Secondary Music
Quick	Vicki	Proficient Teacher	B Ed (Home Science/DT) 1993, Cert IV Assessment and workplace Training 2000 & 2016, Cert II Hospitality F&B 2019	University of Newcastle, AIS, TAFE	Secondary Hospitality & Food Tech
Reed	Caleb	Proficient Teacher	B Teaching, B Arts 2012	University of NSW, University of Newcastle	Primary Stage 2
Robins	Ben	Proficient Teacher	B Health Science (PDHPE) 1997, Dip Ed 1998, Cert IV Workplace Training 2005, Cert IV Train & Assess 2021	University Western Sydney, Aust Forensic Services	Primary Sport (all Stages), Secondary SLR
Robins	Brooke	Proficient Teacher	B Teach (Prim), B Ed (LOTE- Indonesian) 1995	Charles Sturt University	Secondary HSIE & English
Sanchez	Cain	Proficient Teacher	B Teach / B Design & Technology 2003	University of Newcastle	D&T Co-ordinator, Secondary D&T, IT Wood
Sanchez	Trudi	Proficient Teacher	B Teach / B D & T 2003, Cert III Hospitality (Op) 2007, Cert IV Train & Assess 2023	University of Newcastle, TAFE NSW, Aust Forensic Services	Secondary Food Tech
Scoular	Rochelle	Proficient Teacher	B Ind Design (Hon) 2012, M Teach (Dist) 2014	Western Sydney University, University of Newcastle, Aust Forensic Services	Secondary TAS

Surname	Given Name	Accreditation Status	Qualification	From	Subjects Taught
Shield	Emily	Provisional Teacher	Bachelor of Arts (Music)/Teaching (Secondary) 2022	Avondale University	Primary & Secondary Music
Sopher	Sharon	Proficient Teacher	B Ed (Art Ed) 1990, A Mus. A 1989	University of Newcastle	Principal
Stafford	Taylor	Conditional Teacher	B Ed 2019	Avondale College	Primary Stage 3
Stewart	Christopher	Proficient Teacher	B Creative Arts 2002, M Teaching 2012	The Wesley Institute, University of Western Sydney	Creative Arts Co-ordinator, Primary Music (all Stages)
Stewart	Naomi	Proficient Teacher	Dip Ed (Secondary) 2006, B Creative Arts(Drama)2004, Dip Dance Studies 2008	Wesley Institute (Excelsior),LABAN, Trinity London	Secondary Drama, Musical
Stewart	Selina	Proficient Teacher	Dip Teach, B Ed (Prim) 2017	Charles Sturt University, Australian Catholic University	Primary Drama & Stage Arts
Taylor	Kaylene	Proficient Teacher	Dip Teach, B Ed (Special Ed) 1991	Armidale College of Adv Ed, University of New England	Learning Enrichment Teacher
Thomas	Bronwyn	Conditional Teacher	B Science 1999, Dr Philosophy 2008, Dip Theology 2017, M Teach (Maths, Physics) 2021	University of Sydney, University of Newcastle	Secondary Sciences
Tidey	Steven	Proficient Teacher	B Ed, Dip Teach 1980	University of Newcastle	Assistant Principal
Turner	Kirsty	Proficient Teacher	B Ed 1995	University of Newcastle	Primary Stage 1
Urane	Emma	Proficient Teacher	B Ed (Prim) 2000	Charles Sturt University	Primary Early Stage 1
Urane	Ross	Proficient Teacher	B Econ, Dip 1996, Fin Planning 2001, Grad Dip Ed 2010	University of Newcastle, Deakin University, University of New England	Secondary HSIE
Vine	Gail	Proficient Teacher	Dip Civil Engineering, B Science, Dip Ed 1998	Sydney TAFE, Macquarie University, University Western Sydney	Secondary Maths
Walters	Nicole	Proficient Teacher	B Teach/Arts 2004, M Ed Honours (Special Ed) & Gifted Education 2009, AIS Experienced Teacher	University of Newcastle, University of New England	Student Learning Support Co ordinator
Watts	Alan	Proficient Teacher	B Ed (Primary) 1994, Diploma Primary Ed 1987	University of Newcastle	Primary Stage 2, Stage Leader

School Performance

Year 12 2022 HSC Report

2022 started the year very differently than it ended. With the threat of possible further lockdowns hanging over their heads, and a summer where COVID seemed to once again rear its head, Year 12 regardless showed great persistence despite the challenges that had plagued their last few years of senior study. This was reflected in a significant number of early offers at university, and successful transitions to apprenticeships and employment. Many accepted University offers and started degrees in everything from Pharmacology and Mechatronics to Education, Design, and Criminology. Others have started apprenticeships and traineeships and are thriving in those areas.

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

Areas to Celebrate

Belmont Christian College had 44 Year 12 students sitting the HSC in 2022 with 204 exams sat. 197 were sat by 38 ATAR eligible students.

- There were 48 Band 5 and 12 Band 6 results (including notional Band 5/6)
- In approximately 27.4% of exams sat our students achieved marks of 80+ (ie Band 5 and 6 or equivalent)
- 25 of the 44 HSC eligible students received at least one Band 5 or 6 result
- Approximately 45% of the HSC subjects we offer at BCC (ie 9 of the 20) had students who scored results that were equal to or better than the NSW State percentage of Band 5 and 6's (see figures in the table below)

Table 1: Band 5 and 6 Subject Information

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

Subject	Students Enrolled	% of BCC Students 80+	% NSW Students 80+
Biology	17	17.64	26.75
Business Studies	8	0	35.50
Chemistry	8	25	33.03
Construction Examination	5	60	30.64
English Studies	7 (1 sat exam)	0	3.79
English Standard	22	4.54	15.36
English Advanced	15	33.32	67.09
Food Technology	4	75	29.52
Hospitality Examination	5	60	28.38

Industrial technology	6	16.66	21.81
Mathematics -Standard 2	29	20.68	28.82
Mathematics - Advanced	10	30	48.88
Mathematics - Ext 1	3	66.66	73.36
Mathematics - Ext 2	2	100	85
Modern History	13	0	34.17
Music 1	5	100	69.06
History Ext	2	100	83.51
PDHPE	14	14.28	25.81
Physics	5	60	41.3
Society and Culture	10	50	43.37
Software Design & Development	3	33.33	37.6
Visual Arts	8	75	65.62

Table 2: Year Comparisons

	2022	2021	2020	2019	2018	2017	2016
High Scores:	10	13	8	16	27	14	20
Entries:	197	199	209	210	250	202	240
Students (ATAR eligible):	44	40	40	40	49	40	43
Success Rate %	5.1	6.44	3.83	7.62	8.6	6.93	8.33
Rank	308	296	366	208	188	267	211

The variation in success rate is within statistical norms for the cohort size and background.

High Scores is the number of Band 6 scores.

Success Rate is High Scores expressed as a percentage of entries, rounded to two decimal places. The median success rate for schools in NSW was 5.47%

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

Table 3: Subjects above State Mean 2022 HSC:

Subject	School Mean	State Mean	Variation
English Studies Examination 2 unit	56.60	56.21	0.39
History Extension 1 unit	40.45	39.47	0.98
Retail Services Examination 2 unit	70.80	69.41	1.39
English Standard 2 unit	71.99	69.88	2.11
Software Design and Development 2 unit	77.80	74.45	3.35
Physics 2 unit	77.64	74.25	3.39
Industrial Technology 2 unit	73.83	70.32	3.51
Hospitality Examination (Food and Beverage) 2 unit	81.48	75.07	6.41
Food Technology 2 unit	78.75	71.78	6.97
Music 1 2 unit	90.44	81.88	8.56

Many other students achieved strong ATARs enabling entry into a wide range of courses in a variety of tertiary institutions while many were offered early entry to university courses. (UAC information about university offers will be available at the end of February or early March).

Table 4: HSC Distinguished Achievers

These students achieved over 90% in these courses

Student	Subject - Band 6/E4
Cooper Ashbourne	2 unit Mathematics Advanced
Noah Edwards	2 unit Mathematics Advanced, 2 unit Music 1
Ethan Farthing	2 unit Personal Development, Health and Physical Education, 2 unit Mathematics Advanced
Arianne Jensen	2 unit English Advanced
Sarah MacPherson	2 unit Visual Arts
Colby Robins	2 unit Music 1
Charlotte Truscott Webster	2 unit Music 1



Table 5: University Applications and Early Offers

University applications	30 of 35 eligible students	85.7% of cohort
Recommendation Scheme Early Offers	26 of 30 students	86.6% of those who applied
1st preference offers	18	69% of early offers
2nd preference offers	2	7.6% of early offers
3rd preference offers	1	3.8% of early offers

Year 10 to 12 Retention

Strong retention of Year 10 to Year 12 is evident, with 55 students completing year 10, and 44 completing the HSC. This is a retention rate of 80%.

RoSA

62 students received a Year 10 RoSA in 2022, representing the entirety of the cohort who completed Year 10.

After completing Year 12, the students from our school have made diverse choices for their post-school destinations. Many students received offers from universities and have confirmed their enrollment, while others have chosen alternative paths. These include pursuing higher education as international students, undertaking the Open Foundation program at the University of Newcastle, enrolling in vocational courses at TAFE, and embarking on apprenticeships and traineeships to gain practical experience. Additionally, a number of students have entered the workforce directly, utilising the skills and knowledge gained throughout their schooling years. The range of choices made by our students reflects their unique aspirations, interests, and pathways, highlighting the importance of providing comprehensive support and guidance as they transition into the next phase of their lives.

NAPLAN

Due to the cancellation of the 2020 NAPLAN test, measuring growth over time is challenging. However, there are some noteworthy trends in the data.

For Year 3, writing made promising progress, as did all other domains. The transition to a new reading system, InitialLit, is promising and should address the lower than expected results in Reading, which are also attributable to learning loss during preceding lockdowns. However, reading is still comparable to all Australian students, which is encourage.

Year 5 results are generally positive, with pleasing performance across domains.

Year 7 results should be interpreted with caution due to a major intake from other schools. However, there are improvements in all areas compared to the previous year, with significant progress in spelling.

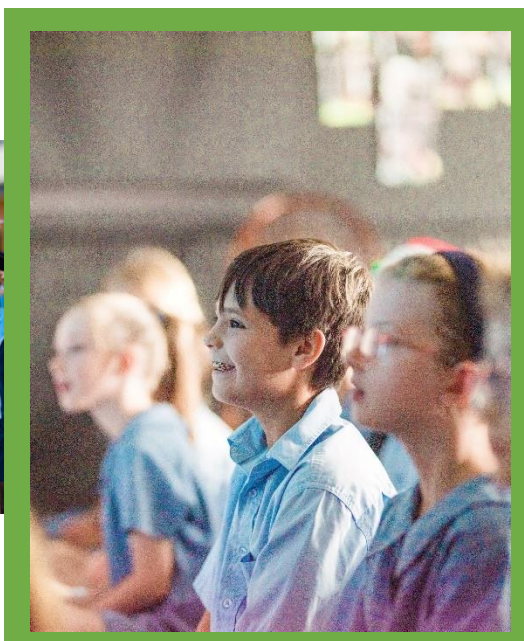
Year 9 shows positive overall performance, although prior spikes in numeracy and reading performance can be attributed to a strong cohort the year before.

It's worth noting that these measurements are taken from similar schools, and that our students are performing above standard across most domains when measured against all Australian students.



NAPLAN RESULTS		Reading	Writing	Spelling	Grammar and Punctuation	Numeracy
Year 3	BCC	439	437	421	436	406
	National	438	422	418	433	400
Year 5	BCC	535	495	526	514	503
	National	510	484	505	499	488
Year 7	BCC	564	554	566	554	570
	National	543	530	547	533	546
Year 9	BCC	594	584	586	595	609
	National	578	560	577	573	584

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Financial Report | Bill Truscott



The College has again performed positively during the 2022 financial year and is well placed with sufficient reserves to cover liabilities as they fall due.

Income and expenditure have been recorded showing 72% of income coming from government grants, and 26% from fee income. These funds have been invested in providing quality teaching with 74% utilised for salaries and related staff expenses.

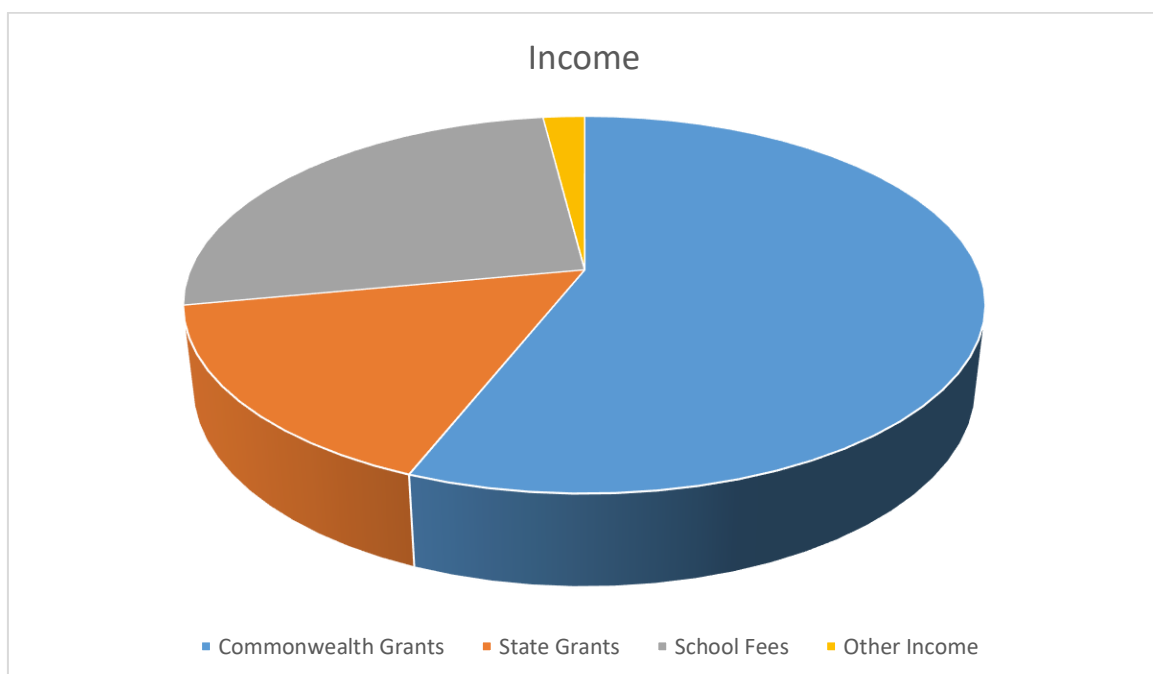
INCOME

Commonwealth Grants	9,033,118	56%
State Grants	2,481,338	16%
School Fees	4,144,663	26%
Other Income	249,186	2%
Total Income	15,908,305	

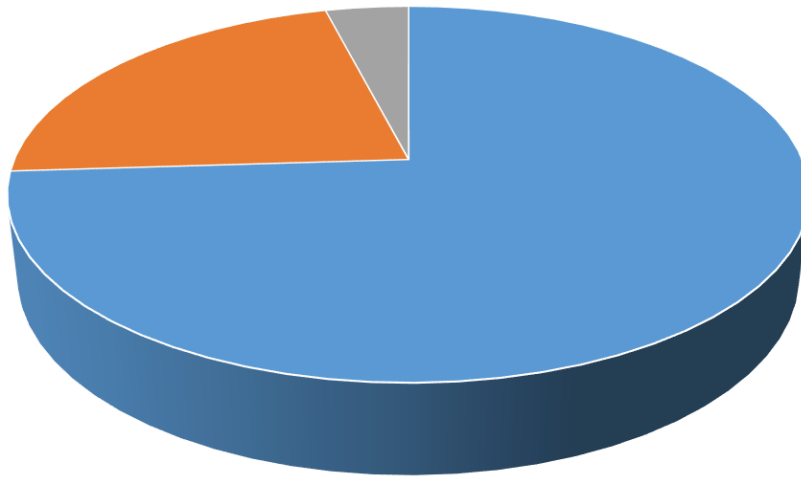
EXPENDITURE

Salaries and Staff Expenses	9,547,721	74%
Non-Salary Expenses	2,904,084	22%
Capital Expenditure	557,119	4%
Total Expenditure	13,008,924	

Total Recurrent Expenditure (excludes capital expenditure) 12,451,805



Expenditure



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

